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Course Name: Family Medicine Sub-Internship

Course number: 02501

Location: Family Medicine Office

Clerkship Directors:
Nirandra Mahamitra, MD
Dyanne Westerberg, DO

Elective Faculty: Family Medicine Faculty

Elective Contact: Ryekisha Roark
Contact Information: (856) 757-7790
roark-ryekisha@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4 Weeks
Hours / week: 40
Maximum students / block: 2

Lectures / Seminars:
Yes

Outpatient:
Yes

Inpatient:
No

Residents:
No

Night call:
No

Weekends:
No

Lab:
No

Exam required:
No

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

Course Overview:
During the Family Medicine Sub-Internship, the student will gain sufficient understanding of the evaluation and management of patients able comprehensive primary care management of these conditions.

Course Objectives: At the conclusion of this sub-internship students will be able to:

Medical Knowledge: Demonstrate a good understanding of existing and evolving scientific information and its application to patient care.

For the Family Medicine Sub-Internship
- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly treated by Family Medicine physicians
- Demonstrate the ability to formulate a differential diagnosis based upon history and physical examination findings
- Obtain a foundation in Family Medicine for post-graduate training

Patient Care: Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For the Family Medicine Sub-Internship
- Acquire the technical skills required to provide care for Family Medicine patients
- Gather accurate information from patients by demonstrating the ability to obtain a complete history and perform a focused examination
- Demonstrate an awareness of the principles underlying a systematic approach to the management of common disease processes
- Demonstrate sensitivity to patient individuality including culture, ethnicity, gender, age, disability, sexual orientation, and socio-economic status

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.
• Demonstrate an awareness of the principles underlying a systematic approach to the management of common disease processes
• Demonstrate sensitivity to patient individuality including culture, ethnicity, gender, age, disability, sexual orientation, and socio-economic status

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For the Family Medicine Sub-Internship
• Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care.
• Demonstrate an ability to provide patient care for common Family Medicine health problems that is considerate, appropriate, and effective
• Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles
• Demonstrate respect and integrity in interactions with colleagues and patients

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For the Family Medicine Sub-Internship
• Demonstrate the ability to deliver a clear, concise oral presentation of a patient’s history and examination.
• Demonstrate the ability to prepare a clear, concise written presentation of a patient’s history and examination.
• Demonstrate an ability to effectively communicate and collaborate with patients, families, and health care professionals. Utilize effective communication skills (verbal, non-verbal, written) to elicit and provide health care information to patients, families, and professional colleagues

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

For the Family Medicine Sub-Internship
• Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

Systems-Based Practice: Demonstrate 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.

For the Family Medicine Sub-Internship
• Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care
• Understand the principles of cost effective health care that does not compromise quality of care
• Demonstrate a commitment to patient safety

Scholarly Inquiry: Demonstrate the 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.

For the Family Medicine Sub-Internship
• Demonstrate knowledge of existing and evolving scientific information and its application to patient care
• Demonstrate an ability to frame answerable questions, weigh evidence and reach critically-reasoned, well-founded clinical judgments for contribution to and advancement of scientific knowledge
Health Partnership: Demonstrate the ability to deliver high-quality, comprehensive, cost-effective, coordinated ambulatory care and community-oriented health education to underserved urban and rural populations.

For the Family Medicine Sub-Internship

- *Discuss a patient’s plan of care and arrange follow-up, when appropriate.*

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For the Family Medicine Sub-Internship

- *Work as a member of a team in the health care system. This will result in a coordinated effort of health care professionals that contributes to the goals of the team and supports the activities of other members for patient care and other health care activities*

Clerkship Content & Outline:
During the Family Medicine Sub-Internship, students will:

- Work with a Family Medicine physician in an outpatient office for four weeks.
- See assigned patients and obtain a history, perform a focused physical examination and develop a differential diagnosis.
- Learn coordination of care; communication with patients, families, specialists and other health care providers.
- Attend all conferences with their assigned attending physician.
- Serve as an integral part of the office team.
- Meet with the course director at mid-rotation to discuss their experiences.
- 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.

Clerkship Overview:
**REQUIRED ACTIVITIES**

To pass the Family Medicine Sub-Internship, students must do the following:

1. **Orientation:** You MUST attend orientation or you will not be allowed to participate in the rotation. If there is a change to the time and location of the orientation, you will be notified beforehand.

2. **Clerkship Didactics / Conference:** On the second Wednesday of each month from 8:00 am to 12:00 pm, you are required to attend the Family Medicine Conference. These are held in the Education and Research Building. Your attendance at the conferences is mandatory. This is to maximize the learning experience.

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

Self-directed learning time is unscheduled time during the Monday-Friday week. Students control the use of this time. If students 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.” Students 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.

Patient Care Responsibility:
Students that participate with the Family Medicine sub-internship will have the opportunity to become an important part of a health care team. Students will be assigned patients. They will see patients and perform a history and a focused examination. Students are required to present to their attending physician. During the presentation, the student will provide a differential diagnosis and a treatment plan. Students will play an active part in the treatment of their patients. Students will also follow up on labs, imaging and consultation reports. Students will also learn from patients that are not directly cared for by them. The number of patients a student will encounter will increase as the sub-internship progresses based upon the comfort level of the student.

It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:
Students are required to maintain standards of confidentiality in accordance with HIPAA (Health Insurance Portability and Accountability Act).

Required Patient Encounters / Procedures:
None

Clerkship Didactics / Conferences:
On the second Wednesday of each month from 8:00 am to 12:00 pm, you are required to attend the Family Medicine Conference. These are held in the Education and Research Building. Attendance at the conferences is mandatory. This is to maximize the learning experience.

Texts and Reading List:

<table>
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<th>Essentials of Family Medicine, Sixth Edition</th>
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<td>Sloane, Slatt, Ebell et al</td>
<td>Case Files Family Medicine</td>
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Teaching & Learning Methods:
• Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.
• Interprofessional Learning: You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies.
• Small Group Learning: You may participate in conferences where Family Medicine topics are discussed in a small group format.
• Case-Based Learning: You may participate in conferences where Family Medicine topics are discussed in a case-based format.
• Team-based Learning: You may participate in team-based learning as part of the didactic sessions.
• Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.
Evaluation Methods:
Grading:
Grades will be determined in the following manner:
Students will receive evaluation of your performance from your preceptor on an ongoing basis. These evaluations will not form part of the official grade in the elective but rather serve as early and regular feedback mechanisms to help you gauge progress.

Students will perform two Mini-Clinical Evaluation Exercises (CEX) for formative assessment. Preceptors will complete an M4 Summative Clerkship Evaluation Form.

A final grade of Honors, High Pass, Pass or Fail will be determined by the grading committee. The Clerkship Director and a second faculty member will comprise the committee. The committee will review the materials that pertain to the sub-internship and assign a specific grade using the M4 Summative Clerkship Evaluation Form.

A satisfactory grade requires a mean score of “6” or more out of "9" on their faculty evaluation. The grading committee may choose to contact preceptors to discuss a student’s performance. The committee may use this information to help in the assignment of a final grade. The individual preceptor may recommend a student for honors, but only the grading committee may assign a grade of Honors.

Note: Copies of the forms are found at the end of this syllabus.

Student Evaluation of Faculty and Clerkship:
Thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

Roles and Responsibilities:
Departmental Clerkship Director: The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

Departmental Education Coordinator: The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

Student: The student is responsible for attending all clinical sessions, conferences and didactic learning experiences as part of the sub-internship as well as completing self-directed learning experiences and activities. The student is responsible for notifying the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

Dress Code:
Students may wear scrubs to lecture as well as clinical shifts. Students must wear their white coat and their identification badge. See the Student Handbook for additional requirements.

Academic Policies:
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):
- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
Course Name: Internal Medicine Sub-Internship  
Course number: 02301  
Location: Cooper University Hospital

Clerkship Director: Ritesh Patel, MD
Elective Faculty: Faculty, Division of Hospital Medicine
Elective Contact: Betty Ann Girouard
Contact Information: (856) 757-7842
girouard-bettyann@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4 Weeks
Hours / week: 60
Maximum students / block: 5

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

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

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

Purpose of the Clerkship Syllabus:
This syllabus is provided as a guide for your participation in the Internal Medicine Clerkship. 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 Internal Medicine Clerkship Director, or the Office of Medical Education.

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 Objectives:
At the conclusion of this sub-internship students will be able to:

Medical Knowledge: Demonstrate knowledge of existing and evolving scientific information and its application to patient care.

- Demonstrate the ability to formulate an appropriate differential diagnosis for some of the most common inpatient diseases
- Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies
- Formulate comprehensive and individualized assessment and plan

Patient Care: Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

- Demonstrate skill in taking an appropriately tailored hypothesis driven history and performing a focused physical exam in the inpatient setting
- Display an empathetic and professional behavior towards admitted patients
Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Internal Medicine
- Participate in sign outs, lectures, pre-rounds and attending led rounds on time
- Show respect to all health care providers in the hospital, including, but not limited to faculty, residents, nurses, patients and their family members.

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Internal Medicine
- Demonstrate refined presentation skills in a comprehensive manner during rounds
- Communicate the plan of care to patients with teach back method
- Update the patient and faculty on any test results that have returned

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

For Internal Medicine
- Use floor patient care experiences along with appropriate educational resources to improve understanding of Hospital Medicine
- Analyze and evaluate their practice experiences and implement strategies to improve their practice.

Systems-Based Practice: Demonstrate 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.

For Internal Medicine
- Work with care coordination (social work, home care) to optimize the care of the patient
- Understand importance of medication reconciliation, transitions of care, and measures to prevent readmissions.

Scholarly Inquiry: Demonstrate the 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.

For Internal Medicine
- Use their floor patient care experiences along with appropriate educational resources to improve understanding of Hospital Medicine
- Understand which resources are valid and reliable in answering questions about patient care

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

For Internal Medicine
- Provide cost efficient care to the patient by minimizing unnecessary testing and opting most cost-effective medicine alternatives.
- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For Internal Medicine
• Work in a team-based setting with different providers to provide timely, efficient, effective and safe care to patients

Clerkship 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.

Clerkship Overview:

REQUered ACTIVITIES

To pass the Internal Medicine Sub-Internship, students must do the following:

1. **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.

2. **Clinical Shifts:** A maximum of five students will be assigned for medicine sub internship monthly. They are required to work along with floor teams. 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.

3. **Evaluations:** All students are required to submit an end of rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

4. **Internal Medicine Resident Conferences:** Students are required to attend mandatory Internal medicine Resident Conferences except during night float rotation. Please see the section “Didactics / Conferences” for further details.

5. **Required Inpatient Mini-CEX Encounters:** Students will participate in at least one Mini-CEX with their attending preceptor weekly to assess their core clinical skills. It is student’s responsibility to ensure completion of Mini-CEX every week.

6. **Evidence Based Medicine (EBM) presentation during last week to Clerkship Director:** Students will be encouraged and guided to create a clinical question, emerging from their current floor experience in PICO (patient, intervention, comparison and outcome) format. They will search and evaluate 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.

• **Must be 10 minutes or less.** Can be PowerPoint or oral presentation
• Very brief summary of pertinent history and physical findings in case
• State the question that arose in the case
• Very brief summary of the article that tries to answer the question
• Strength and weaknesses of the article
• Summary of findings and whether it changes your management
Clerkship Schedule:

Students rotating through medicine sub-internship will have an opportunity to be an integral part of a health care team, who manages a wide variety of complex patients on medicine floors. Students will be assigned to see a certain number of patients, usually by senior residents in the morning. They will see patients initially as their primary caretaker and are expected to perform a comprehensive history and physical examination during their initial exposure, as well as detailed follow up during subsequent encounters. Typically, students should begin with two to three patients, and can go up to six patients depending upon their comfort level. During this rotation, students will also learn to maintain the balance between quality of care and number of patients.

They will actively participate in resident led pre rounding (usually occurs around 8:45 AM), where they will have an opportunity to learn fine nuances of real patient care and care progression. On a typical day, attending led rounding occurs from 9:30 AM to 11 AM. During rounds, students are required to present their patients directly to the attending. In the course of their presentation, they are expected to provide a broad differential diagnosis and recommended work up plan. They always are an 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 not directly followed by them.

Students are required to attend all mandatory conferences (except board review) along with Internal Medicine residents. In the afternoon, along with necessary follow ups, they will be active participants in preparing expected discharges under direct supervision of residents and the attending. They are expected to remain present during short call (1 PM to 3:30 PM) and long call (3:30 PM to 8 PM) along with their team. During these calls, students will have an opportunity to admit patients under direct observation. They will then carry those admitted patients the next day, which will enhance their experience of continuity of care.

During their night rotation, students will directly report to the night float admitting team. They will be assigned to perform a full admission, which includes comprehensive history taking and physical examination, differential diagnosis, rational assessment and plan. They will present their admissions to senior residents and/or directly to the hospitalist attending at night. They will be essential members of the decision making team, and enhance their learning experience tremendously. At 7 AM, the night admitting team meets experienced medicine faculty (Dr Rajput) in the cafeteria. The students are expected to be a part of this meeting, which has been quoted as a great learning experience by residents and former medical students rotating on the clerkship.

Patient Care Responsibility:

It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:

Students are required to maintain standards of confidentiality in accordance with HIPAA.

Required Patient Encounters / Procedures:

It is your responsibility to see each of the following required patient encounters during your 4 week rotation:

- Venous thromboembolism Treatment
- Delirium
- Chest pain
- Dizziness/ Syncope
- Dyspnea
- Accelerated Hypertension
- Pain Management
- Sepsis
Pneumonia
Atrial Fibrillation
Heart Failure
Obstructive Lung disease (Asthma and COPD)
Diabetic Foot Infections
Acute kidney injury
Electrolyte Abnormalities (Hyponatremia, Hypokalemia and Hyperkalemia)
End of Life Care

Following books are recommended references:

1) Cecil Review of General Internal Medicine, 8th edition or
2) Harrison’s Principles of Internal Medicine, 18th edition or
3) Davidson’s Principles and Practice of Medicine, 21st edition

Clerkship Didactics / Conferences:

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>Board Review (7am-8am)</td>
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<td>Board Review (7am-8am)</td>
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<td>Board Review (7am-8am)</td>
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<tr>
<td>Resident report (12:20pm-1:30pm)</td>
<td>Resident report (11:50am-1:00pm)</td>
<td>Meeting with Clerkship Director (8:00am-9:00am)</td>
<td>Grand rounds (11:50am-1:00pm)</td>
<td>Rotating IM Conference (11:50am-1:00pm)</td>
</tr>
<tr>
<td>Subspecialty Rounds (12:20pm-1:30pm)</td>
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</table>

Teaching & Learning Methods:

- Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.
- Inter-professional Learning: You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies.
- Case-Based Learning: You may participate in conferences where Internal Medicine topics are discussed in a case-based format.
- Simulation: You may participate in periodic sessions in the Simulation Center where various common Inpatient clinical scenarios will be taught including ACLS protocols.
- Team-based Learning: You may participate in team-based learning as part of the didactic sessions.
- Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.

Assessment and Evaluation:

Grading:

Grades will be determined in the following manner:

The Department of Internal Medicine at Cooper Medical School of Rowan University uses a criterion based or fixed standard evaluation and grading system. This grading system is based on the new ACGME Internal Medicine milestones and will refer to the 6 core competencies which are the following: patient care, medical knowledge, interpersonal and communication skills, professionalism, systems based practice, and practice based learning. This system allows for comparison of a particular student’s performance to a predetermined standard of proficiency. Year to year, the percentage of students receiving a particular clinical grade (Honors, High Pass, Pass, etc.) may vary as there are no predetermined percentages for Honors, High Pass, Pass, etc.
Students will participate in at least one Mini-CEX with their attending preceptor weekly to assess their core clinical skills. This will be formative and NOT for grading. In addition, the faculty preceptor will monitor progress daily through direct observation on rounds. The Clerkship Director will meet with students weekly and will review the student’s progress. Punctuality on floors and conferences, and EBM presentations will also be taken into account while grading the student. The faculty preceptor will complete a CMSRU M4 Clerkship Evaluation form for each student. The Clerkship Director will review all evaluations before they are submitted to the Office of Medical Education. The faculty preceptor and the clerkship director will determine the final grade in the clerkship for each student. The clerkship director will submit the form to the Office of Medical Education.

**Student Evaluation of Faculty and Clerkship:**
Thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

Students must complete an evaluation of faculty and the Internal Medicine clerkship at the end of the rotation. Failure to do so will result in a referral to the Office of Medical Education for lack of Professionalism.

**Roles and Responsibilities:**

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees. The Education Coordinator has a secondary reporting relationship to the CLIC Assistant Director.

**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying both the CLIC Assistant Director and the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Professional attire must be worn on general medicine floors at all times. Students can use scrubs during the night rotation. Students must wear their white coat and their identification badge while on the floors. See the Student Handbook for additional requirements.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
| Course Name: | Obstetrics & Gynecology Sub-Internship | Course number: | 02601 | Location: | Cooper University Hospital |
| Clerkship Director: | Saifuddin Mama, MD | Elective Faculty: | OB/GYN Faculty | Elective Contact: | Dawn Maziarz |
| Assistant Clerkship Director: | Tuan Dinh, MD | | | Contact Information: | (856) 342-3006 maziarz-dawn@cooperhealth.edu |
| Blocks Available: | All | Duration (weeks): | 4 Weeks | Hours / week: | 60 |
| Lectures / Seminars: | Yes | Outpatient: | No | Inpatient: | Yes |
| Night call: | Yes | Weekends: | Yes | Lab: | No |
| Maximum students / block: | 2 | Exam required: | Yes |

**Purpose of the Clerkship Syllabus:**
This syllabus is provided as a guide for your participation in the Obstetrics and Gynecology Sub-Internship. 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 Obstetrics and Gynecology Sub-Internship Clerkship Director, or the Office of Medical Education.

**Course Objectives:**
At the conclusion of this sub-internship students will be able to:

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

For Obstetrics and Gynecology
- Demonstrate the ability to formulate an appropriate differential diagnosis for some of the most common obstetric and gynecologic diseases
- Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies
- Formulate comprehensive and individualized assessment and plan

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For Obstetrics and Gynecology
- Demonstrate skill in taking an appropriately tailored hypothesis driven history and performing a focused physical exam in inpatient setting
- Display an empathetic and professional behavior towards admitted patients

**Professionalism:** Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.
For Obstetrics and Gynecology
- Participate in sign outs, lectures, pre-rounds and attending led rounds on time
- Show respect to all health care providers in the hospital, including, but not limited to faculty, residents, nurses, patients and their family members.

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Obstetrics and Gynecology
- Demonstrate refined presentation skills in a comprehensive manner during rounds
- Communicate the plan of care to patients with teach back method
- Update the patient and faculty on any test results that have returned

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

For Obstetrics and Gynecology
- Use Floor patient care experiences along with appropriate educational resources to improve understanding of inpatient care for common obstetric and gynecologic disorders
- Analyze and evaluate their practice experiences and implement strategies to improve their practice.

Systems-Based Practice: Demonstrate 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.

For Obstetrics and Gynecology
- Work with care co-ordination (social work, home care) to optimize the care of the patient
- Understand importance of medication reconciliation, transitions of care, and measures to prevent readmissions.

Scholarly Inquiry: Demonstrate the 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.

For Obstetrics and Gynecology
- Use their floor patient care experiences along with appropriate educational resources to improve understanding of obstetrics and gynecology
- Understand which resources are valid and reliable in answering questions about patient care

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

For Obstetrics and Gynecology
- Provide cost efficient care to the patient by minimizing unnecessary testing and opting cheaper medicine alternatives.
- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For Obstetrics and Gynecology
- Work in a team-based setting with different providers to provide timely, efficient, effective and safe care to patients
Clerkship Outcomes:
During the Obstetrics and Gynecology Sub-Internship, the student is expected to:

- 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.

Clerkship Overview:
REQUIRED ACTIVITIES
To pass the Obstetrics and Gynecology Sub-Internship, students must do the following:

**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, and the gynecology service including general gynecology, gynecologic oncology, and urogynecology. 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 on the labor floor and two weeks on the general gynecology service
4. The entire four weeks on gynecologic oncology
5. A combination of two weeks on general gynecology and two weeks on gynecologic oncology
6. The entire four weeks on the antepartum service with high risk obstetric patients
7. A combination of two weeks on the labor floor and two weeks on the antepartum service with high risk obstetric patients
8. If the student requests, it is possible to do the entire four weeks at night with the night float team

You will be assigned to this prior to your sub-internship and **you must contact the clerkship director as early as possible to arrange the four week sub-internship.**

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 5-6 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.

**Evaluations:** All students are **required** to submit an end of rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

**Obstetric and Gynecology Resident Conferences and Grand Rounds:**
Students are **required** to attend mandatory Obstetric and Gynecology Resident Conferences on Monday and Friday from 7:15 – 8:00 am. They are also required to attend Grand Rounds on Tuesday from 7:30 – 8:30 am.
**Required Mini-CEX Encounters:**
Students will participate in at least one Mini-CEX with any obstetrics and gynecology attending, fellow or chief resident to assess their core clinical skills, around the mid-point of the clerkship to serve as a basis for formative feedback regarding their clinical skills. It is student’s responsibility to ensure completion of the Mini-CEX. Students are encouraged to do more than one Mini-CEX.

**EBM presentation towards the last week to the primary service team:**
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. Students will give an EBM presentation to the primary service team during the last week. This will constitute 15% of the grade. Students may voluntarily present a second EBM presentation. The score for grading for students who give 2 EBM presentations will be the higher of the 2 presentations.

Here is a summary of what is expected for the 15 minute EBM presentation. The scoring sheet is attached at the end of the syllabus.

1. **Must be 15 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

**Clerkship Schedule:**
Students rotating through obstetrics and gynecology sub-internship will have an opportunity to be an integral part of a health care team, who manage a wide variety of patients. Students will be required to see patients prior to morning rounds and present to the chief resident. The number of patients assigned will be determined by the chief resident based on patient volume, complexity and the needs of the service. Typically, students should vary between two to four patients depending upon their comfort level. The student will also learn to maintain the balance between quality of care and number of patients.

They will actively participate in resident led 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 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 not directly followed by them. They will be active participants preparing expected discharges under supervision.

**Patient Care Responsibility:**
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of residents, fellows and faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your service team and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

**Confidentiality:**
Students are required to maintain standards of confidentiality in accordance with HIPAA.
Patient Encounters / Procedures:
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care.
- Develop an appreciation for the demands of an Ob/Gyn career

Suggested Ob/Gyn Patient Encounters (but not limited to):

<table>
<thead>
<tr>
<th>Condition/Procedure</th>
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<tbody>
<tr>
<td>Abnormal uterine bleeding</td>
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<td>Chronic pelvic pain</td>
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<td>Screening for STD's</td>
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<td>Cervicitis</td>
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<td>Fibroids</td>
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<td>Ovarian Cysts</td>
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<td>Vulva lesions</td>
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<td>Irregular menses</td>
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<td>Sterilization counseling</td>
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<td>Menopause symptoms</td>
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<td>Breast masses/pain</td>
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<tr>
<td>Pelvic organ prolapse: uterovaginal, bladder, rectum</td>
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<td>Robotic gyn surgery</td>
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<td>Dilation and evacuation</td>
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<td>Cervical cone biopsy</td>
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<tr>
<td>Ectopic pregnancy</td>
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<tr>
<td>Abortion</td>
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<td>Pregnancy 2nd trimester bleeding</td>
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<tr>
<td>Preterm labor</td>
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<tr>
<td>Gestational hypertension/preecampsia/eclampsia</td>
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<td>Depression in pregnancy</td>
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<tr>
<td>Vaginal delivery</td>
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<td>Vacuum delivery</td>
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<tr>
<td>Placement of fetal scalp electrode</td>
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<td>Artificial rupture of membranes</td>
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<td>Ultrasound for amniotic fluid index/fetal position</td>
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<td>Chorionic villi sampling</td>
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Clerkship Didactics / Conferences:
- You will be told about any possible conferences to attend during the first week of the rotation

Texts and Reading List:
Following books are recommended for reading:

<table>
<thead>
<tr>
<th>Title</th>
<th>Link to Resource</th>
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<tbody>
<tr>
<td>Beckmann et.al.</td>
<td>Obstetrics and Gynecology, 6th edition, Lippincott, Williams and Wilkins</td>
</tr>
<tr>
<td>Optional:</td>
<td></td>
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<tr>
<td>Bader,T</td>
<td>Ob/Gyn Secrets, 3rd edition, Mosby</td>
</tr>
</tbody>
</table>
Teaching & Learning Methods:
- Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.
- Inter-professional Learning: You will function in clinical settings as a part of an inter-professional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, physical therapists, occupational therapists, etc.
- Case-Based Learning: You may participate in conferences where Ob Gyn topics are discussed in a case-based format.
- Team-based Learning: You may participate in team-based learning as part of the didactic sessions.
- Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.

