



# College of Medicine

UNIVERSITY OF CENTRAL FLORIDA

**THIRD YEAR (M3)**

## 2021-2022 Academic Year

Rotation/Block	M3 and M4 Rotation Dates	Two-Week Rotation Dates (M4 students Only)
1 (June)	June 7, 2021 – July 2, 2021	June 7 – June 18, 2021
		June 21 – July 2, 2021
2 (July)	July 5, 2021 – July 30, 2021	July 5 – July 16, 2021
		July 19 – July 30, 2021
3 (August)	August 2, 2021 – August 27, 2021	August 2 – August 13, 2021
		August 16 – August 27, 2021
4 (September)	August 30, 2021 – September 24, 2021	August 30 – September 10, 2021
		September 13 – September 24, 2021
5 (October)	September 27, 2021 – October 22, 2021	September 27 – October 8, 2021
		October 11 – October 22, 2021
6 (November)	October 25, 2021 – November 19, 2021	October 25 – November 5, 2021
		November 8 – November 19, 2021
7 (December)	November 22, 2021 – December 17, 2021	November 22 – December 3, 2021
		December 6 – December 17, 2021
<b>Holiday Break, M3 Intersession 1</b>		December 18, 2021 – January 9, 2022 <i>Classes resume Monday, January 10, 2022</i>
8 (January)	January 10, 2022 – February 4, 2022	January 10 – January 21, 2022
		January 24 – February 4, 2022
9 (February)	February 7, 2022 – March 4, 2022	February 7 – February 18, 2022
		February 21 – March 4, 2022
10 (March)	March 7, 2022 – April 1, 2022 <i>*Match Day March 18<sup>th</sup></i>	March 7 – March 18, 2022
		March 21 – April 1, 2022
11 (April)	April 4, 2022 – April 29, 2022	April 4 – April 15, 2022
		April 18 – April 29, 2022
12 (May) <b>(M3 Students Only)</b>	May 2, 2022 – May 27, 2022	N/A

**Note: Dates subject to change. Students will be notified.**

## Things Every Medical Student Should Know About Electives

- ❖ Students should use the elective program to increase their knowledge in fields which they have particular interest, to correct deficiencies in fields of importance to their overall medical education, and to explore areas of medicine outside the area of special interest to the student. **ELECTIVE TIME IS NOT FREE TIME.** It is to be used productively to enrich one's undergraduate medical education.
- ❖ Electives are Pass/Fail, taken for credit, and students must perform satisfactorily in their elective work in order to be promoted. Electives must be approved by the M3/M4 Assistant Dean and by the Associate Dean for Students.
- ❖ Students may not be paid for work performed as part of their elective or required coursework for credit. Students **may not** be supervised by a parent or relative.
- ❖ All preceptors must have a UCF faculty appointment. This is mandated by our accrediting body, LCME. If you decide to enroll in the special independent clinical/special independent research study option, you must ensure that your selected preceptor has been on-boarded with the college. You can confirm this by emailing the M3 Elective Coordinator with the first and last name of your preceptor. If they are not on-boarded and you have more than 4 months before the start of your independent study, you must reach out to your preceptor and get them to complete the faculty application form ASAP. Faculty appointments can take 3-4 months to be processed as there are many individuals applying that must go through a review process with multiple levels of approvals. Once your preceptor completes the application, please notify the M3 Elective coordinator so they can contact the UCF COM Non-Salaried Faculty Office to confirm receipt. If your preceptor does not complete his/her application three months prior to the start of your rotation, you will need to discuss an alternate plan with the M3 Elective Coordinator.
- ❖ When reviewing the course electives being offered, please read the course description in its entirety. Some electives have pre-requisite(s) so please be sure to take this into consideration before ranking/enrolling in a course.
- ❖ Students **cannot** enroll in any special independent clinical/special independent research study with any Advent Health physician/facility.
- ❖ Students that have worked on their FIRE projects with an Orlando Health physician, might be able to continue their FIRE project as an independent research study with special permission. Otherwise, students are not allowed to participate in any clinical rotations at this institution.
- ❖ Faculty and Student evaluations become available during week 3 of the M3 elective in Oasis. An email reminder will be sent to faculty and students during week 3 as a reminder. Please complete the evaluation within the noted deadline in Oasis.
- ❖ Electives taken during your third year cannot be repeated during your M4 year; questions should be directed to the M3/M4 Assistant Dean.

