Boonshoft
School of Medicine

Wright State University

Catalog of
Advanced Doctoring Courses

Updated through 9/21/2020
Clinical Dermatology

**Time & Location**

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VA: Monday AM & PM, Wednesday AM, Friday AM

Wright State Physicians Medical Office Building Monday AM & PM, Tuesday AM & PM, Wednesday AM, Thursday AM & PM, Friday AM

Clinical Elective

Non-Surgical Elective

**Capacity:** Min 1  Max 2  Drop/Add Days: 30

**Full-block.**

**Course Director(s) & Faculty**

Julian Trevino, M.D., Director, Professor and Chair of Dermatology
Max Rubin, M.D., Assistant Professor of Dermatology
Jeffrey Travers, M.D., Professor of Dermatology
Craig Rohan, M.D., Clinical Associate Professor of Dermatology

**Course Description**

Clinical Dermatology is an introduction to the specialty of dermatology. Students will be exposed to the entire spectrum of disease seen by the practicing dermatologist. Evaluation and treatment of common diseases of the skin, hair, and nails, particularly those likely to be encountered by primary care practitioners, will be emphasized.

Students will have the opportunity to evaluate patients in several outpatient medical and surgical dermatology clinics, assist in management of inpatient dermatology consults, attend lectures on dermatology, and participate in dermatology grand rounds.

**Course Content & Objectives**

The elective is designed to familiarize the student with:

1. The spectrum of disease found in the specialty of dermatology;
2. The organization of the skin and skin appendages and the functional significance of each component;
3. The standard terminology used in describing dermatologic disease;
4. The clinical presentation of common skin diseases and therapies used in their management;
5. The recognition of premalignant and malignant skin diseases and effective strategies in educating patients in photoprotection;
6. Adjunctive techniques used in diagnosis of skin disease (e.g., KOH preps, scabies preps, skin biopsies); and
7. Working in a specialty clinic environment and managing cases in conjunction with primary care providers.

**Learning Methods**

1. Students will attend medical and surgical dermatology clinics with dermatology faculty and residents. The student will participate in all aspects of the evaluation and management of dermatology patients.
2. Students will be loaned an introductory dermatology text.
3. Students will attend dermatology grand rounds conferences and participate in the examination of grand rounds patients and the discussion of the cases.

4. Students will be assisted in selecting a topic of dermatologic interest and in preparing a 10 minute presentation and short handout on the topic.

5. Students will participate in a multiple choice examination consisting of questions and images relating to common skin conditions.

**Evaluation**

Grade - Pass/Fail. Grade will be determined based on an overall evaluation of the following: attendance and participation in clinics, student presentation, performance on student exam, patient care, medical knowledge, practice-based learning/improvement, interpersonal and communication skills and professionalism.

**Prerequisites**

Satisfactory completion of Doctoring clerkships.

**Specific Contact Info:**

Cindy Dempsey; Residency Coordinator, cindy.dempsey@wright.edu

**DRM 8401**          Last Dept. Review Date: 12/12/2018          Last Catalog Modification: 12/16/2019

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Emergency Medicine Clerkship  

EMD 8400

**Time & Location**

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The course director determines site assignments. Possible sites include: Kettering Medical Center and Miami Valley Hospital

Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 12 Drop/Add Days: 30

Full-block.

**Course Director(s) & Faculty**

Jay Bernstein, M.D., MPH  
Assistant Professor & Clerkship Director, Department of Emergency Medicine

**Course Description**

This course provides the student with an in-depth exposure to and interaction with a wide variety of patients and problems presenting to the emergency department. The curriculum is taught with a focus on active learning, utilizing a mixture of interactive didactics, patient simulation, procedure training and independent reading. Course materials are provided via the Clerkship Directors in Emergency Medicine (CDEM) curriculum website. Didactic sessions are held in the Department of Emergency Medicine. Students are also required to attend the resident weekly conference on Tuesday mornings. The students will have 100 closely supervised clinical hours with graded responsibility consistent with his/her knowledge and skill. Focused history and examination skills, ancillary testing, and management and disposition of the emergency department patient will be covered.

**Evaluation**

A grade of Pass/Fail will be assigned with 80% reflecting clinical evaluations and 20% reflecting attendance/participation/professionalism. A passing score is required for the SAEM exam.

**Specific Contact Info:**

Lynn DeWine, Student Coordinator, lynn.dewine@wright.edu

EMD 8400  Last Dept. Review Date: 11/12/2019  Last Catalog Modification: 8/19/2020
Family Phys in Comm Setting

FMD 8401

**Time & Location**

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Primarily sites are located in the greater Dayton community with other options available. Rural sites in southwestern Ohio are included as options as well as student-initiated sites (with director approval). Housing may be available when the daily commute to and from the Dayton area is impractical. The student will practice in the physician’s office as well as his/her associated hospital(s) and other health services facilities.

Lead time required to DROP/ADD elective - 1 month. Contact the Education Manager at 245-7226 and email Juanita Griffin: juanita.griffin@wright.edu at least one month in advance to schedule a preceptor. Desired locations may not be able to be scheduled unless contacted at least one month in advance. Rotation will be canceled if no contact to department within 30 days of scheduled rotation. Out of state rotations are self-designed.

Maximum of 1 per month in town; unlimited if student arranges own out-of-town preceptor (with director’s approval).

Clinical Elective

Non-Surgical Elective

**Capacity:** Min 1  Max 1  Drop/Add Days: 30

**Course Director(s) & Faculty**

John Donnelly, M.D., Director, Professor, Dept of Family Medicine / Katharine Conway, M.D., Director, Dept of Family Medicine

Family Medicine Preceptor in Community of Choice

**Course Description**

The student will participate in the daily practice of medicine with the preceptor, including evening hours and after-hour call activities, where applicable. The experience may include exposure to all or part of the following elements, depending on the specific components of the selected Family Practice: ambulatory care, in-patient care, obstetrical care, newborn care, surgery, and extended geriatric care. Student involvement is expected to be comprehensive, but will be determined by the preceptor in conjunction with the student. Student ambition, interest, experience, and capabilities will ultimately influence the level of involvement. Overall, the experience should expose the student to the full impact of private practice.

**Course Content & Objectives**

A. The student will become more familiar with the field of Family Medicine and the professional/personal life of a family physician. The student will:
   1. Appreciate the scope, demands, and rewards of Family Medicine;
   2. Identify various family physician roles, such as health care provider, community leader, educator, practice manager, and health care resource coordinator;
   3. Appreciate the breadth of health care services provided by the family physician; and
   4. Be able to engage in a philosophical discussion of Family Medicine.

B. The student will correlate his/her academic experience with practice. The student will:
   1. Apply history and physical examination skills;
   2. Perform/assist with diagnostic or therapeutic procedures, as deemed appropriate by the preceptor and student;
   3. Participate in activities outside of the ambulatory setting, such as hospital rounds, home visits, emergency calls, and community medicine activities;

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
4. Attend medical society activities as well as local continuing medical education programs;
5. Study patient cases encountered during the elective period, providing an assessment, a
management plan, recommended follow-up, and references.

Learning Methods

In general, the student will learn through observation, participation, discussion and reading or research
activities.

Evaluation

A. The preceptor will submit, on a form provided, an appraisal of the student’s medical knowledge,
history-taking skills, physical exam skills, problem solving abilities, patient management skills,
procedural skills, patient relationships, professional relationships, documentation skills, reliability,
progress, and overall competence.
B. The student will submit, on a form provided, an appraisal of the effectiveness of the preceptor and the
elective in general.

From the Preceptor: Evaluation of student performance (will be done electronically)
Grade: Pass/Fail

Prerequisites

The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring
clerkship in Family Medicine.

Specific Contact Info:
Juanita Griffin, Medical Education Manager, juanita.griffin@wright.edu

FMD 8401 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 9/18/2020
Orthopaedics Sports Med in PC

**Time & Location**

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Orthopaedics and Sports Medicine in Primary Care

2-week duration at Wright State Sports Medicine Physician’s offices.

MWF: 8am - 4pm
Tue, Thurs: 8am - noon

Lead time required to DROP/ADD elective: 1 month.

The student must have an influenza vaccination prior to the start of the rotation.

**Half-block.**

**Clinical Elective**

**Non-Surgical Elective**

**Capacity:** Min 1 Max 1 Drop/Add Days: 30

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**Course Director(s) & Faculty**

Dr. Corey Ellis, Faculty Site Director

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**Course Description**

This elective is designed for students going into primary care specialties who want experience in diagnosing musculoskeletal conditions. Students will rotate through Wright State Physicians sports medicine. The emphasis is on diagnosis and nonoperative treatment of musculoskeletal conditions.

- Students are expected to dress professional at all times. No open-toed shoes or jeans are permitted.
- Except for earrings for females, visible body piercing including but not limited to the tongue is not permitted and must be removed when at work.
- No eating or drinking is allowed in the clinic area.
- No surfing the internet is allowed in the physician’s dictation area.
- Cell phone use will only be allowed after your daily rotation ends or during your lunch and only outside of the department.

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**Course Content & Objectives**

On completion of the elective the student will be able to:

a. Do a comprehensive musculoskeletal examination.

b. Diagnose and initiate treatment of common orthopaedic conditions seen in an outpatient setting.

c. Learn when it is appropriate for the primary care physician to refer musculoskeletal conditions to a specialist.

d. May perform simple casting and joint aspiration/injections if opportunity presents

e. Order and read orthopaedic radiographs.

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**Learning Methods**

a. Assigned readings in clinical text

**REQUIRED READING:** Articles, to be sent to students.
SUGGESTED READING: Essentials of Musculoskeletal Care by Robert K. Snider & Physical Examination of the Spine & Extremities by Stanley Hoppenfeld. Available in the MVH library. Department copy can be signed out with Student Coordinator but not taken out of the department.

Evaluation

Student's knowledge of patient care, clinical performance, and ability to diagnose and initiate treatment of common orthopaedic disorders will be the basis for a grade of Pass/Fail. The student will be tested at both the beginning and end of the rotation to assess knowledge required. This will be incorporated in the overall evaluation.

Prerequisites

Completion of Foundations Phase and Clerkships

Specific Contact Info:
Juanita Griffin, Medical Education Manager, juanita.griffin@wright.edu

FMD 8402 Last Dept. Review Date: 1/24/2019 Last Catalog Modification: 11/13/2019
**Full Spectrum Family Med**

**Course Description**

The student will participate in the daily practice of medicine with the preceptor, including evening hours and after-hour call activities, where applicable. The experience may include exposure to all or part of the following elements, depending on the specific components of the selected Family Practice: ambulatory care, in-patient care, obstetrical care, newborn care, rural medicine, sports medicine and extended geriatric care. Student involvement is expected to be comprehensive, but will be determined by the preceptor in conjunction with the student. Student ambition, interest, experience, and capabilities will ultimately influence the level of involvement. Overall, the experience should expose the student to the full impact of private practice.

**Course Content & Objectives**

A. The student will become more familiar with the field of Family Medicine and the professional/personal life of a family physician. The student will:

1. Appreciate the scope, demands, and rewards of Family Medicine;
2. Identify various family physician roles, such as health care provider, community leader, educator, practice manager, and health care resource coordinator;
3. Appreciate the breadth of health care services provided by the family practitioner;
4. be able to engage in a philosophical discussion of Family Medicine.

B. The student will further his/her understanding of the day-to-day functions of a family practice office. The student will:

1. Evaluate office management procedures and problem-oriented medical records;
2. Appraise the need for and appropriateness of continuing medical education opportunities available to family practitioners; and
3. Observe the care and services provided by all members of the medical office.

C. The student will correlate his/her academic experience with practice. The student will:
1. Apply history and physical examination skills;
2. Perform/assist with diagnostic or therapeutic procedures, as deemed appropriate
3. Participate in activities outside of the ambulatory setting, such as hospital rounds, home visits, emergency calls, and community medicine activities;
4. Attend medical society activities as well as local continuing medical education programs;
5. Study patient cases encountered during the elective period, providing an assessment, a management plan, recommended follow-up, and references;
6. Complete a full history and physical exam or perform a study of a family

Learning Methods
In general, the student will learn through observation, participation, discussion and reading or research activities.

Evaluation
a. Student's histories and physicals will be reviewed by the preceptor for completeness, proper use of terms, and ability to convey to preceptor the nature of the patient's problem.
b. The student will be observed performing procedures, interacting and counseling patients with critique and feedback provided by preceptors and behavioralist.
c. Prior to patient discharge, student will present to preceptor his/her desires for appropriate discharge instructions and follow-up for the patient.
d. Student will be provided an evaluation according to the criteria established by Wright State University Boonshoft School of Medicine.
e. Grade: Pass/Fail

Departmental requirements to be submitted to the Department of Family Medicine one week after the end of the elective in order for credit to be given: 1. Student evaluation of selective (One form)

Prerequisites
The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring clerkship in Family Medicine.

FMD 8403  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/10/2020
Family Phys in Rural Community

Sites are primarily located in rural West Central Ohio near Wright State University – Lake Campus, with other options available, including student-initiated sites (with director approval). Housing may be available, typically within a 30-minute commute of the clinical site. Student may spend time at multiple sites within a health system, as well as at associated hospitals and other health services facilities.

REQUIRES PRIOR APPROVAL FROM WRIGHT RURAL MEDICAL SCHOLARS DIRECTOR TO BE ENROLLED.

Course cannot be ranked during online scheduling process – will be manually added to schedule by Student Affairs.

Full-block.

Rural elective spots are limited and students are highly encouraged to request sites at least four months in advance. Contact the Wright Rural Medical Scholars director, Lori Martensen at 419-586-0318 or lori.martensen@wright.edu to request a rural placement.

Maximum of 3 per rotation; unlimited if student arranges own out-of-town preceptor (with director’s approval).

Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 3 Drop/Add Days: ?

Course Director(s) & Faculty

Katherine Conway, M.D., Director, Dept. of Family Medicine
Family Medicine Preceptor in Rural Community

Course Description

The student will participate in the daily practice of medicine with the preceptor, including evening hours and after-hour call activities, where applicable. The experience could include all or part of the following elements, depending on the specific components of the selected family practice: ambulatory care, inpatient care, obstetrical care, newborn care, surgery, and extended geriatric care. Student involvement is expected to be comprehensive but will be determined by the preceptor, in conjunction with the student. Student ambition, interest, experience, and capabilities will ultimately influence the level of involvement. Overall, the experience should expose the student to the full impact of private practice in a rural community.

Course Content & Objectives

A. The student will become more familiar with the field of Family Medicine and the professional/personal life of a family physician practicing in a rural community. The student will:
1. Appreciate the scope, demands, and rewards of Family Medicine.
2. Identify various family physician roles, such as health care provider, community leader, educator, practice manager, and health care resource coordinator.
3. Appreciate the breadth of health care services provided by the family physician,
4. Be able to engage in a philosophical discussion of Family Medicine.
5. Understand the unique challenges and rewards of practicing in a rural community.

B. The student will correlate his/her academic experience with practice. The student will:
1. Apply history and physical examination skills.
2. Perform/assist with diagnostic or therapeutic procedures, as deemed appropriate by the preceptor.
and student;
3. Participate in activities outside of the ambulatory settings, such as hospital rounds, home visits, emergency calls, and community medicine activities when available and appropriate;
4. Attend medical society activities, as well as local continuing medical education programs, when available
5. Study patient cases encountered during the elective period, providing an assessment, a management plan, and recommended follow-up.

Learning Methods
In general, the student will learn through observation, participation, discussion, and reading or research activities.

Evaluation
A. The preceptor will submit, on a form provided, an appraisal of the student’s medical knowledge, history-taking skills, physical exam skills, problem solving skills, patient management skills, procedural skills, patient relationships, professional relationships, documentation skills, reliability, progress, and overall competence.
B. The student will submit, on a form provided, an appraisal of the effectiveness of the preceptor and the elective in general.

Departmental requirements to be submitted to the Department of Family Medicine one week after the end of the elective in order for credit to be given:
1. Student evaluation of selective (one form)
From the Preceptor: Evaluation of student performance (will be done electronically).
   Grade: Pass/Fail

Prerequisites
The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring clerkship in Family Medicine.

Specific Contact Info:
Lori Martensen, Director, Wright Rural Medical Scholars, lori.martensen@wright.edu, 419-586-0318

FMD 8404  Last Dept. Review Date: 1/9/2020  Last Catalog Modification: 1/9/2020

Wright State University Boonshoft School of Medicine
http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Only Open to WSU Students

Sub-I Family Medicine

FMD 8441

### Time & Location

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- Assigned Hospital - Inpatient, Five Rivers Family Health Center-Outpatient.
- Lead time required to DROP/ADD elective - 1 month

#### Course Description

Counts as a Sub-Internship

The student will function as a sub-intern under the direct supervision of the clinical Chief Resident and the faculty. S/He will participate in the admission and management of inpatients as well as outpatients, including newborns with our Department of Family Medicine Team.

#### Course Content & Objectives

a) Direct involvement in daily patient care on the Family Practice inpatient service under supervision of the faculty and resident staff

b) Management of ambulatory patients one half day a week under supervision of the faculty and resident staff

c) Participation in bedside and teaching rounds, lectures, and didactics. The student will be expected to follow patients that they have admitted or are assigned, attend daily bedside teaching rounds, and weekly resident didactic sessions on Wednesday afternoons. Student will take overnight call during a night float week. Student will prepare and present a 20-30 minute presentation to be given at the last Wednesday didactic session for the whole residency. The topic will be determined based on the topic theme of the didactics for that month or on a particularly interesting patient care issue encountered during the month.

d) Assigned reading. There will be a Sub-I reading list provided before the rotation.

e) Assigned presentation: The student will prepare and present to residents and faculty a talk on a clinical subject of his/her choice. This will be done during the last week of the rotation during
residents’ didactic afternoon.

Objectives:

a) Improve ability to perform a comprehensive history and physical examination.
b) Utilize history, physical examination and appropriate ancillary tests to develop adequate differential diagnosis.
c) Evaluate, organize and verbally present patient data in a logical and coherent fashion.
d) Develop appropriate referral, consultation and utilization patterns of allied health professionals and facilities.
e) Arrange for effective discharge planning and appropriate follow-up.
f) Develop an appreciation and understanding for methods of patient education including written materials and audiovisual aids. These are incorporated into the treatment regimen to reinforce the patient's understanding of his/her disease and the need for his/her cooperation in the treatment plan.

Evaluation

a) Student's histories and physicals will be reviewed by the preceptor for completeness, proper use of terms, and ability to convey to preceptor the nature of the patient's problem.
b) The student will be observed performing procedures, interacting and counseling patients with critique and feedback provided by preceptors and behavioralist.
c) Prior to patient discharge, student will present to preceptor his/her desires for appropriate discharge instructions and follow-up for the patient.
d) Student will be provided an evaluation according to the criteria established by Wright State University Boonshoft School of Medicine.
e) Grade: Pass/Fail

Departmental requirements to be submitted to the Department of Family Medicine one week after the end of the elective in order for credit to be given:
1. Student evaluation of selective (One form)

Prerequisites

The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring clerkship in Family Medicine.

Specific Contact Info:

Juanita Griffin, Medical Education Manager, juanita.griffin@wright.edu

FMD 8441  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/8/2020

Wright State University Boonshoft School of Medicine  http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Full-block.

Course Director(s) & Faculty
- Courtney Stroble, MD, Director
- Anna Squibb, MD
- James Tytko, MD
- Farhan Rafi, MD

Course Description
Counts as a Sub-Internship
The student will function as a sub-intern under the direct supervision of the clinical Chief Resident and the faculty. S/He will participate in the admission and management of inpatients as well as outpatients, including newborns with our Soin Family Medicine Team.

Course Content & Objectives
Objectives
a. Improve ability to perform a comprehensive history and physical examination.
b. Utilize history, physical examination and appropriate ancillary tests to develop adequate differential diagnosis.
c. Evaluate, organize and verbally present patient data in a logical and coherent fashion.
d. Develop appropriate referral, consultation and utilization patterns of allied health professionals and facilities.
e. Arrange for effective discharge planning and appropriate follow-up.
f. Develop an appreciation and understanding for methods of patient education including written materials and audiovisual aids. These are incorporated into the treatment regimen to reinforce the patient's understanding of his/her disease and the need for his/her cooperation in the treatment plan.

Learning Methods
a. Direct involvement in daily patient care on the Family Practice inpatient service under supervision of the faculty and resident staff
b. Management of ambulatory patients one half day a week under supervision of the faculty and resident staff
c. Participation in bedside and teaching rounds, lectures, and didactics. The student will be expected to follow patients that they have admitted or are assigned, attend daily bedside teaching rounds, and weekly resident didactic sessions on Wednesday afternoons. Student will take overnight call; not to exceed one night per week. Student will prepare and present a 20-30 minute presentation to be given at the last Wednesday didactic session for the whole residency.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf

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topic will be determined based on the topic theme of the didactics for that month or on a particularly interesting patient care issue encountered during the month.

d. Assigned reading. There will be a Sub-I reading list provided before the rotation.
e. Assigned presentation: The student will prepare and present to residents and faculty a talk on a clinical subject of his/her choice. This will be done during the last week of the rotation during residents’ didactic afternoon.

**Evaluation**

a. Student's histories and physicals will be reviewed by the preceptor for completeness, proper use of terms, and ability to convey to preceptor the nature of the patient's problem.
b. The student will be observed performing procedures, interacting and counseling patients with critique and feedback provided by preceptors and behavioralist.
c. Prior to patient discharge, student will present to preceptor his/her desires for appropriate discharge instructions and follow-up for the patient.
d. Student will be provided an evaluation according to the criteria established by Wright State University Boonshoft School of Medicine.
e. Grade: Pass/Fail

Departmental requirements to be submitted to the Department of Family Medicine one week after the end of the elective in order for credit to be given: 1. Student evaluation of selective (One form)

**Prerequisites**

The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring clerkship in Family Medicine.

**Specific Contact Info:**

Juanita Griffin, Student Coordinator, juanita.griffin@wright.edu

FMD 8442 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/10/2020
Sub-I Fam Med MtCarmel

4 weeks, at St. Ann’s Hospital with the Family Medicine Inpatient Hospital Service Team.

Standard schedule: M-F, 7 am - 7 pm, and two weekend days per rotation, 7 am - 7 pm

MUST COMPLETE SEPARATE APPLICATION WITH MT CARMEL. STUDENT ENROLLMENT MUST BE APPROVED BY DR. YOUNG.

Lead time to DROP/ADD – 2 months

Course Director(s) & Faculty

TBD

Family Medicine Residency, Mount Carmel Health System

St. Ann’s Family Medicine Center, 477 Cooper Rd, Suite 300, Westerville, OH

614-898-8808 (office); 614-898-8842 (fax)

Course Description

The student will function as a sub-intern (SI) on the Mount Carmel St. Ann’s Family Medicine Residency Program Inpatient Team. The SI will primarily contribute to the management of hospitalized patients and is offered the ability to care for the Family Medicine patients in the ambulatory setting as well. The SI will take two "calls" which equals two 8 hour shifts that fall outside the normal 6am to 6pm Monday - Friday work schedule. The SI will be supervised by the senior Family Medicine residents and the Family Medicine attendings during admissions and follow up patient care.

Upon completion of this rotation the student will be able to:

1. Demonstrate the ability to perform a comprehensive history and physical examination on a hospitalized patient.
2. Utilize history, physical examination and appropriate ancillary tests to develop an appropriate differential diagnosis.
3. Evaluate, organize and verbally present patient data in a logical and coherent fashion.
4. Develop appropriate referral, consultation and utilization patterns of allied health professionals and facilities.
5. Demonstrate respectful and compassionate communication skills with patients, families, colleagues and other health professionals.
6. Arrange for effective discharge planning and appropriate follow-up and demonstrate an awareness of the overall medical system.
7. Develop an appreciation and understanding for methods of patient education to include written
materials and audiovisual aids.

8. Develop an appreciation and understanding for the role Behavioral Science in providing services which address the patient’s psychosocial needs.

**Course Content & Objectives**

1. Demonstrate direct involvement in daily patient care of assigned hospitalized patients admitted under the Family Medicine Inpatient Service. The students will perform under the direct supervision of the Attending Physicians and senior residents.

2. The student will be assigned between 3-5 hospitalized patients and will be expected to demonstrate daily management of their hospital care.

3. Student will participate in bedside and teaching rounds, didactics and grand rounds. The student will be expected to attend and participate in all teaching rounds and weekly resident didactics (Wednesday mornings).

4. Student will take in-house night call with a senior resident approximately one time per week.

5. The student will be assigned topics relevant to patients encountered in inpatient service to read and present to Attending Physicians and residents.

6. The student will prepare and present to the Attending Physicians and residents a presentation on a clinical subject of his/her choice during a didactic session on Wednesday morning.

7. Other duties as assigned by Attending Physicians and/or Senior Resident.

**Learning Methods**

1. Direct involvement and responsibility for daily patient care.

2. Participation in in-house night call, check out, work rounds and Attending rounds. Check out and work rounds occur daily, including Saturday and Sunday (if on call).

3. Attendance at scheduled conferences.

4. Reference reading on assigned topics.

5. Ambulatory patient care at the St. Ann’s Family Medicine Center with supervising resident and Attending Physician as assigned.

**Evaluation**

1. The student’s history taking and physical examination skills will be reviewed by Attending Physician and residents for completeness, proper use of terms and ability to convey to preceptor the nature of the patient’s problem.

2. The student will be observed performing history-taking and physical examination with critique and feedback provided by Attending Physicians and residents.

3. The student’s history and physicals and progress notes will be reviewed by Attending Physician and residents daily.

4. Prior to patient discharge, student will present to Attending Physician and residents, an appropriate discharge plan and instructions including follow-up for the patient.

5. Evaluation of oral presentation skills, including presentation of patients during rounds and presentation of assigned topics.

6. Observation and supervision of procedural skills by Attending Physician and Senior Resident.

7. Student will be provided an evaluation according to the criteria established by Wright State University Boonshoft School of Medicine.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Grade: Pass/Fail

Departmental requirements to be submitted to the Department of Family Medicine one week after the end of the elective in order for credit to be given. Student will submit the following:

1. Preceptor/Elective Evaluation.

Prerequisites

Advanced Doctoring medical student in good standing and approval by Rotation Director. Student must submit a completed “Department of Family Medicine Student Elective Application” and requested supporting documentation at least 2 months in advance to requested month for elective.

Contact Dalila Byrd, dalila.bennett@wright.edu, for the “Department of Family Medicine Student Elective Application.”

Specific Contact Info:

Rebecca Nance, rnance@mchs.com

FMD 8461 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/8/2020
Only Open to WSU Students

Intro Family Phys Comm Setting

Time & Location

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2 week rotation

Primary sites are located in the greater Dayton community with other options available. Rural sites in southwestern Ohio are included as options as well as student initiated sites (with director approval). Housing may be available when the daily commute to and from the Dayton area is impractical. The student will practice in the physician's office as well as their associated hospital(s) and other health services facilities. This will show a different side of Family Medicine.

Half-block.

Lead time required to DROP/ADD elective - 1 month. Contact the coordinator at 245-7226 and email Juanita Griffin: juanita.griffin@wright.edu at least one month in advance to schedule a preceptor. Desired locations may not be able to be scheduled unless contacted at least one month in advance. Rotation will be canceled if no contact to department within 30 days of scheduled rotation. Out of state rotations are self-designed.

Maximum of 2 per month in town; unlimited if student arranges own out-of-town preceptor (with director’s approval).

Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 1  Drop/Add Days: 30

Course Director(s) & Faculty

John Donnelly, M.D., Director, Professor, Dept of Family Medicine

Family Medicine Preceptor in Community of Choice

Course Description

The student will participate in the daily practice of medicine with the preceptor, including evening hours and after-hour call activities, where applicable. The experience may include exposure to all or part of the following elements, depending on the specific components of the selected Family Practice: ambulatory care, in-patient care, obstetrical care, newborn care, surgery, and extended geriatric care. Student involvement is expected to be comprehensive, but will be determined by the preceptor in conjunction with the student. Student ambition, interest, experience, and capabilities will ultimately influence the level of involvement. Overall, the experience should expose the student to the full impact of private practice

Course Content & Objectives

A. The student will become more familiar with the field of Family Medicine and the professional/personal life of a family physician. The student will:
1. Appreciate the scope, demands, and rewards of Family Medicine and the different types of practices, specialties, and niches;
2. Identify various family physician roles, such as health care provider, community leader, educator, practice manager, and health care resource coordinator;
3. Appreciate the breadth of health care services provided by the family physician;
4. Be able to engage in a philosophical discussion of Family Medicine.

B. The student will correlate his/her academic experience with practice. The student will:
1. Apply history and physical examination skills;
2. Perform/assist with diagnostic or therapeutic procedures, as deemed appropriate
3. Participate in activities outside of the ambulatory setting, such as hospital rounds, home visits, emergency calls, and community medicine activities;
4. Attend medical society activities as well as local continuing medical education programs;
5. Study patient cases encountered during the elective period, providing an assessment, a management plan, recommended follow-up, and references.

**Learning Methods**

In general, the student will learn through observation, participation, discussion and reading or research activities.

**Evaluation**

A. The preceptor will submit, on a form provided, an appraisal of the student’s medical knowledge, history-taking skills, physical exam skills, problem solving abilities, patient management skills, procedural skills, patient relationships, professional relationships, documentation skills, reliability, progress, and overall competence.

B. The student will submit, on a form provided, an appraisal of the effectiveness of the preceptor and the elective in general.

From the Preceptor: Evaluation of student performance (will be done electronically)
Grade: Pass/Fail

**Prerequisites**

The student must be in Advanced Doctoring and must have satisfactorily completed the Doctoring clerkship in Family Medicine.

**Specific Contact Info:**

Juanita Griffin, Medical Education Manager, juanita.griffin@wright.edu

FMD 8471  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/8/2020
Longitudinal elective, with a set of interactive teaching sessions in July and August, with about 10-15 hours of time commitments. The remainder of the time will be focused on educational activities and direct teaching as outlined by the student and course director, with a minimum of 160 hours over the course of the elective, which ends May 1.

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Capacity: Min 1 Max 8 Drop/Add Days: 30

Course Description

Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives

Participants in this elective will be able to:
1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:
1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions,
OSCE cases and other self-assessment modules
8. Provide direct observational teaching and feedback on clinical clerkships

**Learning Methods**
- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

**Evaluation**
Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

Grading is Pass/Fail

**Prerequisites**
Completion of Doctoring Clerkships

**Specific Contact Info:**
Dr. John Donnelly, john.donnelly@wright.edu
Juanita Griffin, Medical Education Manager, juanita.griffin@wright.edu

**FMD 8499** Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/8/2020
**Course Director(s) & Faculty**

Daniel Swagerty M.D., MPH, Professor and Chair, BSOM Department of Geriatrics  
Phone: 775-1325  
Fax: 775-1317 Email: daniel.swagerty@wright.edu

Physicians: Drs. Swedlund, Swagerty, Katz, and Lamb (Department of Geriatrics)  
Nurse practitioners: Phyllis Atkinson (Geriatric Nurse Practitioner)

**Course Description**

This 4-week experience consists of outpatient geriatric primary care with faculty members at the WSP Clinical Office Bldg, home care, and long term care experience at Widows Home of Dayton and Friends Care Center of Yellow Springs.  
The student is expected to attend Thursday afternoon didactics and case conference, as well as critique and present a journal article during one of these sessions.

**Model Schedule (which might vary):**

Monday AM/PM: Long term care at Friends Care Center or Widows Home of Dayton (Dr. Katz/Swagerty)  
Tuesday AM/PM: WSP Primary Care Geriatrics Clinic (Dr. Swedlund)  
Wednesday AM/PM: Outpatient Clinic Wright State Physicians or Home Visit (Dr. Lamb/Phyllis Atkinson)  
Thursday AM: WSP Geriatric Assessment Clinic (Dr. Swedlund)  
Thursday PM: Didactics at Research Park Office (Geriatrics Faculty and IDT)  
Friday AM/PM: Long term care at Friends Care Center (Dr. Katz)

**Course Content & Objectives**

- **Knowledge.** The student will be able to list and discuss the most common biopsychosocial conditions affecting functional status and quality of life for older adults.  
- **Attitudes.** The student will be able to appreciate that each older adult has his/her own set of values that must be taken into account when making decisions about health care and when proposing diagnostic studies and therapeutic interventions.

- **Skills.** The student will be able to conduct a systematic assessment of an older person with a complex set of medical and neuropsychiatric conditions, analyze an older person’s medication list, and revise
Successful completion of Family Medicine and Internal Medicine Clerkships.

Knowledge. Acceptable performance on MCQs in the *Geriatric Review Syllabus* published by the American Geriatrics Society.

Attitudes. Faculty observations of student’s interaction with older adults and their families to determine that the student is able to appreciate that each older adult has his/her own set of values that must be taken into account when making decisions about health care and when proposing diagnostic studies and therapeutic interventions.

Skills. The student’s ability to:

1. Conduct a systematic assessment of an older person with a complex set of medical and neuropsychiatric conditions will be measured by using a check list during direct faculty observations and review of clinical notes created by the student and
2. Analyze an older person’s medication list and revise the list to optimize benefit and minimize risk will be measured by discussions with faculty while precepting patient care activities.

The course director will complete the WSU-BSOM evaluation form for clinical electives. Grading will be Pass/Fail

**Learning Methods**

- Precepting and mentoring during patient care activities
- Teaching rounds
- Didactic sessions, including scheduled conferences for geriatrics fellows, IM and FM resident physicians, grand rounds, etc.
- Assigned web modules
- Assigned articles focusing on geriatric syndromes

**Evaluation**

- **Knowledge.** Acceptable performance on MCQs in the *Geriatric Review Syllabus* published by the American Geriatrics Society.
- **Attitudes.** Faculty observations of student’s interaction with older adults and their families to determine that the student is able to appreciate that each older adult has his/her own set of values that must be taken into account when making decisions about health care and when proposing diagnostic studies and therapeutic interventions.
- **Skills.** The student’s ability to:
  1. Conduct a systematic assessment of an older person with a complex set of medical and neuropsychiatric conditions will be measured by using a check list during direct faculty observations and review of clinical notes created by the student and
  2. Analyze an older person’s medication list and revise the list to optimize benefit and minimize risk will be measured by discussions with faculty while precepting patient care activities.
- The course director will complete the WSU-BSOM evaluation form for clinical electives. Grading will be Pass/Fail

**Prerequisites**

Successful completion of Family Medicine and Internal Medicine Clerkships.

**Specific Contact Info:**

Jaycee Burgess, Supervisor of Educational Programs, jaycee.burgess@wright.edu

**GRI 8401**  Last Dept. Review Date: 11/12/2019  Last Catalog Modification: 12/5/2019
Only Open to WSU Students

IM-Peds in a Rural Community

**DME 8402**

**Time & Location**

- Mercer Health
- Clinic address: 830 West Main Street, Suite 3, Coldwater, Ohio 45828
- Hospital (peds and adult) address: 800 W. Main Street, Coldwater, OH 45828

**REQUIRES PRIOR APPROVAL FROM WRIGHT RURAL MEDICAL SCHOLARS COORDINATOR TO BE ENROLLED.** Contact the Wright Rural Medical Scholars coordinator, Jayna Vossler at 419-586-0318 or jayna.vossler@wright.edu to request placement.