Evaluation Methods:
Grades will be determined in the following manner:

The Department of Ob/Gyn at Cooper Medical School of Rowan University uses a criterion-based or fixed-standard evaluation and grading system. This grading system has the 9 core competencies which are the following: patient care, medical knowledge, interpersonal and communication skills, professionalism, systems based practice, practice based learning, scholarly inquiry, health partnership and learning and working in teams. This system allows for comparison of a particular student’s performance to a predetermined standard of proficiency. Year to year, the percentage of students receiving a particular clinical grade (Honors, High Pass, Pass, etc.) may vary as there are no predetermined percentages for Honors, High Pass, Pass, etc. Students will participate in at least one Mini-CEX with their chief resident, fellow or attending preceptor to assess their core clinical skills and obtain formative feedback. In addition, the service team will monitor progress daily through direct observation on rounds. The Clerkship Director or Assistant Director will meet with students midway through and will review the student’s progress. Punctuality on floors and conferences will also be taken into account while grading the student. The EBM presentation comprises 15% of the grade. The service team and attending faculty will provide continuous feedback and complete a CMSRU M4 Clerkship Evaluation form for each student. The clinical portion comprises 85% of the grade. The Clerkship Director or Assistant Director will review all evaluations and provide a final sub-intern evaluation determining the final grade before they are submitted to the Office of Medical Education.

Student Evaluation of Faculty and Clerkship:
Your thoughtful reflections on your experience with us are vitally important to us. It’s one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

Students must complete an evaluation of faculty and the Obstetrics and Gynecology sub-internship at the end of the rotation. Failure to do so will result in a referral to the Office of Medical Education for lack of Professionalism.

Roles and Responsibilities:
Departmental Clerkship Director and Assistant Director: The Clerkship Director and Assistant Director work with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Directors mentor and motivate students, monitor their progress, and assist students requiring remediation or counseling.

Departmental Education Coordinator: The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees. The Education Coordinator has a secondary reporting relationship to the CLIC Assistant Director.
**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying both the CLIC Assistant Director and the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Professional attire must be worn on floors at all times. Students can use scrubs. Students must wear their white coat and their identification badge while on the floors. See the Student Handbook for additional requirements.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
### Course Name:

**Pediatric Sub-Internship**

### Course number:

02701

### Location:

Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debrah Meislich, MD</td>
<td>Pediatric Faculty</td>
<td>Ramonita Ortiz</td>
<td>(856) 757-7904</td>
</tr>
<tr>
<td>William Graessle, MD</td>
<td></td>
<td>Jeanne Lanzo</td>
<td><a href="mailto:ortiz-ramonita@cooperhealth.edu">ortiz-ramonita@cooperhealth.edu</a></td>
</tr>
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<tr>
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</table>

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

Yes

### Purpose of the Clerkship Syllabus:

This syllabus is provided as a guide for your participation in the Pediatric Sub-Internship. 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 Pediatric Sub-Internship Clerkship Director, or the Office of Medical Education.

### 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 Objectives:

At the conclusion of this sub-internship students will be able to:

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

- For Pediatrics Sub-Internship
  - Demonstrate the ability to formulate an appropriate differential diagnosis for some of the most common pediatric diseases
  - Learn how to cope with uncertainty in patient care issues (i.e. knowing what you know and what you don’t know, accessing best resources, and knowing when and how to get help)

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

- For Pediatrics Sub-Internship
  - Demonstrate skill in taking focused histories and physical exams and create a plan of care on patients through their hospitalization
• Anticipate what a patient will need during the course of hospitalization (i.e. when they need to be re-examined, when a lab needs to be repeated, when additional therapy is necessary, when additional history needs to be obtained, discharge criteria) and communicate this information effectively in hand-overs to other health care providers

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Pediatrics Sub-Internship
• Show respect to all health care providers in the hospital, including, but not limited to faculty, residents, nurses, patients and their family members
• Attend all pediatric departmental conferences and may be asked to participate in Chief Rounds and Morning Report

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Pediatrics Sub-Internship
• Learn how to effectively share information with patients and parents
• Present patients at daily rounds and at sign-in and sign-out rounds in a clear and organized fashion

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

For Pediatrics Sub-Internship
• Use Floor patient care experiences along with appropriate educational resources to improve understanding of inpatient care for common pediatric disorders
• Analyze and evaluate their practice experiences and implement strategies to improve their practice.

Systems-Based Practice: Demonstrate 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.

For Pediatrics Sub-Internship
• Work with care co-ordination (social work, child life) to optimize the care of the patient
• Understand importance of medication reconciliation, transitions of care, and measures to prevent readmissions

Scholarly Inquiry: Demonstrate the 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.

For Pediatrics Sub-Internship
• Use their floor patient care experiences along with appropriate educational resources to improve understanding of the care of pediatric patients
• Understand which resources are valid and reliable in answering questions about patient care

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

For Pediatrics Sub-Internship
• Provide cost efficient care to the patient by minimizing unnecessary testing and opting for cheaper medicine alternatives
• Help coordinate timely follow up and adequate resources for patients with difficulties with access to care

**Learning and Working in Teams:** Work as a member of a team in the coordinated, inter-professional model of care delivery.

**For Pediatrics Sub-Internship**

• *Function as a member of the team with residents, attendings, nurses, social work, child life specialists, nutritionists and ancillary staff, coordinating the care of the patient during hospitalization and in planning for discharge*

• *Participate in all aspects of Family Centered Rounds including but not limited to leading the discussion and patient presentation on his/her assigned patients*

**Clerkship 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.

**Clerkship Overview:**

**REQUIRED ACTIVITIES**

To pass the Pediatric Sub-Internship, students must do the following:

3. **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 968-8544.  If there is a change to the time and location of the orientation, you will be notified beforehand.

4. **Conferences:** Students will be expected to attend daily noon conferences, morning report on Wednesday and Thursday morning, and Friday conference 7:30-9 am

5. **Evaluations:** All students are required to submit an end-of-rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission.

**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.

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 Sub-I presents their 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 Pediatrics.” The Smart Tex is “CUH IP PRG PEDS PROGRESS NOTE” and the co-sign box must be checked for the attendings.

At Discharge, you will complete the discharge instructions, get a signature and provide the parents with medical prescriptions.

Participate and/or attend conferences including chief rounds, PICC lectures, resident lectures and Grand Rounds.

**Patient Care Responsibility:**

It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

**Confidentiality:**

You are required to maintain standards of confidentiality in accordance with HIPAA (Health Insurance Portability and Accountability Act).

**Required Patient Encounters / Procedures:**

None

**Clerkship Didactics / Conferences:**

- Students will attend daily noon conferences, morning report on Wednesday and Thursday morning, and Friday conference 7:30-9am.

| Texts and Reading List | 
| --- | --- |
| **Title** | **Link to Resource** |
| **Optional:** | |
| Cooper Pediatric Resources | [http://libguides.rowan.edu/content.php?pid=617627](http://libguides.rowan.edu/content.php?pid=617627) |
|  | - The major resources are listed on the clerkship site |
|  | - A general textbook such as Nelson’s or Rudolph’s is a good starting point. |
|  | - Pediatrics in Review also has excellent review articles |

**Self Directed Learning:**

Students are expected to learn about the patients they care for on the inpatient unit. This will occur during the course of the work day, through case discussions and presentations of the patients on the service. Students are expected to also use time after in hospital hours to supplement their learning by reading the pediatric literature about topics discussed.

**Teaching & Learning Methods:**

Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.

**Evaluation Methods:**

**Grading:**

Students will participate in at least one miniCEX around the mid-point of the clerkship to serve as a basis for formative feedback regarding their clinical skills.

Students will be evaluated by the attending faculty based on the following CMSRU competency domains: Medical Knowledge, Patient Care, Professionalism, Communication and Interpersonal Skills, Practice-Based Learning and Improvement, Systems-Based Practice, Scholarly Inquiry, Health Partnership, and Learning and Working in Teams. These
core competencies will be evaluated on an ongoing basis through direct interaction between the students and faculty during the student’s rotation, and recorded on the M4 Summative Clerkship Evaluation form. The final grade will be determined by the composite of evaluations from the faculty who worked with the student.

The Clerkship Director will review all evaluations before they are submitted to the Office of Medical Education.

The faculty preceptors and the clerkship director will determine the final grade in the clerkship for each student. The clerkship director will submit the final grade.

**Attendance and Make-up:**
Students must report planned and unplanned absences to the supervising resident and attending. Excessive absences (more than 2 days during the rotation) may require make-up of time in order to fulfill the course requirements. That decision will be at the discretion of the supervising attending and clerkship director.

**Student Evaluation of Faculty and Clerkship:**
Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is therefore required.

Students must complete an evaluation of faculty and the General Surgery Sub-Internship at the end of the rotation. Failure to complete the evaluation will lead to grade submission being delayed.

**Roles and Responsibilities:**

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic experiences as part of the rotation as well as for completing self-directed learning experiences and activities. The student is responsible for notifying the Sub-Internship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Students may wear scrubs to lecture as well as clinical shifts. Students must wear their white coat and their identification badge. See the Student Handbook for additional requirements.

**Academic Policies**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
Course Name: Psychiatry Sub-Internship

<table>
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<tr>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>02801</td>
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</tr>
<tr>
<td></td>
<td>Psychiatry Outpatient Offices</td>
</tr>
</tbody>
</table>

Clerkship Directors: Karim Ghobrial-Sedky, MD
Elective Faculty: Psychiatry Faculty
Elective Contact: Viktoria Rile

Contact Information:
(856) 757-7853
rile-viktoria@cooperhealth.edu

Blocks Available: All, except Block 1 & 2
Duration (weeks): 4 Weeks
Hours / week: 40
Maximum students / block: 2

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

Purpose of the Sub-Internship Syllabus:
This syllabus is provided as a guide for your participation in the Psychiatry Sub-Internship. 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 Psychiatry Clerkship Director, or the Office of Medical Education.

Course Overview:
During the Psychiatry 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 Objectives:
At the conclusion of this sub-internship students will be able to:

Medical Knowledge: Demonstrate knowledge of existing and evolving scientific information and its application to patient care.

For Psychiatry
- Demonstrate the ability to formulate an appropriate differential diagnosis for some of the most common psychiatric disorders
- Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies
- Formulate comprehensive and individualized assessment and plan

Patient Care: Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For Psychiatry
- Display an empathetic, culturally sensitive and professional behavior towards admitted patients
- Demonstrate skill in taking an appropriately tailored hypothesis driven history and performing a comprehensive treatment plan
Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Psychiatry
- Participate in sign outs, lectures, pre-rounds and attending led rounds on time if on the inpatient setting. If in outpatient, participate and attend the outpatient clinics on time.
- Show respect to all patients and their family members; and to health care providers in the hospital, including, but not limited to faculty, residents, and/or nurses.

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Psychiatry
- Demonstrate refined presentation skills in a comprehensive manner during discussions
- Communicate the plan of care to patients with teach back method
- Update the patient and faculty on any test results that have returned

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

For Psychiatry
- Analyze and evaluate their practice experiences and implement strategies to improve their practice.

Systems-Based Practice: Demonstrate 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.

For Psychiatry
- Work with care co-ordination (social workers, therapist, home care and other staff) to optimize the care of the patient
- Understand importance of medication reconciliation, transitions of care, and measures to prevent readmissions.

Scholarly Inquiry: Demonstrate the 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.

For Psychiatry
- Use their patient care experiences along with appropriate educational resources to improve understanding of systems of care
- Understand which resources are valid and reliable in answering questions about patient care

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

For Psychiatry
- Provide cost efficient care to the patient by minimizing unnecessary testing and opting most cost effective medicine alternatives.
- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.
For Psychiatry
- Work in a team-based setting with different providers to provide timely, efficient, effective and safe care to patients

Clerkship Content & Outline:
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 an appreciation for the demands of inpatient training.

Sub-internship Overview:
REQUIRED ACTIVITIES
To pass the Psychiatry Sub-internship, students must do the following:

1. **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.

2. **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.

3. **Evaluations:** All students are required to submit an end of rotation course evaluation form. This is a requirement to complete the rotation and required for grade submission. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

4. **Psychiatry Resident Conferences:** Students are required to attend mandatory Psychiatry Resident Conferences/grand rounds. Please see the section “Didactics / Conferences” for further details.

5. **Required Psychiatry Mini-CEX Encounters:** Students will participate in at least one Mini-CEX with their attending preceptor weekly to assess their core clinical skills. It is student’s responsibility to ensure completion of the Mini-CEX every week.
   A case write up on one patient is required by the end of the rotation and will go towards grading.

**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
Sub-internship Schedule:
Students rotating through psychiatry sub-internship will have an opportunity to be an integral part of a health care team, who manages a wide variety of complex patients on psychiatry floors/consult service or outpatient clinics. Students will be assigned to see patients. They will see patients initially as their primary caregiver and are expected to perform a comprehensive history and mental status examination during their initial exposure, as well as detailed follow up during subsequent encounters. Typically, students should begin with two to three patients, and can go up to six patients depending upon their comfort level. During this rotation, student will also learn to maintain the balance between quality of care and number of patients.

They will actively participate in resident led case presentations. On the inpatient/consult setting, Dr. Cagande supervises resident case presentations each Thursday mornings from 730-830am. Dr. Pumariega leads the chair’s meeting/case discussion held on Thursdays from 11-12pm. On a typical day, attending-led rounding occurs from 9:00 AM to 11 AM.

During rounds, students are required to present their patients directly to the attending. In the course of their presentation, they are expected to provide a broad differential diagnosis and recommended work up plan. They always are an integral part of all decision-making on their assigned patients. Their responsibility also includes obtaining information from patients, obtaining collateral information, reaching a diagnosis, and creating a management plan including laboratory investigation analysis.
Students are required to attend all mandatory conferences along with Psychiatry residents. These are held on Tuesdays from 10-5pm in the E&R building.

Patient Care Responsibility:
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:
You are required to maintain standards of confidentiality in accordance with HIPAA. Do not discuss a patient in front of another patient. You should appropriately dispose of protected health information by shredding any unused notes, etc.

Required Patient Encounters / Procedures:
Required Psychiatry Patient Encounters
It is your responsibility to see each of the following required patient encounters during your 4 week rotation:

If you are in an adult-based clinic/hospital setting:
- Psychosis (schizophrenia, schizoaffective disorder and/or brief psychotic episode)
- Depression (Major depressive disorder, adjustment disorder with depressed mood etc)
- Anxiety disorders (panic disorder, post-traumatic stress disorders, generalized anxiety disorders, phobia)
- Bipolar disorder (Bipolar I, Bipolar II and/or cyclothymia)
- Substance abuse disorders
- Eating disorders (anorexia nervosa, bulimia and/or obesity)
- Delirium

If you are in a Child- and Adolescent-based clinic setting:
- Attention deficit hyperactivity disorder (ADHD)
- Autistic spectrum disorder
- Psychosis (schizophrenia, schizoaffective disorder and/or brief psychotic episode)
- Depression (Major depressive disorder, adjustment disorder with depressed mood etc)
- Anxiety disorders (panic disorder, post-traumatic stress disorders, generalized anxiety disorders, phobia)
• Substance abuse disorders
• Eating disorders (anorexia nervosa, bulimia and/or obesity)
• Behavioral disorders (conduct disorder, oppositional behavioral disorder)

If you are in a geriatric-based clinic setting:
• Psychosis (schizophrenia, schizoaffective disorder and/or brief psychotic episode)
• Depression (Major depressive disorder, adjustment disorder with depressed mood etc)
• Anxiety disorders (panic disorder, post traumatic stress disorders, generalized anxiety disorders, phobia)
• Substance abuse disorders
• Delirium
• Dementia

Following books are recommended:
1) Kaplan and Sadock’s *Synopsis of Psychiatry*, 10th edition
2) DSM-5

**Didactics / Conferences:**

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<th>Wednesday</th>
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<tbody>
<tr>
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<td>Dr. Cagande resident case presentation</td>
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<td></td>
<td>7:30am-8:30am in consult room Keleman building Rm 550</td>
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<tr>
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<td>Grand Rounds 11-12:30pm</td>
<td>Dr. Pumariega’s Chair’s rounds 11:00am-12:00pm in consult room</td>
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<td></td>
<td>Lectures 1:00-5:00pm</td>
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**Teaching & Learning Methods:**
• Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.
• Interprofessional Learning: You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies (for those in the inpatient setting).
• Case-Based Learning: You may participate in conferences where psychiatry topics are discussed in a case-based format.
• Team-based Learning: You may participate in team-based learning as part of the didactic sessions.
• Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.

**Assessment and Evaluation Methods:**

**Grading:**
Grades will be determined in the following manner:
The Department of Psychiatry at Cooper Medical School of Rowan University uses a criterion-based or fixed-standard evaluation and grading system. This grading system is based on the new ACGME Psychiatry milestones and will refer to the 9 competencies which are the following: patient care, medical knowledge, interpersonal and communication skills, professionalism, systems based practice, practice based learning, scholarly inquiry, health partnership and learning and working in teams. This system allows for comparison of a particular student’s performance to a predetermined standard of proficiency.
Year to year, the percentage of students receiving a particular clinical grade (Honors, High Pass, Pass, etc.) may vary as there are no predetermined percentages for Honors, High Pass, Pass, etc. This will be based 100% on their clinical work. Students will participate in at least one Mini-CEX with their attending preceptor weekly to assess their core clinical skills. This will be for formative feedback and not for grading. In addition, the faculty preceptor will monitor progress daily through direct observation during patient care. The Sub-internship Director will meet with students weekly and will review the student’s progress. Punctuality on floors and conferences, and EBM presentations will also be taken into account while grading the student.

The grading breakdown is as follows; 50% clinical; 25% for case write-up (this include initial write up with longitudinal course of management); 25% EBM article presentation and discussion (Please see the M4 EBM Topic Scoring Sheet). The faculty preceptor will complete a CMSRU M4 Clerkship Evaluation form for each student. The Sub-internship Director will review all evaluations before they are submitted to the Office of Medical Education. The faculty preceptor and the Sub-internship director will determine the final grade in the Sub-internship for each student. The Sub-internship director will submit the form to the Office of Medical Education.

**Student Evaluation of Faculty and Sub-internship:**
Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

Students must complete an evaluation of faculty and the psychiatry Sub-internship at the end of the rotation. Failure to do so will result in a referral to the Office of Medical Education for lack of Professionalism.

**Roles and Responsibilities:**
**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees. The Education Coordinator has a secondary reporting relationship to the CLIC Assistant Director.

**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying both the CLIC Assistant Director and the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Professional attire must be worn during the psychiatry rotation. No scrubs will be allowed. Students are not encouraged/required to wear their white coat during psychiatry rotation. However, you have to wear your identification badge at all times during the rotation. See the Student Handbook for additional requirements.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
**Course Name:** Surgery Sub-Internship  
**Course number:** 02901  
**Location:** Cooper University Hospital

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<thead>
<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Spitz, MD</td>
<td>General Surgery Faculty</td>
<td>Karen Orlando</td>
<td>(856) 963-3985 <a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
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<tr>
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**Purpose of the Clerkship Syllabus:**
This syllabus is provided as a guide for your participation in the General Surgery Sub-Internship. 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 General Surgery Sub-Internship Director, or the Office of Medical Education.

**Course Overview:**
During the General Surgery Sub-Internship, 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 Objectives:**
At the conclusion of this sub-internship students will be able to:

**Medical Knowledge:** Demonstrate a good understanding of existing and evolving scientific information and its application to patient care.

For the General Surgery Sub-Internship
- Articulate an appropriate differential diagnosis for patients with acute and chronic general surgical conditions
- Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For the General Surgery Sub-Internship
- Demonstrate skill in making relevant findings in obtaining the history and physical examination of patients with general surgical disease

**Professionalism:** Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.
For the General Surgery Sub-Internship

- Show respect to all health care providers on the surgical floors as well as the operating room including, but not limited to, faculty, residents, nurses, and techs

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For the General Surgery Sub-Internship

- Present histories and physicals as well as post-operative evaluations of patients to faculty members in a clear and succinct fashion
- Communicate the plan of care to patients in terms that they can understand

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

For the General Surgery Sub-Internship

- Use patient care experiences along with appropriate educational resources to improve your understanding of General Surgery
- Follow up on select patients you have seen before surgery and compare your physical exam findings to what was found in the operating room

Systems-Based Practice: Demonstrate 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.

For the General Surgery Sub-Internship

- Demonstrate cost-effective use of diagnostic modalities in assessing patients with general surgical disease

Scholarly Inquiry: Demonstrate the 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.

For the General Surgery Sub-Internship

- Use patient care experiences along with appropriate educational resources to improve understanding of the General Surgery field and patient care
- Understand which resources are valid and reliable in answering questions about patient care

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

For the General Surgery Sub-Internship

- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care
- Develop and participate in the implementation of appropriate patient management plans
- Discuss a patient’s plan of care and arrange follow-up, when appropriate.

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For the General Surgery Sub-Internship

- Participate in the Divisional conferences, including Morbidity & Mortality and patient management conferences
- Work in at team based setting with different providers to provide timely, efficient, and safe care to patients
Clerkship Content & Outline:
During the General Surgery Sub-Internship, we expect you to:

- Review basic information about clinical issues facing patients on the service, including anatomy, pathophysiology, medical and surgical management during self-directed learning time (SDL)
- Present patients in a clear and succinct fashion

In addition several basic science and clinical research projects are available, especially for those seeking General Surgery Residency Programs

Clerkship Overview:
REQUIRE ACTIVITIES

To pass the General Surgery Sub-Internship, students must do the following:

6. Orientation: You MUST attend orientation or you will not be allowed to participate in the rotation. Student will call residents on General surgery service in the hospital at 5:30 am on the first day of the rotation (phone number 8857). If there is a change to the time and location of the orientation, you will be notified beforehand.

7. Conferences: Students will be expected to attend conferences on Tuesdays 7 – 8 am, morbidity and mortality conference, and visiting professor lectures. Conferences will be on Pavilion 10th floor unless otherwise noted.

8. Evaluations: All students are required to submit an end-of-rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission.

Clerkship Schedule:
Students will be given information about their schedule for the sub-internship during orientation

Patient Care Responsibility:
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:
You are required to maintain standards of confidentiality in accordance with HIPAA (Health Insurance Portability and Accountability Act).

Required Patient Encounters / Procedures:
None

Clerkship Didactics / Conferences:
- Students will be expected to attend conferences on Tuesdays 7 – 8 am, morbidity and mortality conference, and visiting professor lectures. Conferences will be on Pavilion 10th floor unless otherwise noted
### Texts and Reading List:

<table>
<thead>
<tr>
<th>Title</th>
<th>Link to Resource</th>
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<tr>
<td>Required:</td>
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### Teaching & Learning Methods:

**Direct Patient Care under Supervision:** You will work in clinical settings closely supervised by faculty.

### Evaluation Methods:

**Grading:**

The Division will prepare a written exam which will be taken on the last day of the Sub-Internship. An evaluation of the performance of each student will be compiled based on their clinical performance during the rotation and the final exam.

**Student Evaluation of Faculty and Clerkship:**

Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is therefore required.

Students must complete an evaluation of faculty and the General Surgery Sub-Internship at the end of the rotation. Failure to complete the evaluation will lead to grade submission being delayed.

### Roles and Responsibilities:

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic experiences as part of the rotation as well as for completing self-directed learning experiences and activities. The student is responsible for notifying the Sub-Internship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**

Students may wear scrubs to lecture as well as clinical shifts. Students must wear their white coat and their identification badge. See the Student Handbook for additional requirements.

### Academic Policies

Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
**Course Name:**
Vascular Surgery Sub-Internship

<table>
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<th>Course number:</th>
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<tbody>
<tr>
<td>02910</td>
<td>Cooper University Hospital</td>
</tr>
</tbody>
</table>

**Clerkship Directors:**
James Alexander, MD

**Elective Faculty:**
Jeffrey Carpenter, MD
Frank Caputo, MD
Joseph Lombardi, MD
Jose Trani, MD

**Elective Contact:**
Karen Orlando

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

**Blocks Available:**
All

**Duration (weeks):**
4 Weeks

**Hours / week:**
60

**Maximum students / block:**
1

**Lectures / Seminars:**
Yes

**Outpatient:**
Yes

**Inpatient:**
Yes

**Residents:**
Yes

**Night call:**
No

**Weekends:**
Yes

**Lab:**
No

**Exam required:**
Yes

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

**Purpose of the Clerkship Syllabus:**
This syllabus is provided as a guide for your participation in the Vascular Surgery Sub-Internship. 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 Vascular Surgery Sub-Internship Director, or the Office of Medical Education.

**Course Overview:**
During the Vascular Surgery Sub-Internship, 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.

**Course Goals and Objectives:**
At the conclusion of this sub-internship students will be able to:

**Medical Knowledge:** Demonstrate a good understanding of existing and evolving scientific information and its application to patient care.