## Attendance Policy

**Policy Title:** M-3 Clerkships and M-4 Senior Required and Elective Rotations Attendance Policy

**Policy Number** (relate to LCME Element as applicable): UCF COM Policy 12.5.1 version 4

**Applies to:** All third and fourth year medical students at the University of Central Florida College of Medicine (UCF COM).

**Date:** 10/18/2019

### **1.0 Purpose:**

To specify anticipated and unanticipated absences during the third and fourth year of medical school.

### **2.0 Policy Statement:**

#### General Attendance Policy:

As a member of a health care team during the third and fourth years of medical school, students are expected to attend all scheduled hours of clinical responsibilities and didactic instruction. There is no guaranteed time off for secular holidays. Students are expected to follow the holiday practice of the clinic/hospital/site at which they are rotating. Clinical responsibilities such as night call and rounding take precedence over holiday schedules. If situations arise which require students to miss time from clerkship responsibilities, the guidelines below will be followed. Additional remediation may be required at the clerkship director's discretion (e.g., the taking of extra call). The clerkship or rotation director should be notified prior to the start of the rotation of requests for absences for religious observances (see "Religious Observances").

#### **Excused Absences: Definitions and Required Actions:**

Students are allowed to take an excused absence for 1 day (for a 2 week rotation), 2 days (for a 4 week rotation) and 3 days (for a 6 or more week's rotation). Any excused absences in excess of these limits will be allowed at the discretion of the module director and will require the student to make up this excess missed time through an equivalent experience, e.g., through weekend or on-call duties.

## Anticipated Absences:

- **Presentation of research at professional meeting**
- Maximum of one meeting per academic year; and
- Same research project may not be presented at more than one meeting; and
- Time away is only for presentation of data and travel time; and
- Requests must be submitted to Clerkship Directors for approval no later than 6 weeks prior to date of presentation.
- If approved, the student is responsible for notifying the attending/resident and their team in advance of all anticipated absences.
- The student must complete the absence form, have it signed by the Clerkship Director and forward it to the Office of Student Affairs.
- **Requests for exceptions to this policy (e.g., for those on National Committees or those with compelling reasons to give additional research presentations) must be discussed with the Clerkship Director in advance.**
  - **Residency interviews**
    - During interview months of October-January, students will be allowed to take time off for interviews.
    - On 4-week rotations, the maximum number of days allowed is 4 (no more than 3 consecutive days). On 2-week rotations, the maximum is 2 days. Requests for additional days must be discussed and approved by the rotation director. If request exceeds the maximum number allowable, student may be required to repeat the rotation.
    - Requests must be submitted in writing to rotation director/s prior to the start of the affected rotation/s or within 24 hours of an interview offer during the course of the rotation.
    - Once approved, the student is responsible for notifying the attending/resident and their team in advance of all anticipated absences.
    - The student must complete the absence form, have it signed by the rotation director and forward it to the Office of Student Affairs.
  - **Meeting with core advisor or Dean of Students**
  - May schedule one meeting with advisor or Dean of Students during each clerkship/elective
  - Meeting/s must be approved in advance by the Clerkship Director; and
  - Meeting/s must be scheduled at a time that minimizes disruption of clinical responsibilities, didactics and other clerkship activities; and
  - Absence includes time for meeting and appropriate travel time only; and
  - Students are required to be present at clinical sites before and after meeting/s as dictated by their clinical schedules.

- **Health Care Visits (e.g., well visits, preventive care): students should try to schedule these appointments when on vacation or not on clinical duty, but if this is not possible, they can apply for an excused absence:**
- Meeting/s must be approved in advance by the Clerkship Director; and
- Meeting/s must be scheduled at a time that minimizes disruption of clinical responsibilities, didactics and other clerkship activities; and
- Absence includes time for meeting and appropriate travel time only; and
- Students are required to be present at clinical sites before and after meeting/s as dictated by their clinical schedules.

#### Unanticipated Absences:

- **Hospitalization of student**
- **Death of family member**
- **Illness**
- An excused absence may be granted if you are ill.
- An excused absence due to illness requires that a note from your physician be obtained and given to the Clerkship Coordinator within 24 hours of the first day missed if: illness lasts 72 hours or more at any time, lasts 24 hours during the final week of a rotation, or at the discretion of the Clerkship Director; and
- The Clerkship Coordinator and the attending physician/resident physician on your clinical team are notified by you in a timely fashion (e.g., before the start of AM rounds); and
- The student absence form is completed, signed by the Clerkship Director and forwarded to Student Affairs.