Requests should be made a minimum of 90 days in advance of the requested start date.

**Full-block.**

Capacity: Maximum of one student per block. Not all blocks have availability.

4 week block

**Clinical Elective**

**Non-Surgical Elective**

**Capacity:** Min 1 Max 1 Drop/Add Days: 90

**Course Director(s) & Faculty**

Megan Core, M.D., Internal Medicine/Pediatrics, Mercer Health, Coldwater, Ohio

**Course Description**

This course provides a broad overview of Internal Medicine-Pediatrics within a rural community and builds on the developed clinical experience and skills attained during 3rd year internal medicine and pediatric clerkships. The student will participate in the daily practice of a Med/Peds preceptor. The experience could include all or part of the following elements: rounding in the hospital on both internal medicine and pediatric patients, seeing both groups of patients in an outpatient combined clinic, and observe and participate in the management of infants in the newborn nursery. There could be an opportunity to take call for pediatric patients.

**Course Content & Objectives**

- Improve the student's ability to diagnose and manage common primary care complaints in the pediatric and adult populations.
- Perform a complete pediatric age-appropriate history and physical exam, as well as providing anticipatory guidance
- Develop a repertoire of treatment strategies with biopsychosocial challenges
- Enhance the student's ability to educate patients and families about common medical conditions for adults and pediatric populations
- Coordinate care within a rural community and identify barriers and opportunities to wellness within that community
- Practice providing preventive care for both pediatric and adult patients
- Work to advance assessments and plans for each patient

**Learning Methods**

The student will learn through observation, participation, discussion, and/or reading activities.

**Evaluation**

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
The student will be graded on his/her initiative, patient work-ups, presentations, knowledge and clinical judgement, and patient and professional relationships. Preceptor will complete and submit BSOM Year IV Final Evaluation of Student.
Grade: Pass/Fail

Prerequisites:
The student must be at the fourth year level and must have satisfactorily completed the third year clerkships in Internal Medicine and Pediatrics. Preference will be given to students who completed at least one clerkship at a rural site and/or are applying to IM/Peds residency programs.

Specific Contact Info:
Jayna Vossler, Coordinator, Wright Rural Medical Scholars, jayna.vossler@wright.edu, 419-586-0318

DME 8402  Last Dept. Review Date: 8/17/2020  Last Catalog Modification: 8/17/2020
Only Open to WSU Students

Acad Med - General Med Educ  
DME 8499

Time & Location

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• Requires prior approval from elective director to be enrolled.
• Project plan must be in the works with director or their designee prior to approval.
• Course cannot be ranked during online scheduling process – will be manually added to schedule by Student Affairs.
• Longitudinal elective, equivalent to 1 block (4 weeks)
• Minimum of 160 hours over the course of the elective.

Capacity: Min 1  Max 40  Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty

Amber Todd, PhD, Elective Director
Irina Overman, MD, Associated Faculty
Amanda Bell, MD, Associated Faculty

Course Description

Medical education depends upon residents to be teachers of medical students; however, prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students may participate in curriculum and assessment development and/or teach junior medical students. In addition, students will serve on committees and may be involved in medical education research. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives

After participating in this elective, students will be able to:
• Understand basic concepts in adult education/adult learning theory as it pertains to medical education
• Develop educational objectives for their own specific learning goals
• Understand the process of curriculum development and assessment item development and analysis
• Utilize the principles of giving effective feedback

Students may be involved in a variety of medical education experiences, including, but not limited to:
• Medical education research
• Small group teaching (i.e. WrightQ, professional skills, interviewing)
• Module/clerkship steering committees
• P1/TBL review committees
• WrightQ writing committee
• FCC subcommittees (i.e. Assessment & Evaluation, Curriculum Integration)
• P1/TBL/WrightQ development
• Assessment development and analysis
• Medical Student Research Symposium facilitation
• Foundations teaching
• Clinical Medicine Doctoring teaching
• Educational material development
• Exam review session facilitation
• Step 1 review session facilitation

Depending on the nature of the individualized elective plan, a final product (i.e. research project, tutorials, WrightQ case) may also be required.

**Learning Methods**

• Reading assignments
• Formal and informal discussion
• Participation as an educator, who both gives feedback, as well as receives feedback

**Evaluation**

Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty will generate written and/or verbal feedback and critique student work.

Grading is Pass/Fail

**Prerequisites**

Completion of Foundations curriculum

**Specific Contact Info:**

Student Coordinator, som_scheduling@wright.edu
Elective Director, amber.todd@wright.edu

**DME 8499**  Last Dept. Review Date: 2/24/2020  Last Catalog Modification: 2/24/2020
Clinical Cardiology

Time & Location

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4 week duration at Department of Veterans Affairs Medical Center, Dayton

Lead time required to DROP/ADD elective - 2 months

Clinical Elective: 60

Full-block.

Course Director(s) & Faculty

Ajay Agarwal, M.D. and Christiana Adesanya, M.D.

Course Director: Vaskar Mukerji, MD

Course Description

Clinical approach to diagnosis and management of common cardiovascular problems such as chest pain, congestive heart failure, arrhythmias, preoperative assessment, syncope or dizziness, etc. will be emphasized. Bedside evaluation as well as laboratory (noninvasive and invasive) techniques will be discussed and demonstrated.

The student will participate in all cardiovascular consultations under close supervision by residents and cardiology fellows and staff. Each student will be under direct close supervision by a cardiology fellow. S/He will also participate in daily electrocardiographic interpretations under supervision by the cardiac fellow and staff. The student will also be encouraged to participate in interpretation of echocardiograms, stress tests, Holter recordings. S/He will participate in a Cardiology conference every Tuesday from 12 Noon – 1:00 p.m. at the VAMC.

Course Content & Objectives

a. Student will acquire considerable familiarity with diagnosis and management of common cardiovascular problems encountered in daily practice.

b. Bedside skills in cardiovascular diagnosis will be augmented.

c. S/He should be able to outline a meaningful plan of investigation and management for common cardiovascular problems.

d. S/He will be oriented to various laboratory methods of cardiovascular investigation such as stress testing, Holter monitoring, echocardiography, coronary angiography, etc.

Learning Methods

a. Patient demonstrations

b. Bedside discussions, self-study

c. Participate in all patient care and teaching activities of the Cardiology Section

d. Weekly Cardiology Clinic and bi-monthly Pacemaker Clinic, weekly consult clinic

e. Supervised EKG interpretation
Evaluation

Pass/Fail based on:

a. Feedback from Cardiology fellows and staff physicians and
b. Formal evaluation of students by fellows and staff in approach to cardiovascular consultations during the rotation

Prerequisites

a. Satisfactory completion of Year III
b. Patient contact and familiarity with basic techniques of interviewing and physical diagnosis
c. Knowledge of basic cardiovascular anatomy and physiology
d. Familiarity with electrocardiogram (normal and gross abnormalities)

Specific Contact Info:

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8401  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: ?
Course Director(s) & Faculty
Steven Chambers, M.D., FCCP, Course Director
Thomas Donnelly, M.D., FCCP
Randall Fulchiero, M.D., FCCP
Dharmesh Gandhi, M.D., FCCP
M. Mazen Dallal, M.D., FCCP
Bipin Sarodia, M.D., FCCP
Pinto Sinha, M.D., FCCP

Course Description
The student will be exposed to the spectrum of clinical problems encountered by the Pulmonary Internist and participate in the evaluation and management of these problems.

Course Content & Objectives
a. Performance of history and physical exam with special emphasis on respiratory problems.
b. Evaluation of the normal and abnormal chest x-ray including differential diagnosis of specific common patterns such as solitary pulmonary nodule, cavitary lung disease, etc.
c. Indications for various diagnostic procedures in pulmonary medicine.
d. Clinical pharmacology of bronchodilators, aerosols, O2.
e. Evaluation of pulmonary function tests.
f. Outpatient care of chronic lung disease.

Learning Methods
a. Daily office and case discussions
b. Observations of diagnostic procedures
c. Completion of planned reading assignments.
d. Pulmonary Conference at Miami Valley Hospital-Noon Every Tuesday of the month at MVH, 6NW #1

Evaluation
a. Clinical performance including participation in case discussion.
b. Oral or written examination at end of elective.
c. Grade: Pass/Fail
Prerequisites

Internal Medicine Clerkship

Specific Contact Info:
Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8402 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 9/10/2020

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Medical Oncology-Hematology

MED 8403

Time & Location

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Miami Valley Hospital, 4 weeks duration.

Lead time required to DROP/ADD elective - 2 months

Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 1  Drop/Add Days: 60

**Full-block.**

Course Director(s) & Faculty

Burhan Yanes, M.D., Director

Course Description

The student will have the opportunity to take medical histories and examine patients with a wide variety of neoplastic and hematologic diseases. Positive physical findings involving nearly all organ systems are common in this group of patients, and the student should utilize this experience to sharpen diagnostic skills for application in all areas of medicine. In addition, s/he will have the opportunity to acquire an understanding of the fundamental principles of diagnosis, staging, and treatment planning for patients with neoplastic and hematologic diseases.

Course Content & Objectives

The student will:

a. be familiar with the evaluation of patients with common hematologic problems such as anemia, granulocytopenia or granulocytosis, thrombocytopenia, and abnormalities of coagulation;

b. have a basic understanding of common oncologic problems, which should include an understanding of the pattern of spread and principles of staging;

c. be familiar with evaluation and treatment of oncologic emergencies;

d. become familiar with laboratory tests applicable to this area;

e. review bone marrow pathology with the attending or hematologist;

f. have a general understanding of the roles of tumor suppression genes and oncogenes in the development of neoplasia; and

g. basic understanding of radiation therapy (1-2 days of the month).

Learning Methods

a. The student will take histories and perform physical examinations on patients.

b. S/He will also write progress notes, write orders under supervision, observe, and perform procedures (under supervision).

c. Patients will be selected to provide the student with a spectrum of clinical problems. Those disorders which are most common will be most emphasized. Multi-system clinical problems will be seen, and basic internal medicine aspects of cases, in addition to the subspecialty aspects, will be emphasized.

d. The student will attend tumor board and may present cases. S/He will also attend other teaching
conferences and resident rounds.

e. The student will receive an orientation to the "support services" offered to patients and families of patients and families of patients with terminal illness, and should come to deal with the ethical, legal, and medical aspects of death and dying.

f. The student will attend morning conferences Monday/Wednesday/Friday with faculty and residents.

**Evaluation**

Major evaluation will be an on-going evaluation by the faculty.

Grade: Pass/Fail

**Prerequisites**

Satisfactory completion of the third year curriculum

**Specific Contact Info:**

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8403  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/13/2019
Medical Hematology-Oncology

VA Medical Center, 4 weeks duration.

Lead time required to DROP/ADD elective - 2 months

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Full-block.

Course Director(s) & Faculty

Leonard Horwitz M.D., Staff Hem/Onc Physician Dayton VA
Geetika Kumar M.D., Associate Professor of Medicine WSU/BSOM, Section Chief Hem/Onc Dayton VA
Albert S. Malcolm, M.D., Staff Hem/Onc Physician Dayton VA, Chair of Cancer Committee DVAMC

Course Description

a. The student will see hematology/oncology consults with the hematology/oncology medical house officer assigned to the service. The student will be prepared to discuss with the medical house officer and the course directors the differential diagnosis and proposed further diagnostic or therapeutic plan.

b. The student will participate in weekly intra-departmental conferences. At the bi-weekly tumor board, the student will have an opportunity to present cases and/or didactic material as well.

c. The student will gain experience in interpretation of thin blood smears and bone marrow smears and application of these laboratory tests to clinical medical problems.

Course Content & Objectives

a. the anemias
b. hemoglobinopathies
c. leukemias, lymphomas
d. normal and abnormal coagulation
e. hematologic morphology
f. interpretation of laboratory tests
g. transfusion therapy
h. tumor cytokinetics
i. principles and practice of chemotherapy

Learning Methods

a. bedside learning as part of the patient care team on the hematology/oncology service and in the hematology clinic

b. preparation of weekly discussion for intra-departmental conference
c. selected references of current literature.

Evaluation

Pass/Fail - Based on course director's assessment of the performance at the bedside, in the laboratory, and in the conferences.

Prerequisites

Successful completion of Year III Clerkships

Specific Contact Info:

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8404

Last Dept. Review Date: 12/12/2018

Last Catalog Modification: 12/13/2019
**Clinical Nephrology**

**Time & Location**

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4 weeks at the Veterans Administration Medical Center. Contact Hours - 3-5 hours per day.

| Clinical Elective | Non-Surgical Elective | Capacity: Min 1 Max 1 Drop/Add Days: 90 |

**Course Director(s) & Faculty**

Dr. Jayson Yap, Course Director

**Course Description**

Knowledge and basic understanding of Nephrology with the emphasis on its clinical application. The student will be exposed to the management of multiple nephrologic disorders including acute and chronic renal failure, glomerulo-nephritides, renal stones, acid-base and electrolytes disorders, hypertension, urinary tract infections, and diabetic nephropathy. S/He will be exposed to the dialytic therapies including hemodialysis, hemofiltration and Chronic Ambulatory Peritoneal Dialysis. In the renal clinic and the hospital wards, the student will be expected to become well versed with the art of taking renal history, do urinalysis, read blood gases and interpret serum electrolytes. In addition, s/he will be exposed to the current research projects conducted in the Nephrology Section depending upon the time available, length of rotation and clinical workload.

**Course Content & Objectives**

The student will:

a. do urinalyses during the rotation with the attending.

b. read and interpret blood gases under supervision.

c. perform a proper nephrologic history and do a thorough physical examination.

d. correctly interpret serum electrolytes and other pertinent laboratory values and their diagnostic significance.

e. understand and be expected to conduct a proper workup of nephrologic disorders like hematuria and proteinuria.

f. be exposed to patients with acute renal failure. S/He will be expected to form a rational approach to the diagnosis and critical use of urinary indices and participate in the proper management of these patients.

g. be able to recognize the indications for initiation of dialysis, the difference and advantages/disadvantages of peritoneal dialysis versus hemodialysis, and be exposed to management of renal transplant patients.

h. be able to understand workup and management of patients with chronic renal failure.

i. be able to understand workup and management of patients with hypertension.

j. be exposed to diagnosis and management of a wide spectrum of nephrologic disorders including analgesic nephropathy, diabetic nephropathy, glomerulo- nephritis, and nephrotic syndrome in the
renal clinic.

k. be exposed to many other variations of renal problems seen in usual nephrology consult service in the hospital.

Learning Methods

a. Conferences between faculty and students.
b. Consults with written workup of patients.
c. Reading assignments.
d. Bed-side discussion of patients and diagnostic methodology.
e. Informal discussion with the attending covering core-curriculum in nephrology several times per week.
f. Exposure to Uroradiology (I.V.P., Ultrasound, CT scan of kidneys and observation of kidney biopsy).
g. Preparation and examination of urinary sediments.
h. Literature search on one topic of clinical significance during the rotation.
i. In addition, the student will be expected to participate in some of the many nephrology activities including monthly dialysis group meetings, nutritional assessment of dialysis patients and research meetings.

Evaluation

Participation during teaching rounds, feedback information and question and answer sessions, and quality of workup of clinical problems. Grade: Pass/Fail

Specific Contact Info:

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

This Course is identical to: MED 8405

MED 8475
**Clinical Nephrology**

**Time & Location**

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4 weeks; Miami Valley Hospital

Lead time required to DROP/ADD elective - 3 months

Clinical Elective  Non-Surgical Elective

**Capacity:** Min 1  Max 1  Drop/Add Days: 30

Full-block.

**Course Director(s) & Faculty**

Dr. Eduafo, Director
Dr. Natallia Maroz, Director, MVH South
Dr. Dhingra, Associate Director
Dr. Siva Ambalavanan
Erick Barnes, DO
Sampath Thiruveedi, MD

**Course Description**

Knowledge of Nephrology complemented by additional exposure to the general practice of Nephrology. This involves contact and observation of the Management of Chronic Renal Failure, Acute and Chronic Hemodialysis, Peritoneal Dialysis, and Transplantation. Also the student will be exposed to multiple renal problems in a variety of patients.

**Course Content & Objectives**

a. The student will be able to recognize the need and timing for initiation of chronic hemodialysis. S/He will observe the clinical problems of patients on chronic maintenance hemodialysis.

b. S/He will have exposure and understanding, through observing patients with acute renal failure, and the proper management of these patients.

c. There will be opportunity for exposure to renal transplantation.

d. Management refinements in patients with hypertension will be learned.

e. Exposure to other aspects of Internal Medicine as they occur in individual patients on the service.

**Learning Methods**

a. Dialogue between faculty and student

b. Demonstration of dialysis equipment

c. Reading assignments

d. Rounds in the hospital setting

e. Exposure to renal biopsy slides and urinalysis

f. Instruction of proper nephrology history-taking and examination.
Evaluation

a. Participation during teaching rounds and attending evaluation.

b. Grade: Pass/Fail

Prerequisites

Completion of Year III

Specific Contact Info:

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8406      Last Dept. Review Date: 12/12/2018      Last Catalog Modification: 12/13/2019
**Adult Infectious Diseases**

**MED 8407**

**Time & Location**

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4 weeks at Miami Valley Hospital or Dayton Veterans Affairs Medical Center.

**Lead time required to DROP/ADD elective - 2 months**

**Clinical Elective**  **Non-Surgical Elective**

**Capacity:** Min 1  Max 2  Drop/Add Days: 60

---

**Full-block.**

**Course Director(s) & Faculty**

- S. Burdette, M.D. MVH
- T. Herchline, M.D. MVH
- H. Polenakovik, M.D., VAMC
- R. Simon, M.D., MVH
- K. Booher, VAMC

**Course Description**

The student will participate as a member of the infectious disease team (attending, resident and student) at one of the institutions listed.

**Course Content & Objectives**

The goal of the elective is to familiarize the student with the most important syndromes in infectious diseases of adults, and to assist the student to develop a rational approach to the prevention, diagnosis, and treatment of infectious diseases. Clinical aspects of infectious diseases will be emphasized as will the rational use of antibiotics. The most relevant epidemiologic, pathophysiologic diagnostic, and therapeutic aspects will be reviewed. The student will learn to maximally utilize clinical microbiology laboratory resources.

**Learning Methods**

**Student:**

- a. Is expected to read from any appropriate resource for Infectious Disease.
- b. Will be responsible for the collection and generation of data based on consultation patients assigned to them.
- c. Will participate in daily teaching rounds with the assigned attending.
- d. Will participate in the Infectious Diseases Conferences.
- e. May attend a variety of clinics.
- f. Will present a topic during the final week of the elective.

**Evaluation**

The student will be evaluated at the end of the elective: Pass/Fail. The evaluation will be based on the student's performance during the month.

---

**Wright State University Boonshoft School of Medicine**

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Prerequisites
Successful completion of Year III

Specific Contact Info:
Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

This Course is identical to:  MED 8407  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 12/13/2019

MED 8477
Hospice Inpt Outpt Care

**Time & Location**

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2 weeks. The primary site is Dayton VA Medical Center, 4100. W. Third St, Dayton, OH 45428.

Lead time to DROP/ADD elective: 3 months

**Capacity:** Min 1 Max 1 Drop/Add Days: 90

**Course Description**

This course is designed to acquaint the student with all aspects of hospice and palliative care. Medical students will be involved in the management of patients in the inpatient unit. They will participate actively in interdisciplinary team management of patients and will experience the hospice holistic approach to care at end of life, including family issues, psychosocial and ethical concerns. They will have the opportunity to visit Hospice of Dayton during the rotation for 1-2 days. They will also follow patients with the Palliative Medicine Fellows in the outpatient clinic. A clinical work week schedule is typically 8-4:30, Monday-Friday.

**Course Objectives:**

a) Review the history, philosophy, and principles of hospice and palliative care, the interdisciplinary team approach to patient management, and the ethical issues involved in end-of-life care.
Students will keep a journal of their activities on the rotation. Students will record their observations of particular patients, the care given, and the outcome. They will be expected to record their impressions and evaluation of patients based on spiritual, psychosocial, and physical aspects of the patients clinical presentation. Students will be expected to include assessment of their own feelings and reactions to end-of-life care. The journal will be used as a tool in evaluating students' achievement on the rotation. The medical directors' observations of the students' performance, particularly with regard to meeting the course objectives, will be also used to evaluate the students.

They will be required to attend once weekly core conferences on palliative care topics and are expected to present a case based palliative care topic during this rotation.

Grading: Pass/Fail.

Course Content & Objectives

a) History, philosophy, and current status of hospice and palliative care in the United States and globally, Implications of hospice and palliative care services in an integrated medical system.
b) Recognizing end-stage disease and hospice eligibility
c) Appropriate use of palliative radiation and chemotherapy.
d) Management of hospice patients in Palliative Care Clinic, in extended care CLC unit, or admitted to the inpatient hospice unit.
e) Interdisciplinary team dynamics and the concept of hospice holistic care.
f) Psychosocial and spiritual aspects of end-of-life care.
g) Ethical and legal ramifications of palliative care.
h) Complex pain and symptom management at end-of-life, including the pharmacology of opioid and nonopioid analgesia.
i) Interpersonal skills for physicians to help them counsel, support, and companion patients at end of life
j) The role of the physician in end of life care

Evaluation

Students will keep a journal of their activities on the rotation. Students will record their observations of particular patients, the care given, and the outcome. They will be expected to record their impressions and evaluation of patients based on spiritual, psychosocial, and physical aspects of the patients clinical presentation. Students will be expected to include assessment of their own feelings and reactions to end-of-life care. The journal will be used as a tool in evaluating students’ achievement on the rotation. The medical directors’ observations of the students’ performance, particularly with regard to meeting the course objectives, will be also used to evaluate the students.

They will be required to attend once weekly core conferences on palliative care topics and are expected to present a case based palliative care topic during this rotation.

Grading: Pass/Fail.

Prerequisites

None

Specific Contact Info:
Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8408 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ?
**Rural Swaziland Experience**

**MED 8409**

**Time & Location**

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4-week blocks. The student will attend scheduled mobile outreach clinics with The Luke Commission in rural Swaziland. The student will rotate through the various departments at fixed health facilities in Swaziland as scheduled by TLC.

Drop/Add: 60 days

Clinical Elective | Non-Surgical Elective

**Capac:** Min 1 Max 4 Drop/Add Days: 60

**Full-block.**

**Course Director(s) & Faculty**

*Dr. Harry VanderWal, Jr. M.D., Chief Medical Officer*

Associate Faculty, Boonshoft School of Medicine, Wright State University

Executive Director, The Luke Commission

Internal Medicine/Pediatrics Residency, Wright State University School of Medicine (2006)

Current Board Certifications: Internal Medicine and Pediatrics

**Course Description**

In this course, the student will be exposed to the complex realities of health care provision in the developing world. The student will directly observe physicians in institutional and para-institutional settings in Swaziland, gaining insight into the management of a wide variety of patient presentations, from critically ill or injured to those with less acute problems.

Daily activities will vary based on each location, and will require flexibility on the part of the student. While participating with The Luke Commission comprehensive healthcare, mobile outreach clinics, the student will observe and assist with patient triage, diagnosis and treatment, minor surgical procedures, mobile laboratory procedures, mobile x-ray, as determined by the course director. At fixed health facilities, the student will complete daily rounds with physicians in departments determined by the student and approved by the course director. The student will also spend additional time in the Outpatient or Emergency Departments, or at the Manzini base of The Luke Commission

**Course Content & Objectives**

This elective will expose the student to the realities of health care in the developing world. The issues to which the student will be introduced include but are not limited to:

- **a. HIV/AIDS and TB pandemic in Swaziland**
  1. HIV/AIDS and TB pathologies and treatments
  2. Opportunistic Infections
  3. Social complexities concerning HIV/AIDS and TB and its treatment
- **b. Infectious disease**
- **c. Malnutrition**

[http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf](http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf)
d. Discrepancies in health care between urban and rural populations

The student will gain experience in a variety of skills and knowledge areas as a result of this elective course. This experience includes, but is not limited to:

a. Procedural skills
b. Interpersonal clinic skills

Learning Methods
A. Direct observation and participation in mobile comprehensive outreach activities with course director and TLC personnel.
B. Direct observation of patient care by staff physicians while completing rounds at fixed medical facilities in Swaziland.
C. Review of lab work and/or radiology studies with TLC personnel of The Luke Commission or hospital physicians.
D. Performance of triage (including the taking of vital signs and performance of rapid HIV testing) assisting in minor surgical procedures, phlebotomy, mobile laboratory and mobile x-ray procedures at rural medical outreach clinics with The Luke Commission.

Evaluation
A. Evaluation of the student
1. Observation of student’s engagement by Harry VanderWal, Jr., M.D., Executive Director of The Luke Commission.
2. Observation of the student’s engagement by staff physicians at other fixed medical facilities in Swaziland.
3. Completion of Preceptor Evaluation of Student Performance
4. Mandatory attendance per schedule as decided by course director.

B. Evaluation of the elective

The student will submit an appraisal of the elective and any suggestions to improve the course.

Prerequisites
Completion of M3 Clerkships and Completion of Health Care in Developing Countries elective in B1

Specific Contact Info:
Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

Swaziland Student Coordinators:
Rebekah Sartori, rebekah.sartori@lukecommission.org
Brian Schmelzenbach, brian.lukecommission.org
Missi Schmelzenback, mkschmelz@lukecommission.org

MED 8409  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: ?
**Sub-I Internal Medicine**

**MED 8441**

**Time & Location**

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4 weeks. Please refer to course description below for locations.

No days off granted for interviews.

Lead time required to DROP/ADD elective - 2 months.

**Clinical Elective**

**Non-Surgical Elective**

Capacity: Min 1 Max 4 Drop/Add Days: 60

**Full-block.**

**Course Director(s) & Faculty**

VAMC Ankur Gupta, MD, MBBS

MVH Luke McCoy, M.D.

KMC John Shrader, M.D.

SH: John Shrader, M.D.

**Course Description**

Counts as a Sub-Internship

The Advanced Doctoring student will be assigned to the Veterans Administration Medical Center, Miami Valley Hospital or Kettering Medical Center. An effort will be made to accommodate students who have a specific choice of a hospital, but priority will be given to a distribution that will provide the student with an optimal educational experience. The student will be assigned to a staff general internal medicine service team consisting of a faculty attending, R1 (intern), a senior resident, and usually two clerkship students. The sub-intern (Sub-I) will work as an integral part of the team in the modified capacity of an RI (intern) and will alternate patients with the R1.

Under direct supervision of the assistant resident, the Sub-I will perform the patient's initial complete history and physical examination, formulate a differential and working diagnosis, develop a plan of management including all aspects of patient evaluation, therapy, and care. The Sub-I will continue to provide daily care for assigned patients, assuming supervised responsibility for those patients' medical care.

The Sub-I should:

- Write the patient's orders with the supervision of the resident who will review and countersign the orders.
- Write daily progress notes and maintain an up-to-date problem list.
- Present all assigned patients to the faculty attending on rounds as well as at conferences to which the patient is to be presented.
- Perform appropriate diagnostic procedures in the presence of the resident or attending.
- Attend the Department of Medicine conferences, as required.
- Take call with the Senior Resident to who s/he is assigned.
- Personally conduct transitions of care including handoffs and discharge summaries.
**Course Content & Objectives**

On completion, the Sub-I will have:

a. Provided first line care to patients with a variety of diseases requiring hospitalization;
b. Further honed his/her skills in history taking and physical examination;
c. Increased his/her breadth and depth of knowledge in internal medicine and the pathophysiology of disease;
d. Developed his/her ability in differential diagnosis;
e. Learned to appropriately order cost-effective laboratory and diagnostic tests and how to interpret and use the results obtained;
f. Expanded knowledge of Systems Based Practice and improved capacity to deliver care in these models;
g. Improved his/her ability to interpret common x-rays, EKG's and other diagnostic tests;
h. Learned to write precise orders for the care and management of hospitalized patients; and
i. Developed a more effective method for continuing self education.

**Learning Methods**

a. First line care for assigned patients
b. Daily work rounds with the resident teams
c. Regular attending faculty rounds
d. Morning report
e. Department of Medicine conferences
f. Professor's Rounds
g. On call with his/her resident
h. In-depth reading (text and journal. on all assigned patients.

**Evaluation**

Based on H&P, orders, progress notes and case presentations. Evaluations will be by the attending and resident. Grade will be Pass/Fail.

**Prerequisites**

Successful completion of Doctoring Clerkships.

**Specific Contact Info:**

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

**MED 8441**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/21/2020
**Sub-I Critical Care**

**Time & Location**
- Miami Valley Hospital, 4 weeks duration.
- Lead time required to DROP/ADD elective - 2 months

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**Clinical Elective**
- Non-Surgical Elective

**Capacity:** Min 1 Max 1

Drop/Add Days: 60

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**Course Director(s) & Faculty**
- Alex Kobzik, M.D., FCCP, Course Director
- Randall Fulchiero, M.D., FCCP
- Bipen Sarodia, M.D., FCCP
- Mazen Dallal, M.D., FCCP
- Gnan Thakore, M.D., FCCP
- Thomas Donnelly, M.D., FCCP
- Steven Chambers, M.D., FCCP
- Dharmesh Gandhi, M.D., FCCP
- Pinto Sinha, M.D., FCCP

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**Course Description**
Counts as a Sub-Internship

The student will participate in the evaluation and care of patients in the Intensive Care Unit. Diagnostic categories included will be respiratory failure, acute renal failure, sepsis, shock, electrolyte disorders, and post-operative complications. Emphasis will be placed on mechanical ventilatory support, hemodynamic monitoring, nutritional support, fluid therapy, and medicolegal aspects of critical care medicine.

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**Course Content & Objectives**

The student will acquire knowledge relating to critical illness and the evaluation and treatment of multisystem failure. S/He will assist with and develop skills in intravenous and central venous catheter placement, arterial line insertion, pulmonary artery catheter insertion, and endotracheal intubation. Indications for and complications of these procedures will be discussed, with performance of the procedure when possible.

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**Learning Methods**

a. Work as a member of the critical care team. S/He will participate in initial evaluation of patients and will write daily progress notes and orders under the supervision of the attending physician and/or resident on the service.

b. Work rounds from 8:30-9:30 a.m., and teaching rounds from 9:30-11:30 a.m. There will be a lecture from 11:30 a.m.-12:30 p.m., 3 days per week, the remainder of the time being spent on procedures, evaluation of new patients, follow-up of current patients, or library reading. A reading list will be provided at the beginning of the rotation. Self-learning computer modules will also be available.

c. Option to present an informal seminar on a topic of his/her choice near the end of the rotation.

d. Attend all teaching activities and conferences in the Department of Medicine. The student will take at least 4 night calls with the resident on the service.
**Evaluation**

The student will be evaluated throughout the rotation by the attending physician. Assessment will be based on ability to collect historical and physical data, clarity of presentation, and development of skills and knowledge. A written, take-home examination will also be used to assess the student's performance. A Pass/Fail system will be utilized.

**Prerequisites**

Satisfactory completion of third year curriculum.

**Specific Contact Info:**

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu
## Sub-I Critical Care

**MED 8443**

### Time & Location

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Monday- Saturday, 4 weeks at the Veterans Administration Medical Center.

Lead time to DROP/ADD elective - 2 months

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<th>Clinical Elective</th>
<th>Non-Surgical Elective</th>
<th>Capacity: Min 1 Max 2</th>
<th>Drop/Add Days: 60</th>
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**Only Open to WSU Students**

### Course Director(s) & Faculty

- Sangeeta Srivastava, M.D., Director
- Timothy G. Janz, M.D.
- Perry Nystrom, M.D.
- Dr. Harriet Kayanja, M. D.

### Course Description

Counts as a Sub-Internship

The student will participate as an active member of the Critical Care Team assigned to the Medical Intensive Care unit (MICU) at the VA Medical Center. The student will function at a Sub-Intern level and assume direct care of the assigned patients under supervision of the Senior Resident and the MICU attending physician. The student will be exposed to and expected to learn the basic information about the pathophysiology, pharmacology and technology associated with the care of his/her patient and the critically ill in general. ICU teams consist of an Attending physician, two Senior Residents, ICU nurses and a clinical pharmacist. Expectations include daily rounds on assigned patients, case discussions with attending physician, and follow up on diagnostic test and writing daily notes. Students are encouraged to attend daily afternoon conferences and Resident forums on Tuesdays.

### Course Content & Objectives

a. The diagnosis and management of acute cardiac, respiratory, renal, fluid and electrolyte and nutritional problems.

b. Principles of arterial blood gas, acid-base data interpretation, their application to renal failure and mechanical ventilation.

c. Interpretive and technical aspects of hemodynamic monitoring.

d. Toxicology

### Recommended books for reference:


c. Additional educational material will be provided by the Attending Physician.
Learning Methods

a. Emphasis will be placed on participation in work and teaching rounds in the unit.
b. Patient care, including case presentations at the bedside, will be performed under supervision.
c. The student will be expected to attend x-ray rounds, read and discuss assigned topics and participate in min-conferences using both the medical literature and audio-visual modules.
d. There will be the opportunity to observe the work and skills of the Critical Care nursing staff.
e. The student will have the opportunity to attend and participate in Medical Service conferences.

Evaluation

Day-by-day clinical performance will be monitored by the Resident and Attending Staff. There will be an intake conference and exit evaluation with the Attending Physician. Grade: Pass/Fail.

Prerequisites

Internal Medicine Clerkship

Specific Contact Info:

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8443  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/14/2019
Only Open to WSU Students

**Intro Amb ID Refugee Immigrant**

**MED 8451**

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<th>Time &amp; Location</th>
<th>Capacity: Min 1  Max 2  Drop/Add Days: 30</th>
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<td>Clinical Elective  Non-Surgical Elective</td>
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Longitudinal rotation for two weeks credit (80 hours). Case conference and journal club via the Division of Infectious Diseases will be one hour each.

Locations: Five Rivers Health Center and Public Health Dayton & Montgomery County Tuberculosis Clinic

Maximum 2 students

Drop/Add: 30 days

**Course Director(s) & Faculty**

Thomas E. Herchline, M.D., Director

**Course Description**

This course will provide outpatient experiences in infectious disease with a focus on HIV, and refugee/immigrant health. Will attend clinics at FRHC and PHDMC, which focus on HIV and refugee/immigrant care. Also, will attend case conference and journal club for Division of Infectious Diseases. Faculty will also provide literature and discussion on global health and the health of refugee populations.

**Course Content & Objectives**

Specific behavioral objectives should be listed in terms of what the student will be able to do at the end of the elective, including cognitive knowledge, attitudes, and skills.