For the Vascular Surgery Sub-Internship
- Articulate an appropriate differential diagnosis for patients with acute and chronic vascular conditions
- Demonstrate an understanding of the use of commonly ordered diagnostic studies in Vascular Surgery

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For the Vascular Surgery Sub-Internship
- Demonstrate skill in making relevant findings in the history and physical examination of patients with vascular disease
Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For the Vascular Surgery Sub-Internship
- Show respect to all health care providers on the surgical floors as well as the operating room including, but not limited to, faculty, residents, nurses, and techs

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For the Vascular Surgery Sub-Internship
- Present histories and physicals as well as post-operative evaluations of patients to faculty members in a clear and succinct fashion
- Communicate the plan of care to patients in terms that they can understand

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

For the Vascular Surgery Sub-Internship
- Use patient care experiences along with appropriate educational resources to improve your understanding of Vascular Surgery
- Follow up on select patients you have seen before surgery and compare your physical exam findings to what was found in the operating room

Systems-Based Practice: Demonstrate 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.

For the Vascular Surgery Sub-Internship
- Demonstrate cost-effective use of diagnostic modalities in assessing patients with vascular disease

Scholarly Inquiry: Demonstrate the 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.

For the Vascular Surgery Sub-Internship
- Use patient care experiences along with appropriate educational resources to improve understanding of the Vascular Surgery field and patient care
- Understand which resources are valid and reliable in answering questions about patient care in Vascular Surgery

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

For the Vascular Surgery Sub-Internship
- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care
- Develop and participate in the implementation of appropriate patient management plans
- Discuss a patient’s plan of care and arrange follow-up, when appropriate.

Learning and Working in Teams: work as a member of a team in the coordinated, inter-professional model of care delivery.
For the Vascular Surgery Sub-Internship
- Participate in the Divisional conferences, including Morbidity & Mortality, Interesting Cases, and exploration of special topics in vascular disease
- Work in a team based setting with different providers to provide timely, efficient, and safe care to patients

Clerkship Content & Outline:
During the Vascular Surgery Sub-Internship, we expect you to:

- Review basic information about clinical issues facing patients on the service, including anatomy, pathophysiology, medical and surgical management
- Present patients in a clear and succinct fashion
- Work in a team environment to provide optimal care to the patient

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.

Clerkship Overview:
**REQUIRED ACTIVITIES**

9. **Orientation**: You MUST attend orientation or you will not be allowed to participate in the rotation. Please report on the first day of rotation to the Departmental Offices in 3 Cooper Plaza, Room 411 at 7am. Orientation generally lasts until 9am. If there is a change to the time and location of the orientation, you will be notified beforehand.

10. **Conferences**: Students will be expected to attend the following conferences on their Vascular Surgery Sub-Internship

    Vascular Conference: Mondays 7 AM, Conference Room, 3 Cooper Plaza, #411
    Surgery M&M Conference: Tuesdays 7 AM, P 1014, Cooper Hospital

11. **Evaluations**: All students are required to submit an end-of-rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission.

Clerkship Schedule:
Students will be given information about their schedule for the sub-internship during orientation

**Patient Care Responsibility:**
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following.
Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

**Confidentiality:**
You are required to maintain standards of confidentiality in accordance with HIPAA (Health Insurance Portability and Accountability Act).

**Required Patient Encounters / Procedures:**
None

**Clerkship Didactics / Conferences:**
- Students will be expected to attend the following conferences on their Vascular Surgery Sub-Internship
  
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<td>Surgery M&amp;M Conference</td>
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**Texts and Reading List:**

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<th>Link to Resource</th>
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**Teaching & Learning Methods:**
- Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.

**Evaluation Methods:**

**Grading:**

The student’s performance of clinical duties on the service will be assessed by the faculty. Written history and physical exams will be reviewed. The student will receive feedback on the quality of their presentations on rounds. The student will prepare a twenty minute talk for presentation to the service on a topic selected in conjunction with the faculty. In addition, there will be a written exam at the end of the sub-internship on the material covered on rounds, conferences and in the textbook.

The grading breakdown will be

- 60% clinical
- 20% presentation
- 20% written exam

**Student Evaluation of Faculty and Clerkship:**

Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is therefore required.

Students must complete an evaluation of faculty and the Vascular Surgery Sub-Internship at the end of the rotation. Failure to complete the evaluation will lead to grade submission being delayed.
Roles and Responsibilities:

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic experiences as part of the rotation as well as for completing self-directed learning experiences and activities. The student is responsible for notifying the Sub-Internship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Students may wear scrubs to lecture as well as clinical shifts. Students must wear their white coat and their identification badge. See the Student Handbook for additional requirements.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
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<th><strong>Elective Contact:</strong></th>
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<tbody>
<tr>
<td>Elisabeth Siegert, MD</td>
<td>Internal Medicine Faculty</td>
<td>Betty Ann Girouard</td>
<td>(856) 757-7842</td>
</tr>
<tr>
<td>Assistant Clerkship Director:</td>
<td>PM&amp;R Faculty</td>
<td></td>
<td><a href="mailto:girouard-bettyann@cooperhealth.edu">girouard-bettyann@cooperhealth.edu</a></td>
</tr>
<tr>
<td>Steven Kaufman, MD</td>
<td></td>
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<tr>
<td>Rohini Kumar, MD</td>
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<td></td>
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<tr>
<td>Vincent Vanston, MD</td>
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<tr>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Course Overview:**
During the Interprofessional Care of Chronic Conditions (ICCC) Clerkship, 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 Objectives:**
At the conclusion of this clerkship students will be able to:

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

*For Care of Chronic Conditions*

- Demonstrate ability to differentiate the range of goals of care for patients with chronic conditions compared to those with acute conditions
- Demonstrate understanding of the natural progression of a chronic condition and which stage along that continuum the patient is currently presenting

*Patient Care:* Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

*For Care of Chronic Conditions*

- Collaborate with the attending physician to establish a medical plan-of-care which meets the goals of the patient.
- Utilize available decision support and clinical information systems in formulating care plan
- Identify and educate patient on available self-management support
For Care of Chronic Conditions

- Collaborate with the attending physician to establish a medical plan-of-care which meets the goals of the patient.
- Utilize available decision support and clinical information systems in formulating care plan
- Identify and educate patient on available self-management support

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Care of Chronic Conditions

- Arrive for all clinical assignments, small group discussions/presentations, and lectures on time
- Show respect to all health care providers in their clinical setting including, but not limited to faculty, residents, nurses, techs, therapists.

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Care of Chronic Conditions

- Present cases and information to faculty members and health care team in a clear and succinct fashion
- Communicate the plan of care to patients and/or family members/caregivers in terms that they can understand
- Display effective communication skills with other healthcare team and community providers.

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

For Care of Chronic Conditions

- Use clerkship patient care experiences and appropriate educational resources to improve understanding of needs of the chronic care patient and resources available or still needed to meet care goals.
- Follow up on select patients you have cared for and assess whether care provided matched their goals of care and if not, what factors or barriers prevented success.

Systems Based Practice: Demonstrate 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.

For Care of Chronic Conditions

- Work with community partners to optimize care of the patient including, but not limited to nursing homes, rehabilitation centers, hospice programs, adult medical day programs, visiting nurse associations, church and community groups and Camden Coalition of Healthcare Providers.
- Participate and evaluate systems of communication during times of Transitions of care for patients
- Evaluate current delivery system design and its ability to provide optimal health care to patients with chronic conditions.
Scholarly Inquiry: Demonstrate the 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.

For Care of Chronic Conditions

- Use clerkship patient care experiences along with appropriate educational resources to improve understanding of essential elements that encourage high quality chronic disease care.
- Understand which resources are valid and reliable in answering questions about chronic care.

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

For Care of Chronic Conditions

- Identify available community resources and community oriented health education programs appropriate for patients with chronic conditions
- Help coordinate timely follow up and adequate resources for patients with difficulties with access to care
- Assess and provide patients with cost/benefit information related to medical and behavioral therapies

Learning and Working in Teams: Work as a member of a team in the coordinated, interprofessional model of care delivery.

For Care of Chronic Conditions

- Actively participate in team meetings to establish care plans which will meet the patient’s goals of care.
- Present and lead the discussion of educational topics relevant to patient care to the interdisciplinary team.
- Demonstrate an understanding of the role provided by other members of the healthcare team (e.g. physical therapists, occupational therapists, pastoral counselors etc.)
- Work closely with and support the various disciplines in the daily care of the patient.

Clerkship Content & Outline:

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, interprofessional, patient centered care;
- Obtain the foundation for high quality interprofessional care of chronic conditions for advanced study during post-graduate training.
Clerkship Overview:
REQUIRED ACTIVITIES

To pass the Interprofessional Care of Chronic Conditions Clerkship, students must do the following:

1. **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 8am, 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.

2. **Clinical Rotations:** Students must attend **ALL** assigned sessions at their clinical site. Students must show up on time for these sessions. Unexcused absences or being repeatedly late for sessions can lead to the final grade being lowered or a grade of FAIL being assigned. Simply attending the sessions will **not** lead to a high pass grade. At a minimum, students will be expected to serve as a team member involved in the patient’s care and must show the following:
   a. Ability to identify the range of goals of care for patients with chronic conditions compared to those with acute conditions.
   b. Ability to differentiate acute illness from acute-on-chronic exacerbation of chronic condition.
   c. Develop a medical plan of care which meets the goals of the patient.
   d. Work in a team atmosphere with faculty, residents, nurses, etc.
   e. Show enthusiasm.
   f. Work hard.

3. **Evaluations:** All students are required to submit an end of rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

4. **Interprofessional CCC Student Conferences:** Student lectures and/or small group meetings are scheduled throughout the 4 week rotation. Please see the section “Clerkship Didactics / Conferences” for further details.

5. **Required ICCC Clerkship Patient Encounters:** Students will have to see and log required patient encounters. Please see the section “Required Patient Encounters” for more details.

Clerkship Schedule:
Student schedules will be posted **prior to the day of orientation.** Students will have the opportunity to sign up for their desired discipline which provides Interprofessional Care of patients with chronic conditions (Geriatrics, Palliative Care, Physical Medicine and Rehabilitation or Urban/Chronic Care) on a first come, first served basis. Two students will be assigned to each of the 4 disciplines for the month rotation. Please see the section “Discipline Specific Schedules” for more details.

Patient Care Responsibility:
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following.
Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:
You are required to maintain standards of confidentiality in accordance with HIPAA.
Required Patient Encounters / Team processes:

- Perform and interpret an expanded review of systems which is appropriate for the patient’s chronic condition(s) (including but not limited to cognitive function, mood, pain and symptom assessment); Incorporate findings into assessment and plan.
- Assess and describe current functional abilities in chronic care patients (including but not limited to:
  - Activities of daily living, independent activities of daily living, capacity/competence and gait assessment) and how functional ability impacts patient’s medical condition, choice(s) for treatment and ability to comply with medical instructions.
- Demonstrate ability to assess patient’s understanding of their chronic condition(s), their decision making capacity and their ability to communicate their goals for their care.
- Function as a member of the interdisciplinary team, understand and differentiate the roles of team members and their roles in goal setting with the patient.
- Identify psychological, cultural, social, spiritual, educational and economic barriers which affect patients and their family’s ability to access care and meet their care goals.
- Identify what community supports/resources are available for patients with chronic conditions and for their caregivers as well as barriers to accessing these supports/resources.
- Understand the varying physician roles in care coordination for patients with chronic conditions in different clinical settings.

Required ICCC Clerkship Patient Encounters/Team Process

It is your responsibility to see each of the following required patient encounters/attend each of the following team meetings during your 4 week rotation. You will need to do the following with the required patient/ team encounters:

1. Evaluate 4 patients,
   a. perform expanded review of systems appropriate for the patient’s chronic condition(s);
   b. Develop assessment plan incorporating these findings;
   c. Identify possible barriers to patient care/follow up and propose possible solutions.
2. Participate with preceptor in 4 patient discussions regarding goal setting (identifying the patients’ understanding of their condition, prognosis, and goals potentially different than the practitioners’ goals).
3. Assess functional status on at least 4 patients and identify possible interventions/adaptations which may be helpful to patient reaching identified goals.
4. Accompany team member to at least one home visit and identify supportive factors or barriers to care which were not evident in either office setting or during team meeting.
5. Participate in 3-4 interdisciplinary team meetings and identify/assess in what ways the meeting was successful and in what ways meeting could be improved.
6. Interview four non-physician interdisciplinary team members (to include: care navigator, social worker, physical or occupational therapist and one other team member) and describe their role in four examples of patient care and their perceptions/experience with the team process.
7. Interview four family members and/or direct caregivers and describe the role and experiences (i.e. challenges/barriers/successes) of the family/caregiver in patient care and support of goals of care.
8. Research and describe current and potential community services/supports which would be helpful for the 4 patients above and their caregivers in meeting care goals.

A) If for any reason the student does not see one or more of the above required patient encounters, she/he will be expected to complete the remediation process pertaining to the specific required patient encounter as outlined on the course website and below. Remediation involves reading the appropriate articles/chapters and writing a 1-2 page summary which is to be handed in on the last day of the rotation. Make sure to log in your required patient encounters that you did the remediation. Failure to log in the required patient encounters by the Monday after the rotation ends will lead to a drop in your grade by one (Example - Honors will be changed to High Pass, High Pass to Pass, etc.).
REMEDICATION PROCESS:

Patient/team encounter:
Perform expanded review of systems appropriate for the 4 patient’s chronic condition(s); Develop assessment plan incorporating these findings; identify possible barriers to patient care/follow up and propose possible solutions.

Remediation option:
For each of the 4 case study patients provided, describe the chronic conditions that each patient has, detail what questions would be pertinent in their expanded review of systems, list at least 3 barriers to care for each and propose possible solutions.

Patient/team encounter:
Assessment of patients’ understanding of their condition/prognosis and goal setting

Remediation option:
Read referenced article on goal setting and apply to case study. Provide description of past patient encounter and impact of patient’s level of understanding of their conditions and setting realistic goals.

Patient/team encounter:
Functional status assessment and identification of possible interventions/adaptations needed for patient to reach identified goals

Remediation option:
Review information on each of these sites and summarize the possible tools to assess function:
https://www.healthcare.uiowa.edu/igec/tools/function/kADKs.pdf
http://karger.com/Article/Abstract/58360

Patient/team encounter:
Home visit and identification supportive factors or barriers to care

Remediation option:
Go to Portal of Online Geriatric Educations (www.pogoe.com) and go to virtual home visit site; follow instructions; Read case study and answer questions

Patient/team encounter:
Interdisciplinary team meetings and how they function and how to assess effectiveness

Remediation option:
Based on experience in small group as “mock interdisciplinary team meeting” and key reading , write one page essay on strengths and weaknesses of IDT meeting format.

Patient/team encounter:
Describe role in four non physician team members in context of specific patient case scenarios

Remediation option:
Read patient case and write one page review on the role of the nurse, social worker, case manager and physical therapist in care of this patient.

Patient/team encounter:
Role/function of family members and/or direct caregivers with patients experiencing chronic illness/condition

Remediation options:
In 4 patient case studies provided, assess role of family or direct caregivers, discuss how to evaluate and relieve care giver stress. Provide several key references to support your review.

Patient/team encounter:
Community services/supports available to patients with chronic conditions and caregivers

Remediation options:
In 4 patients, consider the communities of Camden, Pennsauken and Cherry Hill and research and describe potential community services/supports that would be appropriate for patient and their caregivers.
Discipline specific schedules

Regardless of each groups’ designated discipline, during the course of the clerkship each group of 2 students will experience the following:

1) Home Visit
2) Group Visit
3) Hospice Visit
4) Acute Rehabilitation Unit Visit

**Monthly schedule Geriatric Medicine**

**Week 1**

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<tr>
<td><strong>AM</strong></td>
<td>Orientation</td>
<td>Functional Assessment</td>
<td>ICCC Active Learning Sessions</td>
<td>Resident Assessment Meeting</td>
<td>Goals of Care</td>
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<td><strong>PM</strong></td>
<td>Geriatric Assessment</td>
<td>Cognitive Assessment</td>
<td>Geriatric Assessment</td>
<td>Ambulatory Clinic</td>
<td>Transitions of Care</td>
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**Week 2**

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<tr>
<td><strong>AM</strong></td>
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<td>Functional Assessment</td>
<td>ICCC Active Learning Sessions</td>
<td>Resident Assessment Meeting</td>
<td>Home Visit</td>
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<td><strong>PM</strong></td>
<td>Geriatric Assessment</td>
<td>End of Life Decision Making</td>
<td>Geriatric Assessment</td>
<td>Ambulatory Clinic</td>
<td>Self-Directed Learning</td>
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**Week 3**

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<td><strong>AM</strong></td>
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<td>Functional Assessment</td>
<td>ICCC Active Learning Sessions</td>
<td>Resident Assessment Meeting</td>
<td>Home Visit</td>
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<td><strong>PM</strong></td>
<td>Geriatric Assessment</td>
<td>Chronic Pain Assessment</td>
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<td>Ambulatory Clinic</td>
<td>Self-Directed Learning</td>
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**Week 4**

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<tbody>
<tr>
<td><strong>AM</strong></td>
<td>LTC Patients</td>
<td>Functional Assessment</td>
<td>1. ICCC Active Learning Sessions 2. Schwartz Rounds (12 – 1 PM</td>
<td>Resident Assessment Meeting</td>
<td>Home Visit</td>
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<tr>
<td><strong>PM</strong></td>
<td>Geriatric Assessment</td>
<td>Geropsychiatry</td>
<td>Geriatric Assessment</td>
<td>Ambulatory Clinic</td>
<td>Course Review/Feedback</td>
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Key:  LTC = Long Term Care  
ICCC= Interdisciplinary Care of Chronic Conditions
## Monthly schedule PM&R

### Week 1

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<tr>
<td><strong>AM</strong></td>
<td>Orientation</td>
<td>Trauma rounds</td>
<td>ICCC Active Learning Sessions</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
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<td><strong>PM</strong></td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Consults</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Chronic Care Rotation</td>
<td>Clinic; Skilled Nursing Facility</td>
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### Week 2

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<tr>
<td><strong>AM</strong></td>
<td>Consult 11:45 PT/OT/SP Meeting</td>
<td>Trauma rounds</td>
<td>ICCC Active Learning Sessions</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
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<tr>
<td><strong>PM</strong></td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Chronic Care Rotation</td>
<td>Clinic; Skilled Nursing Facility</td>
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### Week 3

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<tr>
<td><strong>AM</strong></td>
<td>Consults 11:45 PT/OT/SP Meeting</td>
<td>Trauma rounds</td>
<td>ICCC Active Learning Sessions</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>consults 11 am pain management meeting</td>
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<tr>
<td><strong>PM</strong></td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Chronic Care Rotation</td>
<td>Clinic; Skilled Nursing Facility</td>
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### Week 4

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<tr>
<td><strong>AM</strong></td>
<td>Consults 11:45 PT/OT/SP Meeting</td>
<td>Trauma rounds</td>
<td>1. ICCC Active Learning Sessions 2. Schwartz Rounds (12 – 1 PM)</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
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<td><strong>PM</strong></td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Clinic; Skilled Nursing Facility</td>
<td>Chronic Care Rotation</td>
<td>Course Review/Feedback</td>
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Key: PT/OT/SP = Physical Therapy/Occupational Therapy/Speech Therapy  
ICCC = Interdisciplinary Care of Chronic Conditions
## Monthly schedule – Hospice and Palliative Care

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<tr>
<td>AM</td>
<td>Orientation</td>
<td>Hospice IDT</td>
<td>ICCC Active Learning Sessions</td>
<td>Inpatient Care</td>
<td>Inpatient Care</td>
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<tr>
<td>PM</td>
<td>Inpatient Care</td>
<td>Home Visits</td>
<td>Outpatient Clinic</td>
<td>Chronic Care Rotation</td>
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<td>AM</td>
<td>Inpatient Care</td>
<td>Hospice IDT</td>
<td>ICCC Active Learning Sessions</td>
<td>Inpatient Care</td>
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<td>PM</td>
<td>Inpatient Care</td>
<td>Home Visits</td>
<td>Outpatient Clinic</td>
<td>Chronic Care Rotation</td>
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<td>AM</td>
<td>Inpatient Care</td>
<td>Hospice IDT</td>
<td>ICCC Active Learning Sessions</td>
<td>Inpatient Care</td>
<td>Inpatient Care</td>
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<tr>
<td>PM</td>
<td>Inpatient Care</td>
<td>(Bioethics) Home Visits</td>
<td>Outpatient Clinic</td>
<td>Chronic Care Rotation</td>
<td>Inpatient Care</td>
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<td>AM</td>
<td>Inpatient Care</td>
<td>Hospice IDT</td>
<td>1. ICCC Active Learning Sessions</td>
<td>Inpatient Care</td>
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<td>2. Schwartz Rounds (12 – 1 PM)</td>
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<td>PM</td>
<td>Inpatient Care</td>
<td>Home Visits</td>
<td>Outpatient Clinic</td>
<td>Chronic Care Rotation</td>
<td>Course Review/Feedback</td>
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Key: IDT = Interdisciplinary Team; ICCC = Interdisciplinary Care of Chronic Conditions
### Monthly Schedule Urban Health

#### Week 1

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<tr>
<td><strong>AM</strong></td>
<td>Orientation</td>
<td>Care Management* (Intake)</td>
<td>ICC Active Learning Sessions</td>
<td>Project HOPE</td>
<td>Care Management/ Business of Medicine</td>
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<tr>
<td><strong>PM</strong></td>
<td>Patient engagement / health facilitator</td>
<td>Blood pressure protocols</td>
<td>Care Management</td>
<td>Chronic Care Rotation</td>
<td>DM Group Visit (Shadow)</td>
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*The student is excused from their normal responsibilities if their patient has a follow up visit.*

#### Week 2

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<td><strong>AM</strong></td>
<td>Care Management</td>
<td>Care Management</td>
<td>ICC Active Learning Sessions</td>
<td>Project HOPE</td>
<td>Care Management/ Business of Medicine</td>
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<tr>
<td><strong>PM</strong></td>
<td>Behavioral health screening</td>
<td>Headache Group Visit</td>
<td>Coumadin Protocols</td>
<td>Chronic Care Rotation</td>
<td>DM Group Visit</td>
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#### Week 3

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<tr>
<td><strong>AM</strong></td>
<td>Care Management</td>
<td>Orthopedic Group Visit</td>
<td>ICC Active Learning Sessions</td>
<td>Care Management</td>
<td>Care Management/ Business of Medicine</td>
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<tr>
<td><strong>PM</strong></td>
<td>Patient engagement / health facilitator</td>
<td>Project HOPE</td>
<td>Care Management</td>
<td>Chronic Care Rotation</td>
<td>DM Group Visit</td>
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#### Week 4

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<tr>
<td><strong>AM</strong></td>
<td>Care Management</td>
<td>Care Management</td>
<td>1. ICC Active Learning Sessions 2. Schwartz Rounds (12 – 1 PM)</td>
<td>Project HOPE</td>
<td>High risk pharmacy clinic</td>
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<tr>
<td><strong>PM</strong></td>
<td>Behavioral health screening</td>
<td>OSA Group Visit</td>
<td>Care Management</td>
<td>Chronic Care Rotation</td>
<td>Course Review/Feedback</td>
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Key: DM=Diabetes Mellitus; HOPE= Homeless Outreach Program Enrichment; OSA=Obstructive Sleep Apnea
Clerkship Didactics / Conferences:

**Interprofessional Care of Chronic Conditions (ICCC)**

Listen and Learn Sessions: Student lectures and/or small group discussions are scheduled throughout the 4 week rotation. You are excused from your clinical duties to attend sessions. Please make sure to finish all patient care responsibilities and alert the attending and senior resident prior to leaving for sessions. Refer to the schedule for the time and location of sessions. If there is a change to the time and location, you will be notified. You must be on time to sessions. If you are unable to attend a session, you must notify the make up for a missed session on a case by case basis. You will be responsible for all material from the missed session. Unapproved absences from session or repeated lateness can result in a lower overall grade.

**Orientation Topics:**
1. Understanding Chronic Care Model and Patient Centered Medical Home
2. Case Presentation- biopsychosocial and medical issues
3. Review of Course Objectives/Logistics, Description and assignments for upcoming learning sessions.

**InterActive Learning Session Topics:**
1. Patient Engagement and Motivational Interviewing
2. Interdisciplinary Care Teams and Transitions of Care
3. Assessment of pre-morbid functional status and understanding goal setting based on current functional status. Issues w deconditioned and immobile patient
4. Applying Chronic Care Model approach to high risk patient in need of Care Coordination.
5. Goal setting and symptom burden management in patients with advanced disease processes.