**Failure to comply with any component of the above instructions will result in unexcused absence and loss of 5 points from the final clerkship grade for each day missed.**

**Residents or faculty directly working with students cannot grant approval for absence. Please do not approach these individuals, as approval by them is not official.**

#### Unexcused Absences: Definitions and Required Actions:

- Unexcused Absences include:
  - Vacations, personal days or social events, including weddings, graduations or birthdays
  - Routine doctor/dental appointments
  - Taking Step 2 exams during the third year
  - If the student chooses to travel for personal reasons during the rotation (e.g., a weekend off), it is expected that the student will return to her/his clinical responsibilities on time. Delays in returning (e.g., bad weather, missed flights) will be considered as unexcused.

- Missing any portion of the Orientation to the Third Year, the M3 Capstone, the M4 Capstone or the Longitudinal Curricular Sessions
- In the event of an absence from the clerkship without permission from the Clerkship Director, the student will lose 5 points for each unexcused day. These points will be taken off the final clerkship grade.
- Additional remediation may be required at the Clerkship Director's discretion (e.g., the taking of extra call).
- Unexcused absences impact upon assessment of a student's professionalism and will be reported to the student SEPC.

## Scheduling Special Independent Clinical/Special Independent Research Studies

Special independent clinical/special independent research study


- ❖ The opportunities for use of elective time in the third year includes potential Independent Clinical or Research at UCF College of Medicine or affiliated institutions. The flexibility of the M3 elective curriculum gives students maximum opportunity for individual development.
- ❖ Special Independent Clinical or Research Studies must be supervised by a UCF faculty member. Students should work with the Faculty Supervisor to determine the topic of study and the deliverable.
- ❖ Students must complete a Petition (see page 9-10) for Special Independent Clinical or Research Study prior to the start of the rotation. The petition must include a description of the clinical work or research being conducted, and must be signed by the faculty supervisor, the Assistant Dean for Medical Education, and the Associate or Assistant Dean for Students. Failure to turn in the Petition for Independent/Research Study by the deadline may result in No Credit.

### **Away Electives**

- ❖ Away rotations during the M3 year are not allowed at institutions not affiliated with UCF COM.



## Sample: Special Independent Clinical Study/Special Independent Research Study Form


**College of Medicine**  
UNIVERSITY OF CENTRAL FLORIDA

---

**Third Year (M3)**

**Petition For Special Independent / Clinical Study Credit At UCF (MDE 7900)**  
 **Petition For Special Independent / Research Study Credit At UCF (MDR 7900)**

**This form must be completed and approved 6 weeks prior to the rotation start date. Failure to do so may result in a "not for credit" elective month.**

- ✓ You must complete all sections of this petition form and obtain all signatures before you will be registered for the course for credit. (You must be registered in order for liability coverage to be in effect.)
- ✓ No credit will be granted for work for which a student has been paid.
- ✓ Student may not be supervised by a parent or relative.

---

Student Name:  PID:   
 Rotation Start Date:  Rotation End Date:   
 Duration of Electives: 4 weeks

---

**Initial that you understand and/or have completed each of the following:**

As part of this rotation/study I will be rotating at:
 

- Nemours Children's Hospital
- Orlando VAMC
- HCA:  Oviedo  North Florida  Ocala
- Other site (Specify: )

I will not be rotating at a local hospital as part of this rotation/study.

If you will be rotating at one of the above hospitals, please initial that you have reviewed the credentialing requirements and reached out to the coordinator to confirm your status. Please review credentialing requirements here: <https://webcourses.ucf.edu/courses/981501/pages/credentialing-paperwork>.

I have discussed first day reporting instructions with the supervising physician, as well as any requirements expect to be completed by me prior to the first day of the rotation.

I understand that housing will not be guaranteed for this elective.

I have provided my signature on page 2.