1. Identify common infections in refugee population of Montgomery county
2. Learn appropriate treatments for infections common in refugee population
3. Become more culturally competent and sensitive
4. Increase experience with communicating through translators
5. Identify problems and possible solutions for immigrant and refugee populations

**Learning Methods**

(a) See patients in clinics at FRHC and PHDMC with direct supervision from Faculty
(b) Develop differential diagnoses, treatment plans, and diagnostic plans for each patient
(c) Participate in the Division of Infectious Disease monthly case conference and journal club
(d) Read recent literature on global and refugee health, and discuss with Faculty

**Evaluation**

The preceptor will complete the appropriate WSU-BSOM fourth-year elective evaluation form. Grade is Pass/Fail.

**Prerequisites**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf

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Completion of Doctoring clerkships.

MED 8451  

Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 12/13/2019
Infectious Disease MtCarmel

**MED 8461**

**Time & Location**
- 4-week rotation, Mount Carmel Medical Center, Columbus, Ohio
- Lead time to DROP/ADD - 2 months

**Capacity:**
- Min 1
- Max 1
- Drop/Add Days: 60

**Clinical Elective**

**Non-Surgical Elective**

Full-block.

**Course Director(s) & Faculty**
- Mark Herbert, M.D.
- Ruth Mullowney-Agra, M.D.

**Course Description**
To learn skills in diagnosis and treatment of the patients with an infectious disease.

**Course Content & Objectives**
- Students will recognize and care for patients with a wide variety of infectious diseases. Management of infectious disease admissions and consults will be the cornerstone of the rotation. The student will gain skill in diagnosis procedures, interpretations of culture results, antibiotic usage, and antibiotic serum-level monitoring. In all cases, the student will actively participate in learning.

**Learning Methods**
- Texts and Department of Medicine conferences, daily teaching rounds.

**Evaluation**
- The student will be graded on his/her initiative, patient work-ups, presentations, knowledge and clinical judgement, and patient and professional relationships. Grade: Pass/Fail.

**Prerequisites**
- Completion of all major rotations or special permission. A house office must be assigned on service during the student's rotation.

**Specific Contact Info:**
- Rebecca Nance, Mt. Carmel Student Coordinator, rnance@mchs.com
Only Open to WSU Students

Sub-I GenMed Inpt MtCarmel

**MED 8462**

**Time & Location**

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4-week rotation, Mount Carmel Medical Center, Columbus, Ohio

Lead time to DROP/ADD - 2 months

- MUST COMPLETE SEPARATE APPLICATION WITH MT CARMEL. STUDENT ENROLLMENT MUST BE APPROVED BY MT. CARMEL.

**Clinical Elective**

Non-Surgical Elective

**Capacity:** Min 1 Max 1 Drop/Add Days: 60

**Full-block.**

**Course Director(s) & Faculty**

- John Weiss, M.D.
- Binay Eapen, M.D.

**Course Description**

Counts as a Sub-Internship

Students will experience a clinical inpatient rotation similar to that of a PG-1. They will be considered acting PG-1s and will have in-house night call similar to that of the PG-1s. They will have primary care responsibility, including initial evaluation, order writing, ongoing care, discharge planning, and communication with other primary care physicians and referring physicians. They will have active involvement with procedures deemed appropriate by the service house staff and attending. In all cases, students will actively participate in learning.

**Course Content & Objectives**

Students will function as a sub-intern on clinic general medicine service and will see a wide variety of general internal medicine patients.

**Learning Methods**

Washington Manual, Harrison's, Cecil's, and journals, as pertinent. Daily Department of Medicine conferences appropriate for this clinical rotation. Daily teaching rounds.

**Evaluation**

Grade determined by a departmental evaluation committee after review of evaluations and comments. Students evaluate course and attending physician using standard forms. Grade: Pass/Fail.

**Prerequisites**

Completion of all major rotations.

**Specific Contact Info:**

- Rebecca Nance, Mt. Carmel Student Coordinator, rnance@mchs.com
- Rebecca Nance, Mt. Carmel Student Coordinator, rnance@mchs.com

**MED 8462**

Last Dept. Review Date: 12/12/2018

Last Catalog Modification: 1/16/2020
Only Open to WSU Students

Sub-I IntMed ICU MtCarmel

MED 8463

Time & Location

4-week rotation, Mount Carmel Medical Center, Columbus, Ohio
Lead time to DROP/ADD - 2 months

MUST COMPLETE SEPARATE APPLICATION WITH MT CARMEL. STUDENT ENROLLMENT MUST BE APPROVED BY MT. CARMEL.

Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 1 Drop/Add Days: 60

Full-block.

Course Director(s) & Faculty
David Ralston, M.D.

Course Description
Counts as a Sub-Internship
To gain experience similar to that of a PG-1 in the care of critically ill medical inpatients

Course Content & Objectives

Students have primary responsibility for their patients, including initial evaluation, order writing, ongoing care, discharge planning, and communication with other physicians. They have in-house night call similar to that of a PG-1, and are actively involved with procedures as deemed appropriate by the house staff and attending. In all cases, students will actively participate in learning.

Learning Methods

Daily bedside teaching supplemented by a formal didactic program covering core topics in critical care. Didactic sessions include brief lectures followed by instructional quizzes. Reference/reading materials: major medicine texts. Students attend Department of Medicine conferences, and daily teaching rounds. A collection of preselected articles is the basis of the core reading requirement and is given to each student.

Evaluation

The grade is determined by a departmental evaluation committee after review of evaluations and comments. Grade: Pass/Fail.

Prerequisites

Completion of all major rotations or special permission.

Specific Contact Info:
Rebecca Nance, Mt. Carmel Student Coordinator, rnance@mchs.com

MED 8463 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/16/2020
Nephrology MtCarmel  

**Course Code:** MED 8464

**Time & Location**
- 4-week rotation, Mount Carmel Medical Center, Columbus, Ohio
- Lead time to DROP/ADD - 2 months

**Capacity:** Min 1  Max 1  Drop/Add Days: 60

**Course Description**
To learn skills in the diagnosis and treatment of patients with renal disease process.

**Course Content & Objectives**
The student will recognize and care for patients with a wide variety of renal disorders. Management of renal admissions and consults will be the cornerstone of the rotation. The student will gain skill in understanding renal physiology and complex acid base disturbances as well as comprehensive fluid and electrolyte balance. In all cases, students will actively participate in learning.

**Learning Methods**
- Texts, Department of Medicine conferences, daily teaching rounds.

**Evaluation**
The student will be graded on his/her initiative, patient work-ups, presentations, knowledge and clinical judgement, and patient and professional relationships. Grade: Pass/Fail.

**Prerequisites**
Completion of all major rotations or special permission. A house officer must be assigned on service during the student's rotation.

**Specific Contact Info:**
- Rebecca Nance, Mt. Carmel Student Coordinator, rnance@mchs.com

**Course Director(s) & Faculty**
- Raj Venkataraman, M.D.
- C. R Ramaswamy, M.D.
- Kevin O’Reilly M.D.
- Paul Kovach M.D.
- Dean Agra, M.D.

**Course Review Dates**
- Last Dept. Review Date: 12/12/2018
- Last Catalog Modification: 1/16/2020

**Enrollment Notes**
- MUST COMPLETE SEPARATE APPLICATION WITH MT CARMEL. STUDENT ENROLLMENT MUST BE APPROVED BY MT. CARMEL.
**Intro Clinical Nephrology**

**Time & Location**

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2 weeks at the Veterans Administration Medical Center. Contact Hours - 3-5 hours per day.

Lead time required to DROP/ADD elective - 1 month

**Capacity:** Min 1 Max 1 Drop/Add Days: 30

**Half-block.**

**Course Director(s) & Faculty**

Jayson Yap, MD

**Course Description**

**Course Content & Objectives**

The student will:

a. do urinalyses during the rotation with the attending.

b. read and interpret blood gases under supervision.

c. be expected to perform a proper nephrologic history and do a thorough physical examination.

d. be expected to correctly interpret serum electrolytes and other pertinent laboratory values and their diagnostic significance.

e. understand and be expected to conduct a proper workup of nephrologic disorders like hematuria and proteinuria.

f. be exposed to patients with acute renal failure. S/He will be expected to form a rational approach to the diagnosis and critical use of urinary indices and participate in the proper management of these patients.

g. be able to recognize the indications for initiation of dialysis. Student will understand the difference and advantages/disadvantages of peritoneal dialysis versus hemodialysis. The student will also be exposed to management of renal transplant patients.

h. be able to understand workup and management of patients with chronic renal failure.

i. be able to understand workup and management of patients with hypertension.

j. be exposed to diagnosis and management of a wide spectrum of nephrologic disorders including analgesic nephropathy, diabetic nephropathy, glomerulonephritis, and nephrotic syndrome in the renal clinic.

k. be exposed to many other variations of renal problems seen in usual nephrology consult service in the hospital.

**Learning Methods**

a. Conferences between faculty and students.

b. Consults with written workup of patients.

[Online Course Catalog](http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf)
c. Reading assignments.
d. Bed-side discussion of patients and diagnostic methodology.
e. Informal discussion with the attending on nephrologic topic covering core-curriculum in nephrology several times per week.
f. Exposure to Uroradiology (I.V.P., Ultrasound, CT scan of kidneys) and observation of kidney biopsy, whenever possible.
g. Preparation and examination of urinary sediments.
h. Literature search on one topic of clinical significance during the rotation.
i. In addition, the student will be expected to participate in some of the many nephrology activities including monthly dialysis group meetings, nutritional assessment of dialysis patients and research meetings.

**Evaluation**

a. Participation during teaching rounds.
b. Feedback information and question and answer sessions.
c. Quality of workup of clinical problems.
d. Grade: Pass/Fail

**Specific Contact Info:**

Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

**This Course is identical to:** MED 8475

MED 8405

Last Dept. Review Date: 12/12/2018

Last Catalog Modification: 11/14/2019
 Intro Adult Inf Diseases

**Time & Location**

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2 weeks; MVH, Private office practice

**Clinical Elective**

**Non-Surgical Elective**

**Capacity:** Min 1 Max 1 Drop/Add Days: 60

**Course Director(s) & Faculty**

J. Czachor, M.D. Director, MVH
S. Burdette, M.D. MVH
T. Herchline, M.D. MVH
R. Simon, M.D., MVH

**Course Description**

The student will participate as a member of the infectious disease team (attending, fellow, resident and student) at the institutions listed.

**Course Content & Objectives**

The goal of the elective is to familiarize the student with the most important syndromes in infectious diseases of adults, and to assist the student in developing a rational approach to the prevention, diagnosis and treatment of infectious diseases. Clinical aspects of infectious diseases will be emphasized as will the rational use of antibiotics. The most relevant epidemiologic, pathophysiologic diagnostic, and therapeutic aspects will be reviewed. The student will learn to maximally utilize clinical microbiology laboratory resources.

**Learning Methods**

The student:

a) is expected to read from any appropriate resource for Infectious Diseases.
b) will be responsible for the collection and generation of data based on consultation patients assigned to them
c) a core series of articles will be given to the student at the beginning of the rotation.
d) will participate in daily teaching rounds with assigned attending
e) will participate in the Infectious Diseases Conferences during the usual course of the selective
f) may attend a variety of clinics
g) will present on an infectious diseases topic of their choice at the end of their elective

**Evaluation**

The student will be evaluated at the end of the elective: Pass/Fail. The evaluation will be based on the student’s performance.
Prerequisites
Successful completion of Year III.

Specific Contact Info:
Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

This Course is identical to:  MED 8477  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/14/2019

MED 8407
Only Open to WSU Students

Acad Med - Internal Medicine  
MED 8499

**Time & Location**

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REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process - will be manually added to schedule by Student Affairs.

**Non-Clinical Elective**  
**Non-Surgical Elective**  
**Capacity:** Min 1  Max 3  Drop/Add Days: 30

**Full-block.**

**Course Director(s) & Faculty**

Dr. Irina Overman, M.D. Course Director

**Course Description**

Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

**Course Content & Objectives**

Participants in this elective will be able to:

1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:

1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules
8. Provide direct observational teaching and feedback on clinical clerkships

Depending on the nature of the individualized elective plan, a final product (i.e., on-line tutorial) may also be required.

Learning Methods

Reading assignments
Formal and Informal discussion
Objective Standardized Teaching Experiences (OSTEs)
Participation as an educator, who both gives feedback, as well as receives feedback

Evaluation

Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

Grading is Pass/Fail

Prerequisites

Completion of M3 Clerkships

Specific Contact Info:

Dr. Irina Overman, irina.vasiliu@wright.edu
Melissa McCartan, BSOM Student Coordinator, mccartan.9@wright.edu

MED 8499 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ?
Only Open to WSU Students

Sleep Disorders

NRL 8401

**Time & Location**

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2 weeks at Kettering Medical Center.

Lead time required to DROP/ADD elective - 1 month

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**Half-block.**

**Course Director(s) & Faculty**

Dr. Sarah Hussain

Dr. Kevin Carter

**Course Description**

The student will be exposed to the diagnosis, evaluation and treatment of common sleep disorders including insomnia, sleep apnea, narcolepsy, etc.

**Course Content & Objectives**

a. Observe and assist in the evaluation of sleep disorders.

b. Be familiar with the criteria of common sleep disorders.

c. Observe a polysomnographic study.

d. Understand medical and psycho-social complications of sleep disorders and hypnotic drugs.

e. Be familiar with treatment including hypnotic drug use and abuse.

**Learning Methods**

a. Supervision by staff and sleep technologists

b. Observation of patient interview and work-ups

c. Reading assignment.

**Evaluation**

Student will be evaluated and provided feedback on an ongoing basis. Grade will be Pass/Fail.

**Prerequisites**

Completion of Year III.

**Specific Contact Info:**

Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

**NRL 8401** Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 2/12/2020
Intro Neurointerventional Surg

**Time & Location**

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2-week rotation, Miami Valley Hospital Angiography Suite and Private Neurointerventional Specialist office located at 30 E. Apple St, Suite 6257.

**Course Director(s) & Faculty**

- Bryan Ludwig, M.D., Co-Director
- John B. Terry, M.D., Co-Director
- Esteban Cheng-Ching, M.D., Co-Director

**Course Description**

The student will be introduced to the practice of Neurointerventional Surgery that uses minimally invasive procedures to treat cerebrovascular disease. Emphasis will be placed on allowing the student hands-on experience in the angiography suite, clinical exposure to the pre- and post-operative care in the Neurocritical Care Unit, and outpatient consultation in our Neurointerventional Specialty clinic.

This elective does not count as surgical credit.

**Course Content & Objectives**

The student finishing this course will be able to discuss or perform the following:

a) Neurological emergencies – cause and management
b) Stroke care – both acute and post stroke Neurocritical Care
c) Neurological considerations in the treatment of medical patients
d) Neurointerventional treatment modalities and theory
e) Neurological evaluation of a patient
f) Interpretation of common Neurological imaging: CT and MRI
g) Appropriate referral patterns to the Neurointerventional Surgery professional

**Learning Methods**

a) Lectures and conferences
b) Hands-on experience assisting in the Angiography suite
c) In-patient rounds
d) Out-patient clinic
e) Selected review of literature

**Evaluation**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
a) Observation of the student in the clinical setting
b) Documenting a history and physical on a clinical patient with a brief oral presentation related to
natural history of the patient’s diagnosis
c) Grade: Pass/Fail
d) Completion of a brief presentation on a topic specific to Neurointerventional Surgery. If presentation
is not completed, failing grade would be considered unless acceptable explanation could be provided.

Prerequisites
Completion of the 3rd year. Completion of Neurology Clerkship is suggested but not required.

Specific Contact Info:
Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

NRL 8402  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/14/2019
**Intro Vascular CC Neurology**

**NRL 8403**

**Time & Location**

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2-week rotation, Miami Valley Hospital. Minimal contact time will be 40 hours per week. Office located at 30 E. Apple St., Suite 6257

**Clinical Elective**

**Non-Surgical Elective**

**Capacity:** Min 1 Max 2 Drop/Add Days: 30

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**Course Director(s) & Faculty**

John B. Terry, M.D., Director
Ahmed Fathy, M.D.
Gnan Thakore, M.D.
Kiranjit Poudel, M.D.
M. Sohel Ahmed, M.D.
Nivedita Mankotia, M.D.

---

**Course Description**

The student will be introduced to the practice of vascular and critical care neurology. This patient population includes neurologic, neurosurgical and neurointerventional patients that require critical care support. The student will observe important pathophysiologic processes including cerebral blood flow alterations, intracranial pressure dynamics, cerebrospinal fluid circulation disturbances, seizure activity, hemodynamic and ventilatory abnormalities, and the therapeutic approaches to these problems will be reviewed. The student will have a wide exposure to patients both in the ICU and step down units with opportunities to observe and participate in critical care procedures will be available.

---

**Course Content & Objectives**

The student finishing this course will be able to discuss or perform the following:

a) Neurological emergencies - cause and management
b) Stroke care – both acute and post stroke Neurocritical Care.
c) Neurological considerations in the treatment of medical patients
d) Cause of increased intracranial pressure and treatment strategies.
e) Neurological evaluation of a patient
g) Interpretation of common Neurological imaging: CT and MRI
h) Appropriate referral patterns to the Neurointensivist.

---

**Learning Methods**

a) Lectures and conferences
b) Hands-on experience assisting in the Neurocritical Care Unit and step down unit.
c) In-patient rounds
d) Selected review of literature
Evaluation
   a) Observation of the student in the clinical setting
   b) Documenting a history and physical on a clinical patient with a brief oral presentation related to natural history of the patient’s diagnosis.
   c) Grade: Pass/Fail

Prerequisites
   Completion of the 3rd year. Completion of Neurology Clerkship is suggested but not required.

Specific Contact Info:
   Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

NRL 8403  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/14/2019
Course Director(s) & Faculty

Gogi Kumar, M.D., Director
Faculty:
Daniel Lacey, M.D.
Gogi Kumar, M.D.
Pyar Noorani, M.D.
Shilpi Kumar, M.D.
Mahesh Chikkannaiah, M.D.
Debbie Sturm (Senior EEG technologist)

Course Description

The student will be introduced to the practice of Child Neurology with special focus on epilepsy. The student will spend time in the Child Neurology Outpatient Clinic, the Inpatient Child Neurology Service, the EEG lab and, optionally, Neuroradiology. The student would be introduced to common Pediatric Neurology conditions like epilepsy, headache as well as less common conditions. Time will also be spent observing the recording and the interpretation of EEGs both routine and in the EMU. Some time could also be spent on Neuroradiology.

Course Content & Objectives

The student finishing this course will be able to discuss or perform the following:

a) Epilepsy: Etiologies and approach to management,
b) EEG: Indications, types and basic interpretation
c) Headache: Etiologies and approach to management.
d) Neurological examination of children
e) Introductory knowledge of other neurological conditions
g) Basic interpretation of common neurological imaging: CT and MRI
h) Basic knowledge of neurological emergencies in children

Learning Methods

a) Outpatient exposure to common conditions in neurology
b) EEG lab, observation and interpretation
c) Inpatient rounds
d) Didactic lectures
e) Selected review of literature

**Evaluation**

a) Observation of the student in the clinical setting
b) Documentation of the history and physical exam on a patient with a brief oral presentation related to natural history of the patient’s diagnosis.
c) A report of the experience
d) Grade: pass/Fail

**Prerequisites**

Completion of the 3rd year. Completion of Neurology Clerkship is suggested but not required.

**Specific Contact Info:**

Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

**NRL 8404**  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 2/11/2020
**Intro to Neurosurgery**

**NRL 8405**

**Time & Location**

- 2 week elective at Miami Valley Hospital and/or Miami Valley South
- Maximum 2 students per block

**Drop/Add Days: 30 days**

**Capacity:** Min 1 Max 2

**Course Description**

The goals of this experience are to work as a team, develop clinical skills, patient management strategies, in-depth understanding of patients assigned, basic operative skills and be able to articulate differential diagnosis and treatment options. This elective is designed to give the student maximum opportunity to see inpatients and outpatients with neurosurgical problems and to have a correlation with neuroanatomy, neurophysiology and neuropathology. A major portion of the time will be patient care oriented with specific subject-oriented assignments in the basic neurological sciences. Students are expected to round, participate in operative cases, follow their operative patients, evaluate patients in clinic and present a case at Wednesday conference. Students are strictly limited to PGY-1 Duty Hours.

**Course Content & Objectives**

**Medical Knowledge:** Know about common neurosurgery conditions and their basic management; including epidural and subdural hematomas, neurological trauma, management of stroke and aneurysmal subarachnoid hemorrhage, evaluation of tumors, back and neck pain, movement disorders, epilepsy and hydrocephalus among others.

**Patient Care:** Gather the important information that is needed for the Neurosurgery history and complete a history for the patients they follow. Complete pertinent physical examinations for the evaluation of back pain, neck pain, subarachnoid hemorrhage, tumor, trauma, and altered mental status (or coma), among other conditions in the inpatient and outpatient setting. The student should demonstrate the ability to perform pertinent physical examinations while being observed by at least one attending.

**Professionalism:** Demonstrate professional responsibility in working as a team member with other members of the Neurosurgery care team, patients and families.

**Interpersonal Communication:** Demonstrate ability in interacting with clinical and support staff in an effective manner.

**Practice-based Learning:** Identify personal areas of self improvement and develop skills for lifelong learning.
System-based practice: Understand how neurosurgical care is delivered in the context of the healthcare system; including the interface with physical therapists, social workers, care coordinators and other medical/surgical services.

Career/context: Know the training/career pathway for neurosurgery attending.

**Learning Methods**

1. Outpatient clinic
2. Inpatient rounds
3. Experience assisting and observing in the neurosurgical suite
4. Wednesday morning conference, Spine conference, Tumor board, Epilepsy conference
5. Selected review of literature

**Evaluation**

1. Observation of the student in the clinical setting (inpatient and outpatient)
2. Documenting pertinent physical examinations
3. Presentation of a topic of interest on Wednesday Conference
4. Pre- and Post-Rotation oral evaluation of common neurosurgical conditions

**Prerequisites**

Successful completion of surgery clerkship
Students who have completed at least two weeks of Neurology clerkship will be strongly considered.

**Specific Contact Info:**

Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

NRL 8405  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/10/2020

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Sub-I Neurology

Time & Location

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- 4 week elective at Miami Valley Hospital; max 1 student
- Standard schedule: M-F 7:00 a.m.-5:00 p.m. and 4-6 call days with 4 weekend days per rotation.
- Drop/Add: 90 days

Course Description

Counts as a Sub-Internship

The MS4 student Sub-Intern will be assigned to the Inpatient General Neurology Admitting Service at Miami Valley Hospital. The team will typically consist of an Attending physician, Senior (R3 or 4) resident, junior resident (R2 or R1) and 1-2 medical students. The Sub-Intern will function in a modified capacity similar to that of a junior neurology resident. They will take calls with their senior resident when the resident is on call. Call work hours will not exceed the 24+4 resident work hour limitation.

The activities of the Sub-Intern will be directly supervised by the senior resident and attending physician. The Sub-Intern will participate in all aspects of their patient’s evaluation and care including the performance or completion of:

1. History and physical examination, neurologic localization, formulation of differential diagnosis and treatment plan on all newly admitted patients under their care.
2. Patient orders under supervision of the senior resident to review and countersign.
3. Daily progress notes with an up-to-date assessment and plan for all patients under their care.
4. Performance of appropriate diagnostic procedures under the supervision of their resident or attending.
5. Patient presentations on attending rounds and during conferences as indicated for patients under their care.
6. Attendance at all Department of Neurology conferences, including morning report, Noon Conferences, Clinical Neuroscience Case conference, and Grand Rounds.
7. Participation in overnight and weekend call with their Senior Resident.

Course Content & Objectives

Upon completion of this Sub-internship the student will be able to:

1. Obtain a complete and appropriate history from patient’s presenting with common, acute neurologic complaints in the inpatient setting.
2. Perform and accurately interpret a general neurologic exam, including the neurologic exam in a patient with altered mental status.
3. Perform basic neurologic localization based upon patient history and physical examination in order to formulate an adequate and appropriate differential diagnosis for patient’s presenting with common, acute neurologic diseases.

4. Formulate an appropriate patient evaluation based on the differential diagnosis when common neurologic diseases are being considered.

5. Develop an initial plan of care based upon #1-4.

6. Gain fluency in the presentation of inpatient neurology patients during team work rounds and teaching rounds with improved attention to key historical, physical examination and laboratory findings.

7. Interpret common inpatient findings in basic diagnostic tests in Neurology including: LP, Head CT, Brain and Spine MRI, EEG and EMG/NCS.

8. Effectively utilize the medical literature in order to guide evidence-based evaluation and treatment.

9. Effectively chart progress notes, histories and physicals and patient orders for cosigning within the electronic medical record.

**Learning Methods**

1. Patient Care in the context of overnight call, daily work rounds and attending rounds. Students will learn to manage/navigate the common medical and psychosocial challenges inherent in the care of neurological patients with new and/or chronic neurological disabilities and disease. Students will learn to do so in the context of the multidisciplinary healthcare team caring for the patient.

2. Daily House Staff Work Rounds: Students will present patients, discuss management and participate in patient care decisions

3. Daily Attending Teaching rounds: Students will present patients, discuss management and present literature reviews or articles as appropriate to their patients.

4. Resident teaching conferences: Daily noon didactic conferences led by faculty and residents.

5. Case conference: Fridays, case-based teaching conference presented by residents or students to faculty residents or students. The sub-intern will likely be asked to present at this conference.

6. Clinical Neuroscience Case conference: every Wednesday at 7am


**Evaluation**

1. Attending Physicians and Residents will evaluate the student via observation in the clinical setting with special attention to the course objectives listed above. The attending physician will complete the BSOM Year 4 elective evaluation.

2. Grade: Pass/Fail

**Prerequisites**

Successful completion of all 3rd year core clerkships

**Specific Contact Info:**

Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

**NRL 8441**  Last Dept. Review Date: 12/12/2018      Last Catalog Modification: 2/11/2020
Only Open to WSU Students

Acad Med - Neurology

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Non-Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 2  Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty
Dr. Cassandra Milling

Course Description
Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives
Participants in this elective will be able to:
1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:
1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
8. Provide direct observational teaching and feedback on clinical clerkships

Depending on the nature of the individualized elective plan, a final product (i.e., on-line tutorial) may also be required.

**Learning Methods**

- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

**Evaluation**

Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

Grading is Pass/Fail

**Prerequisites**

- Completion of M3 Clerkships

**Specific Contact Info:**

Dr. Cassandra Milling, cassandra.milling@wright.edu
Melissa McCartan, Student Coordinator, mccartan.9@wright.edu

NRL 8499  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: ?
Orthopaedic Surgery

ORS 8401

Time & Location

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4 week duration at Wright State Orthopaedic Surgery Department at Miami Valley Hospital, Miami Valley Hospital South, Physician’s offices and satellite locations.

Lead time required to DROP/ADD elective: 1 month. The student must have an influenza vaccination prior to the start of the rotation. Students will be on call 2 nights a week.

Ortho interested students in block 1, 2, and 4-8

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

Clinical Elective | Surgical Elective | Capacity: Min 1 Max 4 Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty

Anil Krishnamurthy, MD, Director of Medical Education

Faculty - Dr. Michael Prayson, Dr. Matthew Lawless, Dr. Lehner, Dr. Indresh Venkatarayappa, Dr. Mark Kayanja, Dr. Brandon Home, Dr. Jennifer Jerele, Dr. Michael Herbenick, Dr. Joseph Rubino, and Residents

Course Description

This course is designed for the student who has an interest in pursuing a residency or career in orthopaedic surgery.

To give the student a broad and interactive hands-on experience with orthopaedic surgery. The student will work directly under the attendings and department residents. The majority of the clinical experience will be in general orthopaedics, hip/knee, shoulder/elbow, foot/ankle and orthopaedic sports medicine. Faculty will directly supervise the student in clinics, office hours and operating room. The student will attend resident meetings and pursue outside reading in addition to performing daily requirements while on service. Time will be available to interact with orthopaedic faculty and residents to provide a broad orthopaedic experience.

Course Content & Objectives

a. Student will learn to diagnose and treat common orthopaedic injuries including both nonoperative and operative management.

b. Understand preoperative, perioperative and postoperative care of the orthopaedic patient.

c. Establish basic surgical skills required for the orthopaedic surgeon.

d. Learn manipulative techniques for the treatment of common orthopaedic fractures and dislocations.

Learning Methods

a. Specialty clinic and office activities

b. Attend weekly orthopaedic conferences

c. Assigned readings in clinical text

d. Review terminology sheet

e. Attend surgical cases with attendings

f. Take call with residents

g. Round with residents and attendings

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSO_M_Courses.pdf

**SUGGESTED READING:** Rockwood & Green’s Fractures in Adults by Rockwood & Green; Surgical Exposures in Orthopaedics: The Anatomic Approach by Stanley Hoppenfeld. Available in the MVH library.

Physical Examination of the Spine & Extremities by Stanley Hoppenfeld. Available in the MVH library. Department copy can be signed out with Student Coordinator but not taken out of the department.

**Evaluation**

The student will be graded on Pass/Fail. The importance of daily participation and advancement in learning knowledge and progress is weighed heavily. The student will be tested at both the beginning and end of the rotation to assess knowledge required. This will be incorporated in the overall evaluation.

**LORs**

If you are interested in getting a letter of recommendation from our clinical faculty, please give the student coordinator a complete signed cover sheet along with your CV and personal statement within the FIRST WEEK of your rotation. As a courtesy, please ask the doctor for the letter as soon as possible. Many programs want completed applications along with LORs early. Note that some programs require ALL of your supporting documentation to be submitted by October 1st.

**Prerequisites**

Successful completion of Year III.

**GENERAL INFORMATION:**

- Students are expected to dress professional at all times. No open-toed shoes or jeans are permitted.
- Except for earrings for females, visible body piercing including but not limited to the tongue is not permitted and must be removed when at work.
- Students rotating at Miami Valley Hospital may make rounds with the Orthopaedic resident as well as daily rounds with a preceptor at a time selected by the preceptor.
- Students should contact the Orthopaedic Resident Trauma Chief to fill any down time in their schedules. The Student Coordinator will give you the chief’s name and cell number at the beginning of the rotation.
- Students will attend morning resident conferences unless in surgery with their preceptor.
- Students will proactively work with residents to take call.
- Students will take the initiative to go over the terminology sheet with a preceptor if they have any questions.
- No eating or drinking is allowed in the clinic area.
- No surfing the internet is allowed in the physician’s dictation area.
- Cell phone use will only be allowed after your daily rotation ends or during your lunch and only outside of the department.
- Do not throw coats or backpacks on chairs or counter tops in the clinic area. Students are to use the coat closet next to the break room for this purpose.
- Do not page someone and leave the area. This is very distracting for others trying to work.

**Specific Contact Info:**

Cindy.Dempsey@wright.edu

ORS 8401  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/14/2019

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Trauma Autopsy Pathology

Only Open to WSU Students

PTH 8401

Time & Location

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2 week elective

Lead time required to DROP/ADD elective: 30 days

Maximum 1 student per block offered

Location: Montgomery County Coroner’s Office, 361 West Third Street, Dayton, Ohio

Schedule: Monday-Friday

Clinical Elective

Non-Surgical Elective

Capacity: Min 1 Max 1 Drop/Add Days: 30

Half-block.

Course Director(s) & Faculty

Mary E. Goolsby, MD, Forensic Pathologist, Montgomery County Coroner’s Office

Course Description

The student will observe a wide variety of up to 100 autopsies per month, including pediatric to geriatric, trauma of all types, and an interesting variety of natural disease.

Course Content & Objectives

The student will be able to:

1. Correlate morphologic findings at autopsy with clinical signs/symptoms and abnormal x-ray and clinical laboratory findings.
2. Observe a wide variety of multiple autopsies daily under the supervision and guidance of staff pathologists.
3. Identify common patterns of injury and disease.
4. Discuss autopsy cases in an organized and meaningful fashion.

Learning Methods

1. Detailed study of available information from clinical records and scene investigation with pathologists.
2. Discuss interrelationships of the clinical and autopsy findings.
3. Attendance at staff conference.
4. Self-study of selected materials.

Evaluation

1. Examination and evaluation of traumatic injury and injury patterns.
2. Understanding of toxicology of common medications, street drugs, and toxic substances.
3. Recognition of common diseases from examination of gross organs.
4. Correlation of autopsy, with clinical signs/symptoms, radiologic and lab findings.
5. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.
6. Summative Assessment: Pass/Fail

Prerequisites

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Completion of Foundations Phase and Doctoring Clerkships.

Specific Contact Info:
Ife Shafeek, student coordinator, som_pathology@wright.edu

PTH 8401  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/17/2020
TITLE: Clinical Laboratory Medicine Diagnostic Genetics

Schedule: Monday-Friday

Half-block.

Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 1  Drop/Add Days: 30

Course Director(s) & Faculty

J. Todd Boyd, D.O., Staff Pathologist and Associate Director, Dayton Children’s Hospital, elective director

Course Description

1. Observation and participation in laboratory test procedures, including hematology, chemistry, blood blank, microbiology, cytogenetics, and molecular genetics.
2. Participate in microscopic interpretation of specimens for diagnostic purposes.
3. Reading of assigned textbooks, laboratory manuals, and primary literature as assigned by Dr. Boyd.
4. Review of selected patients’ medical records for clinical-pathological correlation and presentation at a case conference to medical students and BSOM family.
5. Daily one-on-one discussions with Dr. Boyd, approximately 45-90 minutes.

Course Content & Objectives

At the conclusion of the elective, the student will be able to:
1. Describe the underlying principles and methodology of laboratory tests.
2. Recognize pre-analytic, analytic, and post-analytic sources of error in lab tests.
3. Apply the concepts of reference range, sensitivity, specificity, and predictive value of positive and negative results to clinical application of lab test results.
4. Identify and apply principles of cost-effective ordering and sequencing of lab tests.
5. Recognize how observation and reasoning influence the microscopic interpretation of laboratory specimens.
6. Integrate knowledge obtained by reading of assignments with clinical lab hands-on experience in order to develop a rational approach to using the clinical laboratory for diagnosis and management of patients.

Learning Methods

To be explained on site.

Evaluation

1. Dr. Boyd’s assessment and feedback for cases presented at conference.
2. Dr. Boyd’s observations, as reflected by his completion of BSOM competency-based assessment for advanced doctoring electives.
3. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.
4. **Summative Assessment:** Pass/Fail

**Prerequisites**
- Completion of Foundations Phase and Doctoring Clerkships.

**Specific Contact Info:**
- Ife Shafeek, student coordinator, som_pathology@wright.edu

**PTH 8402**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/17/2020
**Title:** Ultrasound Guided Fine Needle Aspiration Cytology

**Half-block.**

**Time & Location**

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**Schedule:** Monday-Friday

**Clinical Elective**

**Non-Surgical Elective**

**Capacity:** Min 1  Max 1  Drop/Add Days: 30

**Course Director(s) & Faculty**

Benjamin McCalip, M.D., Clinical Assistant Professor of Pathology, elective director

**Course Description**

1. See patients with Dr. McCalip, 1-4 hours/day.
2. Microscopic study of current and archival cases of FNA cytology.
3. Participate in preparation and processing of FNA specimens.
4. Study textbooks, atlases and current literature as directed by Dr. McCalip, with one-on-one discussions about clinical applications.
5. Work up selected cases for case conference to be presented to BSOM faculty and students.