**Texts and Reading List:**

<table>
<thead>
<tr>
<th>Title</th>
<th>Link to Resource</th>
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<td><strong>Optional:</strong></td>
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<tr>
<td><strong>General References</strong></td>
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<tr>
<td>• Improving Chronic Care:</td>
<td><a href="http://www.improvingchroniccare.org">http://www.improvingchroniccare.org</a></td>
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<td>• Evidence on the Chronic Care Model in the New Millennium</td>
<td><a href="http://content.healthaffairs.org/content/28/1/75.full">http://content.healthaffairs.org/content/28/1/75.full</a></td>
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<tr>
<td>• Chronic Care Education in Medical School</td>
<td><a href="http://c.ymcdn.com/sites/www.physiatry.org/resourc">http://c.ymcdn.com/sites/www.physiatry.org/resourc</a> e/resmgr/chronic_care_education_in_me.pdf</td>
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<td><strong>Geriatric Medicine References</strong></td>
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**PM&R References**
- Cooper Department of Physical Medicine and Rehabilitation: Compendium of Articles Reviewing Chronic Sequela in Rehabilitation Patients for Medical Students (to be distributed to students at start of rotation)

**Palliative Care References**
- The Nature of Suffering and the Goals of Medicine- Eric J. Cassel, Oxford University Press, USA, 2004
- Sick to Death and not going to take it Anymore- Joanne Lynn, University of California Press, 2004.

**Urban Health References**
- Pham HH. Good Neighbors: How Will the Patient-Centered Medical Home Relate to the Rest of the Health-Care Delivery System? J Gen Intern Med 25(6):630–4
- Felitti, VJ, Anda RF, Nordenberg, D, Williamson DF, Spitz,
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<td>AM, Edwards V, Koss MP, Marks JS. Relationship of Childhood Abuse</td>
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<td>• Reid RJ, Coleman K, Johnson EA, Fishman PA, Hsu C, Soman MP, Tres</td>
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<td>cott CE, Erikson M, and Larson EB. The Group Health Medical Home at</td>
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<td>Year Two: Cost Savings, Higher Patient Satisfaction, and Less Burno</td>
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<td>ut for Providers. HEALTH AFFAIRS 29 (2010): 835–843</td>
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**Teaching & Learning Methods:**

- **Direct Patient Care under Supervision:** You will work in clinical settings closely supervised by faculty.
- **Interprofessional Learning:** You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies.
- **Small Group Learning:** You may participate in conferences where Chronic Care topics are discussed in a small group format.
- **Case Based Learning:** You may participate in conferences where Chronic Care topics are discussed in a case based format.
- **Team based Learning:** You may participate in team based learning as part of the didactic sessions.
- **Independent Learning:** You are allocated time during the schedule for independent learning, focused on patient encounters.

**Evaluation Methods:**

**Grading:**

Grades will be determined in the following manner:

The Departments of Internal Medicine and Physical Medicine and Rehabilitation at Cooper Medical School of Rowan University (CMSRU) uses a criterion-based or fixed-standard evaluation and grading system. This grading system is based on the ACGME milestones and will refer to the 6 core competencies which are the following; Patient care, medical knowledge, interpersonal and communication skills, professionalism, systems based practice, and practice based learning as well as the additional 3 core competencies developed at CMSRU, Scholarly Inquiry, Health Partnership and Learning and Working in Teams.

This system allows for comparison of a particular student's performance to a predetermined standard of proficiency. Year to year, the percentage of students receiving a particular clinical grade (Honors, High Pass, Pass, etc.) may vary as there are no predetermined percentages for Honors, High Pass, Pass, etc.

**Guidelines for Evaluation and Grading:**

1. All students are evaluated on a weekly basis using a weekly evaluation form (Please see appendix for example of evaluation form). The purpose of the weekly clinical evaluation form is to:
   a. Provide the faculty preceptor an opportunity to objectively document clinical performance relevant to rotation competencies
   b. Assist the faculty preceptor in providing formative feedback to the student regarding their clinical performance
   c. Assist the clerkship director in formulating the end of rotation summative evaluation and to assist in determining the overall clerkship grade
2. The Chronic Care attending physician will complete the weekly clinical evaluation form and place it in the appropriate location for the clerkship director to review. The supervising physician is encouraged to provide the student with real time daily feedback during the rotation.

3. The faculty preceptor will meet with the student(s) daily and weekly conduct at least one Mini CEX for formative assessment and provide immediate feedback.

4. At the midpoint of the clerkship, the student will receive midclerkship feedback from the clerkship director or codirect or based on their weekly evaluation forms.

5. At the conclusion of each rotation block, the clerkship director will complete a Final M4 Clerkship Evaluation Form which is a summative rotation evaluation form including a narrative descriptive of performance, comments for student advising, and a recommended clerkship grade for each medical student.

6. If a student receives a final grade of Fail, a method of remediation will be determined by the Chronic Care clerkship director.

**Student Evaluation of Faculty and Clerkship:**
Your thoughtful reflections on your experience with us are vitally important to us. It’s one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

Students must complete an evaluation of faculty and the Chronic Care clerkship at the end of the rotation. Failure to do so will result in a referral to the Office of Medical Education for lack of Professionalism.

**Roles and Responsibilities:**

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Students must wear their white coat and their identification badge while on this clerkship. See the Student Handbook for additional requirements.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
## Course Name:
Emergency Medicine Clerkship

<table>
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<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Sundip Patel, MD</td>
<td>Emergency Medicine Faculty</td>
<td>Nancy Loperfido</td>
<td>(856) 361-1649 <a href="mailto:loperfido-nancy@cooperhealth.edu">loperfido-nancy@cooperhealth.edu</a></td>
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<tr>
<td>Alexis Pelletier-Bui, MD</td>
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<td>Assistant Clerkship Director:</td>
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<td>Richard Byrne, MD</td>
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**Purpose of the Clerkship Syllabus:**
This syllabus is provided as a guide for your participation in the Emergency Medicine Clerkship. 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 Emergency Medicine Clerkship Director, or the Office of Medical Education.

**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.

**Course Goals and Objectives:**
At the conclusion of this clerkship students will be able to:

**Medical Knowledge:** Demonstrate a good understanding of existing and evolving scientific information and its application to patient care.

For Emergency Medicine
- Demonstrate the ability to synthesize an appropriate differential diagnosis for some of the most common emergency department complaints (chest pain, shortness of breath, abdominal pain, trauma, atraumatic back pain, laceration repair, altered mental status, etc.)
- Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.
For Emergency Medicine
- Demonstrate skill in completing an appropriately tailored, chief complaint driven history and physical exam in the emergent setting
- Have a basic understanding of the role of emergency ultrasonography in patient care
- Display an empathetic demeanor towards patients in the Emergency Department

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Emergency Medicine
- Arrive for all shifts, simulations, and lectures on time
- Show respect to all health care providers in the emergency department including, but not limited to, faculty, residents, nurses, techs, translators, and registrars.

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Emergency Medicine
- Present cases to faculty members in a clear and succinct fashion
- Communicate the plan of care to patients in terms that they can understand
- Update the patient and faculty on any test results that have returned

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

For Emergency Medicine
- Use ED patient care experiences along with appropriate educational resources to improve your understanding of emergency medicine
- Follow up on select patients you have admitted to the hospital from the emergency department, focusing on test results and comparing the final diagnosis to the diagnosis you gave in the emergency department

Systems-Based Practice: Demonstrate 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.

For Emergency Medicine
- Utilize social workers and case managers to aid in the care of the patient

Scholarly Inquiry: Demonstrate the 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.

For Emergency Medicine
- Use ED patient care experiences along with appropriate educational resources to improve understanding of emergency medicine
- Understand which resources are valid and reliable in answering questions about patient care

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

For Emergency Medicine
- Provide cost efficient care to the patient recognizing what medications the patient can afford
• Help coordinate timely follow up and adequate resources for patients with difficulties with access to care
• Discuss a patient’s plan of care and arrange follow-up with their primary care physician, when appropriate.

**Learning and Working in Teams:** Work as a member of a team in the coordinated, inter-professional model of care delivery.

For Emergency Medicine
• Work in at team based setting with different providers to provide timely, efficient, and safe care to patients

**Clerkship Content & Outline:**
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

**Clerkship Overview:**

**REQUIRED ACTIVITIES**
To pass the Emergency Medicine clerkship, students must do the following:

12. **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 8am, 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.

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

14. **Shift Evaluation Cards:** Students must hand out a shift evaluation card to the faculty member(s) they worked with at the end of each shift. It is the student’s responsibility to hand out the shift evaluation card. **70%** of the final grade will be derived from the shift evaluation cards and faculty feedback. Please see the appendix for an example of the shift evaluation card.
15. **Required Emergency Medicine Patient Encounters:** Students will have to see and log required patient encounters on a “Patient Encounter Log”. Please see the sections “Required Patient Encounters” and “Patient Encounter Log” for more details.

16. **Simulation / Procedures / White Board Cases:** For the first 3 weeks of the rotation on each Friday, there will be a 3 hour session encompassing a simulation experience, procedural experience, and white board case based on the assigned lectures for that week. If a student cannot attend the session, they must notify the clerkship director (Patel) and coordinator (Loperfido) beforehand. The students will be responsible for the material that is covered in this session (the material is from the assigned lectures for the week).

17. **EM Student Conferences:** Students will be expected to attend the Cardiology / ECG lecture as well as to review on their own time the interactive lectures before Friday of each week. Below is the schedule for interactive lectures for the students to review before their Friday Simulation / Procedure / White Board Case sessions:
   a. Week 1 Interactive Lectures: Chest pain, Shortness of Breath, Cardiopulmonary Arrest
   b. Week 2 Interactive Lectures - Abdominal pain, GI bleed, Wound Care
   c. Week 3 Interactive Lectures - Altered mental status, Headache, Trauma, Drug/ETOH (or just alcohol) Overdose

   Students MUST review the assigned lecture(s) prior to their Friday Simulation / Procedure / White Board sessions.

   Please see the section “Clerkship Didactics / Conferences” for further details.

18. **EM Resident Conferences:** Please see the section “Clerkship Didactics / Conferences” for further details.

19. **Evaluations:** All students are required to submit an end-of-rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

20. **End of Week Quizzes:** All students must take weekly quizzes on Friday after their simulation experience. The quiz will be based on the readings/lectures assigned that week.
   a. **Week 1 quiz** - Chest pain, Shortness of Breath, Cardiopulmonary Arrest
   b. **Week 2 quiz** - Abdominal pain, GI bleed, Wound Care
   c. **Week 3 quiz** - Altered mental status, Headache, Trauma, Drug/Etoh Overdose

   A total of 3 quizzes will be given which will count for **10%** of a student’s final grade [3.33% each]. If a student cannot take the quiz, they will need to setup a makeup session. They must take the quiz before the following week’s quiz. All quizzes must be completed before the end of the rotation.

21. **Test:** All students must take the end of rotation test and must achieve a grade higher than 50% to pass the rotation. The test will count towards **20%** of the final grade.

   Evaluation Card - 70%
   Quizzes - 10%
   Test - 20%

**ENRICHMENT EXPERIENCE**

All visiting students are required to do the “Enrichment Experience.” For CMSRU students, this experience is optional, but recommended for students desiring to match in Emergency Medicine.

This experience (non-graded and not for evaluative purposes) will require additional time and commitment from the medical students.

You will meet with an assigned mentor 2 times over the 4 week block. Listed below are the activities you will be responsible for in the Enrichment Experience:

1) **Oral presentation of an interesting case** (Either 1st or 2nd meeting)
   - The student will present an interesting case that they’ve seen in the Emergency Department. The student will present the H&P, go over the differential diagnosis that was considered, understand the pathophysiology of the disease process involved, and justify workup plans.

2) **Review of ECGs and Questions** (1st Meeting)
The ECGs and questions are located on the clerkship website - https://sites.google.com/site/cooperemclerkship/. Please try to go over the ECGs and questions prior to your meeting with your mentor.

3) **Review of Instructional Case (2nd Meeting)**

The Instructional Case is located on the clerkship website - https://sites.google.com/site/cooperemclerkship/. Please try to go over the Case and the questions prior to your meeting with your mentor.

4) **Give an Evidenced Based Presentation (EBM) on the day of the test to the clerkship director (Either 1st and/or 2nd meeting)**

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 impression as to whether the article answered their question. Examples of past topics are: “Acyclovir or steroids for Bell’s Palsy” and “Can tap water be used to irrigate wounds that require suturing”. Your mentor will help you with ideas for a presentation but it is the student’s responsibility to come up with the idea.

Here is a summary of what is expected for the 10 minute EBM presentation

7. **Must be 10 minutes or less.** Can be powerpoint or oral presentation
8. Brief summary of pertinent history and physical findings in case
9. State the question that arose in the case
10. Brief summary of the article that tries to answer the question
11. Strengths and weaknesses of the article
12. Summary of findings and whether it will change your management in the future

5) **Review of 5 follow-ups by student (2nd meeting)**

The medical student will do follow-ups on 5 patients they saw in the ED. The follow-ups are to be discussed with the mentor and handed in to the clerkship director at the end of the rotation. Please give a brief synopsis on what occurred on follow-up.

**Activities performed in the optional “enrichment experience” will be included in letters of recommendation. Again, it is not graded.**

**Clerkship Schedule:**

Student schedules will be created amongst the students on the day of orientation. Students will be able to pick from pre-made block schedules and will have the opportunity to trade shifts on the day of orientation. Students will be scheduled for 12-14 shifts generally 9 hours long during their 4 week rotation. Two students may not work the same shift on a given day (the exception being the teaching shift). Each student will work a variety of the following shifts;

- **Cooper Hospital**
  - 7a to 4p
  - Teaching shift (9a-3p, details below)
  - Fast Track (10a-6p)
  - Broadway (12N-8p)
  - 3p- midnight
  - 11p-7a (overnight)

**It is expected that each student work some weekends and overnight shifts.**

**Teaching Shift:** You will be scheduled for at least one teaching shift (9a-3p) during your 4 week block. During this shift, 2-3 students have their own attending to present to. The teaching shift attending will review the cases and will spend time to ensure that students understand all points of patient care being provided. The number of patients seen on this shift may be lower than a regular shift as an emphasis will be placed on more in depth education and procedures.

**Trading Shifts:** All requests for switching shifts with another student must be approved by the clerkship director. You cannot work more than 5 shifts in a row. There must be 12 hours between clinical shifts (For example: You cannot work 11p-7a and then come back to work a 3pm-12a shift as there are only 8 hours in between). Only one student is allowed per shift (the exception being the teaching shift). You must have one 24 hour period off from all clerkship responsibilities in any given 7 day span.
Patient Care Responsibility:
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Tips for Seeing Patients in the Emergency Department
Listed below are some principles of care that will aid you in caring for your patients in the Emergency Department. These are not all the tenets of emergency care, but are a framework that will help you on this clerkship.

1. Please introduce yourself to the residents and the attendings that are on for your shift. Alert the senior resident or attending to the patient that you are going to see to make sure the patient does not require immediate interventions. This does not prevent you from seeing sick patients as either the senior resident or attending will walk into the room with you to start stabilizing the patient. This is in place to ensure optimal patient care and safety.

2. In the Emergency Department, a focused history and physical examination based on the chief complaint is required. For example, immunization history is not relevant in a 67 year old male with chest pain. You should concentrate on the pertinent positives and negatives as they relate to the chief complaint. Again, using the chest pain example, pertinent positives would include pain worse with exertion and shortness of breath. Pertinent negatives could include no diaphoresis with pain, no family history of myocardial infarction, and no smoking history.

3. Please limit initial patient encounters to approximately 10-15 minutes. Give a brief presentation to the senior resident prior to presenting to the attending. Occasionally, the attending may ask you to present to them directly. You always present each case to an attending. You should always reassess your patient after an intervention or procedure to see if their status has improved (For example – is the patient with a presumed kidney stone more comfortable after receiving ketorolac?). Sick or unstable patients will require more frequent re-evaluations.

4. If you think your patient is potentially unstable (i.e. unstable vital signs, severely short of breath, crushing chest pain, abdominal pain with peritoneal findings, change in mental status, cold pulseless extremity, etc.) please alert the senior resident or attending immediately. You will never be faulted for obtaining help early on a potentially unstable patient.

5. Make sure to keep your differentials broad based on the chief complaint. Always consider life threatening etiologies of disease and give rationale/supporting evidence for or against these diagnoses. An example would be a 30 year old male with chest pain after moving furniture. The diagnosis is most likely musculoskeletal pain, but you should also consider pulmonary embolus or a spontaneous pneumothorax. Always try to consider the worst case diagnoses and tailor your history taking to rule out those dangerous causes.

6. Your workup plans (labs, imaging, and medications) should be guided by your differential. Certain tests are ordered to rule in a diagnosis while other tests will help rule out a diagnosis. Make sure to justify your rationale to the attending and/or senior resident.

7. If a patient requires admission to the hospital, make sure to discuss this with the patient and their family. It is very embarrassing to have someone come to admit a patient who had no idea they were being admitted. Also, when you call someone for an admission, make sure to give a very brief synopsis of the case and the reason for the admission.

8. Ensure proper outpatient follow-up for patients that are discharged from the emergency department. All patients must follow up with a doctor, even if they don’t have one. Be explicit and detailed with your discharge instructions to the patient. It is good to remind the patient about pertinent test results or interventions that were done on this visit and outline them on the discharge sheet. Make sure to also document any incidental findings found on xrays, CT scans, MRIs, labwork, etc.
9. You should document your H&Ps in EPIC. Use the student dot phrase “.EDSTUDENTNOTE” to access a template student note. Make sure to document reassessments of the patient as well as procedures that were performed. Any discussion with a consultant should be written in the chart (the name of the consultant and the time the discussion took place are essential).

10. Medical students must sign out their patients to the senior resident when they leave for lectures or at the end of the shift. **Students cannot sign out to another student.** In the signout, you should give a brief history on the patient’s presenting complaint, the working diagnosis, and the workup plan. You must emphasize what labs/x-rays/procedures are pending and what the disposition will be if it is known at the time of signout. You must let the patient know that you will be leaving and let them know who will be taking over for you. Do not leave any procedures uncompleted.

11. Have fun!! Use this rotation to see a wide variety of patients. Enjoy the opportunity to see a patient no one has seen before and to make the diagnosis. Get comfortable with procedures such as IV lines and NG tubes that you will be doing soon as residents.

**Confidentiality:**
You are required to maintain standards of confidentiality in accordance with HIPAA (Health Insurance Portability and Accountability Act).

**Required Patient Encounters / Procedures:**
- Develop the attitudes and values that will foster and support safe, compassionate, professional, and patient-centered care.
- Develop an appreciation understanding of the demands of Emergency Medicine training.

**Required Emergency Medicine Patient Encounters**
It is your responsibility to see one of each of the following required patient encounters during your 4 week rotation:
- Chest Pain
- Abdominal Pain
- Shortness of Breath
- Altered Mental Status
- Shortness of Breath
- Wound Care / Suturing
- Gastrointestinal Bleeding
- Trauma / Fracture / Dislocation
- Cardiopulmonary Arrest
- Headache
- Drug / Alcohol / Medication Overdose
- Back Pain

You will need to do the following with the required patient encounters

A) Document the required patient encounters in the **Patient Encounter Logbook**.

B) If for any reason the student does not see one or more of the above required patient encounters, they will be expected to complete the remediation process pertaining to the specific required patient encounter as outlined on the course website and below. Remediation involves reading the appropriate chapters and **writing a 2 page summary which is to be handed in on the last day of the rotation**. Make sure to log that you completed the remediation. **Failure to log in the required patient encounters by the Monday after the rotation ends will lead to a drop in your grade by one full grade (Example - Honors will be changed to High Pass, High Pass to Pass, etc.).**
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<tr>
<td>Chest Pain</td>
<td>Read Chapter 52. Chest Pain: Cardiac or Not In 7th Edition Tintinalli 1</td>
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<tr>
<td>Shortness of Breath</td>
<td>Read Chapter 65. Respiratory Distress In 7th Edition Tintinalli 2</td>
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<tr>
<td>Abdominal Pain</td>
<td>Read Chapter 68. Acute Abdominal Pain In 8th Edition Tintinalli 3</td>
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<td>Change in Mental Status</td>
<td>Read Chapter 162. Altered Mental Status and Coma In 8th Edition Tintinalli 4</td>
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<td>Trauma / Fracture / Dislocation</td>
<td>Read Chapter 250. Trauma in Adults In 7th Edition Tintinalli 5</td>
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<td>Read Chapter 276. Neck and Back Pain In 7th Edition Tintinalli 8</td>
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<td>Read Chapter 11. Sudden Cardiac Death In 8th edition Tintinalli 11</td>
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<td>Headache</td>
<td>Read Chapter 159. Headache and Facial Pain In 7th edition Tintinalli 12</td>
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<tr>
<td>Drug / Alcohol / Medication Overdose</td>
<td>Read Chapter 179. Alcohols In 7th edition Tintinalli 13</td>
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Clerkship Didactics / Conferences:

1. **EM Student Conferences:** Student lectures and simulations are scheduled throughout the 4 week rotation. You are excused from your clinical duties to attend these. Please make sure to finish all patient care responsibilities and alert the attending and senior resident prior to leaving for lecture. Refer to the schedule for the time and location of lectures. If there is a change to the time and location, you will be notified. If you are unable to attend a lecture, you must notify the clerkship director in advance. You will be responsible for all material from the missed lecture. Unapproved absences from lecture or repeated tardiness will result in a lower overall grade.

There will be a Cardiology / ECG / Ultrasound lecture in the beginning of the rotation held in the ED conference room.

There are assigned interactive lectures students must review on their own prior to Friday Simulation / Procedure / White Board Case sessions. The interactive lectures will be on Blackboard. The weekly quizzes will be based on material from the interactive lectures.
Students will be expected to attend the Cardiology / ECG lecture as well as review on their own time the interactive lectures before Friday of each week. **Below is the schedule for interactive lectures for the students to review before their Friday Simulation / Procedure / White Board sessions.**

a. Week 1 Interactive Lectures: Chest pain, Shortness of Breath, Cardiopulmonary Arrest  
b. Week 2 Interactive Lectures - Abdominal pain, Gi bleed, Wound Care  
c. Week 3 Interactive Lectures - Altered mental status, Headache, Trauma, Drug/ETOH Overdose

2. **EM Resident Conferences:** The Cooper EM residency program holds its weekly conferences on Thursdays from 9a-2pm. There may be changes to date, time, and place for resident lectures and you will be informed of this during orientation. Conference is usually held in the ED conference room in Keleman 152. Attendance to 2 out of 4 resident lectures is required unless otherwise stated. You are excused from your clinical duties to attend the resident lectures.

**Texts and Reading List:**

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<thead>
<tr>
<th>Title</th>
<th>Link to Resource</th>
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<tbody>
<tr>
<td><strong>Required:</strong></td>
<td></td>
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</table>
| CDEM Curriculum Website | www.cdemcurriculum.org  
• Please focus on “The Approach to...” tab and “Specific Diseases” tab  
• Recommend: Digital Images in Emergency Medicine (DIEM) cases |

**Teaching & Learning Methods:**

- Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.  
- Interprofessional Learning: You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies.  
- Small Group Learning: You may participate in conferences where Emergency Medicine topics are discussed in a small group format.  
- Case-Based Learning: You may participate in conferences where Emergency Medicine topics are discussed in a case-based format.  
- Simulation: You may participate in periodic sessions in the Simulation Center where Emergency Medicine related procedural skills will be taught including airway management and ACLS protocols.  
- Team-based Learning: You may participate in team-based learning as part of the didactic sessions.  
- Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.

**Evaluation Methods:**

Grades will be determined in the following manner:

Students will participate in at least one Mini-CEX with their attending preceptor near the midpoint of the clerkship to assess their core clinical skills.  
The Department of Emergency Medicine at Cooper Medical School of Rowan University uses a criterion based, or “fixed” standard evaluation and grading system. This grading system is based on the new ACGME Emergency Medicine milestones and will refer to the 9 CMSRU core competencies: patient care, medical knowledge, interpersonal and communication skills, professionalism, systems based practice, practice based learning, scholarly inquiry, health partnership and learning and working in teams. This system allows for comparison of a particular student’s performance to a predetermined standard of proficiency. The faculty preceptor will complete a CMSRU M4 Clerkship Evaluation form.
for each student. The Clerkship Director will review all evaluations before they are submitted to the Office of Medical Education. Year to year, the percentage of students receiving a particular clinical grade (Honors, High Pass, Pass, etc.) may vary as there are no predetermined percentages for Honors, High Pass, Pass, etc. Traditionally, it has been difficult to earn an Honors grade in the EM clerkship.