---

**Special Clinical Study**

**If you are completing a Special Clinical Study, please complete the following:**

Clinical Elective Title:   
 Elective Description:   
 Institution Name:   
 Address, City/State:

<input type="text"/> Institution Supervising Faculty or Contact Person (Print)	<input type="text"/> Institution Supervising Faculty Signature for Approval
<input type="text"/> Supervising Faculty or Contact Person E-mail Address	<input type="text"/> Contact Telephone Number

**Faculty Appointment**  
 I am a UCF Faculty (core, adjunct, volunteer or affiliate)  
 I am not a UCF Faculty (Name of Institution: )

**Special Research Study**

If you are completing a Special Research Study, please complete the following:

Research Elective Title:

Study Question:

Background:

Anticipated Goals/Outcomes:

Institutional Supervising Faculty or Contact Person (Print)

Institutional Supervising Faculty Signature for Approval

Supervising Faculty E-mail Address

Contact Telephone Number

Faculty Appointment

- I am a UCF Faculty (core, adjunct, volunteer or affiliate)
- I am not a UCF Faculty (Name of Institution: )

Student's Signature

Date

UCF COM M3/M4 Assistant Dean Signature Approval

Date

UCF COM Associate or Assistant Dean for Students Signature Approval

Date

FOR OFFICE USE: APPROVED  PEOPLESOFT  STUDENT  DENIED

## Making Changes to Your Schedule

- ❖ Enrollment in an elective is considered a commitment. Changes must be requested **at least 6 weeks** in advance prior to the beginning of the elective.
- ❖ Third year students' course changes must be made far enough in advance to:
  1. Notify Instructor of Record;
  2. Obtain confirmation of availability from the site;
  3. Allow call schedules to be modified; and
  4. Complete any training and/or screenings required by the site

**\*\*Changes must be made at least 6 weeks in advance prior to the beginning of the elective. No changes may be made within 6 weeks of the beginning of the elective or after the elective has begun, except under extenuating circumstances and only with the approval of the M3/M4 Assistant Dean of Medical Education.**

**\*\*Under NO circumstances will changes be approved for requests made less than 60 days before the start of a rotation for any courses offered at the Veteran's Hospital.**

- ❖ All requests for schedule changes should be emailed to Christie Hasegawa at [Christie.Hasegawa@ucf.edu](mailto:Christie.Hasegawa@ucf.edu). Students should never make schedule requests directly with the preceptor.
- ❖ When availability of a course is confirmed by the M3 Elective Coordinator and a request for a change has been approved, students must complete an "Add/Drop" form. The completed form must be turned in 6 weeks prior to the start of the rotation.
- ❖ No updates or changes to a student's registration will be made in OASIS until a completed Clerkship/Add/Drop form has been received by the Registrar's Office. Failure to turn in a Clerkship/Add/Drop form on time may result in No Credit. Students may not report to a site until their registration has been updated, as you must be registered in order for liability coverage to be in effect.

## M3 Elective Add/Drop Form

REQUEST TO CHANGE COURSE

Use this form if you are requesting to change your assigned M3 elective course to another elective course.

**Student Name (Please Print):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

Current M3 Enrollment:

I am currently enrolled during the following block and weeks. (Select the appropriate check box for your respective block and weeks.

<input type="checkbox"/> Block 1	<input type="checkbox"/> Block 2	<input type="checkbox"/> Block 3	<input type="checkbox"/> Block 4	<input type="checkbox"/> Block 5	<input type="checkbox"/> Block 6	<input type="checkbox"/> Block 7	<input type="checkbox"/> Block 8
<input type="checkbox"/> Block 9	<input type="checkbox"/> Block 10	<input type="checkbox"/> Block 11	<input type="checkbox"/> Block 12				

My current M3 Elective enrollment course name is: (Note the name of the course and the faculty in the line below)

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

**Reason for requesting change:**

**Request to change M3 Elective to:**

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

**By signing this petition you are agreeing to switch your M3 Elective Course.**

**Student signature:** \_\_\_\_\_ **Student Name (Print)** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Clerkships and Elective Training Locations: Course Key

---

- **(BC)** The Baltodano Clinic
- **(BP)** VA Health Care System – Bay Pines VA Healthcare System
- **(DLCF)** Digestive and Liver Center of Florida
- **(DSCSC)** Dermatology & Skin Cancer Surgery Center
- **(FCS)** Florida Cancer Specialists
- **(FLAG)** Flagler Hospital
- **(FPM)** Florida Pain Medicine
- **(HCA)** Hospital Corporation of America
  - *Osceola Regional Medical Center (HCA – OsRMC)*
  - *Ocala Regional Medical Center (HCA – Ocala)*
  - *Oviedo Regional Medical Center (HCA – OMC)*
  - *North Florida Regional Medical Center (HCA – North Florida)*
  - *Central Florida Regional Hospital (HCA – CFLR)*
- **(HCCH)** Health Care Center for the Homeless
- **(HoF)** Heart of Florida
- **(HVC)** Heart and Vascular Care, PA
- **(LR)** Lake Rheumatology
- **(LSBC)** LifeStream Behavioral Center
- **(MDPC)** Mid Florida Psychiatry Center
- **(NCH)** NCH Healthcare System
  - *NCH Baker Hospital Downtown*
- **(NEM)** Nemours Children’s Hospital
  - *Nemours Children’s Clinic – Orlando*
  - *Nemours Children’s Hospital – Lake Nona*
- **(OPSC)** Orlando Pain & Spine Center
- **(OSMI)** Orthopaedic & Sports Medicine Institute
- **(PO)** Private physician’s office, clinic or externship location