**Course Content & Objectives**

At the conclusion of the elective, the student will be able to:

1. Identify benefits and risks of FNA procedures.
2. Describe the clinical indications for FNA.
3. Prepare aspirates for diagnostic evaluation.
4. Recognize diagnostic reasoning involved in cytologic diagnosis by microscopic criteria.
5. Interpret FNA diagnostic reports appropriately for clinical decision-making, including appropriate management and follow-up.
6. Understand current terminology and diagnostic classification schemes for FNA of thyroid.
7. Utilize assigned readings and search of primary literature to develop knowledge about the utility and limitations of fine needle aspiration cytology for diagnosis of thyroid and head/neck disease.

**Learning Methods**

To be explained on site.

**Evaluation**

1. Dr. McCalip’s observations, as reflected by his completion of BSOM competency-based assessment for advanced doctoring electives.
2. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.
3. Summative Assessment: Pass/Fail

**Prerequisites**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Completion of Foundations Phase and Doctoring Clerkships.

Specific Contact Info:
Ife Shafeek, student coordinator, som_pathology@wright.edu

PTH 8403  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/17/2020
### Title: Laboratory Diagnosis of Infectious Diseases

#### Time & Location

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**Location:** Boonshoft SOM Dept. of Pathology, White Hall, Room 140, Dayton, Ohio

**Schedule:** Monday-Friday

**Capacity:** Min 1 Max 1 Drop/Add Days: 30

### Course Description

Student instruction during this elective includes the following:

1. Work with medical technologists in the microbiology lab (2-3 hours/day).
2. Make and interpret gram stains.
3. Do clinical chart review in selected patients with unusual or life-threatening infectious diseases, correlating clinical findings with laboratory diagnoses. These cases will be discussed with Dr. Miller 2-3 times/week.
4. Investigate primary literature relevant to clinical cases.
5. Study Dr. Buxton’s collection of slides showing the histopathology of infectious diseases to generate differential diagnoses.
6. Meet with Dr. Buxton 2-3 times/week to review slides and understand diagnostic features of organisms in tissue.
7. Study literature assignments as selected by Drs. Miller and Buxton.

### Course Content & Objectives

At the conclusion of the elective, the student will be able to:

1. Advise clinicians about optimal procurement and transport of clinical specimens to the microbiology laboratory for diagnostic purposes.
2. Make and interpret gram stains of clinical specimens.
3. Describe the process and procedures involved in the laboratory diagnosis of infectious disease.
4. Interpret microbiology laboratory reports appropriately in the setting of clinical decision-making.
5. Interpret antibiotic sensitivity reports appropriately for clinical decision-making.
6. Recognize diagnostic features of infectious agents in tissue or cytologic specimens and interpret anatomic pathology reports appropriately for clinical decision-making.

### Learning Methods

1. Perform and observe laboratory procedures
2. Clinical chart review with laboratory correlations
3. Study of assigned literature
4. Study archival cases of infectious disease in Dr. Buxton’s files
5. Conferences with faculty
6. Identification of primary literature relevant to cases

Evaluation
1. Dr. Miller’s observations, as reflected by his completion of BSOM competency-based assessment for advanced doctoring electives.
2. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.
3. Summative Assessment: Pass/Fail

Prerequisites
Completion of Foundations Phase and Doctoring Clerkships.

Specific Contact Info:
Ife Shafeek, student coordinator, som_pathology@wright.edu

PTH 8404    Last Dept. Review Date: 12/12/2018    Last Catalog Modification: 1/17/2020
Half-block.

Course Director(s) & Faculty
Paul G. Koles, M.D., Chair, BSOM Pathology, elective director

Course Description
This elective is intended for students considering or committed to residency training in general surgery or a surgical specialty.

In consultation with the elective director, an individualized curriculum will be designed to develop knowledge and skills most relevant to his/her anticipated specialty. However, all students will do the activities listed below:

1. Introduction to surgical pathology: Ackerman’s surgical pathology, chs. 1-2.
3. Daily readings from:
   a. Sternberg’s Diagnostic Surgical Pathology, 5th ed., 2010
   b. Primary literature
4. Study of H&E slides of normal tissues (glass and virtual microscopy)
5. Study of atlases of histopathology (Damjanov and online)
6. Study of H&E slides of abnormal tissues (glass and virtual microscopy)
7. Discussion of questions, self-generated, and preceptor-generated

Course Content & Objectives
At the conclusion of the elective, the student will be able to:

1. Recognize and identify normal histologic features in selected organs.
2. Describe pathologic and clinical features of common non-neoplastic lesions in selected organs.
3. Recognize histopathologic features and describe clinical presentations of common neoplasms in selected organs.
4. Do focused literature searches to answer specific questions that arise from self-study and discussions with preceptor.
5. Appreciate the collaborative relationship between surgeon and pathologist that promotes excellent patient care.

Learning Methods
1. Independent reading, self-directed and preceptor-directed

Wright State University Boonshoft School of Medicine
2. Independent study of histology and histopathology
3. Interaction with preceptor, based on (1) and (2)

**Evaluation**
1. Dr. Koles’ observations, as reflected by his completion of BSOM competency-based assessment for advanced doctoring electives.
2. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.
3. Summative Assessment: Pass/Fail

**Prerequisites**
Completion of Foundations Phase and Doctoring Clerkships.

**Specific Contact Info:**
Ife Shafeek, student coordinator, som_pathology@wright.edu

**pth 8405**

Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 3/6/2020
**Half-block.**

**Course Director(s) & Faculty**

Rachel Sheridan, M.D., Staff Pathologist, Dayton Children’s Hospital, elective director

**Course Description**

1. The student will spend time in clinical pathology with specific pathologist as coordinators for the various sections. One pathologist will oversee the entire rotation.

2. In the laboratory, emphasis will be on clinicopathological correlation and involve those areas where the pathologist is most often the consultant.

3. The student will become familiar with basic procedures.

4. The student will be expected to participate in departmental conferences and interact with residents.

5. Review of specific assignments will occur daily with the coordinating pathologist.

**Course Content & Objectives**

At the conclusion of the elective, the student will be able to:

1. Cytology: be familiar with basic types of specimens received, review selected patients with multiple samples, correlate with clinical findings.

2. Surgical Pathology: be familiar with gross descriptions of the more common specimens; attend frozen sections; become familiar with gross room procedures such as review of previous material and different diagnosis. Attend microscopic sign-out be able to describe basic microscopic features.

**Learning Methods**

1. Learn from glass slide material in surgical pathology.

2. Learn gross observation skills in surgical pathology.

3. Learn about laboratory bench techniques and how to interpret lab data.

4. Be given relevant reading assignments in each area.

5. Learn clinical correlation from chart review and laboratory data.

**Evaluation**

1. Student will choose one area of surgical pathology for a small case review. Evaluation will be based on expressed knowledge gained about this topic and light microscopic description of pathology.

2. Overall daily input will be evaluated. Consideration will be given to problem-solving abilities, degree of independent functioning, and ability to apply knowledge.

3. The instructor’s observations, as reflected by his completion of BSOM competency-based assessment for advanced doctoring electives.
4. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.

5. Summative Assessment: Pass/Fail

Prerequisites
Completion of Foundations Phase and Doctoring Clerkships.

Specific Contact Info:
Ife Shafeek, student coordinator, som_pathology@wright.edu

PTH 8406  Last Dept. Review Date: 7/8/2019  Last Catalog Modification: 1/17/2020
Overview of Animal Research

**Course Director(s) & Faculty**
- Emily Dudley, D.V.M., BSOM Research Affairs, elective director
- Ji Bihl, M.D., Ph.D, BSOM Research Affairs, elective co-director

**Course Description**
Students will receive an overview of relevant information about animal research and selected mouse models. Students will complete all required training in order to enter the animal vivarium. Students will complete mouse anatomy and technique learning laboratories*, and observe advanced animal research techniques. Students will observe investigators and other medical students that utilize mouse models to study human diseases in their laboratories.

(*Students who do not want to handle animals may observe all procedures instead.)

**Course Content & Objectives**
At the conclusion of the elective, the student will be able to:
1. Describe the regulatory requirements and oversight of animal research in the United States.
2. Recognize and understand special considerations when using animals in research.
3. Understand how an animal facility operates including biosecurity and animal husbandry needs.
4. Review comparative anatomy of the mouse and the principles of aseptic technique in rodent surgery, learn basic handling and experimental techniques.
5. Understand how and when behavior and motor tests are used.
6. Describe drug dosing and administration, dose translation, and tissue sampling methods.
7. Recognize various animal models for human disease and how translational research benefits the medical profession.

**Learning Methods**
1. Didactic discussions and completion of online training over topics in course description.
2. Independent reading of relevant journal articles and regulatory guidelines.
3. Participation and/or observation of experimental techniques in mice.
4. Interaction with investigators that use animal models, including observations within laboratories.

**Evaluation**
1. Objective evaluations: 2 or more writing assignments on selected topics. Topics may be reviewed during meeting times or may involve independent reading.
2. Dr. Dudley’s observations, as reflected by his completion of BSOM competency-based assessment for
advanced doctoring electives.

3. Self-evaluation by student to identify learning accomplished and ongoing learning gaps.

4. Summative Assessment: Pass/Fail

Prerequisites

Completion of Foundations Phase and Doctoring Clerkships.

Specific Contact Info:

Ife Shafeek, student coordinator, som_pathology@wright.edu

PTH 8407  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/17/2020
**Pediatric Hematology-Oncology**

**Course Information**: PED 8401

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**Course Director(s) & Faculty**

Ayman El-Sheikh, M.D., Director  
Mukund G. Dole, M.D.  
Jordan Wright, M.D.  
Members of staff of Pediatric Hematology Department

**Course Description**

The student will make rounds with the staff of the Pediatric Hematology-Oncology Service on inpatients, participate in consultations and attend outpatient Hematology-Oncology Clinics at DCH. There will be an opportunity to research a specific topic.

**Course Content & Objectives**

By the end of the elective, the student will be expected to:

- a. List the studies indicated in the work-up of anemia, bleeding problems, lymphadenopathy, abdominal masses and various malignant processes.
- b. Learn the rationale for making clinical decisions involving hematology procedures, interpretation of laboratory data, and the use of chemotherapeutic agents. Understand the multidisciplinary interactions among the oncologist and other specialists such as the surgeon, pathologist, radiologist and radiotherapist in treatment and follow-up of patients.

**Learning Methods**

- a. work up new patients on the pediatric hematology-oncology service, including inpatients and outpatients.
- b. follow and treat patients already on the pediatric hematology-oncology service.
- c. observe and participate in hematology procedures (e.g., bone marrow aspirations, lumbar punctures, administration of chemotherapy.)
- d. attend lectures and conferences involving the topic of Pediatric Hematology-Oncology during that month.
- e. participate in sessions examining patients and teaching microscopic slides with staff supervision.

**Evaluation**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass/Fail.

Prerequisites
Completion of Doctoring Clerkships

Specific Contact Info:
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8401     Last Dept. Review Date: 12/12/2018     Last Catalog Modification: 2/20/2020
**Ped Adolescent Endocrine**

**Time & Location**

- Full-block.
- 4 weeks duration, at Dayton Children's Hospital.
- Available capacity will be known in mid-May.
- Prior to scheduling, the student is required to obtain approval through the Medical Education department at 937-641-3453.
- Lead time required to DROP/ADD elective - 1 month; 1 student per block
- Typical work hours will be 8:30 AM-4:30 PM, Monday-Friday.
- Influenza vaccination required for Blocks 7-13.

**Course Director(s) & Faculty**

Paul R. Breyer, M.D., Director
Susan P. Almazan, M.D.
Yelena Nicholas, M.D.
Moira C. Pfeifer, M.D.
Stacy Meyer, M.D.

**Course Description**

The student will make rounds with the attending physician on inpatient consultations, participate in consultations and attend the outpatient Endocrinology and Diabetic Clinics at DCH. The student will be required to take a pre and post test to aid in their education on Endocrine topics.

**Course Content & Objectives**

- Performance of history and physical with special emphasis on endocrine problems.
- To become familiar with normal growth and development in children and adolescents.
- Evaluation and treatment of children with abnormal growth patterns and abnormal sexual development.
- Diagnosis and management of pituitary, thyroid, parathyroid and adrenal disorders in children.
- Pathophysiology and treatment of Diabetic Ketoacidosis and patient management of a child with diabetes.
- Student will become familiar with the major endocrine studies and their use in diagnosis of endocrine disorders.

**Learning Methods**

The student will:

- see patients in Endocrine and Diabetic Clinic.
- see endocrinology inpatients and endocrinology consultations.
- participate in diagnostic endocrine studies.
- meet on a one-to-one basis with the instructor to discuss assigned topics in endocrinology.

**Evaluation**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and knowledge of assigned endocrine topics. Final grade will be Pass/Fail.

Specific Contact Info:
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8402

Last Dept. Review Date: 12/12/2018    Last Catalog Modification: 11/19/2019
Pediatric Infectious Diseases

**Time & Location**

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4-week rotation, at Dayton Children's Hospital.

Lead time required to DROP/ADD elective - 1 month

1 student per block. Approval for a second student must be obtained prior through the Dayton Children’s Medical Education department at 937-641-3453.

Typical work hours will be 8:00 AM-4:30 PM, Monday-Friday.

Influenza vaccination required for Blocks 7-13.

**Capacity:** Min 1 Max 1 Drop/Add Days: 30

**Full-block.**

**Course Director(s) & Faculty**

Sherman J. Alter, M.D., Director
Ryan Simon, M.D.
Jon Woltmann, Jr., M.D.

**Course Description**

The elective will be tailored primarily to the needs of the student both as to content and duration. Learning objectives and goals for the elective will be provided to the student at the beginning of the rotation.

**Course Content & Objectives**

**Clinical Infectious Diseases** - the student will see appropriate patients admitted to Dayton Children's Hospital with an infectious disease and will follow these patients but will not be responsible for their care. S/He will see all infectious disease consultations, both ambulatory and inpatients. The student will be responsible for reading assignments from books and journals. The student should be able to understand the basis for ordering specific laboratory tests, their reliability, their sensitivity and specificity, and their costs. The student is expected to attend M-F patient care rounds and combined infectious disease rounds with the physicians, clinical pharmacy staff, the hospital's infection preventionist, and laboratory personnel.

Since antibiotic utilization is of extreme importance in the practice of infectious disease, the student will be expected to become familiar with all antibiotics and antimicrobials which are commonly used at the present time. Similarly, knowledge of the current immunization schedule and their utilization in children and adolescents is emphasized.

A core curriculum for pediatric infectious diseases is utilized. The student is expected to learn about each condition through readings and/or clinical encounters with patients. The student should become familiar with the common clinical presentation of the condition, etiologic organisms involved, pathophysiology approach to diagnosis or prevention, therapy, and complications or prognosis. Principles of antibiotic stewardship and judicious utilization of antimicrobial agents will be emphasized.

**Clinical Microbiology** - Along with understanding the basis of diagnosis and treatment of clinical infectious diseases, the student will become familiar with the various modalities and methods utilized in the clinical microbiology laboratory. To complement direct patient contact, the student may spend time in...
the diagnostic bacteriology and virology laboratories. Through time spent in the laboratory, the student will observe and learn the processing of various microbiologic specimens.

Alternative programs can be designed for the student who wishes to spend more than 4 weeks in the elective. In order to plan for such an elective, Dr. Alter prefers to meet with each candidate for the elective at least one month prior to the beginning date so that the student's needs can be identified. The purpose of this type of elective would be to offer the student experience in working in a clinical or basic research project, or experience in writing a scientific paper. The use of the library reference materials, chart reviews and other procedures as necessary would be utilized. The student will be expected to become quite familiar with the specific infectious disease literature.

**Evaluation**

Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass/Fail.

**Prerequisites**

Completion of clinical clerkship in pediatrics and permission of the preceptor to participate in the elective.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8403  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 11/19/2019
Orthopedic Surgery in Children

**Time & Location**

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Dayton’s Children's Hospital for 4 weeks. Lead time required to DROP/ADD elective - 1 month.

The student will be invited to participate in emergency care and procedures as they occur rather than by a rigid call schedule. The student must have an influenza vaccination prior to the start of the rotation.

**Clinical Elective**  **Surgical Elective**  **Capacity:** Min 1  Max 1  **Drop/Add Days:** 30

Full-block.

**Course Director(s) & Faculty**

Dr. Michael C. Albert, Faculty Site Director

Faculty - Dr. James Lehner, Dr. Jeffrey Mikutis, Dr. Alvin Jones, Dr. David Martineau, Dr. Craig Shank, and Residents

**Course Description**

This elective is not designed for the student who has an interest in pursuing a residency or career in Orthopaedic Surgery.

Monday through Friday participate in Orthopaedic Clinics, Scoliosis Clinics, Cerebral Palsy Clinics and Myelomeningocele Clinics. The student will participate in all of these clinics in so far as possible under the supervision of the attending faculty member. He will also work with the residents on ward rounds and patient assignments. History and physical examinations will be electively assigned. The student will assist in surgery and postoperative care.

The student is invited to attend private office hours of faculty members. These have provided an excellent one on one contact and a somewhat different variety of patients. The student will be expected to attend the Resident Conferences on Friday mornings. He is also invited to attend the other resident teaching conferences and Journal Club.

**Course Content & Objectives**

This elective will give the student a broad exposure to children's orthopaedic surgery including trauma. The emphasis will be on general, medical and surgical care and secondarily on the particular aspects of children's orthopaedics. The thorough musculoskeletal examination will be emphasized. The student will gain considerable experience working up selected orthopaedic patients, assisting in surgery, performing minor surgical techniques, suturing wounds and tying knots, and should become proficient at an orthopaedic and neurological examination in children.

**Learning Methods**

The student will use the assigned elective readings from the text of Lynn T. Staheli, M.D., Practice of Pediatric Orthopedics. Additional references will be assigned as desired and necessary. This elective provides considerable contact with faculty members and one on one interchange.
Evaluation

The student will be in close contact with the assigned faculty and residents. The student will be judged on knowledge, diligence, and ability to assume responsibility. The student will be orally tested by the faculty throughout the clerkship but not by formal testing. Grade: Pass/Fail.

Standard BSOM Year 4 elective evaluation.

Prerequisites

Completion of Doctoring clerkships.

Specific Contact Info:

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8404 Last Dept. Review Date: 5/9/2019 Last Catalog Modification: 1/10/2020
Only Open to WSU Students

Pediatric Pulmonary

**Course Director(s) & Faculty**

- Daniel Evans, M.D., Director
- Gary Mueller, M.D.
- Stephen Wolf, M.D.
- Mark Minor, M.D.
- Elizabeth Bacon, D.O.

Members of staff of Respiratory Therapy Dept. and Pediatric Pulmonary Function Laboratory

**Course Description**

The Pediatric Pulmonary elective is tailored to provide the individual a brief introduction to pulmonary medicine as it pertains to children. The elective will include both outpatient and inpatient pulmonary experience. The four week experience will include two weeks on inpatient pulmonary service, a brief introduction to the Transitional Care Unit (TCU) and dedicated interprofessional time with Respiratory Therapy and Pulmonary Diagnostic Lab.

The course is also intended to expose students to pulmonary function testing/interpretation, pediatric sleep medicine/polysomnography, airway clearance techniques, pediatric chest x-ray interpretation, and flexible bronchoscopy.

An electronic syllabus is provided to all students on elective.

Weekend/night call is not expected from students, so that they may have an opportunity to pursue directed reading assignments to complement their clinical experience.

**Course Content & Objectives**

Pediatric Pulmonary Medicine includes a broad range of disease entities and diagnostic procedures. The student will be involved with an elective that emphasizes outpatient care, inpatient and consultative service.

Examples of how the course may be structured include:

a. **Outpatient Emphasis.** The student will work with pediatric pulmonary attending physicians in the pulmonary clinics at Children’s Medical Center. She/he will see both new patients as well as chroni...
patients returning for follow-up care. Physical examination and history taking skills are emphasized. Students will review radiographs and pulmonary functions with the attending, and learn how to utilize diagnostic studies in patient management. She/he may observe outpatient flexible bronchoscopy, exercise and pulmonary function testing, and become familiar with selected respiratory therapy interventions. Directed readings are intended to complement the clinical experience.

b. **Inpatient/Consultative Service Emphasis.** The student will see patients admitted to the pulmonary service and keep abreast of their progress. She/he will evaluate all patients on whom the pulmonary service is consulted. This will include assisting in the delineation of diagnostic and therapeutic plan for patients with acute and chronic pulmonary diseases. The student will learn the usage of antibiotics, oxygen therapy, bronchodilators, respiratory therapy, chest physiotherapy/airway clearance techniques, the interpretation of pulmonary function testing, exercise testing, and Pediatric chest radiograph interpretation. Students will attend the weekly pulmonary care team meeting.

c. **Transitional Care Unit (TCU).** The student will follow with pediatric pulmonary attending physician and other providers in the Transitional Care Unit, an intermediate care unit for patient with complex medical needs. Physical examination and history taking skills are emphasized. Students will become familiar with the diagnosis and treatment of the complications of these complex patients and chronic care and sequelae will be emphasized. The student will learn the usage of antibiotics, oxygen therapy, bronchodilators, respiratory therapy, chest physiotherapy/airway clearance techniques, and pediatric chest radiograph interpretation.

d. **Cystic Fibrosis Clinic.** The student will assist in care for patients with Cystic Fibrosis in both an inpatient and outpatient setting. The Cystic Fibrosis Clinic will allow observation of comprehensive care of patient with chronic sequelae of this condition and continuity of care provided by the department. Students will become familiar with the diagnosis and treatment of CF including complex nutritional and pulmonary needs. They may observe sweat chloride testing, and become familiar with its indication and limitations.

**Learning Methods**

Selected reading materials in Pediatric Pulmonary Disease have been compiled and are given to the student for the rotation in electronic format.

**Evaluation**

Students will be assessed by the pulmonary attendings on basic physician led skills, attainment of basic pediatric pulmonary knowledge, and differential diagnostic consideration of basic pediatric complaints. Using the WSU BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass/Fail.

**Prerequisites**

Completion of Doctoring clerkship in Pediatrics.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8405  Last Dept. Review Date: 4/10/2019  Last Catalog Modification: 1/9/2020
Pediatric Gastroenterology

**Time & Location**

4-week rotation, at Dayton Children's Medical Center.

This course is recommended for students that are pursuing careers outside of pediatrics (e.g. Internal Medicine, Family Medicine, and Surgery).

Available capacity will be known mid-May. Prior to scheduling, the student is required to obtain approval through Medical Education department at 641-3453.

Lead time required to DROP/ADD elective - 2 months.

One student per block.

**Full-block.**

Typical work hours will be 8:00 AM-5:00 PM, Monday-Friday.

**Influenza vaccination required for Blocks 7-13.**

**Course Director(s) & Faculty**

- Michael Bates, M.D., PhD.
- Sean Bingham, D.O.
- Jubin Mathews, D.O.
- Adam Mezoff, M.D.
- Pramodha Muniyappa, M.D.
- Ramakrishna Mutyala, M.D.
- Shelly Rustagi, M.D.
- Shehzad Saeed, M.D.
- Kelly Sandberg, M.D.
- Kathryn Williams, D.O. - Course Director

**Course Description**

The student will attend a combination of outpatient gastroenterology clinic, inpatient rounds, and outpatient procedures at Main and South Campus. The student will be given a specific topic to research during the rotation. The topic will be decided by the student and course director within the first week of the rotation. The student will meet with the course director on the first and last day of the rotation.

**Course Content & Objectives**

By the end of the elective, the student will be able to:

a. List the studies indicated in the work up of patients in each of the following categories: diarrhea, vomiting, inflammatory bowel disease, constipation and liver disorders.

b. List the indications and contraindications for gastroenterological procedures including endoscopies and biopsies.

**Learning Methods**

The student will:
a. Independently evaluate, examine, discuss assessment and plan, and complete documentation for new pediatric gastroenterology patients in the outpatient and inpatient settings.
b. Observe gastroenterology procedures, and understand their indications and complications.

**Evaluation**

Using the WSU BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and understanding of gastroenterological diagnostic procedures. Final grade will be Pass/Fail.

**Prerequisites**

Completion of Doctoring clerkships.

**PED 8406**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/9/2020
Pediatric Cardiology

Time & Location

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4-week rotation, Dayton Children’s Medical Center. By arrangement with Dr. Ross.

Available capacity will be known mid-May. Prior to scheduling, the student is required to obtain approval through Medical Education department at 641-3453.

Tentative to also be offered blocks 4-9 and 11-15.

Lead time required to DROP/ADD elective - 3 months

One student per block.

Full-block.

Typical work hours will be 8:00 AM-5:00 PM, Monday-Friday.

The student has the initial preference in the spring of each year. Beginning June 1, pediatric resident and student compete for available slots (no more than one participant; either a student or a pediatric resident, may have a pediatric cardiology rotation in any given month).

Influenza vaccination required for Blocks 7-13.

Clinical Elective: 30
Non-Surgical Elective: 30

Course Director(s) & Faculty

Joseph Ross, M.D., Associate Clinical Professor of Pediatrics, Director

Course Description

The student will make rounds with Dr. Ross on cardiology service inpatient, consultations and attend the outpatient cardiology clinic. The student will be given a specific topic to research during the rotation. The topic will be decided by the student and Dr. Ross prior to the beginning of the rotation.

Course Content & Objectives

By the end of the elective, the student will be able to:

a. List the history and the physical findings in a typical patient with the following diagnoses:
   1. Rheumatic carditis
   2. Pericarditis
   3. Coarctation of aorta
   4. V.S.D.
   5. A.S.D.
   6. P.S.
   7. Tetralogy of Fallot
   8. Congestive heart failure
   9. Storage diseases of the heart
   10. Heart block
   11. Tachyarrhythmias
   12. Cardiac shock

b. List the indication and contraindications for:
   1. Cardiac catheterization
   2. Cardiac Surgery

c. Outline the treatment of:
   1. Rheumatic carditis
   2. Congestive heart failure
   3. Heart block

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
4. Cardiac shock

**Learning Methods**

a. The student will work up new patients in the cardiology service, both in-patient and out-patient.
b. The student will become familiar with patients already admitted to this service.
c. The student will observe and later participate in cardiology procedures.

**Evaluation**

Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions and cardiological diagnostic procedures. Final grade will be Pass/Fail.

**Prerequisites**

Completion of Year III and demonstrated excellence in pediatrics, and completion of a one-month elective on a pediatric ward.

PED 8407  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/19/2019
Pediatric Radiology

Time & Location

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2-week rotation, Dayton Children’s Hospital Radiology Department.

Lead-time to ADD or DROP the elective - 2 months

Only Open to WSU Students

Min | Max | Capacity: Drop/Add Days: 60
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1 student per Block

Typical work hours will be 8:00* AM-5:00 PM, Monday-Friday.

*9:30 AM - First Day only; 6:30 AM - One day per rotation to Review ER cases with the Radiologists

Influenza vaccination required for Blocks 7-13.

Half-block.

Clinical Elective  Non-Surgical Elective  Capacity: Min 1 Max 1  Drop/Add Days: 60

Course Director(s) & Faculty

Elizabeth H. Ey, MD,
Mary K. Greene, MD
Dawn E. Light, MD, MPH
Anne L. Calkins, MD
Mark Warren, DO, Elective Director
Frank Pianki, DO

Course Description

The purpose of this course is to provide an introduction to pediatric medical imaging with a focus on clinical application. The student will be provided with an extensive curriculum with reading lists, internet activities, resident lead case presentations and publications and hands-on experiences to select from.

Course Content & Objectives

This elective will prepare the student to deal with radiographic aspects of acute pediatric care as well as routine medical imaging for the pediatric specialists. The student will learn to:

a. Develop knowledge in ordering imaging studies appropriate for common pediatric problems.

b. Develop a working method for evaluation of standard radiographic exams.

c. Diagnose common entities on radiographs.

d. Review basic science, anatomy, pathophysiology, and clinical diagnosis in relation to radiographs.

Learning Methods

a. The student completing the Radiology elective will be expected to participate as a member of the patient care team by attendance in the radiology department.

b. Selected readings through medical journals and literature may be assigned and the student will be expected to discuss this material in an informal session.

c. The student is also expected to prepare a case for submission to Med Pix under the direction of one of the staff radiologists. In addition, there may be an opportunity to present a case at the radiology pre-grand rounds.

Evaluation

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
The staff radiologist will evaluate the performance of the student throughout the month and complete an evaluation at the end of the month. Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and understanding of medical imaging and radiographic diagnostic procedures. Final grade will be Pass / Fail.

Prerequisites
Completion of Year III Pediatrics, Internal Medicine and Surgery Clerkships. The student is required to obtain approval through the Medical Education department at 641-3453 prior to scheduling.

Specific Contact Info:
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8408       Last Dept. Review Date: 12/12/2018       Last Catalog Modification: 2/11/2020
**Clinical Radiology**

**Time & Location**

4-week rotation, Dayton Children’s Hospital Radiology Department.

Lead-time to ADD or DROP the elective - 1 month.

Later block availability TBD

1 student per Block

Typical work hours will be 8:00 AM-5:00 PM, Monday-Friday.

*9:30 AM - First Day only; 6:30 AM - One day per rotation to Review ER cases with the Radiologists

**Full-block.**

Influenza vaccination required for Blocks 7-13.

**Course Director(s) & Faculty**

Elizabeth H. Ey, MD

Mary K. Greene, MD

Dawn E. Light, MD, MPH

Frank Pianki, DO

Anne L. Calkins, MD

Mark Warren, DO, Elective Director

**Course Description**

The purpose of this course is to focus on the academic skills needed for diagnostic radiology residents. This will include evaluating the validity of journal articles, preparing and presenting case presentations, gaining experience in curriculum planning, as well as becoming familiar with the expected workload of a radiology resident.

Limited to WSU Boonshoft School of Medicine students only.

**Course Content & Objectives**

The student will be expected to perform the daily functions of a radiology resident. This includes gaining the ability to quickly and accurately assess journal articles, present clinical cases to peers and faculty, design curriculum and learning tools for medical students, submit cases for publication, and become familiar with the current computer technologies involved in becoming a capable radiologist.

**Learning Methods**

a. **Literature Review**: The student is asked to read 3 articles from Radiographics and complete the CME evaluations at the completion of the article. An additional article from AJR will be assigned by the Kettering Radiology Chief Residents for presentation at their grand rounds.

b. **Case Presentations**: The student will learn to extract teaching cases from PACS and prepare a PowerPoint presentation with images which are stripped of identifying data and appropriately labeled. This case will be 5-10 minutes in duration and will be presented prior to Grand Rounds at Dayton Children’s. The student will also assist others with preparing slides for their MEDPIX submissions.

c. The student will prepare and publish one case presentation on MEDPIX.

d. The student will participate in at least one call night with a senior radiology resident.

e. The student will assist in the revision of an Introduction to Radiology curriculum for MSIII students.

f. The student will do at least one practice interview for radiology residency.
**Evaluation**

The staff radiologist will evaluate the performance of the student throughout the month and complete an evaluation at the end of the month. Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and understanding of medical imaging and radiographic diagnostic procedures. Final grade will be Pass/Fail.

**Prerequisites**

The student is required to obtain approval through the Medical Education department at 641-3453 prior to scheduling.

Elective is reserved for students pursuing a residency in Diagnostic Radiology.

Completion of Year III Pediatrics, Internal Medicine and Surgery Clerkships.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

**PED 8409**  
**Last Dept. Review Date:** 12/12/2018  
**Last Catalog Modification:** 2/11/2020
Only Open to WSU Students

**Intro Adolescent Medicine**

**PED 8410**

**Time & Location**

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- 2-week rotation
- Pediatric Department, 88th Medical Group, Wright-Patterson AFB, Dayton, OH
- Lead time required to DROP/ADD elective - 45 days or 6 weeks

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- 1 student per block, HPSP and USUHS students will get preference

- Typical work hours will be 7:30 AM-5:00 PM, Monday-Friday.
- Influenza vaccination required for Blocks 7-13.

**Clinical Elective**

**Non-Surgical Elective**

**Capacity: Min 1  Max 1  Drop/Add Days: 45**

*Half-block.*

**Course Director(s) & Faculty**

- Robert Freeman, D.O., Lt. Col, USAF
- Paolo Roncallo, M.D.

**Course Description**

The focus of this course will be on performing a comprehensive psychosocial assessment (“HEADSSS”) on adolescent patients in a manner that maintains confidentiality, gathers appropriate medical & psychosocial information and creates a safe environment for the adolescent & provider. In addition, the course goal is to gain experience & comfort with both adolescent primary care & adolescent-specific issues.

**Course Content & Objectives**

This elective will prepare the student to become more familiar in the care of adolescents. In addition to becoming more comfortable with the psychosocial interview, the student will learn to:

a. Differentiate between normal adolescent behavior, growth and development and deviations from the norm

b. Diagnose and manage common conditions in adolescents which generally do not require referral or consultation.

c. Be able to state the evaluation and treatment options for patients with common menstrual disorders, including dysfunctional uterine bleeding, dysmenorrhea, amenorrhea (primary or secondary), menorrhagia and Polycystic Ovarian Syndrome (PCOS).

d. Know about the various forms of hormonal medications available for menstrual dysfunction and birth control, to include indications, contraindications, and side effects and their management

e. Recognize the indications for screening for sexually transmitted infections, and the common presentations. Be able to treat STI’s by being able to locate current treatment recommendations.

f. Recognize the various substances used by and abused by adolescents, and common toxidrome presentations. Be able to counsel patients on use of tobacco products, alcohol, and marijuana using “stages of change” motivational counseling.

g. Be able to identify common mental health problems in adolescents, and list resources available for evaluation and treatment. Recognize the antidepressant medications available and the indications, contraindications, and side effects.

h. Diagnose common sports injuries in adolescents and be able to differentiate which condition need orthopedic referral.

i. Be able to obtain a sexual history in an open, non-threatening manner for heterosexual and LGBTQ
Learning Methods

a. Direct patient care: The student will obtain a history and perform an appropriate physical exam for each patient. She/he will precept each patient and formulate a diagnosis and plan with the attending who will then see the patient with the student.

b. General medical education: For this two-week elective, students will participate in didactic learning sessions as well as prepare and discuss a brief presentation given on a topic in adolescent medicine of their choosing.

Evaluation

The attending will evaluate the performance of the student throughout the rotation and complete an evaluation at the end of the month. Using the WSU-BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and GME. Final grade is Pass/Fail.

Prerequisites

Elective is open only to HPSP, USUHS, and WSU-BSOM students.

Completion of Pediatrics clerkship.

Specific Contact Info:

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8410  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/9/2020
### Intro Child Maltreatment

 PED 8411

#### Time & Location

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2-week rotation, Dayton Children’s Hospital, One Children’s Plaza, Dayton, OH.

Monday - Friday, 8:30 a.m. - 5 p.m. Minimal contact time will be 40 hours per week.

Lead time required to DROP/ADD elective - 30 days

Available capacity will be known mid-May. Prior to June 1st, students are required to obtain approval through the Medical Education office at 937-641-3453.