Guidelines for Evaluation and Grading:
1. All students are evaluated on a daily basis at the end of their clinical shift using a uniform shift evaluation card (Please see appendix for example of evaluation card).
   The purpose of the clinical shift evaluation form is to:
   a. Provide the supervising physician an opportunity to objectively document clinical performance relevant to rotation competencies
   b. Assist the supervising physician in providing formative feedback to the student regarding their clinical performance
   c. Assist the clerkship director in formulating the end of rotation summative evaluation and to assist in determining the overall clerkship grade
2. Prior to the conclusion of each clinical shift, it is the medical student’s responsibility to give a clinical shift evaluation card to the attending physician(s) that supervised their patient encounters. On the clinical shift evaluation form, the student should fill in his or her name, the name of evaluator, and shift date.
3. The EM attending physician will complete the clinical shift evaluation form and place it in the appropriate location for the clerkship director to review. The supervising physician is encouraged to provide the student with real time daily feedback during or at the conclusion of each clinical shift.
4. At the midpoint of the clerkship, the student will receive midclerkship feedback based on their evaluations from their shift cards. In addition, a Mini CEX for formative assessment will be done prior to the midpoint of the clerkship as well during your teaching shift.
5. At the conclusion of each rotation block, the clerkship director will complete a Final M4 Clerkship Evaluation Form which is a summative rotation evaluation form including a narrative descriptive of performance, comments for student advising, and a recommended clerkship grade for each medical student.
6. If a student receives a final grade of Fail, a method of remediation will be determined by the EM clerkship director.

Grading Breakdown
- 70% of the grade will be based on the student’s clinical performance as documented on the shift evaluation cards
- 20% of the grade will be from the end of rotation test
  - The test is 50 multiple choice questions with 5 ECGs. Each ECG will require the student to give the rate, axis, findings on the ECG (such as bundle branch blocks, AV blocks, ST elevations or depressions, inverted T waves, peaked T waves, etc.), and final interpretation of the ECG
- 10% of the grade will be from the 3 weekly quizzes

Translating Shift Evaluations Into End of Rotation Grades
The overall grade is based on a 0 to 5 point scale. Remember, 70% of the grade is based on the clinical experience as documented on the shift evaluation card. That means that a maximum of 3.5 points can be accumulated from the shift evaluation cards (70% of 5pts = 3.5 pts).
All the scores from each category on all the evaluation cards will be averaged. As there are 11 categories on the evaluation card, there will be 11 final averages. An average of these 11 final averages will be done yielding the clinical grade.
The test accounts for 20% of the grade. As 20% of 5pts is equal to 1.0 pts, this will be the maximum points that can be accrued if a student gets 100% on the test.
The 3 End of Week Quizzes account for 10% of the grade. 10% of 5 points is equal to a max of 0.5 pts.
So here are the max scores based on the 5 points scale
- Clinical = 3.5 pts (70% 5pts)
- Test = 1.0 pts (20% 5pts)
- Quizzes = 0.5 pts (10% 5pts)
  TOTAL = 5.0 pts

The points from the clinical portion are added to the test points and quizzes points to get a final point total. This final point total is then compared to the grade ranges as listed below:

Converting numeric grades to descriptive letter grades

a. Honors: 4.200 or greater
b. High Pass: 3.700 to 4.199
c. Pass: 2.500 to 3.699
d. Conditional Pass: 2.000 to 2.499
e. Fail: Less than 2.000

Again – the Honors rate has been low in Emergency Medicine

An example of how a final grade is calculated for a fictional student is show below.

**EXAMPLE**

Sunny had 11 evaluation cards for the rotation. He scored 80% on his test. He earned an average of 90% on his 3 quizzes.

His scores for the “Emergency Assessment” category from the 11 evaluation cards were: 5, 4, 4, 3, 5, 4, 4, 3, 4, 4, and 5. His average score for the “Emergency Assessment was.

\[
\text{Emergency Assessment Avg} = \frac{\sum (5+4+4+3+5+4+4+3+4+4+5)}{11} = 4.09
\]

For all categories from the evaluation cards:

- Emergency Assessment = 4.09
- Performance of Focused History & Physical = 3.91
- Diagnostic Studies = 4.20
- Diagnosis = 3.86
- Observation & Reassessment = 4.01
- Disposition = 4.35
- Multi-tasking = 4.01
- Procedures: Wound Management = 4.22
- Professional Values / Accountability = 4.51
- Patient Centered Communication = 4.05
- Systems-Based / Team Management = 3.98

All of these averages are averaged for a clinical grade of

\[
\text{Clinical grade} = \frac{\sum (4.09+3.91+4.20+3.86+4.01+4.35+4.01+4.22+4.51+4.05+3.98)}{11} = 4.11
\]

Final Clinical Grade = (Clinical grade/5)*3.5 (max clinical points)

\[
= \frac{4.11}{5} \times 3.5 = 2.877
\]

Sunny’s test score was 80%

Test Grade = 0.8 X 1

\[
= 0.8
\]
Quiz Average was 90%

Quiz Grade = 0.9 \times 0.5
= 0.45

The final grade is 2.877 + 0.8 + 0.45 = 4.17 pts. Sunny receives a grade of High Pass for the rotation.

**Student Evaluation of Faculty and Clerkship:**
Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is **therefore required**.

Students must complete an evaluation of faculty and the Emergency Medicine clerkship at the end of the rotation. Failure to complete the evaluation will lead to grade submission being delayed.

**Roles and Responsibilities:**

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic experiences as part of the rotation as well as for completing self-directed learning experiences and activities. The student is responsible for notifying the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Students may wear scrubs to lecture as well as clinical shifts. Students must wear their white coat and their identification badge while in the ED. See the Student Handbook for additional requirements.

**Academic Policies**
Please refer to the following policies in the CMSRU *M4 Student Handbook* and the overarching CMSRU *Student Handbook* (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
### Course Name:
**Critical Care Medicine Clerkship**

<table>
<thead>
<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
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</table>
| David Gerber, DO     | Critical Care Faculty | Heather Glenn | (856) 968-7826  
glenn-heather@cooperhealth.edu |

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<tr>
<th>Blocks Available:</th>
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<th>Residents:</th>
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<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
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</table>

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

Yes

**Purpose of the Clerkship Syllabus:**
This syllabus is provided as a guide for your participation in the Critical Care Medicine Clerkship. 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 Critical Care Medicine Clerkship Director, or the Office of Medical Education.

**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.

**Course Objectives:**
At the conclusion of this clerkship students will be able to:

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

For Critical Care Medicine
- Demonstrate the ability to identify various shock states, acid-base disorders, respiratory failure, and renal and metabolic disturbances among other problems
- Provide a differential diagnosis and offer potential diagnostic and therapeutic options based upon their assessments.

**Patient Care:** Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective.

For Critical Care Medicine
- Learn to manage multisystem problems, often in patients with limited ability to provide meaningful history or other feedback
- Learn the nuances of data acquisition and assessment in complex patients
• Understand the use of bedside imaging techniques such as ultrasound, and will have the opportunity to participate in procedures under the direct supervision of faculty

Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For Critical Care Medicine
• Arrive on time for all shifts, day and night float and attend sign-outs at the beginning and end of these shifts
• Attend all lectures and conferences as scheduled, and prepare any presentations assigned during the clerkship
• Maintain a neat and professional appearance and demeanor
• Interact with staff, other students, and patients and families politely and professionally at all times

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For Critical Care Medicine
• Present cases to faculty members in a clear and succinct fashion
• Communicate the plan of care to patients in terms that they can understand
• Update the patient and faculty on any test results that have returned

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

For Critical Care Medicine
• Use patient care experiences from the Intensive Care Unit along with appropriate educational resources to improve understanding of Critical Care
• Follow up on select patients you have evaluated who have transferred out of the ICU, focusing on their clinical course and comparing how their progress compares to your expectations and what was the expected course of the Critical Care team

Systems-Based Practice: Demonstrate 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.

For Critical Care Medicine
• Work with a large variety of practitioners in the care of their patients in the Critical Care setting. In addition to the nurses and respiratory therapists, they will have daily interactions with pharmacists and physical therapists and numerous consulting physician services. Social Work, Case Management, Nutrition, Speech Therapy and others are also frequently involved in the care of ICU patients and require daily interaction.

Scholarly Inquiry: Demonstrate the 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.

For Critical Care Medicine
• Use their ICU patient care experiences along with appropriate educational resources to improve understanding of Critical Care
• Understand which resources are valid and reliable in answering questions about patient care
• Give a formal, referenced presentation on a Critical Care topic of their choosing which has been reviewed with the Clerkship Director

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

For Critical Care Medicine

• Learn to provide cost efficient care to the patient, taking into account the cost of tests and treatments and their relative utility/efficacy
• Help coordinate timely follow up and adequate resources for patients/families with difficult access to care

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For Critical Care Medicine

• Work in an interdisciplinary team to aid in the care of critically ill patients

Clerkship Content & Outline:
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.

Clerkship Overview:
REQUIRED ACTIVITIES
To pass the Critical Care Medicine clerkship, students must do the following:

1. **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. The Clerkship Director (or a designee) will meet with you for your orientation before rounds.

2. **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 the final grade being lowered or a grade of FAIL 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 show the following:
   a. Ability to take a focused history and physical pertaining to the chief complaint
   b. Develop an appropriate differential diagnosis with consideration of disease processes that can cause severe morbidity or mortality
   c. Develop an appropriate treatment plan
   d. Work in a team atmosphere with faculty, residents, nurses, etc.
3. **Evaluations:** All students are required to submit an end of rotation course evaluation form. You will not receive a grade for the clerkship unless you submit the course evaluation form. Please see the “Student Evaluation of Faculty and Clerkship” for further details.

4. **Student Conferences:** Lectures are scheduled throughout the 4 week rotation. Please see the section, “Didactics,” for further details.

5. **Fellow Conferences:** Please see the section, “Didactics,” for further details.

6. **Exam:** All students must take the exam at the end of the rotation and must achieve a grade higher than 60% to pass the rotation. The exam is graded on a Pass/Fail basis.

**Clerkship Schedule:**
The Critical Care Medicine clerkship rotation is a four week block. The Medical-Surgical ICU is composed of two teams, designated Red and Blue, each with medical and surgical patients; only the Blue team cares for cardiothoracic surgical patients, however. Over the course of the four weeks the students are expected to divide their time as follows:

- 2 weeks of medical / surgical days (Red)
- 1 week of medical / surgical / cardiothoracic surgical days (Blue)
- 1 three-night (12 hour) Night Float rotation (consecutive nights; 7 PM-7 AM)

Students will determine their own schedules unless they require assistance from the Clerkship Director. The following restrictions and recommendations apply:

- Students may NOT do Night Float the first or last week of the rotation.
- It is recommended that the number of students on the Red and Blue teams be roughly equal.
- It is also recommended that only one student be on Night Float at one time.

Duty hours restrictions apply: A medical student shall not exceed duty requirements of 16 hours within a 24 hour period. Duty includes didactic educational sessions, patient care, transition, and call periods. Medical students must have 8 hours off duty within this 24 hour cycle. Furthermore, students must have one 24 hour period free from duty per week. Medical students must adhere to an 80-hour maximum weekly limit averaged over 4 weeks.

**Patient Care Responsibility:**
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

**Confidentiality:**
You are required to maintain standards of confidentiality in accordance with HIPAA.

**Required Clinical Experiences:**
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care.
- Develop an appreciation for the demands of Critical Care training.
- Develop familiarity with the following conditions:
  - ARDS
  - Cardiogenic shock
  - COPD Exacerbation
  - Hypercapnic Respiratory Failure
Hypovolemic Shock
- Hypoxic Respiratory Failure
- Increased intracranial pressure
- Septic shock

**Remediation Opportunities**
- For conditions with which students do not have the opportunity to have direct clinical experience/patient contact, there is the opportunity to obtain the educational exposure the educational experience through avenues of remediation including lecture/conferences, readings, and simulated clinical experiences in the simulation laboratory.
- Each student may be responsible for two Critical Care patients, under the supervision of the house staff and faculty. Each day the student is responsible for seeing their patient, obtaining a pertinent new and/or interim history, and performing a physical examination. All laboratory data should be accumulated as well as the results of all imaging and any other studies, consults and any other outstanding information. The student should review this information themselves, and formulate an assessment and plan, and then review it with a resident or fellow prior to rounds, at which time they will formally present to the entire team.

**Procedures**
- There are no required procedures on this rotation. However, the Intensive Care unit provides ample opportunity to perform many “routine” procedures with which medical students need to become familiar (e.g., nasogastric tube insertion, arterial blood gases, etc.) and it is strongly recommended that students take advantage of these opportunities when they are available. In addition, while on the Critical Care Medicine clerkship the opportunity may arise to participate in and perform, under direct supervision, a variety of invasive procedures including arterial and central venous catheterization, and lumbar puncture among others.

**Clinical Documentation**
- All student encounters are to be entered in electronic record (EPIC) in the appropriate section using the student documentation format.

**Didactics / Conferences:**
Conferences are held a minimum of five times a week. These are an essential component of the learning experience on this rotation, and attendance is mandatory.

**Student Conferences** occur every Monday, Wednesday and Friday at 1 PM in the ICU conference room, which is inside the Edward D. Viner Intensive Care Unit, 4th floor, Roberts Pavilion unless otherwise specified and is comprised of a series of revolving core topics which repeats for each group of rotators

**Critical Care Conferences** occur every Tuesday (Dorrance 409) and Thursday (Dorrance 408). These may consist of formal didactics, Journal Club presentations, Morbidity and Mortality reviews or other conferences for the Division of Critical Care. Although at a somewhat higher level, student involvement is always maintained and these are also valuable academic sessions for the students. In addition, active teaching is a part of daily rounds by the entire faculty. The fellows do formal teaching rounds during night float as well.

**Texts and Reading List:**

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<th>Title</th>
<th>Link to Resource</th>
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<tr>
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<td><strong>Optional:</strong></td>
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<tr>
<td>Ch 53 Hemodynamic Drugs</td>
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*Mechanical Ventilation in ARDS; Mechanical ventilation in ARDS due to sepsis (Surviving Sepsis Guidelines); ECMO for severe ARDS. http://pulmccm.org/pulmonary-critical-care-updates/*


A reading list for this rotation is provided above. This material serves a variety of purposes. It includes basic/reference textbook material (in bold), classic or landmark articles (denoted by double asterisk **), and in-depth reviews of key topics that may be cited on rounds (in italics), and articles on important aspects of Critical Care which may not always come up in the course of a four week rotation. These readings can serve as a means of remediation in the event that a student does not have a required clinical encounter, as long as the remediation is appropriately documented in the patient log.
Teaching & Learning Methods:
Opportunities and methods for teaching and learning on the Critical Care Medicine clerkship are numerous and varied.

- First and foremost is the clinical experience and daily teaching rounds conducted by the faculty, beginning at approximately 8:30 AM every morning. Every patient in the Intensive Care Unit is a “teaching” patient, and is presented by a student or house officer. After all objective data (labs, test results, etc.) has been presented and an assessment and plan has been proposed an academic discussion ensues. These discussions may be general or very specific regarding unusual or rare aspects of individual patient’s conditions. Students are welcome and in fact expected to be actively involved in these discussions, and to read about the disease processes their patients have, to be well-prepared to participate in rounds.
- Faculty and fellows may also give impromptu lectures or bedside demonstrations of various procedures or techniques when appropriate as part of the teaching experience.
- As part of clinical learning, students will be observed performing histories and physicals on patients in the ICU and receive feedback on their performance.
- Bedside discussions with a range of consultants and the involvement of other clinical services (e.g., pharmacy, speech therapy) round out the bedside academic experience.
- As previously noted, there is a regularly scheduled conference scheduled conference series which covers a core set of topics in Critical Care every month as well as the twice weekly fellow’s conferences exposing the students to a wide range of topics in Critical Care Medicine.
- In addition, Critical Care occasionally participates in interdisciplinary conferences with other specialties, offering the opportunity to learn from each other.
- The Simulation Laboratory offers the student several ways to enhance her/his learning experience. By participating in any of several of Critical Care scenarios that have been developed for the Sim-Man interactive model, students have the opportunity to refine their existing knowledge base, remediate their patient encounters in the event they have not had all the required encountered, practice a variety of invasive procedures, and learn to work collaboratively with others on critically ill patients and in high-stress situations.
- The extensive reading list as provided above forms a solid foundation in the fundamentals of Critical Care. During the course of the rotation are provided with relevant articles and references as appropriate to cases which may present on the service, and are asked to do the same for the team.

Assessment and Evaluation:
Each student will participate in at least one miniCEX around the mid-point of the clerkship, and will receive formal feedback regarding his/her performance at a minimum of midway through the clerkship. This feedback will come from the faculty on service with whom the student has worked and will provide constructive input regarding the student’s knowledge base, clinical skills, patient care, presentations, interpersonal skills, and other components of the core competencies. Areas of strengths will be acknowledged and reinforced, and any area which requires improvement will be identified along with recommendations on how to accomplish this. Ideally feedback will be provided on an ongoing basis by faculty throughout the rotation to better facilitate learning and professional growth and the student is encouraged to seek additional feedback any time.

Grading for the rotation is based on clinical performance (80%), and the presentation given by each student at the end of the rotation (20%). The clinical performance assessment is an aggregate of the faculty evaluations by the attending each student has worked with during the four week rotation, and will be based on the M4 Summative Clerkship Evaluation form.

The presentation should be a formal PowerPoint presentation, on a topic of your choosing, but must be relevant to critical care, with appropriate references from the medical literature. It should be approximately 15-20 minutes in length. It is not a case presentation, although you may use a case as a starting point to begin your presentation, which may be basic science or clinical in nature.

Although performance on the exam is not calculated into the final grade, passing the exam is required to pass the rotation. Students must achieve a minimum score of 60% on the exam, but the exam is graded on a Pass/Fail basis.
The faculty preceptor and the clerkship director will determine the final grade in the clerkship for each student. The clerkship director will submit the final grade.

**Student Evaluation of Faculty and Clerkship:**
Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

**Roles and Responsibilities:**
**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Scrubs are appropriate attire for students in the ICU.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
| Course Name: | Surgical Critical Care Clerkship | Course number: | 02900 | Location: | Cooper University Health Care |
| Clerkship Directors: | Ray Green, DO | Elective Faculty: | Trauma Surgery Faculty | Elective Contact: | Karen Orlando |
| Blocks Available: | All | Duration (weeks): | 4 Weeks | Hours / week: | 40+ |
| Lectures / Seminars: | No | Outpatient: | No | Inpatient: | Yes |
| Night call: | Yes | Weekends: | Yes | Lab: | No |
| Purpose of the Clerkship Syllabus: | This syllabus is provided as a guide for your participation in the Surgical Critical Care Clerkship. 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 Surgical Critical Care Clerkship Director, or the Office of Medical Education. |
| Course Overview: | During the Surgical Critical Care Clerkship, the student will become familiar with the clinical presentation of blunt and penetrating injuries, their evaluation and management. Students will also recognize the care required for sick trauma patients in a surgical intensive care unit. |
| Course Objectives: | At the conclusion of this clerkship students will be able to: |
| Medical Knowledge: | Demonstrate a good understanding of existing and evolving scientific information and its application to patient care. For the Surgical Critical Care clerkship |
| • Demonstrate a basic understanding of the role and delivery of care in the trauma patient |
| • Articulate an appropriate differential diagnosis for patients with acute traumatic injuries |
| • Demonstrate an understanding of the use and interpretation of commonly ordered diagnostic studies |
| Patient Care: | Demonstrate the ability to provide patient care for common health problems across disciplines that is considerate, compassionate, appropriate and effective. For the Surgical Critical Care clerkship |
| • Demonstrate skill in making relevant findings in the history and physical examination of patients with traumatic injuries |
Professionalism: Demonstrate commitment and the ability to perform your responsibilities with respect, compassion and integrity, unconditionally in the best interest of patients.

For the Surgical Critical Care clerkship
- Show respect to all health care providers in the surgical intensive care unit, trauma surgical floors, and the operating room including, but not limited to, faculty, residents, nurses, and technicians
- Display an empathetic and respectful behavior towards trauma patients and their families

Interpersonal and Communication Skills: Demonstrate the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

For the Surgical Critical Care clerkship
- Present on daily surgical critical care rounds in a clear and concise fashion

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

For the Surgical Critical Care clerkship
- Use patient care experiences along with appropriate educational resources to improve your evaluation and assessments of surgical critical care patients

Systems-Based Practice: Demonstrate 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.

For the Surgical Critical Care clerkship
- Show an understanding of a comprehensive approach to patients with multi-system critical illness

Scholarly Inquiry: Demonstrate the 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.

For the Surgical Critical Care clerkship
- Understand which resources are valid and reliable in answering questions about surgical critical care patients

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

For the Surgical Critical Care clerkship
- Develop and participate in the implementation of appropriate patient management plans
- Discuss a patient’s plan of care and arrange follow-up, when appropriate

Learning and Working in Teams: Work as a member of a team in the coordinated, inter-professional model of care delivery.

For the Surgical Critical Care clerkship
- Participate in daily rounds with faculty and staff including daily assessment and formulation of management plans
- Work in at team based setting with different providers to provide timely, efficient, and safe care to patients
Clerkship 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.

Clerkship Overview:
REQUIRED ACTIVITIES
To pass the General Surgery Sub-Internship, students must do the following:

1. **Orientation:** You MUST attend orientation or you will not be allowed to participate in the rotation. If there is a change to the time and location of the orientation, you will be notified beforehand.

2. **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 outside the TSICU. The division also has a 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 Surgery Department academic meetings during their time on the service. Departmental Morbidity and Mortality report is a weekly event and there are Journal clubs scheduled at various times during the week for which students should be prepared to interact.

3. **Evaluations:** All students are required to submit an end-of-rotation course evaluation form. This is a mandatory requirement to complete the rotation and required for grade submission.

Clerkship Schedule:
1. Students will work Monday through Friday with the Trauma/Critical Care team (days, evenings, nights, and weekends). They will see patients encompassing the full spectrum of Trauma and Surgical Critical Care patients.
2. In conjunction with the weekly requirements, students will need to work four (4) call shifts overnight. Two of these shifts will be during the week and two will be on the weekends. More call is welcomed and is at the discretion of the clerkship director.
3. Students will see patients initially as the primary caregiver and perform efficient and appropriate exams and create initial management plans.
4. Students will gain experience at a multitude of procedures and skills.
5. Students will have to option to attend surgical procedures in acute care surgery and trauma.
6. Students will attend all lectures in the student-based lecture series.

Patient Care Responsibility:
It is important that you ‘take ownership’ of the care of your patients. This means that you should be completely engaged in the care of your patients, and feel that your contributions as a member of the health care team are meaningful and important. Of course, you should not be making medical decisions independently without guidance and approval of faculty, but you should be proactive in making evidence-based suggestions about the evaluation and management of your patients. You should communicate frequently with your faculty preceptors and the patients you are following. Preferred modes of communication should be established at the outset of the year. You should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.

Confidentiality:
You are required to maintain standards of confidentiality in accordance with HIPAA.

Required Patient Encounters and Procedures:
- None
Clerkship Didactics / 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 outside the TSICU. The division also has a 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 Surgery Department academic meetings during their time on the service. Departmental Morbidity and Mortality report is a weekly event and there are Journal clubs scheduled at various times during the week for which students should be prepared to interact.

Texts and Reading List:

<table>
<thead>
<tr>
<th>Title</th>
<th>Link to Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td>Critical Care – Civetta, Taylor, Kirby</td>
<td></td>
</tr>
<tr>
<td>Intensive Care Medicine – Irwin and Rippe</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Teaching & Learning Methods:
Direct Patient Care under Supervision: You will work in clinical settings closely supervised by faculty.

- Interprofessional Learning: You will function in clinical settings as a part of an interprofessional team which may include physicians, nurses, nurse practitioners, medical assistants, clerical staff, physician assistants, social workers, dieticians, psychologists, audiologists, physical therapists, occupational therapists, speech therapists, and staff at community agencies.
- Small Group Learning: You may participate in conferences where Surgical Critical Care topics are discussed in a small group format.
- Case-Based Learning: You may participate in conferences where Surgical Critical Care topics are discussed in a case-based format.
- Simulation: You may participate in periodic sessions in the Simulation Center where Surgical Critical Care-related procedural skills will be taught.
- Team-based Learning: You may participate in team-based learning as part of the didactic sessions.
- Independent Learning: You are allocated time during the schedule for independent learning, focused on patient encounters.

Evaluation Methods:
Grades will be determined in the following manner:

Students will be evaluated by attending faculty in the following competencies: Medical Knowledge (MK), Patient Care (PC), Professionalism (P), Communication and Interpersonal Skills (C), Practice Based Learning and Improvement (PBL), and Systems Based Practice (SBP), Scholarly Inquiry (SI), Health Partnership (HP), and Learning and Working in Teams (LWT). These core competencies will be evaluated through direct interaction with the students and constitute a majority of the grade in Critical Care. A minority of the grade will come from the previously mentioned presentation of a critical care/trauma topic.

In addition, students will participate in at least one formative miniCEX around the mid-point of the clerkship, to assess their clinical skills.

Students will be required to present a short lecture on a topic pertaining to Trauma/Surgical critical care. The subject matter will be driven by the personal interests of the student with mentoring from the faculty of the trauma department. The lecture will be an informal presentation lasting approximately 20 minutes. Scoring sheet is appended to this syllabus.
All students must take an exam at the end of the clerkship. You must pass the test to pass the clerkship.