1 student per block; 2nd student may be accepted based on prior approval

#### Half-block

Typical work hours will be 8:30 AM-5 PM, Monday-Friday.

Influenza vaccination required for Blocks 7-13.

Clinical Elective | Non-Surgical Elective | Capacity: Min 1   Max 1   Drop/Add Days: 30

#### Course Director(s) & Faculty

Kelly Liker, MD, Medical Director, Department of Child Advocacy

#### Course Description

The student will work closely with Dr Liker as well as other board-certified child abuse pediatricians and nurse practitioner for an introduction to the multidisciplinary approach to evaluation and management of cases of child maltreatment. Work settings include in the outpatient CARE clinic at Dayton Children’s Hospital and at the Warren County Child Advocacy Center where patients are evaluated for non-acute sexual abuse and physical abuse concerns. Inpatient and Emergency Department consultation may be conducted with Dr Liker or other medical providers for cases of suspected physical abuse, neglect and sexual abuse. The student will accompany medical providers to civil and/or criminal court and any relevant lectures or multidisciplinary meetings (CARE team, Child Death Review) as available.

#### Course Content & Objectives

1. Increase knowledge regarding the scope of child maltreatment, varied clinical presentations, mandatory reporting laws, possible physical and behavioral manifestations, appropriate laboratory and radiological diagnostic testing, and common misdiagnoses

2. Improve skills needed to obtain a comprehensive history and physical exam when evaluating a pediatric patient for possible maltreatment

3. Understand the importance and function of a multidisciplinary approach utilizing social work, medicine, child protective services and law enforcement in the evaluation of suspected child maltreatment

#### Learning Methods

1. Clinical experience in direct patient care with close supervision per Dr. Liker and other medical providers in outpatient and inpatient settings with pediatric patients undergoing evaluation for possible maltreatment (NOTE: student will not evaluate patients independently given the nature of presenting concerns)

2. Participation in case reviews staffed by medical/mental health professionals, Children's Services, law enforcement, prosecutor's office, and children's advocacy center staff

3. Observation of consultations performed by social work staff
4. Assigned reading list of articles relevant to topics in child maltreatment
5. Other activities as available:
   • Montgomery County Child Death Review Committee
   • Interactive media for independent learning
   • American Academy of Pediatrics, Ohio Chapter, Committee on Child Abuse and Neglect
   • Physician child abuse peer review activities
6. One-on-one lectures/discussions with Dr. Liker regarding selected issues in child maltreatment as time permits
7. Completion of a post-test

Evaluation
Using the WSU BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, interaction with team members, and participation in patient oriented discussions. The student is also required to complete a pre-test and post-test. Final grade will be Pass / Fail.

Prerequisites
Completion of Pediatrics clerkship

Specific Contact Info:
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8411  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 2/11/2020
**Sub Acute Care in Pediatrics**

**PED 8412**

**Only Open to WSU Students**

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**Half-block.**

**Course Director(s) & Faculty**

Dr. Lisa Ziemnik, faculty, Department of Pediatrics  
Dr. Connie Chin

**Course Description**

This course will focus on care of pediatric population through the Sub acute care/urgent care medicine system and integrate previous acquired skills to those needs of the Pediatric community. The goals of the course will be as follows:

a) Improve proficiency in the diagnosis and management of common primary care complaints in the Pediatric population. (student will see avg of 10 patients per shift)

b) Increase knowledge of resources available to those without a medical home in our community.

c) Develop a repertoire of treatment strategies with biopsychosocial challenges, etc.

d) Enhance proficiency on patient and family education on basic pediatric conditions

e) Recognize and perform mental health screening in pediatrics

f) Recognize high value care and ways to limit, excessive testing.

g) Practice providing acute and preventive care that integrates the physical, sociological, and psychological needs of the patient.

h) Work to advance assessments and plans to the level of history and physical examination skills

**Course Content & Objectives**

1. Integrate and learn material from the main category of Pediatrics

2. Proficiency in the ability to triage and acute manage basic pediatric conditions

3. Understand the criteria of hospitalization versus outpatient care in pediatrics

4. Incorporate and understanding of physician lead skills of basic procedures (basic suturing, foreign body removal, splints/fracture management, labs), interpretation of radiographic findings (CXR, Ultrasound, EKGs)

5. Provide appropriate follow up care for basic non emergent conditions

6. Introduction to billing and coding in primary care.

**Learning Methods**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
The student will participate in the following:
1. Daily clinics
2. Ordering/interpreting appropriate diagnostics under the supervision of Dr. Ziemnik and staff
3. Reading topics and/or oral presentations will be self-assigned and/or assigned by the preceptor
4. Daily discussions of diagnostics and treatment points will take place.
5. Debrief/Case Discussions – 4 session per rotation (each 1-2 hours). Student will provide 6 case write ups on patient interactions.

**Evaluation**

The elective preceptor, Dr. Ziemnik will complete the School of Medicine evaluation form. The student will be assigned a grade of Honors/Pass/Fail.

1. Student performance will be evaluated by the preceptor throughout the elective
2. Feedback will be provided on a regular basis.
3. Evaluation should focus on the areas of
   a) problem solving ability
   b) degree of independent functioning
   c) clinical decision making
   d) effort and enthusiasm
   e) timely and professional completion of the assigned clinical responsibilities

**Prerequisites**

Successful completion of Doctoring Phase clerkships.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8412  Last Dept. Review Date: 6/5/2019  Last Catalog Modification: 1/13/2020
**Pediatric Nutrition**

**Course Description**

This elective will focus on understanding the issues and available resources for providing nutrition for children in both inpatient and outpatient settings, with specific focus on how a physician can better evaluate and recommend nutritional changes for patients of all varieties and socioeconomic status. Students will learn and work under the guidance of registered dietitians on the staff of Dayton Children’s Hospital.

**Course Content & Objectives**

The objective of this elective is for the student to:

a. Understand normal nutrition through all stages of growth.

b. Understand nutrition implications of specific disease/disorder states and develop working knowledge from key reference materials (Pediatric Nutrition Care Manual, Dayton Children’s Pediatric Module, ASPEN Pediatric Core).

c. Under dietitian’s supervision, screen, assess, and monitor patients in both inpatient and outpatient settings and develop a plan for intervention and monitoring for a minimum of eight (8) current patients as assigned.

- Assess nutritional status of individual patients with complex medical conditions.
- Select, implement, and evaluate standard enteral and parenteral nutrition regimens in a medically stable patient to meet nutritional requirements where recommendations or adjustments involve primarily macronutrients.
- Design and implement nutrition care plans, as indicated by the patient’s health status.
- Discuss patients with dietitian and visit patients daily or as appropriate.
- Observe dietitian counseling and provide nutrition education under supervision, as appropriate.
- Review, and manage if appropriate, monitoring of patient’s food and/or nutrient intake.
- Integrate pathophysiology into medical nutrition therapy recommendations
- Follow at least one patient for a week of the service
- Determine discharge needs and seek ways to ensure needs are met.

d. Review how menus, special diets, and room service are handled.

e. Select one day’s worth of menu for a prescribed special diet (sodium, calorie, or fat restricted); consume at least one of those meals.
f. Complete Formula Room module and quiz. Write and provide education on formula recipes as appropriate to patient care needs.

g. Participate in applied sensory evaluation of food and nutrition products as available.

h. Discuss with dietitian the referral system as appropriate to patient care. Examples include; WIC, BCMH, and Metabolic formula program.

i. Observe or if appropriate, conduct nutrition care component of interdisciplinary team conferences to discuss patient treatment and discharge planning.

**Learning Methods**

a. Online learning modules will be used to familiarize the student with nutrition content and maximize patient contact time in the hospital setting.

b. Direct patient contact will be the primary learning mechanism to learn how to make recommendations and do nutrition evaluations in an efficient manner.

c. Inpatient
   - Evaluate and manage patients on general pediatrics, Heme/Onc, and consults in the NICU and PICU as provided
   - Make initial evaluations of inpatient consults, recommendations, and evaluate needs for discharge planning

d. Outpatient
   - Evaluate and manage patients in subspecialty clinics including Metabolic, Diabetes, and Lipid Clinics
   - Be able to evaluate nutritional status of an outpatient
   - Be able to provide quick recommendations and resources in the outpatient setting

**Evaluation**

Using the WSU-BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and GME.

**Final Grade is Pass/Fail.**

**Prerequisites**

MS-4 status and completion of core Pediatric clerkship.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8413   Last Dept. Review Date: 12/12/2018   Last Catalog Modification: 1/9/2020
Only Open to WSU Students

Pediatric Emergency Medicine PED 8414

Time & Location

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40 hours per week. Shifts may vary. Typical schedule is Mon-Fri; 0800-1800

Dayton Children's Hospital

Clinical Elective Non-Surgical Elective

Capacity: Min 1 Max 1 Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty

Tom Krzmarzick, MD, Division Chief
Krzmarzickt@childrensdayton.org, 937-641-3321

Course Description

This course provides a broad overview of Pediatric Emergency Medicine. The medical student will gain an in-depth exposure to a variety of patients and problems presenting to a pediatric emergency department. The medical student will initially take a history and examine the patient. The staff physician will then discuss the case emphasizing pertinent historical and physical findings, formulating a differential diagnosis, and initiating a plan for work-up and treatment. The physician-student team will also decide upon any further treatment modalities and the disposition of each case. At the completion of the elective, the medical student should have a better understanding of the function and flow of the pediatric emergency department. The medical student should have a sound approach to the initial diagnosis and treatment of many common conditions presenting to the pediatric emergency department. The student will work a minimum of 40 hours per week in the Emergency Department.

Course Content & Objectives

- Provided first line care to patients with a variety of diseases presenting to a pediatric emergency department
- Further honed his/her skills in history taking and physical examination
- Increased his/her breadth and depth of knowledge in pediatric emergency medicine and common presenting problems
- Developed his/her ability in differential diagnosis
- Learned to appropriately order cost-effective laboratory and diagnostic tests and how to interpret and use the results obtained
- Improved his/her ability to interpret common x-rays, EKG's and other diagnostic tests
- Use standard texts and electronic resources to effectively utilize medical literature in developing evidence-based diagnostic and treatment plans
- Document effectively within an electronic health record

Learning Methods

Role of the Student:

- Obtain appropriate history, physical examination, and plans for patients
- Observe and participate in procedures performed in the emergency department
• Appropriate documentation within the electronic medical record
• Reading on patient conditions throughout block

Role of the Faculty:
• Provide direct supervision for patient care and management

Evaluation
Evaluations will be by the attending based on clinical evaluation, attendance, participation, and professionalism. The preceptor will complete the appropriate WSU-BSOM Advanced Doctoring elective evaluation form. Grade will be Pass/Fail.

Prerequisites
Completion of Doctoring Clerkships and Emergency Medicine Clerkship

Specific Contact Info:
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8414  Last Dept. Review Date: 9/18/2020  Last Catalog Modification: 9/18/2020
**Sub-I Inpt Gen Ped**  
**PED 8441**

**Time & Location**

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4-week rotation, at Dayton Children’s Hospital; Pediatric Inpatient Service.

Lead time required to DROP/ADD elective - 2 months.

- 1 student per block, Blocks 3, and 4;
- 2 students per block, Blocks 2, 5, and 15;
- 3 students per block, Blocks 1, and 6-14

Typical work hours will be 0700 to 1830 Monday-Friday, Saturdays & Sundays only assigned call. Student will take night call on a rotation (usually every 4th night) and have a minimum of four days off during the block. Hours when on call are 0700 until 1100 the following day (24+4).

**Full-block.**

Influenza vaccination required for Blocks 7-14.

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**Course Director(s) & Faculty**

Amy Jeffers, M.D., Assistant Professor of Pediatrics

Various Attending Physicians from the General Pediatric Service at Dayton Children’s Medical Center.

**Course Description**

Counts as a Sub-Internship

The student will function in a capacity similar to a first-year resident as a member of an inpatient general pediatric team. Patients are assigned by the team senior resident. In an effort to promote continuity of core, students will be involved in overnight shifts. Senior residents and team attendings will directly oversee the work of the student and these physicians will work closely with the student in developing and instituting care plans. Consistent with her/his status as a student, there will be a difference in the degree of responsibility and autonomy which the student will assume. It is anticipated as the rotation progresses, more independence will be granted to the student. Responsibilities also involve documenting in the electronic medical record, including all admission histories and physicals, progress notes and orders (with resident co-signature).

**Course Content & Objectives**

By the end of the month’s rotation as a student, the student should be able to:

- perform a complete pediatric history
- perform a complete, age-appropriate pediatric physical examination
- develop a logical differential diagnosis
- plan an appropriate diagnostic approach including laboratory tests and imaging
- develop an appropriate initial management plan
- use standard pediatric texts and electronic resources to effectively utilize medical literature in developing evidence-based diagnostic and treatment plans
- document effectively within an electronic health record

**Learning Methods**

Learning will occur in the context of direct patient contact, work and teaching rounds with the team and attending physician, and housestaff didactic conferences. The student should follow the Resident Monthly schedule as the teaching schedule is subject to change.

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
a. Patient Contact: This will be an integral part of the learning process. One of the principal reasons for this fourth year elective is to improve the student's ability to deal with children of all ages and their parents. Along with direct patient care, a major focus will be on further developing the student's clinical reasoning skills and ability to synthesize data into diagnostic and therapeutic decision plans. It is anticipated this experience will enable the student to function more effectively during her/his subsequent first postgraduate year.

b. Housestaff Work Rounds: (Daily) The student will participate with residents in patient-care decisions and discuss patients with the attending physicians. Weekend and holiday responsibilities follow the student's assigned call schedule.

c. Attending Rounds: (Daily) Team teaching rounds with patient presentations, discussions of management and assigned presentations.

d. Resident Conferences (Wed; 11:45 - 4:00): Teaching conferences by faculty for residents and students on various topics in pediatric medicine.

e. Case Conference: (Tues/Thurs): a case-based teaching conference presented by a senior resident to faculty, residents and students.

f. Students are free to arrange special sessions with the Elective Director or his/her designee to deal with any special problem that may arise. The student may consult with members of the faculty on an individual basis as necessary to assist in the acquisition of knowledge and skills necessary for the care of patients.

Evaluation

Using the WSU BSOM competency based assessment for MS-IV clinical rotations, the student's attendings and senior residents will evaluate their performance as a Sub-Intern. Final grade will be Pass/Fail.

Prerequisites

Successful completion of core pediatric clerkships and Year III requirements.

Specific Contact Info:

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8441           Last Dept. Review Date: 12/12/2018         Last Catalog Modification: 11/19/2019
**Sub-I NICU**

**Time & Location**

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4-week rotation, Dayton Children's Hospital Newborn Intensive Care Unit

Lead time required to DROP/ADD elective - 2 months

1 student per Block

Typical work hours will be 7:00 AM-5:00 PM, Monday-Friday; Saturdays & Sundays only when on call. Student will take night call on a rotation identical to that of a Junior resident (typically every 4th night). Hours for Night Call are 0700-0800 the following day (24+1).

Influenza vaccination required for Blocks 7-13.

**Full-block.**

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**Course Director(s) & Faculty**

M. David Yohannan, M.D., Clinical Professor of Pediatrics, Chief of Division

Stephen Hunter, M.D.

Olutoye Osunbunmi, M.D.

Sarah Van Nostrand, D.O.

Shreyas Arya, M.D.

**Course Description**

Counts as a Sub-Internship

The student will function in a capacity similar to that of a resident assigned to the NICU. The student will take night call on a rotation identical to that of the junior resident and will be assigned patients by the junior resident. There will be a difference; however, in the degree of responsibility and autonomy which the student will assume. The junior resident will work closely with the student and have an awareness of their level of competency. It is anticipated that as the month progresses and individuals are better acquainted with one another, more independence will be granted to the student.

**Course Content & Objectives**

By the end of the month's rotation the student will be able to demonstrate the following:

a. a competent perinatal history

b. a competent neonatal physical examination

c. the ability to develop a logical differential diagnosis

d. the ability to plan appropriate diagnostic procedures

e. the ability to plan appropriate therapy

f. the student will use standard pediatric texts and begin to learn to utilize the medical literature in developing differential diagnosis and treatment plans

g. the student will demonstrate some independence of thought relative to items as above; with the results of his/her discussion intended to effect a change in the patient's management.

**Learning Methods**

Learning will occur in the context of direct patient contact, formal housestaff conferences, case discussion, and teaching rounds with the attending physician.

a. **Housestaff NICU Work Rounds:** (Mon., Tues., Wed., Thurs., Fri.) The student will participate with the ward residents in patient-care decisions. Sat. and Sun.: time arranged with residents.

b. **Attending NICU Rounds:** (Mon., Tues., Thurs., Fri.) Teaching rounds: patient presentations and
discussions, and teaching presentations.

c. **Grand Rounds:** (8:30-9:30 a.m. - Wednesday)

d. **Resident Core Conference:** (9:30-10:30 a.m. - Wednesday)

e. Students are free to arrange special sessions with the neonatology staff to deal with any special problem which may arise. The student may consult with members of the faculty on an individual basis as necessary to assist in the acquisition of knowledge and skills necessary for the care of patients.

f. **Patient Contact:** This will be an integral part of the learning process. One of the main reasons for such a fourth year elective will be to improve the student's ability to deal with children and parents. It will raise his/her cognitive level, skill at interpersonal relationships and technical skills in medical procedures and increase his/her confidence in dealing with smaller children. It will elevate decision-making abilities. It will increase awareness of all the factors which go into making a diagnosis and prescribing proper laboratory and therapeutic measures. It is anticipated this experience will enable the student to function more effectively in his/her subsequent first postgraduate year.

g. **Transport:** If possible, accompany the NICU transport team for a neonatal transport to gain firsthand knowledge and experience of sick newborn stabilization.

**Evaluation**

Using the WSU BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass/Fail.

**Prerequisites**

Successful completion of Doctoring Clerkships. Advance notification is required.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8442  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/9/2020
**Sub-I PICU**

**Time & Location**

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4-week rotation, Dayton Children’s Hospital Pediatric Intensive Care Unit (PICU)

Lead time required to DROP/ADD elective - 2 months.

1 student per Block

Typical work hours will be 7:00 AM-5:00 PM, Monday-Friday; Saturdays & Sundays only when on call. Student will take night call on a rotation identical to that of a senior resident (typically every 4th night). Hours for Night Call are 0700-1100 the following day (24+4).

Influenza vaccination required for Blocks 7-13.

**Course Description**

Counts as a Sub-Internship

The student will function in a capacity similar to that of a resident assigned to the PICU. The student will take night call on a rotation identical to that of the senior resident and will be assigned patients by the senior resident. There will be a difference; however, in the degree of responsibility and autonomy which the student will assume. The senior resident will work closely with the student and have an awareness of their level of competency, all under the supervision of a PICU attending. It is anticipated that as the rotation progresses and individuals are better acquainted with one another, more independence will be granted to the student.

**Course Content & Objectives**

By the end of the month's rotation the student will be able to demonstrate the following:

a. a competent pediatric history
b. a competent pediatric physical examination
c. the ability to develop a logical differential diagnosis
d. the ability to plan appropriate diagnostic procedures
e. the ability to plan appropriate therapy
f. the student will use standard pediatric texts and begin to learn to utilize the medical literature in developing differential diagnosis and treatment plans

h) the student will demonstrate some independence of thought relative to items a-e above; with the results of his/her discussion intended to effect a change in the patient's management.

**Learning Methods**

Learning will occur in the context of direct patient contact, formal house staff conferences, case discussion, and teaching rounds with the attending physician.

[http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf](http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf)
a. Morning attending rounds: (7 Days a week) The student will participate with the attending physician on service and PICU residents in ICU patient care decisions.

*IMCU Rounds - 7:30 a.m. to 8:30 a.m.
*ICU Rounds - 8:30 a.m. to 11:00 a.m. (Trauma rounds 8:30 a.m.)

b. Lectures: (Mon-Fri, 12:00 p.m. to 1:00 p.m.) A teaching conference will be held in the ICU conference room.

c. Grand Rounds: (Wed, 8:30 a.m. to 9:30 a.m.)

d. Resident/Student Work Time: 11:00 a.m. to 12:00 p.m.

e. Resident Core Conference: (Wed, 9:30 a.m. to 10:30 a.m.)

f. Students are free to arrange special sessions with Dr. Patel to deal with any special problems which may arise. The student may consult with members of the faculty on an individual basis as necessary to assist in the acquisition of knowledge and skills necessary for the care of patients.

g. Patient Contact: This will be an integral part of the learning process. One of the main reasons for such a fourth year elective will be to improve the student's ability to deal with children and parents. It will raise his/her cognitive level, skill at interpersonal relationships and technical skills in medical procedures and increase his/her confidence in dealing with smaller children. It will elevate decision-making abilities. It will increase awareness of all the factors, which go into making a diagnosis and prescribing proper laboratory and therapeutic measures. It is anticipated this experience will enable the student to function more effectively in his/her subsequent first postgraduate year.

**Evaluation**

Using the WSU BSOM competency based assessment for Advanced Doctoring rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass / Fail.

The student will also be issued a binder with PICU related articles at the start of their rotation. They are expected to read the articles and return the binder at the conclusion of the rotation. The rotation evaluation will be provided once the binders have been returned.

**Prerequisites**

Successful completion of Doctoring Clerkships.

**Specific Contact Info:**

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8443  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/9/2020
Sub-I Ped Hem-Onc

**Time & Location**

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4 weeks at Dayton Children's Hospital. Other blocks may be considered, upon request, based on availability.

1 student per Block

Typical work hours will be 0700-1830, Monday-Friday. Saturdays & Sundays only when assigned call. Student will take overnight call similar to that of a senior resident (usually every 4th night) and have a minimum of four days off during the block. Hours when on call are from 0700-1100 the following day (24+4).

Influenza vaccination required for Blocks 7-13.

Lead time required to DROP/ADD elective - 1 month

**Course Director(s) & Faculty**

Ayman El-Sheikh, M.D., Director
Mykund G. Dole, M.D.
Jordan Wright, M.D.

**Course Description**

Counts as a Sub-Internship

The student will function in a capacity similar to a first-year resident as a member of staff of the Pediatric Hematology Department. Patients are assigned by the team senior resident. Call schedule will be usually every 4th night and involve overnight shifts. Pediatric residents and hematology-oncology attendings will directly oversee the work of the student and work closely with the student in developing and instituting care plans. Consistent with her/his status as a student, there will be a difference in the degree of responsibility and autonomy which the student will assume. It is anticipated as the rotation progresses, more independence will be granted to the student. Responsibilities also involve documenting in the electronic medical record, including all admission histories and physicals, progress notes and orders (with resident co-signature).

**Course Content & Objectives**

By the end of the elective, the student will be expected to:

a. Perform a complete pediatric history and age-appropriate physical examination.
b. Develop a logical differential diagnosis, appropriate diagnostic approach, and initial management plan
c. Utilize resources to assess medical literature in developing evidence-based diagnostic and treatment plans
d. Document effectively in the electronic health record
e. List the studies indicated in the work-up of anemia, bleeding problems, lymphadenopathy, abdominal masses and various malignant processes.
f. Learn the rationale for making clinical decisions involving hematology procedures, interpretation of laboratory data, and the use of chemotherapeutic agents. Understand the multidisciplinary interactions among the oncologist and other specialists such as the surgeon, pathologist, radiologist and radiotherapist in treatment and follow-up of patients.
Learning Methods

a. Work up new admissions to the pediatric hematology-oncology service.
b. Follow and treat patients already on the pediatric hematology-oncology service.
c. Observe and participate in hematology procedures (e.g., bone marrow aspirations, lumbar punctures, administration of chemotherapy).
d. Attend lectures and conferences involving the topic of Pediatric Hematology-Oncology.
e. Participate in sessions examining patients and teaching microscopic slides with staff supervision.

Evaluation

Using the WSU BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, and participation in patient oriented discussions. Final grade will be Pass/Fail.

Prerequisites

Completion of Year III

Specific Contact Info:

Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8444  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/10/2020
Only Open to WSU Students

Acad Med - Pediatrics

Time & Location

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Longitudinal elective which will end on May 15th.
Lead time required to DROP/ADD elective - 2 weeks.

Full-block.

Minimum of 160 hours over the course of the elective, with focus on educational and direct teaching as outlined by the student and course director.

Non-Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 3 Drop/Add Days: 15

Course Director(s) & Faculty

Dr. Erica Taylor

Course Description

Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role.

Under the supervision of experienced educators, students will begin teaching junior medical students. The student will explore, under their own direction, the foundations of educational design and theory, and some insight in mechanism of curriculum development and assessment.

Students will receive instruction on various aspects of teaching, include but not limited to: giving and formation of medical education, giving formative feedback, and techniques of clinical and/or “bedside” teaching. These experiences will occur in a variety of settings (both on a clinical setting and at academic institutions). These settings may include interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives

This objective of this elective is for the student to:

a. Understand basic concepts in Adult education/adult learning theory as it pertains to medical education.

b. Develop educational objectives for their own specific learning goals.

c. Develop an educational “project” that encompasses the student educational interest and who will be responsible for formation, implementation and delivery of content to junior peers.

d. Understand the process of curriculum developmental and test question writing

e. Introduction to EPAs (Entrustable Professional Activities ) and resident milestones for both promotion and feedback.

f. Introduction to Academic portfolio and its usage in promotion/advancement in academic medicine.

Wright State University Boonshoft School of Medicine http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
g. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:

1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities.
7. Assist in the development of assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules
8. Provide direct observational teaching and feedback on clinical clerkships

Learning Methods

a. Online learning sources/modules will be used to familiarize the student brief introduction to educational theory
b. Reflective exercises on professional growth and development of teaching style
c. Depending on student educational goals/project, will have direct contact with junior peers on pertinent pediatric topic or vital skills
d. Direct observation on feedback and impromptu educational opportunities on wards, in outpatient clinic
e. Exposure to different tools of assessment and development of residents.
f. Reading assignments with formal or informal discussion
g. Objective Standardized Teaching Experiences (OSTEs)

Evaluation

Using the WSU-BSOM competency based assessment for MSIV rotations, the student will be evaluated on clinical patient care, medical record documentation, participation in patient oriented discussions, and GME.

Final grade is Pass / Fail.

Prerequisites

MS-4 status and completion of core Pediatric clerkship

Specific Contact Info:

Dr. Erica Taylor, erica.taylor@wright.edu
Rebecca Elofskey, Student Coordinator, rebecca.elofskey@wright.edu

PED 8499 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ?
Plastic-Reconstructive Surgery

**Time & Location**

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Plastic interested students in blocks 1-5.

4-week rotation, various community based hospitals and medical centers.

Lead time to DROP/ADD elective - 1 month.

Clinical Elective

Surgical Elective

Capacity: Min 1 Max 2 Drop/Add Days: 30

---

**Full-block.**

**Course Director(s) & Faculty**

R. Michael Johnson, MD, MPH, Director, Professor  
Salim Mancho, D.O., Assistant Professor  

Clinical Faculty:

Sunishka Wimalawansa, MD  
Steven Schmidt, MD  
Matthew Fox, MD  
Jason Hedrick, MD  
Todd Hicks, MD

**Course Description**

The students will be introduced to preoperative evaluation, intraoperative care and postoperative follow-up of patients on the plastic surgery panel. Students may be asked to participate in emergency evaluation and care of patients. Attendance at weekly education conference is required.

**Course Content & Objectives**

After this plastic surgery rotation, students should be able to evaluate and manage patients requiring breast reconstruction, hand surgery, in addition to general plastic surgery. They will also be expected to suture wounds properly and understand the nature of complicated wound care. The student will be able to evaluate and manage both acute burn injuries, as well as burn patients requiring late reconstruction. Students may participate in pediatric and cleft clinic at Dayton Children’s Hospital.

**Learning Methods**

The student will learn from direct supervised patient care and discussion of relevant cases with the attending physicians. Research participation is encouraged. Participation in plastic surgery educational conference is mandatory.

**Evaluation**

Evaluation is based on the student’s initiative, overall clinical performance, and demonstrated knowledge. Grade: Pass/Fail
Prerequisites
Completion of Doctoring clerkships.

Specific Contact Info:
Nancy.Bates@wright.edu

PLA 8401  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/8/2020
Half-block.

Course Director(s) & Faculty
Dean Parmelee, M.D., Course Director

Course Description
Literature has long been known to capture important truths about the human condition. Novels, short stories, plays and poems by physicians and patients portray reflections, moods, attitudes, and feelings that are rarely shared among physicians or between physicians and patients. This elective offers students an opportunity to reflect on their clinical experiences and identity as medical professionals through the study of short stories, poetry, and individual creative writing projects. Literary analysis may also promote skills of interpretation and discernment in physician-patient relationships and cases of ethical conflict.

In this course we will read and discuss selections that represent various issues in medicine from the perspective of patients, physicians, medical students, and family members. Writers may include Abraham Verghese, Ian McEwan, Atul Gawande, Linda Peeno, Anne Fadiman, Richard Selzer, Leo Tolstoy, John Donne, and selections from JAMA and Annals of Internal Medicine. Students’ suggestions are welcome. Students will be asked to write four short works of fiction or personal narrative to be shared with the class.

Course Content & Objectives
Through the study of literature, students will have an opportunity to do the following:

a) examine a variety of social and ethical issues in medical practice;
b) reflect on their own clinical experiences through readings, journals, and discussions;
c) develop skills of interpretation, discernment, and judgment through textual and character analysis;
d) explore issues of personal interest through creative writing assignments; and
e) refine writing skills though peer review of written work.

Learning Methods
a) Reading assignments of short stories and poetry
b) Class discussion
c) Writing assignments

Evaluation
Pass_Fail based on the evaluation of class participation and written work.
Prerequisites
Completion of Doctoring clerkships.

Specific Contact Info:
dean.parmlee@wright.edu

PPH 8401  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 9/4/2020
Communities worldwide are under stress from population growth, environmental degradation, political conflict, weakened economies, climate change, and shortages of affordable food and water, all of which are exacerbating health disparities worldwide. These disparities are widely recognized as a source of geopolitical instability; correspondingly, strengthening health care capacities worldwide is increasingly seen as a political and diplomatic imperative.

Medical students and residents have long contributed to efforts to improve health care in less-affluent countries. Service in low-resource environments is known to provide young professionals with a broader view of the goals of medicine, greater sensitivity to social and cultural contributors to health care, and frequently, commitment to careers in primary care. Today, diverse organizations offer a range of career opportunities to medical graduates. These include NGOs such as Doctors for Global Health, Child Family Health International, Médecins Sans Frontières and the Gates Foundation; federally-funded programs such as the CDC, PEPFAR, Fogarty, and twinning programs, and international aid organizations such as the World Health Organization and Global Fund.

This elective provides an introduction to key initiatives and trends in global health education, research, and international development. It is designed for students who are interested in pursuing global health in their residency training and future careers. The class involves considerable reading, writing, and research. Each day, students will be expected to read several chapters or articles, respond in writing to questions based on these readings, and pursue independent research. Students will meet each morning to discuss the readings and their written responses; afternoons will be free for further reading and research.

Readings and discussion will in part be developed around students' interest and experience. The first week will include readings on global health education in residency training, career opportunities in global health and humanitarian aid, and the role of academic medicine in strengthening health capacities worldwide. Readings for the second week will include attention to international aid efforts, research, and academic partnerships.
Over the course of the electives, each student will conduct and present a focused research topic. This may involve questions in global health education, the efficacy of a known aid organization, health challenges for displaced persons, asylum seekers, and new immigrants, and other topics of interest to students.

Course Content & Objectives

After taking this course, students will be able to do the following:

a) Identify the essential goals and expectations of global health training during residencies.
b) Describe how academic partnerships, research, and international aid may be used to strengthen health care capacities worldwide.
c) Analyze relationships between global health initiatives and political and economic interests.
d) Describe the goals and programs of prominent American and international organizations working in global health.

Learning Methods

- Readings and case studies
- Written responses to questions from readings
- Discussion
- Research and research presentation

Evaluation

Course director will complete the appropriate WSUBSOM fourth-year elective evaluation form. Grade is Pass/Fail and based on:

- Attendance and class participation 25%
- Written responses to questions from readings 25%

Completed research projects:
- Global health education 25%
- Global health aid organization 25%

Prerequisites

Participation in the International Health Program

Specific Contact Info:

Mary White, Ph.D. Course Director, mary.t.white@wright.edu

PPH 8402 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 5/27/2020
Child Adolescent Psych

Time & Location

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2 weeks at a variety of sites including: WPAFB, Youth Resource Center, TCN, Dayton Children’s Hospital, and Elizabeth Place.

Lead time to DROP/ADD: 1 month or discussion with elective co-director.

Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 1 Drop/Add Days: 30

Half-block.

Course Director(s) & Faculty
Ryan Mast, D.O., Co-Director,
Assistant Professor (WSU-BSOM)
Division of Child/Adolescent Psychiatry

Suzie Nelson, M.D., Co-Director,
Assistant Professor, (WSU-BSOM)
Division of Child/Adolescent Psychiatry

Course Description
The student will gain experience in child and adolescent psychiatry consultation in outpatient settings. Children and adolescents with behavioral, emotional, and family disturbances will be evaluated and treated. Additional experiences in inpatient and residential treatment settings can be arranged according to student interest. The student will perform child and adolescent outpatient evaluations in a community mental health center. The student will work with attending and senior residents in outpatient clinics.

Course Content & Objectives

a. Learn to perform psychiatric evaluations with children, adolescents, and families, to report findings, and to develop differential diagnoses and treatment plans.

b. Work with families whenever possible.

c. Participate in liaison activities with other pediatric services, and will observe child and adolescent psychiatry faculty in a range of practice activities.

Learning Methods

a. Direct supervision from attending staff and residents.

b. Observation of student conducting live patient interviews.

c. Reading assignments and discussion with faculty.

d. Didactic seminars with faculty and residents at the Wright State University Department of Psychiatry.

Evaluation
The student will be evaluated through direct observations of his/her clinical interactions with patients.
and families, and through staff reviews of his/her formulation, recommendations, interactions with other professionals, and presentations. Grade: Pass/Fail

Prerequisites
Successful completion of Doctoring psychiatry clerkship.

Specific Contact Info:
Samantha Holcombe, Student Coordinator, samantha.holcombe@wright.edu

PYC 8401 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/10/2020
Only Open to WSU Students

Consult-Liaison Psychiatry

**Time & Location**

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Four weeks; Miami Valley Hospital.

Lead time required to DROP/ADD elective - 1 months.

1 student per Block; availability may be dependent upon concurrent clerkship placements

Preferable students entering Psychiatry, Family Medicine, Neurology, Internal Medicine

Please contact Psychiatry Coordinator for approval: samantha.holcombe@wright.edu

**Course Director(s) & Faculty**

John Weiffenbach, MD and Lisa Cantor, MD, Elective Directors, Assistant Professors of Psychiatry

**Course Description**

The student will function as a member of the proactive consultation liaison (C&L) team that includes: attending staff, second year residents, third year medical students, advanced nurse practitioners, clinical nurse specialists, and social workers. Additional opportunities and requirements may include involvement in the care of patients undergoing neuromodulation treatment (eg. Electroconvulsive Therapy (ECT)). The C&L team meets and rounds throughout the day. The student should expect to be on service Mon-Fri 7A-5P and will be expected to work one weekend (Sat and Sun 7A-5P). There are weekly scheduled group seminars and didactics.