The breakdown of grading is:

<table>
<thead>
<tr>
<th>Components</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Work</td>
<td>80%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Test</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Clerkship:**
Your thoughtful reflections on your experience with us are vitally important to us. It's one of the best sources of information and insight to help us provide an even better experience for future classes. Completing your clerkship evaluations and evaluations of preceptors and other faculty is required.

**Roles and Responsibilities:**

**Departmental Clerkship Director:** The Clerkship Director works with the Deans and their departmental Education Coordinator to ensure that all clinical activities are functioning in a coordinated fashion. The Clerkship Director mentors and motivates students, monitors their progress, and assists students requiring remediation or counseling.

**Departmental Education Coordinator:** The Education Coordinator is responsible for the coordination of all activities within his/her respective clinical department, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The Educational Coordinator serves as a primary contact for students in a specific department. All Education Coordinators provide support for their grading committees.

**Student:** The student is responsible for attending all clinical sessions and didactic learning experiences as part of the rotation as well as completing self-directed learning experiences and activities. The student is responsible for notifying the Clerkship Director along with the supervising attending if illness or a personal emergency prevents attendance. Attendance at didactics and conferences is mandatory (See Attendance Policy).

**Dress Code:**
Students should wear scrubs while they are in working in the TSCU. A white coat should not be worn while on rounds in the TSCU.

**Academic Policies:**
Please refer to the following policies in the CMSRU M4 Student Handbook and the overarching CMSRU Student Handbook (available on the CMSRU Website):

- Attendance
- Duty Hours
- Electives
- Grading, Promotions and Appeals
### M4 Student Topic Presentation Scoring Sheet:

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (5 points)</th>
<th>Meets expectations (4 points)</th>
<th>Needs improvement (3 points)</th>
<th>Unsatisfactory (0 points)</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
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<td></td>
<td>• Highly relevant to</td>
<td>• Relevant to specialty</td>
<td>• Related to specialty</td>
<td>• Weakly related to</td>
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<td>specialty</td>
<td>• requires no more than a</td>
<td>• requires no more than a</td>
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<td>requires synthesis</td>
<td>single source</td>
<td>single source</td>
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<td></td>
<td>from several sources</td>
<td>• Of general interest</td>
<td>• unfocused</td>
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<td></td>
<td>Specific</td>
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<td><strong>Objectives</strong></td>
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<td>• comprehensive</td>
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<td>• Mutually exclusive</td>
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<td><strong>Content</strong></td>
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<td></td>
<td>• Concise</td>
<td>• Complete</td>
<td>• topic: time mismatch</td>
<td>• Delivery by reading</td>
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<td></td>
<td>• Complete</td>
<td>• Precisely organized</td>
<td>• disorganized progression</td>
<td>from notes or slides</td>
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<td></td>
<td>• Well-timed</td>
<td>• Well organized</td>
<td>• inconsistent link of</td>
<td>• Poor relationship to</td>
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<td></td>
<td>• Logical</td>
<td>• too much or too little</td>
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<td>• Fluent</td>
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<td>from notes or slides</td>
<td>• Good use of graphics</td>
<td>• Poor choice of graphics</td>
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<td>• Out of date reviews</td>
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<td>• Unable to answer most</td>
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<td>• Aware of limits of</td>
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</table>
Course Name: Healthcare Administration- 2 weeks
Course number: 03102
Location: Cooper University Health Care

Clerkship Directors: Anthony Mazzarelli, MD
Eric Kupersmith, MD
Elective Faculty: Kate Ginty, Administrative Fellow
Elective Contact: Jennifer Knorr
Contact Information: (856) 968-7288
knorr-jennifer@cooperhealth.edu

Blocks Available: All, except Block 1 & 2
Duration (weeks): 2 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

Night call: No
Weekends: No
Lab: No
Exam required: No, but a presentation will be required

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

Educational Goals of the Elective:
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.

Description of Activities:
- 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.
**Course Name:** Healthcare Administration - 4 weeks

**Course number:** 03101

**Location:** Cooper University Health Care

**Clerkship Directors:**
- Anthony Mazzarelli, MD
- Eric Kupersmith, MD

**Elective Faculty:** Kate Ginty, Administrative Fellow

**Elective Contact:** Jennifer Knorr

**Contact Information:**
- (856) 968-7288
- knorr-jennifer@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

**Night call:** No

**Weekends:** No

**Lab:** No

**Exam required:** No, but a presentation will be required

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

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**Educational Goals of the Elective:**
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<thead>
<tr>
<th>Course Name:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Advanced Surgical &amp; Radiologic Anatomy</td>
<td>02101</td>
<td>Cooper Medical School of Rowan University 401 S. Broadway, Camden, NJ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hector Lopez-Cardona, MD</td>
<td>Hector Lopez-Cardona, MD</td>
<td>Dr. Lopez</td>
<td>(856) 361-2866 <a href="mailto:lopezh@rowan.edu">lopezh@rowan.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>Blocks 9 &amp; 10</td>
<td>4 Weeks</td>
<td>40</td>
<td>8</td>
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<tr>
<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>No</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>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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</table>

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

Yes

**Educational Goals of the Elective:**
In this 4-week clerkship the students will be able to study using cadavers and diagnostic images an anatomical region of interest depending on their career of choice. 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 a specific topic to discuss in the form of an active learning session at the end of the clerkship.

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 a disease of interest.

**Description of Activities:**
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.
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th><strong>Course number:</strong></th>
<th><strong>Location:</strong></th>
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</thead>
<tbody>
<tr>
<td>Anesthesia</td>
<td>02201</td>
<td>Cooper University Hospital</td>
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<tr>
<th><strong>Clerkship Director:</strong></th>
<th><strong>Elective Faculty:</strong></th>
<th><strong>Elective Contact:</strong></th>
<th><strong>Contact Information:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyur Trivedi, MD</td>
<td>Faculty, Anesthesia</td>
<td>Evelyn Rodriguez</td>
<td>(856) 342-2425</td>
</tr>
<tr>
<td></td>
<td>Department</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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<th><strong>Maximum students / block:</strong></th>
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<th><strong>Night call:</strong></th>
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<th><strong>Lab:</strong></th>
<th><strong>Exam required:</strong></th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Case Presentation</td>
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</table>

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

Yes

**Educational Goals of the Elective:**
The overall goal of this rotation is for the student to obtain an anesthesia experience that focuses on learning concepts that may be applied to other fields of medicine.

**Description of Activities:**
- 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.
# Dermatology - 2 weeks

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Elective Faculty</th>
<th>Elective Contact</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warren Heymann, MD</td>
<td>Steven Manders, MD&lt;br&gt;Justin Green, MD&lt;br&gt;Analisa Halpern, MD&lt;br&gt;Kelly Kane, MD&lt;br&gt;Lacy Sommer, MD&lt;br&gt;Naomi Lawrence, MD</td>
<td>Christina Hassett</td>
<td>(856) 757-7818&lt;br&gt;<a href="mailto:hassett-christina@cooperhealth.edu">hassett-christina@cooperhealth.edu</a></td>
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<td>No</td>
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**Educational Goals of the Elective:**

1. 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.
2. The student will actively participate in patient care and subspecialty clinics.
3. Research opportunities potentially available.

**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.
- Students will work with dermatology faculty and residents during outpatient clinic and the inpatient consult service. As students gain proficiency, they will have the opportunity to see patients independently.
- Students are expected to possess a basic knowledge of the skin and its function.
- Students will be encouraged to observe procedures appropriate to their patient including biopsies, injections, and surgical excisions.
## Course Name:
**Dermatology - 4 weeks**

### Course Number:
03801

### Location:
- Cooper Hospital, Camden, NJ
- Heymann, Manders, Green, Halpern, and Kane Dermatology Office, Marlton, NJ
- Center for Dermatologic Surgery, Marlton, NJ

### Clerkship Director:
Warren Heymann, MD

### Elective Faculty:
- Steven Manders, MD
- Justin Green, MD
- Analisa Halpern, MD
- Kelly Kane, MD
- Lacy Sommer, MD
- Naomi Lawrence, MD

### Elective Contact:
Christina Hassett

### Contact Information:
- (856) 757-7818
- hassett-christina@cooperhealth.edu

### Blocks Available:
All

### Duration (weeks):
4 Weeks

### Hours / week:
40

### Maximum students / block:
1

### Lectures / Seminars:
No

### Outpatient:
Yes

### Inpatient:
Yes

### Residents:
Yes

### Night call:
No

### Weekends:
No

### Lab:
Dermatopathology

### Exam required:
Yes

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

---

### Educational Goals of the Elective:
1. 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.
2. The student will actively participate in patient care and subspecialty clinics.
3. Research opportunities potentially available.

### 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.
- Students will work with dermatology faculty and residents during outpatient clinic and the inpatient consult service. As students gain proficiency, they will have the opportunity to see patients independently.
- Students are expected to possess a basic knowledge of the skin and its function.
- Students will be encouraged to observe procedures appropriate to their patient including biopsies, injections, and surgical excisions.
Course Name: Emergency Medicine Pediatrics

Course number: 02404

Location: Cooper University Hospital

Clerkship Director: Sandra Nairn, DO

Elective Faculty: Faculty, Pediatric Emergency Department

Elective Contact: Ramie Hood

Contact Information: (856) 361-1649
loperfido-nancy@cooperhealth.edu

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 50

Maximum students / block: 1

Lectures / Seminars: Yes

Outpatient: Yes

Inpatient: No

Residents: Yes

Night call: Yes

Weekends: Yes

Lab: No

Exam required: No

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

Educational Goal of the Elective:
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in evaluating a sick or injured child in an emergency department setting.

Description of Activities:
1. 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.
2. Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
3. 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.
4. Students will be asked on the first day of orientation if they would like to participate in an optional Enrichment Experience. This experience would be tailored towards the student with an interest in learning more about a specific area of Pediatric Emergency Medicine. Some examples of possible areas would be Child Abuse, EMS-C, Injury and Violence Prevention or Pediatric Simulation. More details on this optional enrichment experience will be given at orientation. This optional “enrichment experience” will not be used in the evaluation/grading process. It is simply an opportunity for those students who wish to explore one of these areas in more depth.
5. If a student is unable to work a scheduled shift it is expected that they notify either the Clerkship Director or the Administrative Contact. Arrangements should also be made to make up the missed shift.
Course Name: Emergency Medicine Special Operations

Course number: 02405
Location: Cooper University Hospital

Clerkship Director:
Rick Hong, MD

Assistant Clerkship Director:
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:
Ramie Hood

Contact Information:
(856) 342-2627
hood-ramie@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

Educational Goals of the Elective:
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.

Description of Activities:
1. 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).
2. Students will shadow an EMS Medical Director to experience the role of medical direction.
3. Students will complete Incident Command System training (ICS 100/700) online.
4. Students will participate in National Disaster Life Support course.
5. Students will participate in a tabletop exercise.
6. Students will shadow a toxicologist on the consult service.
7. Students will participate in skill stations related to Wilderness Medicine.
8. Students will attend all meetings as determined by faculty.
9. Students will attend all lectures in the student-based lecture series.
10. Students will review one journal article and present to the group.
11. All students must take the test at the end of the elective.
**Course Name:** Emergency Medicine Ultrasound  
**Course number:** 02406  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Cheng, MD</td>
<td>Faculty, Emergency Medicine &amp; Radiology</td>
<td>Alfred Cheng, MD</td>
<td>(856) 361-1649</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:hood-ramie@cooperhealth.edu">hood-ramie@cooperhealth.edu</a></td>
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<td>No</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**

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.

**Description of Activities:**

- **day-to-day activities of students participating in this course**
  - Meet with designated ultrasound attending/resident
  - Upkeep machines
  - Survey status board for scans to be performed
  - Perform scans with supervision of attending/resident
  - Interpret scans and practice appropriate documentation and communication of results with the patient
- **specific procedures students may perform**
  - Limited cardiac ultrasound
  - Limited right upper quadrant ultrasound
  - Limited renal ultrasound
  - Limited abdominal aortic ultrasound
  - Limited 1st trimester pregnancy ultrasound
  - Peripheral IV line placement
  - FAST
  - Paracentesis, thoracentesis
- **weekends and nights responsibilities**
  - No nights or weekends
- **remediating missed activities**
  - Missed time must be remediated as scheduled by the course director
Course Name: Emergency Medicine Visiting Student

Course number: 02401

Location: Cooper University Hospital Emergency Department

Clerkship Director: Sundip Patel, MD

Assistant Clerkship Director: Richard Byrne, MD

Elective Faculty: Faculty, Dept of Emergency Medicine

Elective Contact: Nancy Loperfido

Contact Information: (856) 361-1649
loperfido-nancy@cooperhealth.edu
patel-sundip@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4 Weeks
Hours / week: 50
Maximum students / block: 8

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

Educational Goals of the Elective:
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in an emergency department setting.

Description of Activities:
1. Students will work up to 14 clinical shifts in the emergency department. The shifts will be divided between all types of shifts (days, evenings, nights, and weekends). They will see patients encompassing the full spectrum of emergency department patients.
2. Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
3. 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.
4. Students will attend the cardiology / ECG / Ultrasound lectures.
5. Students will need to review the interactive lectures before the Friday of each week based on the following schedule:
   1. Week 1 Interactive Lectures: Chest pain, Shortness of Breath, Cardiopulmonary Arrest, Back Pain
   2. Week 2 Interactive Lectures - Abdominal pain, GI bleed, Wound Care
   3. Week 3 Interactive Lectures - Altered mental status, Headache, Trauma, Drug/Etoh Overdose
6. Students should attend 2 out of 4 resident lectures during their 4 week experience, unless otherwise instructed.
7. All students should attend the three simulation experiences.
8. All students must take the test at the end of the clerkship.
9. Medical students must see all 11 required patient encounters; chest pain, abdominal pain, shortness of breath, change in mental status, blunt trauma/fall, suturing/wound care, back pain, drug/etoh intoxication, GI bleed, cardiopulmonary arrest, and headache. If they do not see a required patient encounter, remediation must be done as outlined in the syllabus.
10. Students will need to alert the clerkship director and coordinator if they are unable to make a shift or lecture / simulation session. Missed time will be made up at the clerkship director’s discretion.
**Course Name:** Family Medicine Elective  
**Course number:** 02502  
**Location:** Family Medicine Office

<table>
<thead>
<tr>
<th>Clerkship Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nirandra Mahamitra, MD</td>
<td>Faculty, Dept of Emergency Medicine</td>
<td>Ryekisha Roark</td>
<td>(856) 757-7790 <a href="mailto:roark-ryekisha@cooperhealth.edu">roark-ryekisha@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**  
The goal of this elective is to provide the student with an advanced experience in Family Medicine by providing the opportunity to become a member of a Family Medicine team in the outpatient setting.

**Description of Activities:**
- 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.
- 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 not have night or weekend hours in a Family Medicine office.
- If any activities are missed, these activities will be made up during self-directed learning time.
**Course Name:** Global Health- 2 weeks

<table>
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<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Faculty:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>James Aikins, MD</td>
<td>James Aikins, MD</td>
<td>Adam Holzberg, DO</td>
<td>Cooper Medical School of Rowan University</td>
</tr>
<tr>
<td></td>
<td>Umur Atabek, MD</td>
<td>Rose Kim, MD</td>
<td>401 S. Broadway, Camden, NJ</td>
</tr>
<tr>
<td></td>
<td>Nancy Beggs, MD</td>
<td>Saifuddin Mama, MD</td>
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<td></td>
<td>Ricardo Caraballo, MD</td>
<td>Joanne Mazzarelli, MD</td>
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<td>Tuan Dinh, MD</td>
<td>Brenna Wynne, MD</td>
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<td>Karolynn Echols, MD</td>
<td>Consuelo Cagande, MD</td>
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<td></td>
<td>David Fish, MD</td>
<td>Anuradha Mookerjee, MD</td>
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<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Project</td>
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**must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
A global health experience to enhance awareness of international issues relevant to health. Exposure to other languages and cultures; knowledge of other health care systems.

**Description of Activities:**
Global Health Electives will be offered in several countries and will follow the guidelines outlined above. Some countries may offer unique experiences and will be spelled out in an Appendix to this document. There may be opportunities for international research collaborations.

**Experiential component (Clinical)**
Students will work in primary care clinics, community and hospital settings under the supervision of a physician. 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. After clinical time, a case discussion will be held with the supervisor.

**Scholarly Project (Review Project or Case Presentation Project)**
At the beginning of the elective, the student will agree with the mentor on a scholarly project. The project could involve a case presentation or a literature review, 4-6 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.
Course Name:  
Global Health- 4 weeks  

Course number:  
03201

Location:  
Cooper Medical School of Rowan University  
401 S. Broadway, Camden, NJ

Clerkship Director:  
James Aikins, MD

Elective Faculty:  
James Aikins, MD  
Umur Atabek, MD  
Nancy Beggs, MD  
Ricardo Caraballo, MD  
Tuan Dinh, MD  
Karolynn Echols, MD  
David Fish, MD

Elective Faculty:  
Adam Holzberg, DO  
Rose Kim, MD  
Saifuddin Mama, MD  
Joanne Mazzarelli, MD  
Brenna Wynne, MD  
Consuelo Cagande, MD  
Anuradha Mookerjee, MD

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

Blocks Available:  
All

Duration (weeks):  
4 Weeks

Hours / week:  
40

Maximum students / block:  
3

Lectures / Seminars:  
Yes

Outpatient:  
Yes

Inpatient:  
Yes

Residents:  
Yes

Night call:  
No

Weekends:  
No

Lab:  
No

Exam required:  
Project

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

Educational Goals of the Elective:  
A global health experience to enhance awareness of international issues relevant to health. Exposure to other languages and cultures; knowledge of other health care systems.

Description of Activities:  
Global Health Electives will be offered in several countries and will follow the guidelines outlined above. Some countries may offer unique experiences and will be spelled out in an Appendix to this document. There may be opportunities for international research collaborations.

Experiential component (Clinical)  
Students will work in primary care clinics, community and hospital settings under the supervision of a physician. 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. After clinical time, a case discussion will be held with the supervisor.

Scholarly Project (Review Project or Case Presentation Project)  
At the beginning of the elective, the student will agree with the mentor on a scholarly project. The project could involve a case presentation or a literature review, 4-6 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.
Course Name: Cardiology

Course number: 02304

Location: Cooper University Hospital

Clerkship Director: Kathleen Heintz, DO

Elective Faculty: Faculty, University Cardiology

Elective Faculty: Anne Peatman, Chris Dalton

Contact Information: (856) 757-7848
peatman-anne@cooperhealth.edu
dalton-christine@cooperhealth.edu

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40-50

Maximum students / block: 3

Lectures / Seminars: Yes

Outpatient: No

Inpatient: Yes

Residents: Yes

Night call: No

Weekends: No

Lab: Yes

Exam required: No

Education Goals of Elective:
The purpose of this elective is to provide the student with an introduction to clinical cardiovascular medicine. At the end of the elective it is expected that each student will be able 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.

Description of Activities:
Students will rotate for 2 weeks in the Cooper University Hospital coronary care unit and 2 weeks in the progressive care unit. Students will follow patients from admission through discharge, taking an active role in patient care and interpretation of tests. Students will attend didactic lectures, cardiology grand rounds, EKG conference, journal club, cardiac catheterization and echo conference.
**Course Name:** Critical Care Medicine Elective  

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location: Cooper University Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Gerber, DO</td>
<td>Emily Damuth MD</td>
<td>Heather Glenn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R Philip Dellinger MD</td>
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<tr>
<td></td>
<td>David Fish MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dawn Kennedy-Little DO</td>
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<tr>
<td></td>
<td>David R Gerber DO</td>
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<tr>
<td></td>
<td>Ramya Lotano MD</td>
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<tr>
<td></td>
<td>Raquel Nahra MD</td>
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<tr>
<td></td>
<td>Sebastien Rachoin MD</td>
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<tr>
<td></td>
<td>Antionette Spevetz MD</td>
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<tr>
<td></td>
<td>Stephen Trzeciak MD</td>
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<tbody>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
By the end of this rotation the student should be familiar with 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.

**Description of Activities:**
1. Increased overall breadth/depth of knowledge and understanding of a broad array of Critical Care topics such as various types of shock, respiratory failure, sepsis, etc.
2. Appreciation of and increased ability to identify and address the ethical issues associated with Critical Care and the critically ill
3. Understanding of the limitations of resources and efforts to balance resource utilization/cost control with appropriate patient care
4. Developing skills in communicating complex medical information to patients and families and delivering difficult information to these individuals
5. Developing plans for ongoing management for patients both while in the ICU and after discharge from the ICU and the hospital. This includes not just other medical services but support services such as Physical Therapy, Social Work, Discharge Planning and others
6. Identifying the latest diagnostic and therapeutic modalities/interventions currently being evaluated or employed for the patients being followed by the patients on the service, especially those being followed by the student, and assessing their clinical applicability to the cases on the service
7. Increase exposure to the indications for, risks and complications of procedures performed in the ICU. Increased experience at performance of some of these procedures (explained in more detail below) if desired. Enhancement of data acquisition and presentation skills; maturation of the students ability to synthesize an assessment and plan.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Endocrinology - 2 weeks</th>
<th>Course number:</th>
<th>02326</th>
<th>Location:</th>
<th>Cooper University Hospital</th>
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</thead>
<tbody>
<tr>
<td>Clerkship Director:</td>
<td>Farah Morgan, MD</td>
<td>Elective Faculty:</td>
<td>Faculty, Endocrinology Division</td>
<td>Elective Contact:</td>
<td>Lori Hanneman</td>
</tr>
<tr>
<td>Elective Contact Information:</td>
<td>(856) 757-9671 <a href="mailto:hanneman-lori@cooperhealth.edu">hanneman-lori@cooperhealth.edu</a> <a href="mailto:morgan-farah@cooperhealth.edu">morgan-farah@cooperhealth.edu</a></td>
<td>Location:</td>
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<td>Hours / week:</td>
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<td>Lab:</td>
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**Educational Goals of the Elective:**
The overall goal of this rotation is for the student to develop skills in the diagnostic work up and treatment of endocrine diseases.

**Description of Activities:**
1. 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.
2. Clinical duties begin at 8am
3. 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.
4. Students will attend division conferences. These occur at 7am.
5. During the consult weeks, students will communicate with the endocrine fellow throughout the day and will participate in teaching bedside rounds each afternoon.
**Course Name:** Endocrinology- 4 weeks  
**Course number:** 02306  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Farah Morgan, MD    | Faculty, Endocrinology Division | Lori Hanneman | (856) 757-9671  
hanneman-lori@cooperhealth.edu  
morgan-farah@cooperhealth.edu |

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

**Description of Activities:**
6. 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.
7. Clinical duties begin at 8am
8. 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.
9. Students will attend division conferences. These occur at 7am.
10. During the consult weeks, students will communicate with the endocrine fellow throughout the day and will participate in teaching bedside rounds each afternoon.
### Course Name:
**Gastroenterology and Liver Diseases - 2 weeks**

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Cristina Capanescu, MD</td>
<td>Faculty, Gastroenterology Division</td>
<td>Karen Antolik</td>
<td>(856) 642-2133 <a href="mailto:antolik-karen@cooperhealth.edu">antolik-karen@cooperhealth.edu</a></td>
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<th>Lab:</th>
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**Educational Goals of the Elective:**
To gain an understanding of the presentation, diagnosis and treatment of pathologic disease states related to gastroenterology and hepatology.

**Description of Activities:**
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.
<table>
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<tr>
<th>Course Name:</th>
<th>Gastroenterology and Liver Diseases - 4 weeks</th>
<th>Course number:</th>
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<th>Location:</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Cristina Capanescu, MD</td>
</tr>
<tr>
<td>Elective Faculty:</td>
<td>Faculty, Gastroenterology Division</td>
<td>Elective Contact:</td>
<td>Karen Antolik</td>
<td>Contact Information:</td>
<td>(856) 642-2133 <a href="mailto:antolik-karen@cooperhealth.edu">antolik-karen@cooperhealth.edu</a></td>
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<tr>
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**Educational Goals of the Elective:**
To gain an understanding of the presentation, diagnosis and treatment of pathologic disease states related to gastroenterology and hepatology.

**Description of Activities:**
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.

**Must be present for First Day of Rotation / Orientation:**
Yes
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course number:</th>
<th>Location:</th>
</tr>
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<tbody>
<tr>
<td>Hematology Oncology</td>
<td>02308</td>
<td>2 Cooper Plaza, Suite C3200</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandre Hageboutros, MD</td>
<td>Faculty, Division of Hematology/Oncology</td>
<td>Christina Hassett</td>
<td>(856) 757-7818 <a href="mailto:hassett-christina@cooperhealth.edu">hassett-christina@cooperhealth.edu</a></td>
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<tbody>
<tr>
<td>No</td>
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</table>

**Educational Goals of the Elective:**
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.

**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.
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<tr>
<th>Course Name:</th>
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<tbody>
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<td>Infectious Diseases - 2 weeks</td>
<td>02329</td>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Pola de la Torre, MD</td>
<td>John Baxter, MD Dana Byrne, MD Pola de la Torre, MD Henry Fraimow, MD Rose Kim, MD Raquel Nahra, MD Rosalie Pepe, MD</td>
<td>Ivelisse Vega</td>
<td>(856) 757-7767 <a href="mailto:hernandez-ivelisse@cooperhealth.edu">hernandez-ivelisse@cooperhealth.edu</a></td>
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<td>No</td>
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**Educational Goals of the Elective:**
To expand one’s knowledge of, and clinical skills in, clinical infectious diseases.

**Description of Activities:**
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.
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<td>Elective Faculty:</td>
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<td>Contact Information:</td>
<td>(856) 757-7767 <a href="mailto:hernandez-ivelisse@cooperhealth.edu">hernandez-ivelisse@cooperhealth.edu</a></td>
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<td>Blocks Available:</td>
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**Educational Goals of the Elective:**
To expand one’s knowledge of, and clinical skills in, clinical infectious diseases.

**Description of Activities:**
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 Name: | Nephrology- 2 weeks | Course number: | 02320 | Location: Cooper University Hospital |
| Clerkship Director: | Jason Kline, MD | Elective Faculty: | Faculty, Division of Nephrology | Elective Contact: | Lori Hanneman |
| | | | | Contact Information: | (856) 757-7767 hanneman-lori@cooperhealth.edu |
| Blocks Available: | All | Duration (weeks): | 2 Weeks | Hours / week: | 40 |
| | | | | Maximum students / block: | 1 |
| Lectures / Seminars: | Yes | Outpatient: | Optional | Inpatient: | Yes |
| | | | | Residents: | Yes |
| Night call: | No | Weekends: | No | Lab: | No |
| | | | | Exam required: | No |

**Educational Goals of the Elective:**
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.

**Description of Activities:**
- 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.

**Must be present for First Day of Rotation / Orientation:** Yes
Course Name: Nephrology - 4 weeks

Course number: 02310

Location: Cooper University Hospital

Clerkship Director: Jason Kline, MD

Elective Faculty: Faculty, Division of Nephrology

Elective Contact: Lori Hanneman

Contact Information: (856) 757-7767 hanneman-lori@cooperhealth.edu

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40

Maximum students / block: 1

Lectures / Seminars: Yes

Outpatient: Optional

Inpatient: Yes

Residents: Yes

Night call: No

Weekends: No

Lab: No

Exam required: No

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

Educational Goals of the Elective:
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.

Description of Activities:
- Students will work in the inpatient adult nephrology service Monday through Friday 8 am – 5 pm. Students will see patients encompassing the full spectrum of nephrology disorders on the inpatient consultation service in the emergency department, critical care units, general medical and surgical floors, and clinical decision unit.
- Students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
- Students will gain exposure to procedures including urinalysis, kidney biopsy, and hemodialysis.
- Students will be expected to perform literature review and informal presentations on topics related to their patient cases.
- Students will attend lectures within division-related conference series held on Mondays 8 am, Tuesdays 8 am, Wednesdays 4 pm, and Thursdays 11 am.
- Optional time may be spent rotating through several of the outpatient nephrology offices and/or dialysis units. This will need to be arranged in advance prior to the start of the rotation. Interested students will need to communicate with the clerkship coordinator via e-mail prior to the start of the rotation.
Course Name: Palliative Medicine - 2 weeks

Course number: 02321

Location: Cooper University Hospital

Clerkship Director: Mark Angelo, MD

Elective Faculty: Faculty, Palliative Medicine

Elective Contact: Jessica Capone

Contact Information: (856) 968-7003 capone-jessica@cooperhealth.edu

Blocks Available: All

Duration (weeks): 2 Weeks

Hours / week: 50

Maximum students / block: 1

Lectures / Seminars: Yes

Outpatient: Optional

Inpatient: Yes

Residents: Yes

Night call: No

Weekends: No

Lab: No

Exam required: No

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

Educational Goals of the Elective:
The goal of the Palliative Medicine elective is to immerse the learner in the interdisciplinary approach to care for patients with advanced disease. Students will work closely with the inpatient consultation team, perform initial and follow-up consultations for patients with advanced diseases such as cancer or organ failure in a general medical floor or critical care setting. Students will learn the germane points of assessment of these patients, perform comprehensive pain assessments, and participate in family meetings.

Description of Activities:
1. Students will work directly with the Palliative Medicine (PM) Inpatient Team at Cooper University Hospital. Students will be accountable to the PM attending or other senior member(s) of the team.
2. Students will be assigned patients that they are expected to follow for the duration of their hospital stay.
3. Students are expected to develop rapport with the patient and any critical family members.
4. Students should see their assigned patients daily before attending rounds, and be prepared to present their patients with a cohesive and concise impression and management strategy.
5. Students are expected to perform patient-directed reading. The attending physician will assign a presentation to members of the inpatient service approximately once per week. These presentations will be no longer than 15 minutes and are directed to the team in general.
6. Students will attend PM Interdisciplinary Team (IDT) meeting. Students are expected to know the many facets of the IDT and how to utilize these facets to maximize their participation in their patients’ care.
7. Students will participate in family meetings where appropriate. Students will learn the method of delivering bad news as they see it demonstrated through the attending physician or senior resident.
8. Students are expected to participate in any didactic sessions of the PM program during their rotation.
### Course Name:
**Palliative Medicine- 4 weeks**

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>02311</td>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Angelo, MD</td>
<td>Faculty, Palliative Medicine</td>
<td>Jessica Capone</td>
<td>(856) 968-7003 <a href="mailto:capone-jessica@cooperhealth.edu">capone-jessica@cooperhealth.edu</a></td>
</tr>
</tbody>
</table>

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tr>
<th>Night call:</th>
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<tr>
<td>No</td>
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**Must be present for First Day of Rotation / Orientation:**
Yes

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### Educational Goals of the Elective:
The goal of the Palliative Medicine elective is to immerse the learner in the interdisciplinary approach to care for patients with advanced disease. Students will work closely with the inpatient consultation team, perform initial and follow-up consults for patients with advanced diseases such as cancer or organ failure in a general medical floor or critical care setting. Students will learn the germane points of assessment of these patients, perform comprehensive pain assessments, and participate in family meetings.

### Description of Activities:

1. Students will work directly with the Palliative Medicine (PM) Inpatient Team at Cooper University Hospital. Students will be accountable to the PM attending or other senior member(s) of the team.
2. Students will be assigned patients that they are expected to follow for the duration of their hospital stay.
3. Students are expected to develop rapport with the patient and any critical family members.
4. Students should see their assigned patients daily before attending rounds, and be prepared to present their patients with a cohesive and concise impression and management strategy.
5. Students are expected to perform patient-directed reading. The attending physician will assign a presentation to members of the inpatient service approximately once per week. These presentations will be no longer than 15 minutes and are directed to the team in general.
6. Students will attend PM Interdisciplinary Team (IDT) meeting. Students are expected to know the many facets of the IDT and how to utilize these facets to maximize their participation in their patients’ care.
7. Students will participate in family meetings where appropriate. Students will learn the method of delivering bad news as they see it demonstrated through the attending physician or senior resident.
8. Students are expected to participate in any didactic sessions of the PM program during their rotation.
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<thead>
<tr>
<th>Course Name:</th>
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<tr>
<td>Pulmonary- 2 weeks</td>
<td>02322</td>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Ramya Lotano, MD    | Faculty, Division of Pulmonary & Critical Care | Jessica Capone | (856) 968-7826  
glenn-heather@cooperhealth.edu  
lotano-ramya@cooperhealth.edu |

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<th>Duration (weeks):</th>
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**Educational Goals of Elective:**
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in the inpatient pulmonary medicine consultation setting.

**Description of Activities:**
1. 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.
2. Students will see patients initially as the primary caregiver and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
3. Students will gain exposure to procedures including, but not limited to, thoracentesis, Tube thoracostomy, Bronchoscopy, Pleuroscopy.
4. Students should attend all lectures in the divisional lecture series held on Wednesdays, Thursdays, and Fridays at noon.
**Course Name:** Pulmonary - 4 weeks  
**Course number:** 02312  
**Location:** Cooper University Hospital

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<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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</table>
| Ramya Lotano, MD    | Faculty, Division of Pulmonary & Critical Care | Jessica Capone | (856) 968-7826  
glenn-heather@cooperhealth.edu  
lotano-ramya@cooperhealth.edu |

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**Educational Goals of Elective:**
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in the inpatient pulmonary medicine consultation setting.

**Description of Activities:**
5. 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.
6. Students will see patients initially as the primary caregiver and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
7. Students will gain exposure to procedures including, but not limited to, thoracentesis, Tube thoracostomy, Bronchoscopy, Pleuroscopy.
8. Students should attend all lectures in the divisional lecture series held on Wednesdays, Thursdays, and Fridays at noon.
**Course Name:**  
Rheumatology - 2 weeks

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**Clerkship Director:**  
David Feinstein, DO

**Assistant Clerkship Director:**  
Hala Eid, MD

**Elective Faculty:**  
Faculty, Rheumatology Division

**Elective Contact:**  
Lori Hanneman

**Contact Information:**  
(856) 757-9671  
hanneman-lori@cooperhealth.edu

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

**Educational Goals of the Elective:**  
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.

**Description of Activities:**

- 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 Name:
**Rheumatology - 4 weeks**

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<th>Course number:</th>
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<tr>
<td></td>
<td>02313</td>
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**Clerkship Director:**
David Feinstein, DO

**Assistant Clerkship Director:**
Hala Eid, MD

**Elective Faculty:**
Faculty, Rheumatology Division

**Elective Contact:**
Lori Hanneman

**Contact Information:**
(856) 757-9671
hanneman-lori@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:**
No

**Weekends:**
No

**Lab:**
No

**Exam required:**
No

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

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**Educational Goals of the Elective:**
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.

**Description of Activities:**
- 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 Name:** Medical Informatics  
**Course number:** 03701  
**Location:** Cooper University Hospital  

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snehal Gandhi, MD</td>
<td>Faculty, Medical Informatics</td>
<td>Snehal Gandhi, MD</td>
<td>(856) 342-3150 <a href="mailto:gandhi-snehal@cooperhealth.edu">gandhi-snehal@cooperhealth.edu</a></td>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<th>Weekends:</th>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**  
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.

**Goals:**  
- 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

**Description of Activities:**  
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.
Course Name: Advanced Neurology

Course number: 03902

Location: Cooper University Hospital

Clerkship Director: Joseph Campellone, MD

Assistant Clerkship Director: Larisa Syrow, MD

Elective Faculty: Faculty, Medical Informatics

Elective Contact: Christina Hassett

Contact Information: (856) 757-7818 hassett-christina@cooperhealth.edu

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40

Maximum students / block: 2

Lectures / Seminars: Yes

Outpatient: Variable

Inpatient: Yes

Residents: Yes

Night call: No

Weekends: Yes

Lab: No

Exam required: No

Must be present for First Day of Rotation / Orientation:

Yes

Educational Goals of the Elective:
This neurology elective available to M4 students will consist of a mixture of primarily hospital-based (inpatient neurology service and neurology consult service) with the option for some outpatient experiences. Students will:

- Develop proficiency in identifying common neurological emergencies
- Perform neurological exams that are symptom focused; accurate and relevant
- Synthesis findings from the neurological history and exam into a differential that includes less common disorders
- Apply knowledge of neuroanatomy and neurophysiology to localize symptoms and findings; and
- Develop a management plan commensurate with knowledge and skills of an advanced neurology clerk

Students will be an integral member of the team and be expected to assume progressive responsibility in patient care and management. They are expected to be present for all activities demonstrative of a junior neurology resident, including pre-rounding with the team, gathering information on patients and presenting findings to the team on rounds. Students are expected to follow through on radiographic and laboratory results in a timely fashion.

Description of Activities:
Students will attend all didactic conferences, which include morning report, basic science discussion, clinical lecture, "neurology Pearls' session, Grand rounds, Case presentations, & journal club. Students will be informed of all sessions at the beginning of the rotation by email. 4th year medical students on Neurology elective will integrate into the Neurology team and contribute toward the team effort of triaging and providing patient care; seeing consultations in an appropriately prioritized fashion and relaying recommendations to the consulting teams/providers. Students should be present for and contribute to morning and afternoon handoff with the rest of the team. Students will be responsible for knowing which patients they are to care for and for which residents and faculty members they are to report to. Students may have opportunity to attend resident clinic sessions. Availability will vary depending on patient volume in both the hospital and the clinic as well as student preference.

Procedures:
Students may:

- assist with performance of lumbar puncture,
- observe EMGs
- watch performance of EEGs
- read EEG alongside faculty during EEG reading sessions

Students will experience two days of weekend call during the 4 week elective. The dates should be determined in advance of the elective in conjunction with discussion with the Chief resident. Students should be present for morning handoff. During a weekend day, the student will pre-round on familiar patients and have the opportunity to see new consults or admissions. Students will present during morning attending rounds. Students should anticipate staying till about 5 PM during the day, and will be able to experience 'STAT' consults alongside neurology residents and will be of great assistance with evaluating other neurological consultations and / or admissions that arise during the day.
### Obstetrics & Gynecology Ambulatory

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Obstetrics &amp; Gynecology Ambulatory</th>
<th>Course number:</th>
<th>Location:</th>
<th>Jaffe Family Women’s Care Center 3 Cooper Plaza, Ste 301 Camden, NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkship Director:</td>
<td>Saifuddin Mama, MD</td>
<td>Elective Faculty:</td>
<td>Faculty, Division of OB-GYN</td>
<td>Elective Contact:</td>
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<td>Yes</td>
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**Educational Goal of the Elective:**
Familiarize the student with the office practice of gynecology.

**Description of Activities:**
Students will attend pertinent departmental, resident and student conferences. If available, the medical student may spend time in the private practice offices, and will attend the gynecology clinic every day at Jaffe Family Women’s Care Center. The student will work in association with the attending physicians in clinic.
**Course Name:** Gynecologic Oncology  
**Course number:** 02604  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
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<th>Elective Contact:</th>
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<tbody>
<tr>
<td>David Warshal, MD</td>
<td>James Aikins, MD</td>
<td>Dawn Maziarz</td>
<td>(856) 342-3006</td>
</tr>
<tr>
<td></td>
<td>Thomas Rocereto, MD</td>
<td></td>
<td><a href="mailto:maziarz-dawn@cooperhealth.edu">maziarz-dawn@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td>David Warshal, MD</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Meredith Crisp, MD</td>
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<td></td>
<td>Robin Wilson-Smith, DO</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goal of the Elective:**
The goal of this elective is to familiarize the student with the essentials of diagnosis and treatment of malignancy of the female genital organs.

**Description of Activities:**
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.
**Course Name:** Clinical Reproductive Endocrinology Infertility  

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location: Cooper Institute for Reproductive Hormonal Disorders Marlton, NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>02605</td>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Jerome Check, MD, PhD | Jerome Check, MD, PhD  
Jung Choe, MD  
Rachel Cohen, DO  
David Corley, MD | Dawn Maziarz | (856) 342-3006  
maziarz-dawn@cooperhealth.edu |

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All</td>
<td>4 Weeks</td>
<td>40</td>
<td>1 - CMSRU students only</td>
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<th>Inpatient:</th>
<th>Residents:</th>
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<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tbody>
<tr>
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<td>Optional</td>
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<td>No</td>
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</table>

**Educational Goal of the Elective:**  
To develop the ability to obtain and analyze clinical information as it is related to reproductive endocrinology.  
**This elective is restricted to CMSRU students only.**

**Description of Activities:**  
Students will spend time in the various locations noted above and will work closely with the attendings to accomplish the learning objectives. This will require both outpatient office and same day surgical procedures, particularly in vitro fertilization procedures with egg retrieval, hysteroscopy and laparoscopy. The extern will actively participate and will present patients directly to attendings. In course of their presentation, they are expected to provide a broad differential diagnosis and recommended work up plan. Their responsibility also includes necessary follow up that includes but not limited to test results and radiographic reporting.
### Course Name:
Maternal Fetal Medicine

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>02606</td>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Fischer, MD</td>
<td>Richard Fischer, MD Robin Perry, MD Thomas Westover, MD Tuan Dinh, MD Meena Khandelwal, MD Elyce Cardonick, MD Diane Timms, DO</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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<tbody>
<tr>
<td>Optional</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

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

### Description of Activities:
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. If desired, they may also accompany a Maternal-Fetal Medicine attending at one or more of their satellite testing centers in southern New Jersey. The extern will meet with the antepartum 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 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.
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<tr>
<th><strong>Course Name:</strong></th>
<th>Urogynecology</th>
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<tr>
<td><strong>Course number:</strong></td>
<td>02607</td>
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<tr>
<td><strong>Location:</strong></td>
<td>Cooper University Hospital Cooper- Voorhees</td>
</tr>
<tr>
<td><strong>Clerkship Director:</strong></td>
<td>Karolynn Echols, MD</td>
</tr>
<tr>
<td><strong>Elective Faculty:</strong></td>
<td>Ricardo Caraballo, MD Adam Holzberg, DO</td>
</tr>
<tr>
<td><strong>Elective Contact:</strong></td>
<td>Dawn Maziarz</td>
</tr>
<tr>
<td><strong>Contact Information:</strong></td>
<td>(856) 342-3006 <a href="mailto:maziarz-dawn@cooperhealth.edu">maziarz-dawn@cooperhealth.edu</a></td>
</tr>
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<td>No</td>
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<tr>
<td><strong>Exam required:</strong></td>
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**Educational Goal of the Elective:**
Familiarity with office gynecology and urogynecology will be obtained by the end of the rotation.

**Description of Activities:**
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 coordination 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.
Course Name: Orthopaedic Surgery

Course number: 03502
Location: Cooper University Hospital

Clerkship Director
Mark Pollard, MD

Assistant Clerkship Director
David Fuller, MD

Elective Faculty:
Faculty, Department of Orthopaedic Surgery

Elective Contact:
Jessica Peralta

Contact Information:
(856) 342-3206
peralta-jessica@cooperhealth.edu

Blocks Available:
All

Duration (weeks):
4 Weeks

Hours / week:
40+

Maximum students / block:
5

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

Educational Goals of the Elective:
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.

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

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

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

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

- When you write your note in EPIC, the type is “Student” the service is “Cooper Orthopaedic” The Smart Texts “CUH
- At Discharge, you will complete the discharge Instructions, get a signature and provide the patient with medical prescription
- If you have a Cooper Orthopaedic patient who was hospitalized for more than 48 hours, you will write a discharge summary using format that an intern will email you. Ask the senior resident who you should email the summary to.
- Participate and/or attend conference including rounds, lectures, residents’ lectures and Grand Rounds.
Course Name: Pathology  
Course number: 03601  
Location: Cooper University Hospital Pavilion Basement  

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlene Bierl, MD</td>
<td>Faculty, Department of Pathology</td>
<td>Kim Persick</td>
<td>(856) 361-1639 <a href="mailto:persick-kimberly@cooperhealth.edu">persick-kimberly@cooperhealth.edu</a></td>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<td>No</td>
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</table>

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

**Educational Goals of the Elective:**

During the pathology clerkship, we expect you 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.

**Description of Activities:**

The clerkship will consist of a 4week 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.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Pediatric Adolescent Medicine</td>
<td>02703</td>
<td>Cooper University Health Care</td>
</tr>
<tr>
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<td>Cooper Regional Voorhees</td>
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<tr>
<td></td>
<td></td>
<td>Cooper Pediatrics Camden</td>
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</table>

**Clerkship Director**
Robert Brown, MD

**Assistant Clerkship Director**
Lori Feldman-Winter, MD

**Elective Faculty:**
Faculty, Department of Pathology

**Elective Contact:**
Marie Borrelli

**Contact Information:**
(856) 968-9576
borrelli-marie@cooperhealth.edu

**Blocks Available:**
All

**Duration (weeks):**
4 Weeks

**Hours / week:**
40

**Maximum students / block:**
1

**Lectures / Seminars:**
Yes

**Outpatient:**
Yes

**Inpatient:**
No

**Residents:**
Varies

**Night call:**
No

**Weekends:**
No

**Lab:**
No

**Exam required:**
Yes

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

**Educational Goals of the Elective:**
This clinical elective exposes fourth year students to the major developmental issues and health concerns of adolescent youth and young adults. Special emphasis is placed on acquisition of effective clinical communication skills.

**Description of Activities:**
Students are exposed to a variety of community-based services for youth, including general adolescent medicine clinics, programs for at-risk youth, inpatient psychiatric treatment programs, and for youth in foster care as well as therapeutic group homes. Students attend three hours of didactic sessions per week, including grand rounds on Wednesday, Chief rounds on Thursday and Friday conference on Friday morning. Students will also prepare at least one 30 minute talk on an adolescent topic of interest.

- Students will see patients under faculty supervision in out-patient clinics, subspecialty settings such as a psychiatric hospital, juvenile justice settings, and a sports health center.
- Students will be expected to read on the various topics they encounter from an adolescent medicine text with which they will be provided.
- Students may perform detailed history gathering, physical examinations, coordination of care with primary care providers, schools and institutions, write letters on behalf of adolescents seeking special accommodations, and participate in sports physicals and clearance for participation.
- There is no requirement for on-call or weekend duties.
- Students must make up any time missed by adding sessions to their rotation such that a minimum of 6 sessions per week are attended.
**Course Name:** Pediatric Allergy Immunology  
**Course number:** 02704  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Elective Faculty</th>
<th>Elective Contact</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Maria Lania-Howarth, MD</td>
<td>Maria Lania-Howarth, MD</td>
<td>Patrice Bulger</td>
<td>(856) 325-6755 <a href="mailto:bulger-patrice@cooperhealth.edu">bulger-patrice@cooperhealth.edu</a></td>
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<td>No</td>
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**Educational Goals of the Elective:**
To develop familiarity with Asthma and other Allergic and Immunologic conditions.

**Description of Activities:**
- 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.
# Pediatric Ambulatory - 2 weeks

**Course Name:** Pediatric Ambulatory - 2 weeks  
**Course number:** 02725  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Elective Faculty</th>
<th>Elective Contact</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| April Douglas-Bright, MD    | April Douglass-Bright, MD  
William Graessle, MD  
Susan Friedler, DO  
William G. Sharrar, MD  
Beth Karmilovich, DO  
Sabih Kanchwala, MD  
Nicole Leopardi, MD  
Aubri Milano, DO  
Sean Krulish, DO | Lorraine Walker | (856) 342-2472  
walker-lorraine@cooperhealth.edu |

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
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.

**Description of Activities:**
- 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 an 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.
**Course Name:** Pediatric Ambulatory- 4 weeks  
**Course number:** 02705  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director</th>
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</thead>
<tbody>
<tr>
<td>April Douglas-Bright, MD</td>
<td>April Douglass-Bright, MD, William Graessle, MD, Susan Friedler, DO, William G. Sharrar, MD, Beth Karmilovich, DO, Sabiha Kanchwala, MD, Nicole Leopardi, MD, Aubri Milano, DO, Sean Kruish, DO</td>
<td>Lorraine Walker</td>
<td>(856) 342-2472 <a href="mailto:walker-lorraine@cooperhealth.edu">walker-lorraine@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
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.

**Description of Activities:**
- 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.
### Course Name:
Pediatric Child Development Center - 2 weeks

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Elective Faculty</th>
<th>Elective Contact</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Eggerding, MD</td>
<td>Caroline Eggerding, MD</td>
<td>Auria Bradley</td>
<td>(856) 342-2257</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:bradley-auria@cooperhealth.edu">bradley-auria@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
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.

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

- Attend outpatient clinics in Camden and Moorestown
- Observe diagnostic testing with psychologist including ADOS testing
- Attend Neonatal follow up program
- Observe in Cleft Palate clinic
**Course Name:** Pediatric Child Development Center - 4 weeks

**Course number:** 02706

**Location:** Cooper University Hospital

**Clerkship Director:** Caroline Eggerding, MD

**Elective Faculty:** Caroline Eggerding, MD

**Elective Contact:** Auria Bradley

**Contact Information:** (856) 342-2257
bradley-auria@cooperhealth.edu

**Blocks Available:** All

**Duration (weeks):** 4 Weeks

**Hours / week:** 40

**Maximum students / block:** 1

**Lectures / Seminars:** Yes

**Outpatient:** Yes

**Inpatient:** Yes

**Residents:** Varies

**Night call:** No

**Weekends:** No

**Lab:** Yes

**Exam required:** No

**Educational Goals of the Elective:**
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.

**Description of Activities:**
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

**Must be present for First Day of Rotation / Orientation:** Yes
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<tbody>
<tr>
<td>Rhonda Schnur, MD</td>
<td>Rhonda Schnur, MD</td>
<td>Linda Coughlin</td>
<td>(856) 968-7255</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:coughlin-linda@cooperhealth.edu">coughlin-linda@cooperhealth.edu</a></td>
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**Educational Goals of the Elective:**
- To improve the student’s ability to recognize, diagnose, and manage genetic disorders.
- To learn how to perform a dysmorphology-based physical examination.
- To learn how to diagnose and manage inborn errors of metabolism.
- To learn how to utilize specialized testing for genetic diagnosis, including cytogenomic, biochemical, and molecular lab tests.