**Course Content & Objectives**

The student will learn to perform psychiatric evaluations on medical/surgical patients in need of consultation, write up his/her findings, and arrive at a differential diagnosis and treatment plan including biopsychosocial recommendations for the patient's further care. The student may also gain experience in family intervention in the medicine/psychiatry interface. The student will learn about: the psychodynamic and personality issues at work in the medically ill, psychotropic drug dose/effects/interactions relevant to medical diseases, and the role of psychiatric evaluation in informed consent and capacity determination.

**Learning Methods**

The student will receive direct supervision from staff and residents in his/her patient contacts and write-ups. There will also be specific reading material assigned to the student. Primary means of instruction will be case discussion. The student will attend the weekly consultation-liaison conferences and may participate in educational/clinical liaison activities in the geriatric unit. The student will also have the opportunity to observe staff and residents in patient/staff interactions. The student will attend formal didactic seminars at the WSU Department of Psychiatry (Tuesday afternoons from noon to 5PM at Elizabeth Place), and other lectures may also be included.
Evaluation

Pass/Fail grade to be based on write-ups and staff and patient interactions.

Prerequisites

Satisfactory completion of psychiatry clerkship.

Specific Contact Info:

Samantha Holcombe, student coordinator, samantha.holcombe@wright.edu

**PYC 8402**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/8/2020
Ment Health Homeless Youth-YA

**Time & Location**

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Mental Health Services for Homeless Youth & Young Adults

4-week rotation, Daybreak, Dayton, Ohio

The schedule will be Monday-Friday, approximately 9 am - 5 pm most days, with some Wednesday evening activities. Minimum expected time would be approximately 50 hours/week with the development of education programs for the youth.

Lead time required to DROP/ADD elective - 1 month

**Full-block.**

Lead department: Psychiatry

Supporting department: Family Medicine

Clinical Elective | Non-Surgical Elective

**Course Director(s) & Faculty**

Bethany Harper, M.D., Course Director, Assistant Professor, Department of Psychiatry

Matt West, LPCC

**Course Description**

The student will be involved with the mental and physical health services at Daybreak, Inc., (an agency in Dayton, Ohio that provides age-appropriate housing programs with comprehensive supportive services including outreach, prevention, education, hotline, mental health services, information and referral and other related services) for children and youth who runaway, are pushed out of their homes, at risk of abuse or neglect, homeless, or at immediate risk of homelessness. Students will assist in mental health and physical health screening and consultations, assist social work staff in completing mental status exams and psychosocial mental health assessments for youth, develop and present mental and general health education programs, and participate in various therapeutic activities for the youth, including life skills training and youth development activities.

Time will be spent updating the documentation system for Daybreak and coordinating with staff to ensure proper follow-up. The student will serve as a liaison between youth and community physicians by connecting clients with appropriate outpatient providers, accompanying them to appointments, and providing education to clients regarding medical conditions and treatment plans. The student will work to obtain and maintain adequate supplies for Daybreak’s medical clinic, using local donations and a small budget through Daybreak.

**Course Content & Objectives**

1. Finalize documentation system for Daybreak medical evaluations.
2. Will perform mental health assessments with adolescents and young adults, report findings, and develop differential diagnoses and treatment plans.
3. Serve as a liaison between Daybreak clients and community physicians.
4. Assist staff in reducing inappropriate emergency room visits.
5. Assist staff in creating medical crisis plans for those clients with chronic disease and provide education for staff as needed.
6. Develop and present weekly health/mental health educational programs, including but not limited to the topics of personal hygiene, obesity, psychotropic medication, sexual and reproductive health, healthy
pregnancy and childbirth preparation, infancy and early childhood well being, and parenting skills.

7. Participate in various therapeutic activities for the youth, including positive youth development activities.

8. Assist staff in the review of health history questionnaires.

9. Develop a greater understanding of the challenges of the homeless youth population and the services available in the Dayton area.

10. Learn about evidenced-based practices for treatment of youth with histories of trauma, and participate in outcome evaluations.

Learning Methods

1. Direct supervision from attending staff and Daybreak professional staff.

2. Observation of student conducting live patient interviews.

3. Observation of student conducting health-focused group sessions with clients.

4. Participation in treatment team discussions for Daybreak clients.

5. Participation in community activities with the youth, with reflection exercises focused on prompts regarding population health.

Evaluation

The student will be evaluated through direct observations of his/her clinical interactions with patients, through staff reviews of his/her recommendations, and presentations, as well as interactions with other professionals. Grade is Pass/Fail.

Prerequisites

Successful completion of Doctoring Phase clerkships.

Specific Contact Info:

Samantha Holcombe, Student Coordinator, samantha.holcombe@wright.edu

PYC 8403  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/8/2020
Introduction to Psychotherapy

**PYC 8405**

### Time & Location
- 4 weeks; Elizabeth Place
- Please contact Psychiatry Coordinator for approval: samantha.holcombe@wright.edu

**Clinical Elective** | **Non-Surgical Elective** | **Capacity:** **Min 1** **Max 5** **Drop/Add Days:** **30**

### Course Director(s) & Faculty
- Allison Cowan, M.D., Associate Professor, Course Director
- Randon Welton, M.D., Associate Professor

### Course Description
While the Doctoring psychiatry clerkship provides a foundation of understanding psychiatric diagnoses and psychopharmacology, psychotherapy is not taught in-depth. This elective will fill that gap for those medical students planning to enter psychiatry, by providing an overview of psychotherapy. This elective is primarily for those students who will be future Psychiatrists.

### Course Content & Objectives
The student will be able to:

1. Understand the basic theories of two psychotherapy treatment modalities: psychodynamic psychotherapy and cognitive behavioral therapy.
2. Complete an in-depth psychiatric diagnostic evaluation.

### Learning Methods
The student will attend small group interactive didactics on the theoretical basis of the psychotherapies, focusing on psychodynamic psychotherapy and cognitive behavioral psychotherapy.

Faculty members will demonstrate their own work in the modalities, with the sessions focusing on the techniques and interventions in the work with the patient.

A diagnostic interview will be done by the medical students, with these sessions being videotaped. Faculty and students will review the tapes together, examining the patient-physician relationship and psychotherapy techniques.

Selected readings on psychodynamic psychotherapy and cognitive behavioral therapy will be required. An academic paper, on a topic in psychotherapy that interests the student and approved by faculty, will be required.

The students will also attend Department of Psychiatry Grand Rounds and resident tutorials on Tuesday afternoons focusing on psychotherapy, psychiatric diagnoses, and treatment modalities. Tuesday
afternoons from 12pm-5pm.

**Evaluation**

The student will be evaluated through direct observation of clinical skills, motivation, and enthusiasm, as well as the required paper. Feedback will be given throughout the experience. Grade will be Pass/Fail.

**Prerequisites**

Successful completion of Doctoring psychiatry clerkship.

This elective is for Advanced Doctoring medical students planning to enter psychiatry residency. Each student is required to complete an essay which will determine acceptance into the elective.

**Specific Contact Info:**

Samantha Holcombe, Student Coordinator, samantha.holcombe@wright.edu

**PYC 8405**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/8/2020
Only Open to WSU Students

Acad Med - Psychiatry

Longitudinal elective, with a set of interactive teaching sessions at various points throughout the year, with about 10-15 hours of time commitments. The remainder of the time will be focused on educational activities and direct teaching as outlined by the student and course director, with a minimum of 160 hours over the course of the elective, which ends May 1.

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Non-Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 2  Drop/Add Days: 30

Bethany Harper, M.D., Assistant Professor, Course Director

Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Participants in this elective will be able to:
1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:
1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology-driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions,
OSCE cases, and other self-assessment modules
8. Provide direct observational teaching and feedback on clinical clerkships
9. Facilitate Step 1 review sessions for current medical students.

Depending on the nature of the individualized elective plan, a final product (i.e., on-line tutorial) may also be required.

Learning Methods

- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

Evaluation

Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

Grading is Pass/Fail

Prerequisites

Completion of Doctoring Clerkship.

Specific Contact Info:

Bethany Harper, MD, bethany.harper@wright.edu
Samantha Holcombe, Student Coordinator, samantha.holcombe@wright.edu

PYC 8499 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 1/8/2020
Radiology

Full-block.

Course Director(s) & Faculty
Margaret Phillips, M.D.

Course Description
Imaging is fundamental in the diagnosis and management of most disease processes. As imaging achieves molecular and microenvironmental capabilities, understanding the pathophysiology of disease processes is increasingly important. Understanding the framework of modern diagnostic imaging and nuclear medicine, and the therapeutic branches of interventional radiology and radiation therapy, is therefore vital to patient care. This course will provide the medical student with an overarching introduction to each of these radiology areas. The four weeks will be equally divided between Diagnostic Radiology, Nuclear Medicine, Interventional Radiology, and Radiation Therapy, providing a one-week immersion for each experience.

Course Content & Objectives
The overarching goal is for the student to understand the benefits of the various elements of radiology and explore its integral place in healthcare. Specifically, students will

a. Develop an understanding for ordering imaging studies and procedures, and learn about the interpretations of such studies and procedures.

b. Observe the performance of imaging studies and procedures, and learn about the interpretations of such studies and procedures.

c. Review the basic science, anatomy, pathophysiology and clinical diagnosis in relation to radiographs and other studies.

Learning Methods
1. Observation and interaction with diagnostic and therapeutic radiologists and technologists.
2. Readings materials.

Evaluation
1. Grading will be Pass/Fail. Assessment will be based on attendance, participation, and demonstrated interest in learning.
2. Completion of BSOM Clinical Evaluation form.

Prerequisites
http://f5webserv.wright.edu/bsomi/course_catalog/All_BSOM_Courses.pdf
Completion of 3rd year clerkships

Specific Contact Info:
Margaret Phillips, M.D., VAMC coordinator, margaret.phillips1@va.gov

This Course is identical to: RAD 8401 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ?

RAD 8471
Only Open to WSU Students

Intro to Radiology  

**Course Description**

**Course Content & Objectives**

a. Know and understand basic indications for diagnostic imaging  
b. Introduction to noninvasive vascular imaging including Doppler ultrasound, CTA and MRA.  
c. Learn the basic indications for, methodology of, and possible complications associated with commonly performed IR procedures such as image-guided needle biopsy and drainage, diagnostic angiography, balloon angioplasty and stent placement, venous access, hemodialysis access, arterial embolization, and percutaneous vertebroplasty  
d. Enhance the student’s knowledge of basic IR techniques and contrast agents  

**Learning Methods**

1. Medical Imaging interpretation with the staff radiologist  
2. Daily IR service participation  
3. Reading assignments and case presentation  

**Evaluation**

The staff radiologist will evaluate the student on a Pass/Fail scale. The evaluation will be based on daily service participation, the understanding of IR procedures and reading assignments, and case presentation.  

**Prerequisites**

Completion of third year curriculum  

**Specific Contact Info:**  
Kathleen Mayer, Student Coordinator, Kathleen.Mayer@KetteringHealth.org  

This Course is identical to: RAD 8471  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 1/10/2020  

RAD 8401
Only Open to WSU Students

**IHI Basic Cert Quality Safety**

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**SMD 8401**

**Capacity:** Min 1 Max 5 Drop/Add Days: 30

**Half-block.**

**Course Director(s) & Faculty**

Mary White, Ph.D. Course Director

**Course Description**

This course will provide students with exposure to the evolving system of health care delivery. Developed by the Institute for Health Care Improvement, [ihi.org/Pages/default.aspx](http://ihi.org/Pages/default.aspx), this certificate program focuses on five areas: improvement capability, patient safety, person & family-centered care, leadership, and triple aim for populations. IHI is an independent, not-for-profit organization that focuses on identifying health care practices that are safe, effective, patient-centered, timely, efficient, and equitable. Through innovation and research development, IHI has collaborated with organizations worldwide to create online learning opportunities that give students and health care professionals the skills and knowledge to become change agents in health care improvement (See Catalog Summaries Appendix, below).

This elective will include completion of 13 interactive video modules that will earn the student a Basic Certificate in Quality & Safety. The videos are each 1-2 hours in length; combined they are estimated to take approximately 19 hours of run time on normal speed. Each module requires students to master the material and pass post-course exams with a score of 80% or better. In addition, supplementary resources are provided for each module. According to IHI, level of mastery directly correlates with time spent on each online module, use of additional resources, and exam scores. For this reason, students will be expected to review the supplementary materials and identify a bulleted list of at least five significant findings from these materials per module. Students must also present the course director with test scores and the certificate awarded from IHI Open School after completion of all required courses.

In addition, students will write five, 2-3 page case descriptions of circumstances they have witnessed that reflect some aspect of health systems management. These should be examples that either worked well or could use systems improvement, and include descriptions of the opportunities and challenges to identifying and implementing improvement.

**Course Content & Objectives**

Earning the Basic Certificate in Quality and Safety boosts your knowledge and skills - and proves to employers you're serious about changing health care for the better. To receive the Certificate, you must complete the following 13 Open School courses: QI 101-QI 105, PS 101-105, TA 101, PFC 101, and L 101.
Dr. White will discuss details.

1. Understand the size and scope of the problem of medical errors and patient harm.
2. Learn the theory and fundamentals of the discipline of patient safety.
3. Learn various methods of quality improvement.
4. Consider the integration of the fundamentals of patient safety in clinical practice
5. Understand the importance of moral agency in health care

**Learning Methods**

1. Complete online coursework from the IHI website (50%, 25-40h)
2. Review the supplementary resources associated with each course module and identify 5 (minimum) findings of interest for each module (30%, 25-35h)
3. Write five case studies, 2-3 pages each (20%, 10-15h)

**Evaluation**

1. Successful completion of the Basic Certificate in Quality & Safety (50%)
2. Submission of five (min.) significant findings for each module (25%)
3. Completion of five written case studies (25%)

The BSOM evaluation will be completed as well.

**Prerequisites**
Completion of 3rd year Clerkships

**Specific Contact Info:**
Mary White, Ph.D. Course Director, mary.t.white@wright.edu

**SMD 8401**  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/10/2020
Clin Trials Research Alliance

Time & Location

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Blocks 5-10, 4 week elective.
Location: Administrative Offices of the Clinical Trials Research Alliance (CTRA) at Miami Valley Hospital on 6th floor of Weber Bldg.

1 student per Block

Typical work hours 8am-5pm Monday through Friday.

Non-Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 1  Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty

John Terry, M.D., Course Director

Course Description

This elective is designed to provide the student with a basic working knowledge and understanding of the various administrative and clinical aspects of conducting large scale clinical research trials in the clinical setting. It is ideally suited for medical students who intend to incorporate clinical research into their practices, and for students intending to pursue a career in academic medicine. Students will have the opportunity to be involved in the process of launching clinical trials in the practice setting, from acquisition of clinical trials, executing necessary agreements and contracts between sponsor and investigators, budgeting for a clinical trial, obtaining IRB approval, compliance oversight, tracking of clinical trial activity, subject recruitment, subject enrollment. At the end of this elective, students will have the necessary background and experience to participate in a clinical trial with appropriate support and supervision.

Course Content & Objectives

At the end of this elective, students will be able to describe and have a basic working knowledge of:

1. How new drugs and devices are brought to the market. The role of industry, the Contract Research Organizations (CROs), Investigators (Principle and Sub-Investigators), Clinical Research Coordinators (CRCs), Study Monitors, Data Safety Evaluation Committees.
2. How clinical trials are acquired
3. How to assess the feasibility of conducting a given clinical trial.
4. How to review and execute Non-Disclosure Agreements and Contracts between Sponsors and Investigators. How to monitor compliance during the conduct of a clinical trial. How to bill properly (sponsor vs insurance carrier) for services rendered during a clinical trial.
5. How to negotiate budgets for clinical trials.
6. How to prepare IRB submissions for clinical trials. Understand how central IRBs function and how they interact with local IRBs. Understand the advantages and disadvantages of both central and local IRBs. Understand the role of Hospital Research Review Committees.
7. The importance of regulatory requirements including FDA form 1572, HIPAA, audits.
8. How to recruit subjects into a clinical trial.
9. How to obtain proper informed consent.
10. How to accurately document progress along a clinical trial protocol. Understand the differences between source documents and case report forms.
11. How to properly conduct a subject (patient) encounter within a clinical trial.
12. The financial aspects of conducting a clinical trial, including the invoicing of sponsors, payments to institutions and investigators.
13. The ethical issues in human subjects research including how human subject protection is maintained in clinical trials where subject competency is potentially compromised by illness (e.g., stroke patients) or other circumstances.
14. The costs and timeframe of bringing new drugs and devices to the market and understand newer methodologies for enhancing the efficiency of clinical trial research (e.g., adaptive clinical trials).

**Learning Methods**

Students will work one on one with member of the CTRA team, medical humanities faculty, clinical research coordinator and investigators and will receive reading materials pertaining to each of the key learning objectives outlined above. Student will also shadow CTRA team members as they work through actual procedure for moving a clinical trial through the process of a acquisition, approval, budgeting, contracting, subject recruitment and enrollment, and subsequent monitoring of compliance. Students will attend CTRA team meetings and Executive Committee meetings to learn about how information is shared an how trials are tracked. Finally, students will spend time with CTRA Clinical Coordinator and Investigators as actual trial participants are engaged both in the inpatient and outpatient clinical settings.

**Approximate Time Allocations:**

- Human Subjects Protection: 2 days
- Trial Acquisition and Regulatory Issues: 2 days
- Trial Budgeting and Subject Recruitment: 2 days
- Compliance in Clinical Research: 3 days
- Financial Aspects of Clinical Trial Research: 3 days
- The Subject (Patient) Encounter: 6 days
- The Future of Clinical Research: 2 days

**Evaluation**

The student will be graded on a simple Pass/Fail scale. Factors to be considered in the determinations of a final grade will be attendance, participation, evidence of reading the materials handed out to the students, and a final interview with the course director where one or more of the covered aspects of clinical research will be discussed with the student to access understanding and acquisition of new knowledge.

**Prerequisites**

- Completion of 3rd year clerkships
- CITI Training

**Specific Contact Info:**

John Terry, john.terry@wright.edu or jbterry@premierhealth.com

**SMD 8402**  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 9/18/2020
Race Sex Gender in Med Educ

Time & Location

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2 week elective

Non-Clinical Elective  Non-Surgical Elective  
Capacity: Min 3  Max 10  Drop/Add Days: 30

Half-block.

Course Director(s) & Faculty

Brenda Roman, M.D., Faculty

Course Description

This is a two-week (equivalent to 80 hours). Class will meet three hours/day with the rest of the time spent either on research or visiting relevant individuals and organizations in the Dayton area. These may include the Underground Railroad Museum and the Museum of African American History at Wilberforce College, and meetings with local experts on race and gender in health care.

Throughout the history of this country, social, political, and cultural norms have been heavily biased toward the interests and needs of Caucasians, specifically, heterosexual Caucasian men. Likewise, the medical profession has long been dominated by Caucasian men, whether as physicians, researchers, or administrators, and the research on which clinical practices are based and drugs are developed relies heavily on studies of largely young, mostly Caucasian males. Until recently, little was known about why help-seeking behaviors, presenting symptoms, and treatment outcomes vary for people of different races, sex, and genders; indeed the assumption was that such differences did not exist. Today that is no longer the case. A wealth of studies indicate race, sex, and gender are important determinants of health; that historical, psychological, physiological, political, and social factors contribute to when and why people of difference races, sex, and gender seek medical attention and how they respond to treatment. Yet these differences are often neglected in medical education.

This elective focuses on identifying and examining these differences, with goals of better understanding how to anticipate and respond to these difference in clinical practice and other professional activities. In the first two sessions the course director will provide historical context for this course and a broad overview of related research to date. In subsequent sessions, students will be expected to identify and present a topic they feel merits attention in the medical curriculum.

How time will be used: Class time: 30 hours, research, 30 hours, community outreach, 20 hours.

Course Content & Objectives

Participants in this elective will be able to:
1. Describe why medical practice has historically been based on white male physiology.
2. Describe how social, historical, and political factors related to race, sex, and gender have impacted medical training, medical practice, and medical research.
3. Discuss a range of topics, with supporting data, in which race, sex, and gender contribute to differences in help-seeking behaviors, clinical symptoms, responses to treatment, and treatment outcomes.

**Learning Methods**

1. Reading assignments
2. Topic selection – development of criteria
3. Literature review for each topic
4. Formal class presentations and journal club discussions (exact number TBD)
5. Community engagement

**Evaluation**

1. Students are expected to attend all class sessions and complete all assignments. After the first two sessions, topics chosen for study will be based on students’ interests and learning objectives.
2. Evaluation will be based on class participation and the quality of completed assignments.
3. The Course Director will provide ongoing feedback and complete the BSOM elective evaluation. Grade is Pass/Fail

**Prerequisites**

Completion of Doctoring clerkships.

**SMD 8403**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 9/2/2020
**Pain Mgmt and Addictions Med**

**Time & Location**

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- 4 weeks at a variety of community mental health center sites including TCN Xenia, Samaritan Behavioral Health, and Nova House.

- 30 days drop/add deadline

- Max 4 students

**Course Description**

Dayton now leads the nation in the per-capita rate of death due to opioid overdose. Given the prevalence of substance abuse in our region, all physicians, regardless of specialty, need to know what their role is in prevention and treatment of substance abuse disorders. This elective will provide a general overview of the causes and impact of the current opioid epidemic, effective pain assessment and management, and the fundamentals of addictions medicine. Each week, participating students will rotate through one of four treatment sites in the area with 1/2 day/week devoted to didactics. Scheduled activities will be supplemented with assigned readings and videos and a research project for students to complete on their own time.

**Course Director(s) & Faculty**

- Mary White, Ph.D. Course Director

**Participating Faculty:**

- Gideon Adegbile, MD
- Cleanne Cass, DO, FAAHPM, FAAFP
- Raminta Daniulaityte
- Michael Dohn, MD
- David Gerstner, MMRS, City of Dayton Fire and Rescue
- Franklin Halley, MD
- Randy Klotz, DNAP, Med, MSN, CRNA
- Randy Marriott, MD
- Scott, Nix, MD
- Nancy Pook, MD
- Joon Shim, MD
- Cynthia Solomon, BSPharm, RPh
- Anna Squibb, MD
- Colleen Smith, LSW, LICDC-CS
- Christina Weston, MD

**Capacity:** Min 1 Max 4 Drop/Add Days: 30
Course Content & Objectives

Students who complete this elective will be able to:
1. Describe the epidemiology and impact of narcotics abuse in Montgomery County
2. Understand basic assessment and medical management of chronic pain; risks and benefits of opioids
3. Administer Narcan/Naxolone for drug overdose
4. Describe counseling and treatment alternatives for substance abuse addictions
5. Identify local resources for addictions treatment
6. Describe the risks, assessment, and management of substance abuse disorders in your chosen specialty area.

Learning Methods

1. Rotation through four placement facilities (change weekly) TCN Xenia
   Samaritan Behavioral Health
   Nova House
   Brightview
2. Half-day weekly didactics
3. Assigned readings
4. American Society of Addictions Medicine (ASAM): four brief on-line videos
5. Individual research/presentation on addictions management in students' selected specialties

Evaluation

1. Complete BSOM evaluation
2. Attendance, engagement, and professionalism at all scheduled activities
3. Completion of assigned readings and videos
4. Quality of research presentation

Prerequisites

Successful completion of Doctoring Phase clerkships.

SMD 8404  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/10/2020
Only Open to WSU Students

Medicine and the Holocaust  

SMD 8451

**Time & Location**

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Offered longitudinally, meeting 1-2 times per block from August-May. Seminars will generally be held in White Hall with interspersed visits to clinical facilities, museums, and commemorations.

**SPECIAL NOTE:** This is a longitudinal elective; as such, it runs simultaneously with other courses. Keep in mind:

(a) You may not skip any required clerkship time for this elective (J-I, Neurology, Emergency Med)

(b) Any time missed for any other elective month must be cleared with your supervisor in advance; they may require you to make up the hours missed.

(c) You may miss only 2 classes (excused absences); 3 classes missed may mean failure of the course, even if the last class is in April or May before graduation. All absences must be cleared with the course director. Since this class is discussion-based, you may, with special permission, be able to attend remotely via Skype or Google video or Facetime etc.

**Full-block.**

Non-Clinical Elective  
Non-Surgical Elective  
**Capacity:** Min 1  Max 30  Drop/Add Days: 30

**Course Director(s) & Faculty**

David B. Shuster, M.D., Course Director

The Faculty is comprised of a diverse group including Holocaust Survivors, Liberators, Physicians, Filmmakers, and Professors from other fields.

**Course Description**

The overriding goal of this course is for you to take meaningful action, as a product of your participation in the course, to make a contribution to the world.

You will have the opportunity to participate in From Ashes to Action: The Holocaust Humanity Project.

The Holocaust Humanity Project is a self-designed means by which to channel your unique talents and passions into an action that the world, even a small part of it, appreciates.

Through the study of medicine and the Holocaust we will learn about humanity pursuing the extremes of what we label good and evil, and the factors that led to those individual choices.

We will attempt to understand the zeitgeist of that time and apply that understanding to the present by grappling with the issues of then, and now.

Most importantly, you will learn to develop and express your views in a cohesive, communicable manner designed to affect change and turn thought into action.

Classes will generally begin with student presentations of their papers regarding the class presentation question, followed by a seminar with a guest speaker, then student led discussion of assigned readings.

Wright State University Boonshoft School of Medicine  
http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
and film viewings.

Course Content & Objectives

- History of Medicine—Holocaust studies
- Research Ethics
- Personhood and Ethical Theory
- Healthcare Economics
- Disability and Medicine

Learning Methods

- Reading assignments and discussion
- Film attendance and discussion
- Participation in off-site activities
- Reflection Writing

Evaluation

Students are expected to attend and participate in all class sessions. Evaluation will be based on attendance, participation, a short reflection paper, and a written journal of daily activities. Grade – Pass/Fail.

Prerequisites

Good standing in Advanced Doctoring; successful completion of SEIM.

Specific Contact Info:

- Dr. David Shuster, david.shuster@wright.edu
- Student Coordinator, som_scheduling@wright.edu

SMD 8451  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 12/16/2019
Full-block.

**Course Director(s) & Faculty**
- Dr. Amber Todd
- Dr. Jeanette Manger

**Course Description**

The primary goal of this elective is to provide students with a hands-on understanding of medical educational research in general, how medical education research is conducted, and to participate in a medical education project with a faculty mentor at the Boonshoft School of Medicine. This longitudinal elective is designed for students who may be interested in academic or research careers in medical education, who are interested in teaching in academics, and/or who would like to develop skills of teaching and research prior to residency.

The elective will have three main components: (1) reading and discussion related to nuts and bolts of medical education research, including formulating research questions, literature reviews, research design and methods, data management, collection, storage and analysis, ethics, institutional review boards, writing for publication, reviewing abstracts and articles (2) reading and discussion of controversies or cutting-edge concepts in medical education research: when possible students will attend and participate in the Medical Education journal club and BSOM Scholarship of Teaching and Research in Medical Education (STReME); (3) participation in a research project with a faculty mentor at BSOM: the student(s) will participate directly in educational research, with the goal of a poster or presentation at BSOM forum (Medical Student Research Symposium, Curriculum Committee Meetings, etc) or at a regional or national conference. An additional goal is that the project is eventually published with the student having co-authorship along with the faculty member and other investigators on the project.

**Course Content & Objectives**

Participants in this elective will have opportunities to do the following:

1. Broadly review the medical education research literature and develop the skills to conduct basic medical educational research from a research idea to a published study;
2. Participate in a medical education journal club where controversies in medical education are discussed and debated;
3. Participate directly in a faculty supervised medical education research project, with the expectation of one of or more of the following: publication, presentation, or poster. The student will be a key member of a medical education research team;
4. Learn about the institutional review board process and obtain Collaborative Institutional Training Certificate (CITI) (a required program about research ethics that all investigators are required to
complete);
5. Learn about medical education research design, methods, and statistics; and
6. Depending on the medical education research project, students will have opportunities to do one or both of the following:
   a. Through readings and hands on experience learn the components of creating a poster. Student will work directly with a faculty on creating a poster and/or
   b. Through readings and hands on experience, learn the components of writing a scholarly paper. Student will work directly with faculty on writing a paper for publication.

**Learning Methods**
- Reading assignments
- Formal and Informal discussion
- Student presentations
- Participation in journal club
- Research, including research team participation

**Evaluation**
Students are expected to attend and participate in all journal clubs, didactics, and research experiences. Evaluation will be based on attendance, participation, and presentations. Grading is Pass/Fail.

**Prerequisites**
None

**Specific Contact Info:**
- Dr. Amber Todd, amber.todd@wright.edu
- Dr. Jeanette Manger, jeanette.manger@wright.edu

**SMD 8452**
**Last Dept. Review Date:** 12/12/2018  **Last Catalog Modification:** ?
**Acad Med - General Med Educ**

**Time & Location**

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**Full-block.**

**Course Director(s) & Faculty**

Gregory Toussaint, M.D., Course Director

**Course Description**

Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective provides experience to help prepare for their future teaching role. Under the supervision of experienced educators, students will teach junior medical students. Curriculum includes giving formative feedback, and techniques of clinical teaching, and students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to, interviewing and physical exam sessions in Year 1 Clinical Medicine, case discussion sessions, and direct observation of simulated patient encounters.

Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with the course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

**Course Content & Objectives**

Participants in this elective will be able to:

1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through Clinical Skills (CS) or other supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:

1. Small group leaders for CS interviewing sessions
2. Preceptors for CS Physical Examination sessions
3. Lead CS case discussions or facilitate WrightQ groups
4. Develop educational materials
5. Assist in assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules
Learning Methods

- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

Evaluation

Evaluation will be based on participation, effort, and evaluation of assigned teaching duties. Students will be expected to self-assess their teaching.

Grading is Pass/Fail

Prerequisites

Completion of Doctoring clerkships.

Specific Contact Info:

Student Coordinator, som_scheduling@wright.edu

SMD 8499  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 1/8/2020
Urology

**Time & Location**

4-week rotation in private offices of faculty members and community-based hospitals in the Dayton community.

Lead time required to DROP/ADD elective - 45 days.

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<th>Surgical Elective</th>
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**Full-block.**

**Course Director(s) & Faculty**

- Michael Yu, M.D., Director; Clinical Assistant Professor
- Mark Monsour, M.D.; Clinical Assistant Professor
- Toby Lees, M.D.; Clinical Assistant Professor
- Urology Clinical Faculty

**Course Description**

This course will instruct medical students in all aspects of urologic care ranging from outpatient management of urinary problems to inpatient management and surgery. All aspects of urology will be covered - stone disease, infections, adult and pediatric anatomic problems, and various malignancies. Outpatient and Inpatient work will be at various hospitals in the Dayton, Ohio area and surrounding community facilities, and preceptor offices.

**Course Content & Objectives**

Students completing this course will be able to discuss the following:

- infections and inflammations of the urinary tract
- benign and malignant neoplasms of the urinary tract
- benign prostatic hyperplasia
- stone disease
- trauma
- diagnostic procedures
- urinalyses
- pyelograms
- catheterization

**Learning Methods**

- review the literature
- lectures and conferences
- in-patient rounds with faculty
- out-patient visits

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
e. visits to faculty private offices
f. experience in assisting in surgery
g. histories and physicals on selected patients

**Evaluation**

Oral examination of competency by faculty. Grade: Pass/Fail

**Prerequisites**

Completion of the Year III Surgery Clerkship.
**Course Description**

Medical students will be exposed to cardiac surgical practice by participating with a team of surgeons, residents, physician assistants and others in evaluating and treating cardiac surgical patients. This will include preoperative preparation, operative management, and post-operative care. Emphasis will be placed on pre-operative assessment and post-operative critical care of cardiac patients. Additionally, students will be introduced to insertion and management of central lines, management of Swan Ganz Catheters, and wound care under the supervision of attendings and residents. They will also be exposed to anesthesia management and by-pass pump mechanics.

This elective involves the management of patients with thoracic surgery problems ranging from lung disease including cancer to acquired and neoplastic diseases of the chest and esophagus (including GERD). The average weekly case load would be five to ten patients. The student will see and assist in evaluating patients in the emergency room, scrub in on cases in the operating room, assist with patient management in the intensive care unit and follow-up patients in clinic. Students will be in clinic part of two days a week to follow-up discharged patients and patients on direct referral from the emergency room consultations with the surgery resident. S/He will also help care for elective surgical cases. Night call every fourth night on average.

**Course Content & Objectives**

The objective of this elective is to provide an opportunity for medical students to integrate basic science and clinical practice in caring for the cardiothoracic surgery patient. Cognitive skills will include anatomy and physiology and pathophysiology of the various organ systems. The specific skills attained will be placement of central lines, arterial monitors, and bladder catheterization, endotracheal intubation, placement of chest tubes, suture technique and wound dressings. Pre- and post-operative management of elective surgical cases as well as emergency trauma cases.

Students will be exposed to:
2. Multidisciplinary care of the cardiac surgical patients.
3. Hemodynamic monitoring of cardiac function during and after cardiac surgery.

**Learning Methods**
Medical students will become an integrated member of the cardiothoracic surgical service during this rotation. This will include initial assessment, ordering or doing specific diagnostic procedures and recording a complete history and physical. S/He will be under the immediate supervision of either attendings or housestaff at all times. This being a “hands-on” rotation, the “see-one, do one” method will be used whenever appropriate. The student will attend all surgical conferences and will be supplied with references pertinent to the type of disease or injury s/he is managing. Daily rounds will be made with the attending for bedside teaching.

**Evaluation**

The evaluation of the medical student will be based on the observation of his/her day to day performance and on periodic oral examination based on the category of patient s/he has managed.

**Grade:** Pass/Fail

**Prerequisites**

Completion of Year III

**This Course is identical to:** SUR 8402

**SUR 8472**

*Last Dept. Review Date: 12/12/2018*  
*Last Catalog Modification: 11/21/2019*
Anesthesia Pain Management

**Time & Location**

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4-week rotations, Miami Valley Hospital Pain Management Center, 30 E. Apple St., Suite 5250, Dayton, Ohio

**Clinical Elective**

**Surgical Elective**

Lead Time to DROP/ADD – 45 days

**Capacity:** Min 1  Max 1  Drop/Add Days: 45

**Full-block.**

**Course Director(s) & Faculty**

Townsend Smith, III, M.D., Medical Director, MVH Pain Center, Assistant Clinical Professor, Director, Acute & Chronic Pain Section, Anesthesia Dept., MVH

**Course Description**

a. The objective of this course is to familiarize the student with the diagnosis and treatment of acute and chronic pain patients.

b. The majority of the rotation will be spent in Anesthesia Pain Management Center and associated areas (OR, Recovery Room, ICU and the wards). Short rotations on other services involved in the treatment of pain will be available – i.e., Psychology, neurology, and physical therapy.

c. Lectures on the basics of pain medicine will be given throughout the course.

d. On-call coverage not required

**Course Content & Objectives**

Upon completion of the Anesthesia Pain Management elective, the student will be able to:

a. Discuss pain mechanism and specific pain syndromes

b. Take a pain-oriented history and perform pain oriented physical exams

c. Diagnose and treat common pain syndromes

d. Discuss the mechanism of action of the various medications used in pain management

**Learning Methods**

Students completing the Pain management elective will be expected to participate as a member of the patient care team by attendance in the Anesthesiology Pain Management Center, the Operating Room, the Post Anesthesia Care Unit, the Intensive Care Units and the patient wards. Selected readings through medical journals and literature may be assigned and the student will be expected to discuss this material in an informal session.

**Evaluation**

Students will be observed for skills and attitude as well as demonstrating an understanding of the material through performance of history and physicals, diagnosing and suggesting a treatment regimen for the patients in the center.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BOSM_Courses.pdf
Grade: Pass/Fail

Prerequisites
Completion of Year III clerkships in Psychiatry, Internal Medicine, and Surgery.

This Course is identical to:  SUR 8404

SUR 8474  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
**Course Description**

The vascular surgical service at Good Samaritan Hospital provides an exposure to the broad variety of vascular problems handled by the resident staff. The vascular service is responsible for all elective (vascular) surgery performed at Good Samaritan Hospital, including Emergency Department evaluation of urgent surgical and surgical subspecialty problems. Additionally, the vascular service provides consultative service for all non-surgical staff services (OB/GYN, medicine, Orthopedics, and Family Medicine) at Good Samaritan Hospital. The average daily census is 8 to 10 patients with an average weekly caseload of 10 to 12 cases. The vascular clinics are staffed by this service.

**Course Content & Objectives**

The objectives of this elective are to allow the medical student to fully integrate both basic science and clinical medicine by appreciating the spectrum of fluid and electrolyte, microbiological, and physiological needs of the vascular surgical patient. The student will be able to participate in a dynamic program of patient evaluation and surgical management and will obtain exposure to the broad field of vascular problems. The student will be provided with the unique experience of having “first” exposure to the patients in the emergency department and be afforded the opportunity of the initial evaluation with critique and evaluation by the surgical resident staff and attending surgeons from Good Samaritan Hospital. The student will be assigned a minimum of one new patient every other day that will be his/her ability in the evaluation, examination and management of these patients as if they were his/her own. Specific skills should be obtained by the medical student including direction in placement of a variety of monitoring catheters including central venous catheters, arterial line, Swan Ganz catheters and skills in surgical technique, suturing ability, minor surgery and surgical assisting.

**Learning Methods**

The medical student will become a member of the vascular service during his/her participation in this elective and will participate in the care of all patients on the service including patients specifically assigned to him/her. S/He will participate in evaluations of the pre-operative, intra-operative management of vascular patients. Daily rounds are made by all residents and medical students on the staff service and participation in the surgical clinical is required. The medical student will perform the admission history and physical examination on patients assigned to him/her and participates in the post-operative care. Attendance will be required at the surgical grand rounds, surgical mortality and morbidity conference and weekly vascular conference at which time brief case presentations will be performed by
Evaluation

Evaluation of the medical student in this elective will include observations made by the faculty members throughout the elective as well as oral examination at the end of the elective.

Grade: Pass/Fail

Prerequisites

Completion of Year III

SUR 8405

Last Dept. Review Date: 12/12/2018

Last Catalog Modification: 11/21/2019

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Pediatric Surgery

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- 4-week rotation, Dayton Children's Hospital
- Lead time required to DROP/ADD elective - 45 days.

**Clinical Elective**

- Surgical Elective

**Capacity:** Min 1 Max 1 Drop/Add Days: 45

**Course Director(s) & Faculty**

- Arturo Aranda, M.D., Assistant Professor, Education Director
- David P. Meagher, Jr., M.D., Professor and Medical Director
- Jeffery S. Christian, M.D., Clinical Associate Professor
- Sean J. Barnett, M.D., Associate Professor

**Course Description**

- a. Student will be integrated into the clinical pediatric surgery service.
- b. Follow a patient from Clinic through pre-op preparation of patient and parents, through surgery and finally post-op follow-up in Clinic or Office.
- c. Anatomy, physiology, pharmacology and pathology of pediatric surgery and anesthesia for various surgical conditions in children will be discussed.
- d. Indications for surgery will be discussed.
- e. Student will attend daily service morning rounds.
- f. Student will identify and participate in the care of at least on inpatient daily throughout the patient’s hospital course.
- g. Student will participate in the operative care of individual and/or service patients.
- h. Student will attend outpatient clinic weekly (one-half day clinics)
- i. Student may elect to participate in the drafting of a clinical research manuscript for submission in a peer-reviewed journal and/or meeting for presentation.

**Learning Methods**

A student may be assigned to one attending pediatric surgeon or may alternate daily between the five surgeons as the student wishes. S/He should be expected to "scrub in" during the surgery when feasible. S/He will attend Pediatric Surgery seminars, CPC’s, and Grand Rounds at CMC. Each student may be assigned a topic or two to read in depth and present at the end of the elective.

**Evaluation**

Evaluation will be based upon attendance, enthusiasm, initiative, professionalism, organizational skills, and overall clinical performance. Grade: Pass/Fail
Prerequisites

Successful completion of Year III

This Course is identical to:  SUR 8406

SUR 8476

Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
ENT Disease

**Time & Location**

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4-week rotation, Private offices of faculty members and community based hospitals in the Dayton area.

Lead time required to DROP/ADD elective - 2 months

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**Full-block.**

**Course Director(s) & Faculty**

Ravindhra Elluru, M.D., Ph.D., Director, Professor

**Course Description**

A preceptorship in which the student will spend one month with one faculty member and will involve extensive and in-depth study of the subject matter. Assignment of faculty is made in advance to allow for adequate preparation by the student in specific areas (see Course Content & Objectives, below). The student will be expected to be available for all medical situations, emergency and routine, with his/her preceptor. It will be the responsibility of the student to contact his/her preceptor prior to the elective to finalize the schedule and location of meetings.

**Course Content & Objectives**

At the completion of the elective the student should be able to:


b. Diagnose and treat medically common infections, traumatic or acquired ear disease, and recognize those cases which should be surgically treated;

c. Evaluate a dizzy patient;

d. Evaluate nasal obstruction (medical, allergic, traumatic) and initiate appropriate treatment;

e. Evaluate and treat epistaxis;

f. Recognize and initiate treatment in the different forms of sinusitis;

g. Recognize significant intra-oral pathology and its relationship to systemic disease, specifically cancer;

h. Evaluate tonsillitis and recommend treatment;

i. Evaluate hoarseness, neck masses, and common causes of upper airway obstruction;

j. Discuss principles of staging, management, and combined therapy methods for cancer of the head and neck;

k. Recognize basic allergic patterns and when referral is necessary.

**Learning Methods**

a. History taking, physical examination and evaluation with the practitioner in private offices.

b. Observation at surgery.

c. Individual discussion with preceptor.

d. Assigned reading.
e. Rounds with the attending physician.
f. Audio-visual material.

**Evaluation**

Observation of work. Oral examination by the preceptor at the end of the elective.
Grade: Pass/Fail

**Prerequisites**

Satisfactory completion of third-year curriculum. Additional requirements for month-long and outlying area electives are listed under each course listing.

**This Course is identical to:**  SUR 8407  
SUR 8477

Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: ?
**Med Surg Ophthalmology**

**Time & Location**

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4-week rotation. Private offices of area ophthalmologists, and affiliated hospitals/medical centers.

Lead time required to DROP/ADD elective - 45 days.

**Course Description**

This will be a preceptorship in which each student will spend four weeks with one or more different faculty members. This elective is ideally suited for a student entering a career in Ophthalmology or Emergency Medicine.

**Course Content & Objectives**

During the course each student will perfect:

a. The recording of an eye history that will identify the presence and specific location of disorders affecting the eye.

b. The performance of an external ocular examination that will identify or exclude abnormalities.

c. The use of slit lamp, direct ophthalmoscope and other instruments needed for complete evaluation of the eye.

Each student will be given initial exposure to:

a. Ocular anatomy and physiology, including the visual pathways and related cranial nerves.

b. The meaning of eye symptoms.

c. The evaluation and management of reduced vision.

d. The ocular manifestations of systemic disease.

e. The ocular manifestations of neurologic disease.

f. The diagnosis and management of common eye injuries.

g. The diagnosis and management of a red eye.

h. Glaucoma

i. Strabismus.

j. Errors of refraction.

k. Degenerative diseases of the eye.

l. Inflammatory diseases of the eye.

Wright State University  Boonshoft School of Medicine
m. Developmental abnormalities of the eye.

n. Disorders of the eyelids.

o. Orbital abnormalities.

p. Ocular pharmacology and medical therapy.

q. Surgery of the eye.

r. Prevention of blindness.

s. Appropriate use of diagnostic laboratory testing, scanning, etc.

Learning Methods

- Observation of work
- Ability to correlate data regarding diagnosis and appropriate therapy.
- Oral examination at the conclusion of the elective.
- Grade: Pass/Fail

- Interaction with faculty preceptors
- Evaluation and examination of patients
- Assisting in planning medical therapy
- Self Study - audio/video cassettes from Wright State University Medical School Library Resource Center.
- Book entitled, Ophthalmology Study Guide.
- Book manual entitled, Case Studies in Ophthalmology for Medical Students.
- Reference series-clinical Ophthalmology by Thomas D. Duane
- Or other assigned reading

Evaluation

- Observation of work
- Ability to correlate data regarding diagnosis and appropriate therapy.
- Oral examination at the conclusion of the elective.
- Grade: Pass/Fail

Prerequisites

Completion of Year III

This Course is identical to:  SUR 8408  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019

SUR 8478
Anesthesiology

**Time & Location**

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4-week rotation, Dayton VA Medical Center and other community based hospitals

Lead time to DROP/ADD elective - 45 days

Clinical Elective | Surgical Elective

**Capacity:** Min 1 Max 1 Drop/Add Days: 45

Full-block.

**Course Director(s) & Faculty**

Eric High, M.D., Director, Clinical Associate Professor

**Course Description**

Medical students will be introduced to modern clinical anesthesiology practice with emphasis on perioperative medicine. Such as the:

a. preoperative assessment of the patient
b. application of the basic sciences to perioperative management
c. management of acid-base and fluid disorders
d. management of acute perioperative pain and chronic pain states

**Course Content & Objectives**

Students will be exposed to:

a. the clinical evaluation of surgical patients in the perioperative period
b. clinical pharmacology
c. clinical applications of anatomy, physiology, and biophysics
d. a variety of modalities for monitoring cardiopulmonary and neurologic function
e. airway management

**Learning Methods**

Students will work with staff anesthesiologists and nurse anesthetists. Together, they will conduct perioperative rounds and manage patients intraoperatively. There will be discussion sessions with semi-formal presentations. During the rotation period, the student will attend the department educational conference. Reading will be assigned.

**Evaluation**

Students will be evaluated by the faculty and director after observation of and discussion with the student as well as an end of rotation oral and written exams. Grade will be Pass/Fail.

**Prerequisites**

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Completion of Year III.

This Course is identical to: SUR 8409

SUR 8479

Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
Intro Burn Soft Tiss Wound Sur

**SUR 8410**

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- Lead time required to DROP/ADD elective – 45 days

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**Half-block.**

**Course Director(s) & Faculty**

- Travis L. Perry, M.D., Director, Assistant Professor
- Surgery Resident Staff

**Course Description**

The burn service at Miami Valley Hospital provides an exposure to the broad variety of problems handled by the resident staff. The burn service is responsible for all burn related surgery performed at Miami Valley Hospital including Emergency Department evaluation. The average daily census is 5 to 10 patients with an average weekly case load of 2 to 5 cases. The burn clinics are staffed by this service. The clinic is held two days a week.

**Course Content & Objectives**

The objectives of this elective are to allow the medical student to fully integrate both basic science and clinical medicine by appreciating the spectrum of fluid and electrolyte, microbiological, and physiological needs of the burn patient. The student will be able to participate in a dynamic program of patient evaluation and surgical management and will obtain exposure to the field of burn problems. Students will be provided with the unique experience of having "first" exposure to the patients in the emergency department and be afforded the opportunity of the initial evaluation with critique and evaluation by the surgical resident staff and attending surgeons from Miami Valley Hospital.

Students will be assigned a minimum of one new patient every other day that will be his/her "patient" of primary responsibility. This will allow him/her under the sheltered atmosphere of the burn service, to demonstrate his/her ability in the evaluation, examination and management of these patients as if they were his/her own. Specific skill should be obtained by the medical student including the placement of a variety of monitoring catheters including central venous catheters, arterial line, Swan Ganz catheters and skills in surgical technique, suturing ability, minor surgery and surgical assisting. He/she will also gain exposure in intratratheal intubation flexible bronchoscopy and flexible upper gastro intestinal endoscopy.

**Learning Methods**

Medical students will become members of the burn service during their participation in this elective and will participate in the care of all patients on the service including patients specifically assigned to them. They will participate in evaluations of the pre operative, intra operative and post operative management of burn patients. Daily rounds are made by all residents and medical students on the service and participation in the surgical clinics is required. The medical student will perform the admission history...
and physical examination on patients assigned to him/her and participates in the post operative care. Attendance will be required at the weekly surgical grand rounds, surgical mortality and morbidity conference and weekly surgical staff walking rounds at which time brief case presentations will be performed by him/her.

**Evaluation**

Evaluation of the medical student in this elective will include observations made by the faculty members throughout the elective as well as an oral examination at the end of the elective. Grade: Pass/Fail

**Prerequisites**

Completion of Year III

SUR 8410  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
Clinical Surgery Research

Only Open to WSU Students

SUR 8411

Time & Location

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4-week rotation, private offices of faculty members and community-based hospitals in the Dayton area. Contact hours will be approximately 50 hours per week. Students will be matched with a surgery faculty member according to their interests and the availability of appropriate research opportunities.

- Students are required to contact the course director/faculty advisor for approval of the project prior to the start date of elective, at least one month before.

- Lead time to DROP/ADD elective - 3 months.

Full-block.

Non-Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 3  Drop/Add Days: 90

Course Director(s) & Faculty

Priti Parikh, Ph.D., Director
Surgery Faculty

Course Description

Students will have exposure to the performance of clinical or basic research in the hospital or laboratory. It is strongly recommended that students meet with the course director at least three months prior to the rotation. This will help students plan out a research project that can be accomplished during the time frame the student will be serving on the rotation. Both clinical and basic laboratory projects can be performed. Most of these projects can be performed during a one month period of time if sufficient prior planning is carried out. It is the intent of this course to have the student complete the course and prepare a scholarly paper for presentation at a regional or national meeting or for publication. The course will include research projects in General Surgery or Surgical sub-specialties within the Department of Surgery.

Course Content & Objectives

This elective will be carried out by planning with the student the performance of either a clinical or basic science research project. The project will provide an introduction to the involvement of the researcher in active clinical and/or basic research. The student will perform a project consistent with their ultimate career goals that would add depth and breadth to their formal medical school education. This will provide the student with a “first” exposure to the role of the clinician in research.

Learning Methods

A variety of techniques may be used to assist the student in completing their research project. These can include chart reviews, trauma/burn registry reviews, evaluations of prospective clinical trials, and a variety of basic laboratory procedures. Daily contact with the student will be provided through the Biosciences Center at Miami Valley Hospital. Additionally, the student will actively participate in all educational programs of the Department of Surgery during their rotation at Miami Valley Hospital. These include weekly Surgical Grand Rounds, Mortality and Morbidity Conference, Basic/Clinical Science Conference, and Resident Teaching Conferences.

Evaluation

Students will be evaluated during the elective on the basis of observation and the completion of a
manuscript suitable for possible presentation at a regional or national seminar or publication in a scholarly journal. Grade will be Pass/Fail.

Prerequisites

Completion of Year III.

Specific Contact Info:

Priti Parikh, Ph.D., Director, priti.parikh@wright.edu

SUR 8411     Last Dept. Review Date: 12/12/2018     Last Catalog Modification: ?
Surgical Boot Camp

Only Open to WSU Students

SUR 8412

Faculty offices, conference areas and community-based hospitals in the Dayton, OH area. Contact hours will be approximately 40 per week. Lead time required to DROP/ADD elective-30 days.

**Time & Location**

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**Clinical Elective**

**Surgical Elective**

**Capacity:** Min 1 Max 30 Drop/Add Days: 30

Half-block.

**Course Director(s) & Faculty**

Melissa Roelle, MD, Director, Assistant Professor

Other Department of Surgery Faculty

**Course Description**

Surgical Boot Camp is a curriculum to prepare our medical students who are entering general surgical or surgical subspecialty training programs. This elective is a two-week course providing intensive training in preparation for internship as a surgical resident. The course will

a) increase knowledge and critical thinking skills for commonly encountered intern patient scenarios;

b) increase technical skills for commonly encountered intern bedside procedures and operative cases; and

c) increase confidence in preparation for managing commonly encountered intern-level clinical problems.

**Course Content & Objectives**

One component of the Surgical Boot Camp curriculum will consist of augmenting knowledge and teaching critical thinking when approaching commonly encountered patient scenarios. We will review fundamentals and documentation of patient interactions, such as history and physical examinations and consultations, as well as the presentation of these interactions. We will also review approaches to commonly encountered peri-operative patient scenarios, such as chest pain, shortness of breath, fever, hypotension, arrhythmias, mental status changes, and tracheostomy tube dislodgement.

Another component of the curriculum will consist of augmenting basic surgical techniques and teaching new technical skills. This unit will include surgical instrument identification, basic knot-tying and suturing techniques, as well as how to choose the appropriate suture material. We will also review and teach commonly encountered bedside procedures such as placement of a naso-gastric tube, Foley catheter, central line, arterial line, and cricothyroidotomy. We will also review and teach commonly encountered operative cases such as tracheostomy creation, operating the laparoscope, laparoscopic cholecystectomy, laparoscopic appendectomy, open appendectomy, open umbilical hernia repair, and open inguinal hernia repair.

The course will provide deliberate practice to increase comfort with patient scenarios and surgical techniques, and faculty will provide direct, personal, and immediate feedback to the students during the
learning sessions.

**Learning Methods**

The methods for teaching the first portion of the curriculum will include didactics, small group discussions, videotaped presentations, as well as direct and standardized patient interactions. The methods for teaching the surgical skills portion of the curriculum will include didactics, small group discussions, cadaveric dissections, simulator training and review of videotaped procedures.

**Evaluation**

Throughout the elective. Grade: Pass/Fail.

Once grades are recorded, students' tests will be de-identified and will be used to determine the efficacy of this novel approach to preparation of students for surgical internship. Students will be asked to provide feedback on the program and their comfort level with learning objectives both pre- and post-course. Students will also be asked to contract to provide follow-up feedback during their surgical intern year regarding the usefulness of this course to their current surgical education via web-based surveys, and release of their intern evaluations to the course director in order to assess needed improvements in the class. Evaluations will be de-identified and compiled prior to analysis.

**Prerequisites**

Completion of Year III AND
Match into a general surgery or surgical subspecialty internship year.
Trauma and Acute Care Nights

Course Description
The trauma service at Miami Valley Hospital, a designated Level I Trauma Center, has an average daily census of 35 – 45 patients with an approx. summer peak of 55 patients. To allow continual assessment and care of the patients on the service 24/7, the team has been divided into two day shifts and a night shift. The student will be an active member of the trauma service on the night shift. The average nightly caseload for the student will be no more than 3 patients on the floor.

Course Content & Objectives
The objectives of the elective are to allow the medical student to fully integrate both basic science and clinical medicine by appreciating the spectrum of fluid and electrolyte, microbiological and physiological needs of the trauma patient. The student will be provided with a unique experience of having exposure to the patients in the emergency department and be afforded the opportunity of the initial evaluation with critique by resident staff and attending surgeons within the Department of Surgery/Division of Trauma. Assigned patients will allow the student, in a sheltered atmosphere of the trauma service, to demonstrate their ability in the evaluation, examination and management of the patients as if they were their own. By the nature of the injuries, students should expect to interact with the various surgical subspecialties and are afforded the opportunity to participate in the surgical care. There is potential for the medical student to be introduced to specific skills including the placement central venous catheters, in addition to skills in surgical technique, suturing ability, minor surgery and flexible endoscopy.

Learning Methods
1. Provide care as a member of the trauma team. Be expected to participate in the initial evaluation and on-going care of the patient; write daily progress notes and orders under the supervision of the faculty and/or resident on the service.
2. Attend daily trauma service sign-out at 0530 and again at 1800. Be present on the floors for daily work rounds and teaching rounds. Use available free time for reading (a reading list will be provided at the beginning of the rotation).
3. Attend weekly Trauma Conference on Thursdays at 0645.
4. Attend weekly Surgical M&M on Mondays at 0700. (optional)
5. Attend weekly Surgery Grand Rounds/Jeopardy at KMC on Wednesdays at 0700.
6. Attend any scheduled cadaver procedure lab.

Evaluation
Students will be evaluated throughout the rotation by the faculty during daily rounds (presentations and procedures). Completion of BSOM Clinical Evaluation Form. Grade: Pass/Fail.

Prerequisites
completion of 3rd year clerkships, surgery clerkship

SUR 8413 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ??
Sub-I Surg Critical Care

SUR 8441

4-week rotation, Miami Valley Hospital.

Contact hours will be approximately 50 hours per week. Students are required to be on call no more frequently than once every fourth night during the rotation.

Lead time to DROP/ADD – 45 days

Capacity: Min 1  Max 2  Drop/Add Days: 45

Course Director(s) & Faculty

Mbaga Walusimbi, M.D.
Trauma Faculty

Course Description

Counts as a Sub-Internship

The Trauma Service at Miami Valley Hospital, a designated Level I Trauma Center, has an average daily census of 35-45 patients with an approx. summer peak of 60-80 patients. To allow continual assessment and care of the patients on the service 24/7, the team has been divided into two shifts. A component of the service is the Surgical Critical Care Rotation experience. Approximately 5-15 patients (summer peak of 20-30) will be care for in the ICU by surgical residents and emergency medicine residents, and a surgical attending intensivists. The average daily caseload for the student will be no more than 3 patients in the ICU.

Course Content & Objectives

The objectives of this elective are to allow the medical students to fully integrate both basic science and clinical medicine while appreciating the spectrum of preoperative evaluation and preparation, operative management, and postoperative care. Experience will include recognizing the various forms of shock and their resuscitation; nutritional assessment and TPN; ventilator management; prevention and treatment of sepsis; and electrolyte balance. Assigned patients will allow the student, in the sheltered atmosphere of the ICU service, to demonstrate their ability in the evaluation, examination and management of the patients, as if they were patient of their own. There is potential for the medical students to observe and learn specific skills including the placement of monitoring catheters including central venous catheters, arterial lines, and Swan-Ganz catheters along with other skills in surgical technique, including suturing ability, minor surgery and flexible endoscopy and bronchoscopy.

Learning Methods

a. Provide care as a member of the surgical critical care team. Be expected to participate in the initial evaluation and on-going care of patients; write daily progress notes and orders under the supervision of the faculty and/or residents on the service.

b. Attend daily ICU service sign-out at 0600 and again at 1800. Be present in the ICU for daily work rounds and faculty teaching rounds. Use available free time for reading (a reading list will be provided at the beginning of the rotation).
c. Attend weekly Trauma Conference on Thursday at 0645.
d. Attend weekly Surgery M&M on Mondays at 0700
e. Attend weekly Surgery Grand Rounds at KMC on Wednesday at 0700.
f. Attend Tri-Sat CC lecture on Tuesday at 1300.
g. Attend Acute Care Surgery conference on Fridays at 1200.

**Evaluation**

Students will be evaluated throughout the rotation by the faculty during daily rounds (presentations and procedures). Grade: Pass/Fail

**Prerequisites**

Completion of third year curriculum

**SUR 8441**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 11/21/2019
Only Open to WSU Students

**Sub-I Gen Surg-Oncology**

**SUR 8442**

**Time & Location**

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4-week rotation. Kettering Medical Center, Miami Valley and Miami Valley South Hospitals, and Faculty Private offices.

Contact hours per week will be approximately 50.

Lead time required to DROP/ADD elective - 45 days

**Capacity:** Min 1  Max 1  Drop/Add Days: 45

**Full-block.**

**Course Director(s) & Faculty**

Rebecca Tuttle, M.D., Associate Director
Minia Hellan, M.D., Associate Professor
James R. Ouellette, D.O., Associate Professor
Matthew Doepker, M.D., Associate Professor
Surgical Resident Staff

**Course Description**

Counts as a Sub-Internship or a Non Sub-I Surgery Elective

The general surgical and oncologic service at Kettering Medical Center provides exposure to a broad variety of general surgical and oncological problems handled by the staff. Additionally, the surgical service provides consultive service for all non-surgical staff services (OB/GYN, medicine, Orthopedics, Family Medicine) at Miami Valley, Miami Valley South, and Kettering Medical Center. The average daily census is 15 to 20 patients with an average weekly case load of 10 to 12 cases. The surgical clinics are staffed by this service. The general clinic is held two days a week.

**Course Content & Objectives**

The objectives of this elective are to allow the medical student to fully integrate both basic science and clinical medicine by appreciating the spectrum of the general surgical cancer patients, management of newly diagnosed cancer patients, treatment planning, and the multidisciplinary care of cancer patients. The student will be able to participate in a dynamic program of patient evaluation and surgical management and will obtain exposure to the broad field of general surgical and oncological problems. The student will be provided with the unique experience of having “first” exposure to the patients in the office and be afforded the opportunity of the initial evaluation with critique and evaluation by the surgical resident staff and attending surgeons from Miami Valley Hospital and Kettering Medical Center. The student will be assigned a minimum of one new patient per day that will be his/her “patient” of the primary responsibility. This will allow him/her ability in the evaluation, examination and management of these patients as if they were his/her own.

**Learning Methods**

The medical student will become a member of the surgical service during his /her participation in this elective and will participate in the care of all patients on the service including patients specifically assigned to him/her. S/He will participate in evaluations of the pre-operative, intra-operative, and post...
operative management of general surgical patients. Daily rounds are made by all residents and medical students on the staff service and participation in the surgical clinics is required. The medical student will perform the admission history and physical examination on patients assigned to him/her and participates in the post-operative care. Attendance will be required at the weekly surgical grand round, surgical mortality and morbidity conference and weekly surgical staff walking rounds at which time brief case presentations will be performed by him/her.

**Evaluation**

Evaluation of the medical student in this elective will include observations made by the faculty members throughout the elective. Grade: Pass/Fail

**Prerequisites**

Completion of Year III

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**SUR 8442**  
Last Dept. Review Date: 12/12/2018  
Last Catalog Modification: 11/21/2019
**Sub-I General Surgery**

**Course Description**
Counts as a Sub-Internship or a Non Sub-I Surgery Elective

The General Surgery Staff of the Department of Surgery provides an exposure to the broad variety of general surgery patients. These busy services will provide students with substantial patient exposure and appropriate responsibility. The rotation will be on a general surgery service. The sub-intern will function as a member of the care team that will be composed of faculty and both senior and junior surgery residents. Junior students on their surgical clerkship may also be assigned to the service.

**Course Content & Objectives**

The objectives of this sub-internship are to expose the student to a range of patients with surgical disease requiring surgical management. Students will be integrated onto the service and function as a sub-intern with patient responsibilities pre-operatively, intra-operatively and post-operatively. The student will be encouraged to develop independent skills and confidence. Students will be encouraged to become familiar with a variety of interventional techniques, including placement of central venous catheters, placement of and utilization of Swan-Gantz catheters and appropriately supervised activity in the Operating Room including some suturing, surgical assisting and performance of some minor surgical procedures.

**Learning Methods**

Medical students will become a member of the surgical service during his/her participation in this Sub-I and will participate in the care of all patients on the service including patients specifically assigned to him/her. Daily rounds are made by all residents and medical students on the surgical staff service. Medical students will perform the admission history and physical examination on patients assigned to him/her and will participate in the pre- and post-operative care. Attendance will be expected at the weekly surgical grand rounds, surgical mortality and morbidity conference and weekly surgical staff walking rounds at which time brief case presentations will be performed by him/her. The medical student will take in-house call once per week. Students will be assigned required reading and will take the Basic Science quizzes given to the residents. Online virtual patients may be assigned as well.
Evaluation

Faculty members will evaluate medical students in this elective based upon their observations and oral examination at the end of the elective. Grade: Pass/Fail.

Prerequisites

Completion of Year III

SUR 8443  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
Sub-I Burn Soft Tissue Wound

**Time & Location**

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4 -week rotation, Miami Valley Hospital
Contact hours per week will be approximately 50. Call will be every fourth (4th) night.

Lead time required to DROP/ADD elective - 45 days.

**Course Description**

Counts as a Sub-Internship

The burn service at Miami Valley Hospital provides an exposure to the broad variety of problems handled by the resident staff. The burn service is responsible for all burn related surgery performed at Miami Valley Hospital including Emergency Department evaluation. The average daily census is 5 to 10 patients, with an average weekly case load of 2 to 5 cases. The burn clinics are staffed by this service. The clinic is held two days a week.

The sub-intern will be a full member of the care team composed of a senior surgical resident and a junior surgical resident.

**Course Content & Objectives**

The objectives of this elective are to allow the medical student to fully integrate both basic science and clinical medicine by appreciating the spectrum of fluid and electrolyte, microbiological, and physiological needs of the burn patient. The student will be able to participate in a dynamic program of patient evaluation and surgical management and will obtain exposure to the field of burn problems.

Students will be provided with the unique experience of having "first" exposure to the patients in the emergency department and be afforded the opportunity of the initial evaluation with critique and evaluation by the surgical resident staff and attending surgeons from Miami Valley Hospital.

Students will be assigned a minimum of one new patient every other day that will be his/her "patient" of primary responsibility. This will allow him/her under the sheltered atmosphere of the burn service, to demonstrate his/her ability in the evaluation, examination and management of these patients as if they were his/her own. Specific skill should be obtained by the medical student including the placement of a variety of monitoring catheters including central venous catheters, arterial line, Swan Ganz catheters and skills in surgical technique, suturing ability, minor surgery and surgical assisting. He/she will also gain exposure in intratracheal intubation, flexible bronchoscopy and flexible upper gastrointestinal endoscopy.

**Learning Methods**

Medical students will become a member of the burn service during his/her participation in this elective.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
and will participate in the care of all patients on the service including patients specifically assigned to him/her. S/He will participate in evaluations of the pre operative, intra operative and post operative management of burn patients. Daily rounds are made by all residents and medical students on the service and participation in the surgical clinics is required. Medical students will perform the admission history and physical examination on patients assigned to him/her and participates in the post operative care. Attendance will be required at the weekly surgical grand rounds, surgical mortality and morbidity conference and weekly surgical staff walking rounds at which time brief case presentations will be performed by him/her. The medical student will take in-house call every fourth (4) night.

**Evaluation**

Evaluation of the medical student in this elective will include observations made by the faculty members throughout the elective as well as an oral examination at the end of the elective. Grade: Pass/Fail

**Prerequisites**

Completion of Year III

SUR 8444  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
**Title:** Enhanced Patient Care with Visual Art

**Course Description:**
There is a growing body of peer-reviewed literature demonstrating that the study of visual art can enhance the clinical observational skills in physicians. Performing an unbiased physical examination is critical to patient assessment. Fine-tuned observation and communication skills translate into improved patient/doctor relationships.

This longitudinal elective offers students an opportunity to reflect on their clinical experiences and identity as medical professionals through the study of the art and the visual culture of anatomical illustration. With museums gallery visits, live-model and cadaveric drawing workshops, readings and discussions, this unique elective provides our fourth year medical students with an opportunity to explore issues of patient care, cognitive bias, tunnel vision, physician wellness, and the link between art, anatomy and medicine.

We will discuss various issues including historic collaborations between Anatomists and Artists, how western classical style informed the visual appearance of medical illustrations (from Vesalius to Frank Netter). Students will be asked to keep a lab/reflection art journal that will be shared with the class and may be displayed as a portfolio in a culminating art exhibit.

**Course Content & Objectives:**
Through the study of visual art, students will have an opportunity to do the following:
1. Develop visual thinking strategies that result in improved observational skills.
2. Drawing cadaveric specimens for a greater understanding of the three-dimensional spatial relations of anatomy
3. Reflect upon their clinical experiences through discussion, readings and written assignments
4. Enhance resilience and well-being through stress reduction using art
5. Improve empathy and self-awareness for career sustenance
6. Collaborate and exercise teamwork building skills

**Time & Location**

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**Non-Clinical Elective**

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<th>Non-Surgical Elective</th>
<th>Capacity: Min 5 Max 9 Drop/Add Days: 30</th>
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**Full-block.**

**Course Director(s) & Faculty**

Joon K. Shim MD, MPH, FACS, Assistant Professor of Surgery, Course Director
Jonathan S. Pincus MFA, Artist-in-Residence WSU BSOM, Course Director

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Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Evaluation

1. Students are expected to attend and participate in all sessions. Evaluation will be based on attendance, participation, a short reflection paper, and an art portfolio. Collaboration and teamwork are encouraged through active participation.
2. BSOM standard evaluation form.
3. Grade is Pass/Fail.

Prerequisites

Good standing in Advanced Doctoring; successful completion of clerkships. No prior art experience necessary.

Specific Contact Info:

Dr. Joon Shim, joon.shim@wright.edu
Mr. Jonathan Pincus, jonathan.pincus@wright.edu

SUR 8451 Last Dept. Review Date: 2/20/2019 Last Catalog Modification: 1/17/2020
Only Open to WSU Students

Colon Rectal Surg MtCarmel

SUR 8461

**Time & Location**

4-week rotation, Mount Carmel Medical Center, Columbus, Ohio

Only students interested in General Surgery or another surgical sub-specialty may take the rotation.

Students must complete the Mt Carmel Visiting Student Application and be approved by MCHS in order to participate in this elective.

**Lead time to DROP/ADD - 30 days.**

**Capacity:** Min 1  Max 1  Crop/Add Days: 30

**Clinical Elective**

**Surgical Elective**

**Full-block.**

**Course Director(s) & Faculty**

Lowell Chambers, M.D., Director
Karamjit Khanduja, M.D.
Anantha Padmanabhan, M.D.
Jaswant Madhavan, M.D.

**Course Description**

The student will participate on the in-patient colon and rectal surgery service. The student will be expected to perform H&P’s on inpatients. This will include the formation of a differential diagnosis and development of an appropriate diagnostic evaluation treatment plan. The student will also participate in consultations. The student will be an active participant in the operating room often functioning as the first assistant to the operating surgeon. Students will gain experience in the placement of central lines.