**Description of Activities:**
The student will report to the Division of Genetics daily with activities to include
- participating in five outpatient genetics clinics per week,
- providing inpatient consultative services with Dr. Schnur,
- attending all genetics and relevant pediatrics conferences,
- utilizing relevant databases, books and journals to provide optimal, up to date patient care.

Opportunities also exist for participating/observing prenatal genetic testing and counseling, and attending a cleft palate team clinic.
## Pediatric Medical Genetics Dysmorphology - 4 weeks

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<td>Linda Coughlin</td>
<td>(856) 968-7255</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

### Educational Goals of the Elective:
- To improve the student’s ability to recognize, diagnose, and manage genetic disorders.
- To learn how to perform a dysmorphology-based physical examination.
- To learn how to diagnose and manage inborn errors of metabolism.
- To learn how to utilize specialized testing for genetic diagnosis, including cytogenomic, biochemical, and molecular lab tests.

### Description of Activities:
The student will report to the Division of Genetics daily with activities to include
- participating in five outpatient genetics clinics per week,
- providing inpatient consultative services with Dr. Schnur,
- attending all genetics and relevant pediatrics conferences,
- utilizing relevant databases, books and journals to provide optimal, up to date patient care.

Opportunities also exist for participating/observing prenatal genetic testing and counseling, and attending a cleft palate team clinic.
Course Name: Neonatal Critical Care

Course number: 02708

Location: Cooper University Hospital

Clerkship Director: Gary Stahl, MD
Assistant Clerkship Director: Judy Saslow, MD

Elective Faculty:
- Gary Stahl, MD
- Judy Saslow, MD
- Vishwa Bhat, MD
- Erik Brandsma, MD
- Alla Kushnir, MD
- Rakesh Sharma, MD

Elective Contact: Mary Mondatsos

Contact Information:
- (856) 342-2265
- mondatsos-mary@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4 Weeks
Hours / week: 50-60
Maximum students / block: 2

Lectures / Seminars:
- Yes
Outpatient:
- Optional
Inpatient:
- Yes
Residents:
- Yes

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

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

Educational Goals of the Elective:
To 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.

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 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.
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<th>Pediatric Neurology</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Michael Goodman, MD</td>
<td>Cooper University Hospital Pediatric Outpatient Facilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Avi Domnitz-Gebet, DO</td>
<td></td>
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<td></td>
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<td>Olga Goldfarb, MD</td>
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<td>Evelyn Gonzalez, MD</td>
<td></td>
</tr>
<tr>
<td>Elective Contact:</td>
<td>Auria Bradley</td>
<td>Contact Information:</td>
<td>(856) 342-2226</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:bradley-auria@cooperhealth.edu">bradley-auria@cooperhealth.edu</a></td>
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**Educational Goals of the Elective:**
During the Pediatric Neurology clerkship, we expect you to:

- 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 postgraduate training.

**Description of Activities:**
- 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.
# Physical Medicine & Rehabilitation (PM&R)

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course number:</th>
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<tr>
<td>Physical Medicine &amp; Rehabilitation (PM&amp;R)</td>
<td>03301</td>
<td>1 Cooper Plaza</td>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Adam Schindelheim, MD</td>
<td>Faculty, Division of PM&amp;R</td>
<td>Donna Quinlan</td>
<td>1 Cooper Plaza</td>
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<tr>
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**Educational Goals of the Elective:**

This syllabus is provided as a guide for your participation in the Physical Medicine and Rehabilitation (PMR) Clerkship. 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.

**Description of Activities:**

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.
### Course Name:
**Psychiatry Adult Outpatient**

<table>
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<tr>
<th>Course number:</th>
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<tbody>
<tr>
<td>Location:</td>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Ruksana Iftekhar, MD  | Faculty, Division of Psychiatry | Viktoria Rile          | (856) 757-7853  
|                       |                            |                   | rile-viktoria@cooperhealth.edu |

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

**Educational Goals of the Elective:**
Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of mental health problems and the promotion of mental health.

**Description of Activities:**
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.
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<tr>
<td>Psychiatry Child &amp; Adolescent</td>
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<td>Cooper University Hospital</td>
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<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Basant Pradhan, MD</td>
<td>Faculty, Division of Psychiatry</td>
<td>Viktoria Rile</td>
<td>(856) 757-7853 <a href="mailto:rile-viktoria@cooperhealth.edu">rile-viktoria@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Educational Goals of the Elective:**
Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of mental health problems and the promotion of mental health.

**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.
### Course Name:
**Psychiatry Consultation Liaison**

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<th>Elective Contact:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Consuelo Cagande, MD</td>
<td>Faculty, Division of Psychiatry</td>
<td>Viktoria Rile</td>
<td>Cooper University Hospital</td>
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</table>

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

### Educational Goals of the Elective:
For students interested in psychiatry, this is an opportunity to combine the medical and psychiatric experience by working on the medical and surgical services as psychiatric consultants. The goal of consultation-liaison psychiatry is to provide organized instruction and supervised clinical experience in the evaluation of psychiatric and/or behavioral problems in patients who are not on the inpatient psych unit and in effectively consulting with their health care providers regarding their clinical management.

### Description of Activities:
- **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.
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<tr>
<th>Course Name:</th>
<th>Psychiatry Inpatient</th>
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<tbody>
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<td>Location:</td>
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<tr>
<td>Clerkship Director:</td>
<td>Mark Famador, MD</td>
<td></td>
<td></td>
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<tr>
<td>Elective Faculty:</td>
<td>Faculty, Division of Psychiatry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Contact:</td>
<td>Viktoria Rile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Information:</td>
<td>(856) 757-7853 <a href="mailto:rile-viktoria@cooperhealth.edu">rile-viktoria@cooperhealth.edu</a></td>
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**Educational Goals of the Elective:**
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.

**Description of Activities:**
- **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 an 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 Name:** Psychiatry Special Project

**Course number:** 02807

**Location:** Cooper University Hospital

**Clerkship Director:** Karim Ghobrial-Sedky, MD

**Elective Faculty:** Faculty, Division of Psychiatry

**Elective Contact:** Viktoria Rile

**Contact Information:**
- (856) 757-7853
- rile-viktoria@cooperhealth.edu

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

**Educational Goals of the Elective:**
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.

**Description of Activities:**
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.
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<tr>
<th>Course Name:</th>
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<tr>
<td>Radiation Oncology- 2 weeks</td>
<td>03402</td>
<td>Cooper University Hospital</td>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
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<tbody>
<tr>
<td>Gregory Kubicek, MD</td>
<td>Gregory Kubicek, MD</td>
<td>Patricia French</td>
<td>(856) 735-6119</td>
</tr>
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**Educational Goals of the Elective:**
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).

**Description of Activities:**
This will be a general over-view of radiation oncology. The rotation will be structured such that you are exposed to many different features of the field. In addition, the importance of collaboration in patient care will be emphasized, both within the radiation oncology team and in a multidisciplinary forum.
| Course Name: | Radiation Oncology - 4 weeks | Course number: | 03404 | Location: Cooper University Hospital |
| Clerkship 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 |

**Educational Goals of the Elective:**
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.

**Description of Activities:**
During the Radiation Oncology elective, 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.
**Course Name:** Diagnostic Radiology

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Pauline Germaine, DO | Pauline Germaine, DO | Sandra Knapp | (856) 342-2383  
germaine-pauline@cooperhealth.edu  
knapp-sandra@cooperhealth.edu |

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<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tr>
<td>No</td>
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</table>

**Educational Goals of the Elective:**
- 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 diagnosises.

**Description of Activities:**
- Daily film review in radiology reading room, rotating through different stations and modalities, attendance is mandatory.
- Medical student specific conferences provided by faculty and residents, attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend.
- There are no weekend or night requirements.
<table>
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<tr>
<th>Course Name: Musculoskeletal Radiology- 2 weeks</th>
<th>Course number: 03004</th>
<th>Location: Cooper University Hospital Kelemen Basement, B23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkship Director: Pauline Germaine, DO</td>
<td>Elective Faculty: Ben Barshay, MD</td>
<td>Elective Contact: Sandra Knapp</td>
</tr>
<tr>
<td>Contact Information: (856) 342-2383 <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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**Educational Goals of the Elective:**
- Provide foundation of basic principles of image acquisition and interpretation in musculoskeletal radiology.
- Introduce the role the various imaging modalities and their specific examinations play in the overall management of patient.
- Familiarize the students with ACR appropriateness criteria in requesting radiology examinations.

**Description of Activities:**
- Daily film review with musculoskeletal radiologist in radiology reading room, attendance is mandatory.
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend.
- There are no weekend or night requirements.
Course Name: Neuroradiology - 2 weeks

Course number: 03025

Location: Cooper University Hospital
Kelemen Basement, B23

Clerkship Director: Pauline Germaine, DO

Elective Faculty: Todd Siegal, MD

Elective Contact: Sandra Knapp

Contact Information: (856) 342-2383
germaine-pauline@cooperhealth.edu
knapp-sandra@cooperhealth.edu

Blocks Available: All

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: Yes

Must be present for First Day of Rotation / Orientation:

Yes

Educational Goals of the Elective:
- Provide foundation of basic principles of image acquisition and interpretation in neuroradiology.
- Introduce the role the various imaging modalities and their specific examinations play in the overall management of the patient with neurologic complaints.
- Familiarize the students with ACR appropriateness criteria in requesting neuroradiology examinations.

Description of Activities:
- Daily film review with neuroradiologist in radiology reading room, attendance is mandatory.
- Medical student specific conferences provided by faculty and residents, attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend.
- There are no weekend or night requirements.
Course Name: Neuroradiology - 4 weeks

Course number: 03005

Location: Cooper University Hospital
Kelemen Basement, B23

Clerkship Director: Pauline Germaine, DO

Elective Faculty: Todd Siegal, MD

Elective Contact: Sandra Knapp

Contact Information: (856) 342-2383
germaine-pauline@cooperhealth.edu
knapp-sandra@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: No
Weekends: No
Lab: No
Exam required: Yes

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

Educational Goals of the Elective:
• Provide foundation of basic principles of image acquisition and interpretation in neuroradiology.
• Introduce the role the various imaging modalities and their specific examinations play in the overall management of the patient with neurologic complaints.
• Familiarize the students with ACR appropriateness criteria in requesting neuroradiology examinations.

Description of Activities:
• Daily film review with neuroradiologist in radiology reading room, attendance is mandatory.
• Medical student specific conferences provided by faculty and residents, attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
• Attendance at radiology resident conferences is not mandatory but students are always welcome to attend.
• There are no weekend or night requirements.
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<tbody>
<tr>
<td>Pauline Germaine, DO</td>
<td>Ben Barshay, MD</td>
<td>Sandra Knapp</td>
<td>(856) 342-2383\<a href="mailto:ngermaine-pauline@cooperhealth.edu">ngermaine-pauline@cooperhealth.edu</a>\<a href="mailto:nknapp-sandra@cooperhealth.edu">nknapp-sandra@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:**
Yes

**Educational Goals of the Elective:**
- Introduce the role the nuclear medicine and specific examinations play in the overall management of patient
- Familiarize the students with ACR appropriateness criteria in requesting radiology examinations

**Description of Activities:**
- Two weeks of this rotation will be spent in Nuclear Medicine section in the hospital.
- Daily film review with radiologist in radiology reading room reviewing nuclear medicine and PET/CT examinations, attendance is mandatory
- Medical student specific conferences, provided by faculty and residents; attendance is mandatory
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend
- There are no weekend or night requirements
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<tbody>
<tr>
<td>Pauline Germaine, DO</td>
<td>Emily Scattergood, MD</td>
<td>Sandra Knapp</td>
<td>(856) 342-2383</td>
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<td><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

**Educational Goals of the Elective:**
- Provide foundation of basic principles of image acquisition and interpretation in pediatric radiology
- Introduce the role the various imaging modalities and their specific examinations play in the overall management of pediatric patient
- Familiarize the students with ACR appropriateness criteria in requesting pediatric radiology examinations

**Description of Activities:**
- Daily film review with pediatric radiologist in radiology reading room, attendance is mandatory
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend
- 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.
- Unknown case review
- There are no weekend or night requirements
### Course Name:

**Women’s Imaging - 2 weeks**

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location:</th>
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</thead>
</table>
| 03008          | Cooper University Hospital  
Kelemen Basement, B23  
Cooper Breast Imaging Center, Voorhees |

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Pauline Germaine, DO | Allison Gittens, MD | Sandra Knapp | (856) 342-2383  
germaine-pauline@cooperhealth.edu  
knapp-sandra@cooperhealth.edu |

<table>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tr>
<td>No</td>
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**Educational Goals of the Elective:**
- Provide foundation of basic principles of image acquisition and interpretation in women’s imaging
- Introduce the role the various imaging modalities and their specific examinations play in the overall management of patient
- Familiarize the students with ACR appropriateness criteria in requesting radiology examinations

**Description of Activities:**
- One week of this rotation will be spent in Cooper Breast Imaging Center in Voorhees, concentrating on breast imaging, and the second week will be spent at the hospital, concentrating on Women’s imaging other than breast examinations
- Daily film review with radiologist in radiology reading room, attendance is mandatory
- Medical student specific conferences, provided by faculty and residents; attendance is mandatory
- Weekly imaging quiz
- Attendance at radiology resident conferences is not mandatory but students are always welcome to attend
- There are no weekend or night requirements

**Must be present for First Day of Rotation / Orientation:**
- Yes
## Course Name:
**Reading Elective- 1 week**

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<tr>
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<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tr>
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<td>TBD</td>
<td>Assessment of reading elective, to be specified in individualized syllabus</td>
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**Educational Goals of the Elective:**
During the Reading Elective, we expect you to:

- 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

**Description of Activities:**
- Identify a faculty mentor (Elective Director) at least one months in advance of the start date, if possible
- Work with your faculty mentor to define the question(s) of interest
- Develop and implement a strategy to answer your question(s)
- Meet with your faculty mentor regularly to discuss your progress
- Present the product of your work to an audience determined by you and your mentor
**Course Name:**
**Reading Elective- 2 weeks**

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<td>Assessment of reading elective, to be specified in individualized syllabus</td>
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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

**Educational Goals of the Elective:**
During the Reading Elective, we expect you to:

- 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

**Description of Activities:**
- Identify a faculty mentor (Elective Director) at least one months in advance of the start date, if possible
- Work with your faculty mentor to define the question(s) of interest
- Develop and implement a strategy to answer your question(s)
- Meet with your faculty mentor regularly to discuss your progress
- Present the product of your work to an audience determined by you and your mentor
Course Name: Scholarship and Research in the Medical Sciences-2 weeks

Course number: 01901
Location: Cooper University Hospital or CMSRU

Clerkship Director: TBD
Elective Faculty: TBD
Elective Contact: TBD
Contact Information: TBD

Blocks Available: All
Duration (weeks): 2 weeks
Hours / week: 40
Maximum students / block: 5

Lectures / Seminars: TBD
Outpatient: Yes
Inpatient: TBD
Residents: TBD

Night call: TBD
Weekends: TBD
Lab: TBD
Exam required: Assessment of scholarship product, to be specified in individualized syllabus

Must be present for First Day of Rotation / Orientation:
Required, to be determined with faculty member and specified in individualized syllabus

Educational Goals of the Elective:
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 CMSRU Registrar’s Office 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.

Description of Activities:
- [List the day-to-day activities of students participating in this course]
- [List specific procedures or tasks students will perform.]
- [Specify whether or not students will work weekends and nights]
- [State the policy for remediating missed activities.]
Course Name: Scholarship and Research in the Medical Sciences
- 4 weeks

<table>
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<th>Elective Contact: TBD</th>
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<td>Exam required: Assessment of scholarship product, to be specified in individualized syllabus</td>
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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

Educational Goals of the Elective:
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 CMSRU Registrar’s Office 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.

Description of Activities:
- [List the day-to-day activities of students participating in this course]
- [List specific procedures or tasks students will perform.]
- [Specify whether or not students will work weekends and nights]
- [State the policy for remediating missed activities.]
Course Name: Cardiovascular & Thoracic Surgery

Course number: 02903

Location: Cooper University Hospital

Clerkship Director: Michael Rosenbloom, MD

Elective Faculty: Michael Rosenbloom, MD
Frank Bowen, MD
Richard Highbloom, MD

Elective Contact: Diane Daly

Contact Information: (856) 342-2141
daly-diane@cooperhealth.edu

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

Lectures / Seminars: No
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

Educational Goals of the Elective:
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.

Description of Activities:
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.
**Course Name:** Colon & Rectal Surgery

**Course number:** 02904

**Location:** Cooper University Hospital

**Clerkship Director:** Mark Pello, MD

**Elective Faculty:** Mark Pello, MD  
Michitaka Kawata, MD  
Steven McClane, MD

**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:** 1

**Lectures / Seminars:** No

**Outpatient:** Yes

**Inpatient:** Yes

**Residents:** Yes

**Night call:** No

**Weekends:** No

**Lab:** No

**Exam required:** Yes

**Educational Goals of the Elective:**  
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.

**Description of Activities:**  
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.
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<tr>
<th>Course Name:</th>
<th>General Surgery</th>
<th>Course number:</th>
<th>02905</th>
<th>Location:</th>
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<tr>
<td>Clerkship Director:</td>
<td>Mark Pello, MD</td>
<td>Elective Faculty:</td>
<td>Frank Spitz, MD, Umur Atabek, MD, Kristin Brill, MD, Karen Hendershot, MD, Frank Koniges, MD, Lisa Reid, MD, Robert Simons, MD</td>
<td>Elective Contact:</td>
<td>Karen Orlando</td>
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**Educational Goals of the Elective:**
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.

**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. Several basic science and clinical research projects are available, especially for those seeking General Surgery Residency Programs.
### Course Name:
Neurosurgery - 2 weeks

<table>
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<tbody>
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**Clerkship Director:** Steven S. Yocom, DO  
**Assistant Clerkship Director:** Alan R. Turtz, MD

**Elective Faculty:** Faculty, Department of Neurosurgery
**Elective Contact:** Karen Orlando  
**Contact Information:** (856) 963-3985  
orlando-karen@cooperhealth.edu

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
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**Educational Goals of the Elective:**
The goal of this rotation is for the student to develop diagnostic and management skills in the field of neurosurgery.

**Description of Activities:**

1. 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.
2. 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.
3. 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.
4. Students will gain experience at physical examination skills encompassing the neurological examination.
5. Students will gain experience at procedures and skills including, but not limited to, lumbar punctures and basic suturing skills.
6. Students will attend departmental academic half-day on Monday mornings and be prepared to present at least 1 case-based lecture during their rotation.
7. Students will be required to attend 1-2 half clinic days per week with the neurosurgical faculty.
### Course Name:
**Neurosurgery- 4 weeks**

### Course number:
02906

### Location:
Cooper University Hospital

<table>
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<th>Elective Faculty:</th>
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<tbody>
<tr>
<td>Steven S. Yocom, DO</td>
<td>Faculty, Department of Neurosurgery</td>
<td>Karen Orlando</td>
<td>(856) 963-3985 <a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:**
Yes

**Educational Goals of the Elective:**
The goal of this rotation is for the student to develop diagnostic and management skills in the field of neurosurgery.

**Description of Activities:**

8. 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.

9. 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.

10. 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.

11. Students will gain experience at physical examination skills encompassing the neurological examination.

12. Students will gain experience at procedures and skills including, but not limited to, lumbar punctures and basic suturing skills.

13. Students will attend departmental academic half-day on Monday mornings and be prepared to present at least 1 case-based lecture during their rotation.

14. Students will be required to attend 1-2 half clinic days per week with the neurosurgical faculty.
**Course Name:** Pediatric Surgery  
**Course number:** 02907  
**Location:** Cooper University Hospital

<table>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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</table>
| Harsh Grewal, MD    | Michael Marchildon, MD | Karen Orlando | (856) 963-3985  
orlando-karen@cooperhealth.edu |

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

**Educational Goals of the Elective:**
To become familiar with the diagnosis and surgical treatment of common disorders that effect newborns, infants and children.

**Description of Activities:**
The student will work closely on a one to one basis with the Pediatric Surgery Faculty and participate in the care of patients in the outpatient clinics and hospital. The student will be expected to see, evaluate, participate in the operative care and make daily walk/work rounds on all patients that are hospitalized and respond to all consultations in the emergency department and hospital.
**Course Name:** Plastic Surgery

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha Matthews, MD</td>
<td>Martha Matthews, MD Leilani Fahey, MD Adam Perry, MD</td>
<td>Karen Orlando</td>
<td>(856) 963-3985 <a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tbody>
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<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<th>Night call:</th>
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<tr>
<td>Yes (at home)</td>
<td>No</td>
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**Educational Goals of the Elective:**
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.

**Description of Activities:**
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 Name:
**Trauma**

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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</thead>
<tbody>
<tr>
<td>Raymond Green, DO</td>
<td>Faculty, Department of Trauma/Surgical Critical Care</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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</tbody>
</table>

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**Course number:** 02909  
**Location:** Cooper University Hospital

**Educational Goals of the Elective:**
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.

**Description of Activities:**
1. Students will work Monday through Friday with the Trauma/Critical Care team (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.

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revised 3.5.15
## Vascular Surgery Elective

**Course Name:** Vascular Surgery Elective  
**Course number:** 02912  
**Location:** Cooper University Hospital

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| James B. Alexander, MD | Jeffrey Carpenter, MD  
Frank Caputo, MD  
Joseph Lombardi, MD  
Jose Trani, MD | Karen Orlando | (856) 963-3985  
orlando-karen@cooperhealth.edu |

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
</tr>
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<tbody>
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**Educational Goals of the Elective:**  
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.

**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.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Six Sigma Yellow Belt Elective</td>
<td>01820</td>
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<table>
<thead>
<tr>
<th>Elective Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corey Angelini</td>
<td>Corey Angelini</td>
<td></td>
<td><a href="mailto:angelini-cory@cooperhealth.edu">angelini-cory@cooperhealth.edu</a></td>
</tr>
<tr>
<td>Adrienne Elberfeld</td>
<td>Adrienne Elberfeld</td>
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</tr>
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<td>10/19/15 – 10/23/15</td>
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</table>

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

**Educational Goals of the Elective:**
The purpose of this elective is to provide students with an introduction to lean Six Sigma methodology. As healthcare providers we must find new ways to provide better care to our patients at lower costs. Cooper has decided to address the need of improving quality and patient and employee satisfaction, while lowering the cost of care, by adopting a proven process improvement methodology known as Lean Six Sigma. The Lean Six Sigma methodology takes the best quality, process improvement, and management practices developed over the last 150+ years and packages them into one blended methodology.

**Description of Activities:**
Students will spend one week with educators well versed in the Six Sigma methodology. They will work in groups to identify processes that could use improvement in healthcare. There will be a focus on identifying and removing barriers to quality patient care while considering how to minimize the variability in the delivery of this care.
## Appendix

### M4 Clerkship Evaluation Forms

**FORMATIVE MINI-CLINICAL EVALUATION EXERCISE (CEX)**

| Date: | Student: _______________________ | Clerkship: _______________________
| Setting: | Inpatient | Ambulatory | ED | Other |
| Patient: | Age:_______ | Gender:_______ | Complexity: Low | Moderate | High |
| Focus: | Data Gathering | Diagnosis | Therapy | Counseling |

1. **Medical Interviewing Skills (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

2. **Physical Examination Skills (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

3. **Exhibits Professionalism**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

4. **Clinical Reasoning (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

5. **Patient Counseling Skills (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

6. **Organization/Efficiency (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

7. **Overall Clinical Competence (O Not Observed)**
   - 1 2 3 4 5 6 7 8 9
   - Unsatisfactory
   - Satisfactory
   - Superior

   **Faculty Time:** Direct Observation _______ mins  Providing Feedback: _______ mins

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

**Student Signature:**__________________________  **Faculty Signature**____________________________

---

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M4 Summative Clerkship Evaluation Form

Please rate your M4 student in this clerkship in the following categories. A faculty narrative is expected with this evaluation.

Clerkship: __________________________ Location: __________________________

Student: ______________________ Preceptor: ______________ Clerkship Director: ______________

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
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**Medical Knowledge:** The student demonstrates knowledge of existing and evolving scientific information and its application to patient care.

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

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**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.

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**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.
### M4 Summative Clerkship Evaluation Form (Page 2)

<table>
<thead>
<tr>
<th>Needs Improvement</th>
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</table>

**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.

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</table>

**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.

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<thead>
<tr>
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</table>

**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.

---

**Recommended Clerkship Grade:**

- Honors
- High Pass
- Pass
- Fail

---

**Faculty Signature**

**Date**

**Student Signature**

---

**Clerkship Director**

---

**Guidelines for Evaluation:**

The “average” for each objective is expected to be “6” in the M4 year.

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