**Course Content & Objectives**

a. Given a patient with rectal bleeding, describe the key components of the history, assess the degree of risk for colorectal cancer, and describe and appropriate risk-based evaluation. Risk of complications and the management of these complications should be included.

b. Given a patient with symptomatic hemorrhoids, describe the key components of the history, demonstrate skill in performing and office anorectal examination, and discuss the options for management.

c. Given a patient with constipation, discuss the key components of the history and describe an appropriate cost-conscious, algorithmic evaluation. Discuss the non-operative management including dietary recommendations, exercise, and medical options. Discuss the indications for and the conduct of the surgical procedures used for the management of constipation.

d. Given a patient with anorectal pain, describe the key components of the history, discuss the limits of office examination and the indications for exam under anesthesia. Describe the non-operative and operative management of painful anorectal conditions.

e. Given a patient with rectal cancer, discuss the pre-operative evaluation, including the use of transrectal ultrasound, and the indications for radiation therapy and chemotherapy. Discuss the indications for continent reconstruction versus abdominoperineal resection.

f. Given a patient with Crohn's disease, discuss the evaluation, medical management, surgical options, and indications for surgical management.

g. Given a patient with ulcerative colitis, discuss the evaluation, medical management, role of colon cancer screening, surgical options, and indications for surgical management.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
h. Develop basic surgical skills including knot tying, suturing, and proper methods of first assisting.

i. Develop basic endoscopic skills including the performance of anoscopy, rigid proctoscopy, flexible sigmoidoscopy, and colonoscopy.

j. Describe the indications, complications, and different methods of central line placement.

**Learning Methods**

Selected chapters will be assigned from Gordon and Nivatvong's *Principles and Practice of Surgery of the Colon, Rectum, and Anus* and from Corman's *Colon and Rectal Surgery*. Selected articles will be assigned from the journal *Diseases of the Colon and Rectum* as well as other peer-reviewed journals.

**Evaluation**

Students will be evaluated by supervising physicians. Successful completion includes enthusiastic participation in all aspects of patient care on the colon and rectal surgery service. Grade of Pass/Fail.

**Prerequisites**

Successful completion of Med 3 General Surgery clerkship for Med-4 elective rotations. Only students interested in General Surgery or another surgical sub-specialty may take the rotation.

**Specific Contact Info:**

Rebecca Nance, rnance@mchs.com

SUR 8461 Last Dept. Review Date: 12/12/2018 Last Catalog Modification: ?
Only Open to WSU Students

Sub-I GenSurg MtCarmel

Time & Location

4-week rotation, Mount Carmel West, Columbus, Ohio

Lead time to DROP/ADD - 30 days. Only students interested in this specialty can take the rotation.

Students must complete the Mt Carmel specific Visiting Student Application on their website: www.gme.mchs.com AND be approved by MCHS in order to participate in this elective. There is no need to complete an application through VSAS.

CV and USMLE report are required upon applying for an elective at Mt. Carmel.

Clinical Elective Surgical Elective Capacity: Min 1 Max 1 Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty

Lowell Chambers, M.D., Program Director
Charles A. Holden, M.D., Associate Program Director
Steven Reitz, M.D., Associate Program Director

Course Description

Counts as a Sub-Internship

The student will be expected to take call as a sub-intern every third night at maximum, every fourth to fifth night as routine. The student will be assigned to a general surgery service, partake of appropriate patient assignments, go to surgery with those patients and scrub in to the level of his/her capabilities of assisting. The student will be given appropriate instruction in techniques that the faculty feels he/she is able to manage and be responsible for patient care including pre- and post-operative evaluation and care along with appropriate notes and chart dictation.

Course Content & Objectives

a. To give the student clinical experience in general surgery at the responsibility level of the acting PG-1
b. To have the student acquire knowledge pertinent to the care of patients on the general surgery service
c. To have the students acquire some of the technical skills involved in the care of general surgery patients.
d. To have the student learn professional attitudes appropriate to the care of general surgery patients
e. The advancement of surgical skills and knowledge appropriate to the academic and
f. Surgical skills of the individual student

Learning Methods

a. Required readings and required conferences
b. Participation in the clinical care of patients
c. Supervised participation in technical professional skills
d. Observation of faculty as mentors in the action of the doctor-patient relationship

Evaluation

The student will receive feedback two weeks into the course and a final clinical evaluation from the faculty.

Grade: Pass/Fail.

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Prerequisites
Successful completion of Year III.

Specific Contact Info:
Rebecca Nance, rnance@mchs.com

SUR 8462  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: ?
Only Open to WSU Students

Vascular Surg MtCarmel

**Full-block.**

**Course Director(s) & Faculty**
Charles A. Holden, M.D., Director
Vascular Surgery Faculty

**Course Description**
The student will participate on the in-patient vascular surgery service. The student will be expected to perform H&Ps on in-patients, including assessment and treatment plan development. The student will also participate in consultations. The student will be an active participant in the operative procedures of venous, aneurysmal, occlusive, and CNS vascular surgery. The student will be expected to take four in-house calls. Students will gain experience in placement of central lines.

**Course Content & Objectives**
a. Given a patient with chronic venous insufficiency, describe the evaluation, therapy and prognosis. Risk of complications and management of these should be included.
b. Given a patient with aneurysmal disease, describe the pre-operative evaluation, assessment of risk of rupture, and indications for operative and non-operative management. Discuss incidence, diagnosis and treatment of common complications of operative repair.
c. Given a patient with vascular disease of the CNS, describe the pre-operative evaluation, assessment of risk of stroke and indications of operative and non-operative management.
d. Given a patient with occlusive vascular disease, describe the risk factors, pre-operative evaluation, and indications for operative and non-operative management. Discuss the indications as well as risks and benefits of anatomical versus extra-anatomical bypass.
e. Given a patient with hypercoagulability, describe the evaluation and management. Discuss the incidence and risk factors.
f. Given a patient with diabetic foot ulcer, describe the evaluation, medical and surgical therapy, including a multi-disciplinary approach.
g. Given a patient with vascular disease, evaluate the risk of a peri-operative cardiovascular complication, and preventative measures. Describe cardiovascular physiology that explains a set of pulmonary artery catheter results.
h. Be aware of and able to describe endovascular alternative to "traditional" vascular therapy.
i. Be an active participant in the operating room in the surgical care of patients with vascular disease.
j. Describe indications, complications and steps of central line placement. Opportunity will be provided to practice this skill under the supervision of surgical house officers.

**Learning Methods**
a. Weekly teaching conferences
b. M&M
c. Grand rounds
d. Faculty conferences

Evaluation
Students will be evaluated by supervising physicians. Successful completion includes enthusiastic participation in all sessions. Grade of Pass/Fail.

Prerequisites
Successful completion of third year surgery clerkship.

Specific Contact Info:
Rebecca Nance, rnance@mchs.com

SUR 8463

Last Dept. Review Date: 12/12/2018
Last Catalog Modification: ?
Intro to Urology

Time & Location

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2-week rotation, private offices and community hospitals in the Dayton area

Lead time required to DROP/ADD elective - 45 days

1 student per Block

Clinical Elective  Surgical Elective

Capacity: Min 1  Max 1  Drop/Add Days: 45

Half-block.

Course Director(s) & Faculty

Michael Yu, M.D., Director, Clinical Assistant Professor
Mark Monsour, M.D.; Clinical Assistant Professor
Toby Lees, M.D.; Clinical Assistant Professor
Urology Clinical Faculty

Course Description

This course will introduce students to all aspects of urologic care ranging from outpatient management of urinary problems to inpatient management and surgery. Exposure to various aspects of urology to include stone disease, infections, adult and pediatric anatomic problems, and various malignancies. Outpatient work is generally managed in the outpatient setting at various faculty offices. Inpatient work will be at community based hospitals.

Course Content & Objectives

The student completing this course will be able to discuss the following:

a. infections and inflammations of the urinary tract
b. benign and malignant neoplasms of the urinary tract
c. benign prostatic hyperplasia
d. stone disease
e. trauma
f. diagnostic procedures
g. urinalyses
h. pyelograms
i. catheterization

Learning Methods

a. review the literature
b. lectures and conferences
c. in-patient rounds with faculty
d. out-patient visits
e. visits to faculty private offices

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOR_Courses.pdf
f. experience in assisting in surgery
g. histories and physicals on selected patients

Evaluation
Oral examination of competency by faculty. Grade: Pass/Fail

Prerequisites
Completion of the Year III Surgery Clerkship.

This Course is identical to: SUR 8471  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
SUR 8401
Intro Cardiothoracic Surgery  SUR 8472

Time & Location

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2-week rotation, Private offices and other community-based hospitals in the Dayton area. Contact hours per week will be approximately 50. Call will be every fourth night.

Lead time to DROP/ADD elective - 45 days.

Capacity: Min 1 Max 1 Drop/Add Days: 45

Half-block.

Course Director(s) & Faculty

Mark P. Anstadt, M.D., Director, Professor

Course Description

Medical students will become an integrated members of the cardiothoracic surgical service during this Clinical Elective. The objective of this elective is to provide an opportunity for medical students to integrate basic science and clinical practice in caring for the cardiothoracic surgery patient. Cognitive skills will include anatomy and physiology and pathophysiology of the various organ systems. The specific skills attained will be placement of central lines, arterial monitors, and bladder catheterization, endotracheal intubation, placement of chest tubes, suture technique and wound dressings. Pre- and post-operative management of elective surgical cases as well as emergency trauma cases.

This elective involves the management of patients with thoracic surgery problems ranging from lung disease including cancer to acquired and neoplastic diseases of the chest and esophagus (including GERD). The average weekly case load would be five to ten patients. The students will see and assist in evaluating patients in the emergency room, scrub in on cases in the operating room, assist with patient management in the intensive care unit and follow-up patients in clinic. The students will be in clinic part of two days a week to follow-up discharged patients and patients on direct referral from the emergency room consultations with the surgery resident. S/He will also help care for elective surgical cases. Night call will be every fourth night on average.

Course Content & Objectives

The objective of this elective is to provide an opportunity for medical students to integrate basic science and clinical practice in caring for the cardiothoracic surgery patient. Cognitive skills will include anatomy and physiology and pathophysiology of the various organ systems. The specific skills attained will be placement of central lines, arterial monitors, and bladder catheterization, endotracheal intubation, placement of chest tubes, suture technique and wound dressings. Pre- and post-operative management of elective surgical cases as well as emergency trauma cases.

Student will be exposed to:


b. Multidisciplinary care of the cardiac surgical patients.

c. Hemodynamic monitoring of cardiac function during and after cardiac surgery.

Learning Methods

Medical students will become an integrated members of the cardiothoracic surgical service during this
rotation. This will include initial assessment, ordering or doing specific diagnostic procedures and recording a complete history and physical. S/He will be under the immediate supervision of either attendings or housestaff at all times. This being a “hands-on” rotation, the “see-one, do one” method will be used whenever appropriate. The students will attend all surgical conferences and will be supplied with references pertinent to the type of disease or injury s/he is managing. Daily rounds will be made with the attending for bedside teaching.

Evaluation

Evaluation of the medical students will be based on the observation of his/her day to day performance and on periodic oral examination based on the category of patient s/he has managed. Grade: Pass/Fail

Prerequisites

Successful completion of Year III

This Course is identical to:  SUR 8472         Last Dept. Review Date: 12/12/2018          Last Catalog Modification: 11/21/2019

SUR 8402
Intro Anesthesia Pain Mgmt	SUR 8474

**Time & Location**

- 2-week rotation, Community-Based Hospitals and Private Offices

**Lead Time to DROP/ADD – 45 Days**

**Clinical Elective**

**Surgical Elective**

**Capacity:** Min 1 Max 2 Drop/Add Days: 45

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**Course Director(s) & Faculty**

Amol Soin, M.D., Course Director
Clinical Assistant Professor
Director, Ohio Pain Clinic

Ricardo M. Buenaventura, M.D., Co-Director
Clinical Associate Professor
Director, Pain Relief of Dayton

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**Course Description**

a. The objective of this course is to familiarize the student with the diagnosis and treatment of acute and chronic pain patients.

b. The majority of the rotation will be spent in Anesthesia Pain Management Center and associated areas (OR, Recovery Room, ICU and the wards). Short rotations on other services involved in the treatment of pain will be available – ie. Psychology, neurology, and physical therapy.

c. Lectures on the basics of pain medicine will be given throughout the course.

d. On-call coverage not required

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**Course Content & Objectives**

Upon completion of the Anesthesia Pain Management elective, the student will be able to:

a. Discuss pain mechanism and specific pain syndromes

b. Take a pain-oriented history and perform pain oriented physical exams

c. Diagnose and treat common pain syndromes

d. Discuss the mechanism of action of the various medications used in pain management.

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**Learning Methods**

Medical students completing the pain management elective will be expected to participate as a member of the patient care team by attendance in the Anesthesiology Pain Management Center, the Operating Room, the Post Anesthesia Care Unit, the Intensive Care Units and the patient wards. Selected readings through medical journals and literature may be assigned and the student will be expected to discuss this material.
in an informal session.

**Evaluation**

Students will be observed for skills and attitude as well as demonstrating an understanding of the material through performance of history and physicals, diagnosing and suggesting a treatment regimen for the patients in the center.

Grade: Pass/Fail

**Prerequisites**

Completion of Year III clerkships Psychiatry, Internal Medicine, and Surgery

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Wright State University Boonshoft School of Medicine  

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
**Intro Pediatric Surgery**

**SUR 8476**

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<th>Time &amp; Location</th>
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**Lead time required to DROP/ADD elective - 45 days.**

**Influenza vaccination required for Blocks 3-10.**

**Clinical Elective**  
**Surgical Elective**

**Capacity:** Min 1  Max 1  Drop/Add Days: 45

**Half-block.**

**Course Director(s) & Faculty**

Arturo Aranda, M.D., Assistant Professor, Education Director  
David P. Meagher, Jr., M.D., Professor and Medical Director  
Jeffery S. Christian, M.D., Clinical Associate Professor  
Sean J. Barnett, M.D., Associate Professor

**Course Description**

a. Student will be integrated into the clinical pediatric surgery service.

b. Follow a patient from Clinic through pre-op preparation of patient and parents, through surgery and finally post-op follow-up in Clinic or Office.

c. Anatomy, physiology, pharmacology and pathology of pediatric surgery and anesthesia for various surgical conditions in children will be discussed.

d. Indications for surgery will be discussed.

e. Student will attend daily service morning rounds.

f. Student will identify and participate in the care of at least on inpatient daily throughout the patient’s hospital course.

g. Student will participate in the operative care of individual and/or service patients.

h. Student will attend outpatient clinic weekly (one-half day clinics)

i. Student may elect to participate in the drafting of a clinical research manuscript for submission in a peer-reviewed journal and/or meeting for presentation.

**Learning Methods**

a. Student will be assigned to a single faculty mentor who will oversee experience

b. Student may elect to alternate between faculty members daily, based upon schedule

c. Student will attend and participate in scheduled didactic teaching endeavors (Mortality and Morbidity conference; Tumor Board, Grand Rounds)

**Evaluation**

Evaluation will be based upon attendance, enthusiasm, initiative, professionalism, organizational skills, and overall clinical performance.
**Prerequisites**

Successful completion of Year III

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This Course is identical to: SUR 8476
## Intro ENT Disease

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2-week rotation. Private offices of faculty members and community-based hospitals in the Dayton and outlying areas.

Lead time required to DROP/ADD elective, 45 days

### Course Director(s) & Faculty

Ravindhra Elluru, M.D., Ph.D. Director, Professor

### Course Description

A preceptorship in which the student will spend two weeks with one faculty member and will involve extensive and in-depth study of the subject matter. Assignment of faculty is made in advance to allow for adequate preparation by the student in specific areas (see Content Objectives, below). The student will be expected to be available for all medical situations, emergency and routine, with his/her preceptor. It will be the responsibility of the student to contact his/her preceptor prior to the elective to finalize the schedule and location of meetings.

### Course Content & Objectives

At the completion of the elective the student should be able to:


b. Diagnose and treat medically common infections, traumatic or acquired ear disease, and recognize those cases which should be surgically treated;

c. Evaluate a dizzy patient;

d. Evaluate nasal obstruction (medical, allergic, traumatic) and initiate appropriate treatment;

e. Evaluate and treat epistaxis;

f. Recognize and initiate treatment in the different forms of sinusitis;

g. Recognize significant intra-oral pathology and its relationship to systemic disease, specifically cancer.

h. Evaluate tonsillitis and recommend treatment;

i. Evaluate hoarseness, neck masses, and common causes of upper airway obstruction;

j. Discuss principles of staging, management, and combined therapy methods for cancer of the head and neck.

k. Recognize basic allergic patterns and when referral is necessary.

### Learning Methods

a. History taking, physical examination and evaluation with the practitioner in private offices.

b. Observation at surgery.

c. Individual discussion with preceptor.

d. Assigned reading.

e. Rounds with the attending physician.
f. Audio-visual material.

_Evaluation_

Observation of work. Oral examination by the preceptor at the end of the elective. Grade: Pass/Fail

_Prerequisites_

Satisfactory completion of third-year curriculum. Additional requirements for month-long and outlying area electives are listed under each course listing.

_This Course is identical to:_  SUR 8477  

_Last Dept. Review Date:_ 12/12/2018  

_Last Catalog Modification:_ ?
### Intro Med Surg Ophthalmology

**SUR 8478**

#### Time & Location

- **2-week rotation.** Private offices of area ophthalmologists and community-based affiliated hospitals in the Dayton area.
- **Lead time required to DROP/ADD elective - 45 days**

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#### Half-block.

**Course Director(s) & Faculty**

- Richard L. Liston, M.D., Director, Clinical Assistant Professor
- Aaron Davis, M.D., Clinical Assistant Professor
- Kevin Watt, M.D., Clinical Assistant Professor
- Division of Ophthalmology Faculty

**Course Description**

This will be a preceptorship in which each student will spend two weeks with one or more different faculty members.

**Course Content & Objectives**

During the course each student will perfect:

- **a.** Recording of an eye history that will identify the presence and specific location of disorders affecting the eye.
- **b.** Performance of an external ocular examination that will identify or exclude abnormalities.
- **c.** Use of slit lamp, direct ophthalmoscope and other instruments needed for complete evaluation of the eye.

Each student will further extend his/her knowledge of:

- **a.** Ocular anatomy and physiology, including the visual pathways and related cranial nerves.
- **b.** The meaning of eye symptoms.
- **c.** Evaluation and management of reduced vision.
- **d.** Ocular manifestations of systemic disease.
- **e.** Ocular manifestations of neurologic disease.
- **f.** Diagnoses and management of common eye injuries.
- **g.** Diagnoses and management of a red eye.
- **h.** Glaucoma
- **i.** Strabismus.
- **j.** Errors of refraction.
- **k.** Degenerative diseases of the eye.
- **l.** Inflammatory diseases of the eye.

**Wright State University Boonshoft School of Medicine**

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
m. Developmental abnormalities of the eye.

n. Disorders of the eyelids.

o. Orbital abnormalities.

p. Ocular pharmacology and medical therapy.

q. Surgery of the eye.

r. Prevention of blindness.

s. Appropriate use of diagnostic laboratory testing, scanning, etc.

Learning Methods

a. Interaction with faculty preceptors

b. Evaluation and examination of patients

c. Assisting in planning medical therapy

d. Self Study - audio/video cassettes from Wright State University Medical School Library Resource Center.


g. Reference series-clinical Ophthalmology by Thomas D. Duane

h. Other assigned reading

Evaluation

a. Observation of work

b. Ability to correlate data regarding diagnosis and appropriate therapy.

c. Oral examination at the conclusion of the elective.

d. Grade: Pass/Fail

Prerequisites

Completion of Year III

This Course is identical to:  SUR 8478  Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019

SUR 8408
Intro to Anesthesiology

**SUR 8479**

**Time & Location**

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2-week rotation, Miami Valley Hospital and other community-based hospitals

Lead time to DROP/ADD elective - 45 days.

**Half-block.**

**Course Director(s) & Faculty**

Erin Underwood, D.O., Director, Clinical Associate Professor, Dept. of Surgery, Director of Education for Anesthesiology, Miami Valley Hospital

**Course Description**

Students will participate in a modern clinical anesthesiology practice with emphasis on perioperative medicine topics such as:

- a) preoperative assessment of the patient
- b) application of the basic sciences to perioperative management
- c) management of acid-base and fluid disorders
- d) management of acute perioperative pain and chronic pain states
- e) role of anesthesiologists in obstetric care

**Course Content & Objectives**

Students will be exposed to:

- a) the clinical evaluation of surgical patients in the perioperative period
- b) clinical pharmacology
- c) clinical applications of anatomy, physiology, and biophysics
- d) a variety of modalities for monitoring cardiopulmonary and neurologic function
- e) airway management

**Learning Methods**

Students will work with staff anesthesiologists and nurse anesthetists. Together, they will conduct perioperative rounds and manage patients intraoperatively. There will be discussion sessions with semi-formal presentations. During the rotation period, the student will attend the department educational conference. Reading will be assigned.

**Evaluation**

The student will be evaluated by the faculty and director after observation of and discussion with the
student as well as an end of rotation oral and written exams.

Prerequisites
Completion of Year III

This Course is identical to:  SUR 8479

SUR 8409

Last Dept. Review Date: 12/12/2018  Last Catalog Modification: 11/21/2019
Acad Med - Surgery

Only Open to WSU Students

SUR 8499

Full-block.

Course Director(s) & Faculty
Dr. Melissa Roelle

Course Description
Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives
Participants in this elective will be able to:
1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:
1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Non-Clinical Elective Non-Surgical Elective Capacity: Min 1 Max 1 Drop/Add Days: 30
8. Provide direct observational teaching and feedback on clinical clerkships

Depending on the nature of the individualized elective plan, a final product (i.e., on-line tutorial) may also be required.

**Learning Methods**
- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

**Evaluation**
- Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

- Grading is Pass/Fail

**Prerequisites**
- Completion of M3 Clerkships

**Specific Contact Info:**
- Dr. Melissa Roelle, melissa.roelle@wright.edu

**SUR 8499**
- Last Dept. Review Date: 12/12/2018
- Last Catalog Modification: ?
Maternal Fetal Medicine

Time & Location
- 4-weeks, Miami Valley Hospital.
- Lead time required to DROP/ADD elective - 30 days
- Clinical Elective
- Surgical Elective
- Capacity: Min 1 Max 1 Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty
- David McKenna, M.D., Director

Course Description
The rotation is geared towards exposing the student to the practice of Maternal-Fetal Medicine (MFM). The student will work directly with the MFM attendings and fellows seeing high risk obstetrical patients at Miami Valley Hospital. The student will learn and develop basic ultrasound skills. A short project is required, and time will be allocated for work on the project. The rotation is primarily outpatient, but call (if desired) can be arranged on an individual basis.

Course Content & Objectives
- a. Understand and manage common obstetrical, medical and surgical complications of pregnancy.
- b. Know the content of and be able to perform a basic obstetrical ultrasound exam.
- c. Completion of scholarly project in Maternal Fetal Medicine.

Learning Methods
- a. Weekly high-risk obstetrical conferences. The student will be expected to present a recent journal article at one of the conferences.
- b. High-risk obstetrical clinics at Miami Valley Hospital.

Evaluation
- a. Clinical performance at a PGY-1 level
- b. Participation in seminars and conferences
- c. Development of basic ultrasound skills
- d. Completion of project.
- Grade: Pass/Fail

Prerequisites
- a. Must have discussed objectives and curriculum with Dr. McKenna prior to registration.
b. Satisfactory completion of Doctoring Ob/Gyn Clerkship.

Specific Contact Info:
Darla Todd, Department Coordinator, darla.todd@wright.edu

WOH      Last Dept. Review Date: 12/12/2018      Last Catalog Modification: 9/14/2020
ObGyn Boot Camp

Wright State University Boonshoft School of Medicine

Only Open to WSU Students

ObGyn Boot Camp

**Course Description**

Similar to other boot camp offered as preparation for medical students entering a particular specialty, the OB/GYN Boot Camp would provide an intensive 2 week curriculum to prepare newly matched fourth year medical students for their intern year in an OB/GYN residency program. The boot camp is designed to be a permanent edition to the Biennium II course catalog as an elective offering for fourth year students. Ideally the course will:

- increase knowledge and critical thinking skills for commonly encountered intern patient scenarios (e.g. OB triage, normal labor and delivery, PPD #0 and POD #0 patient concerns, etc.)
- increase technical skills including but not limited to suturing, knot tying, incision types, instrument review, sterile technique, draping, laparoscopy and simulations.
- increase confidence in basic skills for “Day 1” of internship (Foley, NG, PP hemorrhage, pain control, informed consent).

**Course Content & Objectives**

The OB/GYN Boot Camp curriculum will follow objectives outlined in the new 2013 Milestone Project. The Official OB/GYN Milestones have been released from the combined efforts of the ACGME, ABOG, and ACOG. APGO and CREOG have developed a curriculum to prepare obgyn medical students for residency. The Milestones outline the appropriate didactic knowledge, procedural skills, and office practice components developed by the Joint CREOG & APGO Task Force on Preparation for Residency to prepare medical students for residency. While Level 4 competencies or “milestones” correlate with graduate level skills, Level 1 competencies represent milestones expected of an incoming resident.

The OB/GYN Boot Camp will focus on a collection of Level 1 competencies for both obstetrics and gynecology that the fourth year medical student will complete. Examples of such competencies include:

- Demonstration of basic knowledge of normal obstetrical care and common medical complications seen in pregnancy.
- Demonstration of basic surgical procedures including speculum examination and cervical examination.
- Demonstration of knowledge of basic abdominal and pelvic anatomy.
-Demonstration of basic surgical principles, including use of universal precautions, aseptic technique, and positioning of patient appropriately for surgery.

The course will provide deliberate practice to increase comfort with patient scenarios and surgical techniques, and faculty will provide direct, personal, and immediate feedback to the students during the learning sessions.

**Learning Methods**

The learning methods for the curriculum will include didactics, simulation lab & laparoscopic training (Brethen Center), suture lab and cadaveric dissections, case presentations, simulated patient encounters, real OR practical exam for mock c-section & mock dilation and curettage. Students will be given pre and post-tests for all competencies with relevant faculty feedback. One overnight call will also be required for completion of simulated pager exercise.

**Evaluation**

Throughout the elective. Grade: Pass/Fail.

Students will take a 100 question APGO Preparation for Residency exam as an “exit exam.” It will be used as a learning tool to guide faculty and preceptor feedback. Once grades are recorded, students’ tests will be de-identified and will be used to determine the efficacy of this novel approach to preparation of students for obstetrical internship. Students will be asked to provide feedback on the program and their comfort level with learning objectives both pre- and post-course. Student will also be asked to provide post-graduate feedback during their intern year regarding the usefulness of this course to their current residency education via web-based surveys. This will enable up-to-date improvements to the boot camp to maintain its clinical and practical relevance. Evaluations will be de-identified and compiled prior to analysis. Pre- and post-tests will also be used as a method of assessing completion of course objectives.

**Prerequisites**

Completion of Doctoring clerkships
Match into an OB/GYN categorical or preliminary internship year.

**Specific Contact Info:**

Darla Todd, Department Coordinator, darla.todd@wright.edu

WOH     Last Dept. Review Date: 12/12/2018     Last Catalog Modification: 9/14/2020
**Intro Womens Repro Health**  
**WOH 8403**

**Time & Location**

2-week rotation, offered only once a month, by arrangement with students. The elective will meet five days or more per week at various clinical settings.

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**Half-block.**

**Course Director(s) & Faculty**

S. Barhan, M.D., Course Director, Department of Ob/Gyn, MVH

**Course Description**

This interdisciplinary elective will provide focused experiences in special issues in women's reproductive health care.

Topics will include substance abuse, abortion, and behavioral health. Each topic will be explored through direct observation and participation in patient care at various clinical settings, including inpatient wards, social services offices, and surgical centers that perform 1st and 2nd trimester pregnancy termination, 5 days at two sites.

Students will broaden their communication skills in the areas of sexual history taking, trauma counseling, and reproductive options counseling. Students will improve their knowledge base and clinical skills in pelvic exams, psychosocial and cultural issues accompanying the diverse populations represented in the Dayton area.

**Course Content & Objectives**

At the end of this course, students will be able to:

a. educate women and adolescents regarding sexual health and preventive health care, contraception and reproductive options.

b. describe the clinical procedures involved in medical vs. surgical pregnancy termination and their respective risks and benefits.

c. describe substance abuse and addiction programs

**Learning Methods**

a. Observation and participation in patient care in hospitals and outpatient clinical settings. The level of involvement will be site dependent.

b. Assigned readings.

c. Discussions with peers and faculty.

**Evaluation**

a. Observation of students in clinical settings.

b. Oral discussions with faculty.
Pass/Fail based on evaluation of participation and clinical work.

**Prerequisites**

Completion of Doctoring clerkships.

**Specific Contact Info:**

Darla Todd, Department Coordinator, darla.todd@wright.edu

WOH   Last Dept. Review Date: 12/12/2018   Last Catalog Modification: 9/14/2020
Only Open to WSU Students

Sub-I Gynecology

WOH 8441

Full-block.

Course Director(s) & Faculty
Sheela Barhan, M.D.

Course Description
Counts as a Sub-Internship

Counts as a Sub-Internship

The student will perform inpatient and outpatient duties as sub-intern on the gynecology department. S/He will learn outpatient management of common GYN complaints, assist at surgery and manage postoperative care. S/He will attend emergency room consultations and under supervision, perform selected outpatient procedures.

Course Content & Objectives
a. Gynecology history and physical examinations
b. Assist major and minor surgical operations.
c. Participate in pre-operation conferences, morning rounds and pathology conferences.
d. Obtain a thorough understanding of benign gynecology.
e. 2 overnight call required

Learning Methods
a. Seminars and case presentations
b. Bedside rounds
c. Outpatient clinical activities
d. Supervised activity in surgical suite

Evaluation
a. Clinical performance at a post-clerkship level
b. Participation in seminars and conferences
c. Grade: Pass/Fail

Prerequisites
Completion of Doctoring Clerkships

Wright State University Boonshoft School of Medicine

http://f5webserv.wright.edu/bsom/course_catalog/All_BSOM_Courses.pdf
Only Open to WSU Students

Sub-I Obstetrics

Course Director(s) & Faculty
Sheela Barhan, M.D

Time & Location

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Full-block.

Course Description
Counts as a Sub-Internship
The student will perform inpatient and outpatient duties as a sub-intern in the obstetrical service at MVH. S/He will learn to manage prenatal care, labor and delivery, and postpartum care. S/He will participate in the antepartum care of high risk pregnancies. S/He will rotate though high risk clinic, obstetrics ultrasound, generalists private office. S/He will participate in ambulatory prenatal clinics, L&D board coverage, spontaneous and operative delivery, circumcision and postpartum tubal ligation (PPTL).

Clinical Elective
Surgical Elective
Capacity: Min 1 Max 1 Drop/Add Days: 60

Clinical Elective
Surgical Elective

Course Content & Objectives
a) Obstetrical history and physical examination, and risk assessment.
b) Assist with Triage and Labor/Delivery management under supervision.
c) Perform normal vaginal delivery and assist at operative delivery under supervision.
d) Assist at PPTL.
e) On-call approximately once a week.

Learning Methods
a) Outpatient clinical activities (OB service and private practice)
b) Supervised activity in labor and delivery and surgical suite
c) Morning Rounds and Wednesday AM Resident Teaching program
d) Conferences and case presentations
e) Literature review of agreed upon topic
f) Obstetric ultrasound review

Evaluation
a) Clinical performance at a post-year III Ob/Gyn clerkship level
b) Participation at Morning Rounds, Conferences and case presentations
c) Willingness to assume responsibility based on knowledge
d) Private practice office and on call labor and delivery management
e) Leadership/role model activity
f) Oral presentation of agreed upon topic.
g) Grade: Pass/Fail

**Prerequisites**
Satisfactory completion of Doctoring Ob/Gyn Clerkship. Interview with Generalist Division Director and approval. (By telephone if out-of-town student).

Prerequisites for visiting students:
- Step 1 above 220
- Step 2 above 225 and/or COMLEX above 555
- Completion of 3rd year Clerkships
- Good academic standing

**Specific Contact Info:**
Darla Todd, Department Coordinator, darla.todd@wright.edu

WOH  Last Dept. Review Date: 1/14/2020  Last Catalog Modification: 9/14/2020
Only Open to WSU Students

Acad Med - Womens Health

REQUIRES PRIOR APPROVAL FROM COURSE DIRECTOR TO BE ENROLLED.

PROJECT PLAN MUST BE IN THE WORKS WITH DIRECTOR OR THEIR DESIGNEE PRIOR TO APPROVAL.

Course cannot be ranked during online scheduling process- will be manually added to schedule by Student Affairs.

Non-Clinical Elective  Non-Surgical Elective  Capacity: Min 1  Max 2  Drop/Add Days: 30

Full-block.

Course Director(s) & Faculty
Dr. Sheela Barhan

Course Description
Medical education depends upon residents to be teachers of medical students; however prior to entering residency, little formal education exists regarding teaching skills. This elective will help prepare students for their future teaching role. Under the supervision of experienced educators, students will begin teaching junior medical students. While there will be a formal curriculum that includes instructional design principles, giving formative feedback, and techniques of clinical “bedside” teaching, students will conduct teaching experiences in a variety of settings. These settings may include, but are not limited to interviewing and physical exam sessions in ICM, TBL sessions in courses and/or clerkships, or other small group teaching. Additionally, students may assist in the development of on-line tutorials, new educational materials, assessment activities and integrative sessions. Students will work primarily with one course director and outline an individualized elective, beginning with the creation of their own specific educational objectives for this elective.

Course Content & Objectives
Participants in this elective will be able to:
1. Describe basic principles of significant learning and instructional design.
2. Develop educational objectives for their own specific learning goals.
3. Utilize the principles of giving effective feedback through introduction to clinical medicine or other clinical supervisory experiences.

Students may be involved in a variety of teaching experiences, including but not limited to:
1. Small group leaders for ICM interviewing sessions
2. Preceptors for ICM Physical Examination sessions
3. Lead ICM-2 case discussions
4. Develop and/or assist in TBL’s pre-clinically and/or clinically
5. Develop educational materials for on-line tutorials or other technology driven modalities
6. Facilitate small group teaching activities
7. Assist in the development of assessment activities, possibly including writing USMLE style questions, OSCE cases and other self-assessment modules
8. Provide direct observational teaching and feedback on clinical clerkships

Depending on the nature of the individualized elective plan, a final product (i.e., on-line tutorial) may also be required.

**Learning Methods**
- Reading assignments
- Formal and Informal discussion
- Objective Standardized Teaching Experiences (OSTEs)
- Participation as an educator, who both gives feedback, as well as receives feedback

**Evaluation**
Students are expected to attend all class sessions and complete all assignments, based on their own personalized learning objectives. Evaluation will be based on participation, effort, and the quality of completed assignments. Students will be expected to self-assess their teaching. Additionally, faculty who will generate written and/or verbal feedback will critique student work.

Grading is Pass/Fail

**Prerequisites**
Completion of Doctoring Clerkships

**Specific Contact Info:**
- Dr. Sheela Barhan, sheela.barhan@wright.edu
- Darla Todd, Department Coordinator, darla.todd@wright.edu

WOH Last Dept. Review Date: 12/12/2018 Last Catalog Modification: 9/14/2020