- **(PPC)** Planned Parenthood Clinics
- **(UCF COM)** University of Central Florida College of Medicine
- **(VAMC)** Department of Veterans Affairs
  - *VA – Lake Baldwin*
  - *VA Lake Nona*
  - *VA Kissimmee*
  - *VA Clermont*

# M3 ELECTIVES

THE FIRST TWO DIGITS IN THE COURSE SECTIONS DENOTE SPECIFIC SITE LOCATION:  
(EXAMPLE, MDE 8336 **11XX**)

## Third Year Requirements - 2021-2022

The third year is divided into 12 blocks. All students are required to complete and pass the following clerkships: IM/FM, OB/GYN, Neurology, Pediatrics, Psychiatry and Surgery/ 2 M3 Electives.

*NOTE: STUDENTS CANNOT REPEAT THE SAME ELECTIVE DURING THEIR FOURTH YEAR.*

**Important:** Third Year Electives availability varies across blocks. Exceptions are noted with individual course listing. Enrollment limitations are noted in course information. All electives are susceptible to last minute changes at the discretion of the instructor/UCF COM.

## MDE 7098 Psychosocial Issues in Healthcare Elective

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to UCF COM Suite 411L at 9:00 am

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Daniel Topping

**Email:** [Daniel.topping@ucf.edu](mailto:Daniel.topping@ucf.edu)

**Phone:** (407) 266-1130

**Maximum Enrollment:** 2 per block

**Pre-requisites:** Consent of instructor

**Course description and goal of rotation:** An elective where M3 students can participate as teaching assistants in the Psychosocial Issues in Healthcare Module (CI). The students will prepare course novel course material; facilitate large group sessions and critique individual and group work done by the M1 students. Students will participate as teaching assistants for the elective. They will need to prepare-for the relevant areas being discussed in the classroom. They will be required to actively engage in discussion with the M-1 students the relevant subjects. They will deepen their understanding of the material being discussed to better prepare them to deal with the psychosocial issues of their patients. The students will do individual work (reflection writing, assessment, content creation, final presentation) and meet in groups (in the classroom as TAs and in weekly elective meetings and in the final presentation). The overarching goal of the elective is to allow the learners to deepen their understanding of the material that they learned in the preclinical curriculum in the hopes to improve their patient interactions on their electives and in practice, and to reflect on encounters that they have had in the course of the rotations they have completed in the third year.

**Learning Objectives:**

*Patient Care:* N/A

*Medical Knowledge:*

1. Expand upon knowledge of the role of psychosocial factors in health and illness, emphasizing communication skills, cultural differences, human sexuality, domestic violence, alcohol misuse and other conditions and factors.
2. Address key issues that impact the provision of healthcare and the doctor-patient relationship.
3. Build on the foundation for critically thinking about complex patient care issues in the clinical clerkships of the third and fourth years (and beyond).

*Practice Based Improvement:* N/A



***MDE 7098 Psychosocial Issues in Healthcare Elective continued...***

***Interprofessional and Communication Skill:***

1. Work with faculty/professionals from different disciplines and specialties (social work, domestic violence shelter staff, complementary medicine, hospice, psychiatry, family medicine, epidemiology, ethics, etc.)
2. Improve their ability to write, critically read and assess narrative reflections.

***Professionalism:***

1. Function as a formal teaching assistant to support module activities in teaching and assessing medical students.
2. Serve as role models for professionalism in the class for the MI students.

***Systems Based Practice:*** N/A

***Learning Activities:***

1. Assist faculty with creation and implementation of learning materials and activities and assessment.
2. Write individual narrative reflections based on the topic of the week.
3. Facilitate large and small group activities in the face of potentially contentious, emotionally- charged and controversial material.
4. Attend weekly elective student meetings where readings and patient encounters will be discussed in a safe and confidential environment.
5. Present and discuss (on an individual basis) a topic in psychosocial issues approved by the faculty and the end of the elective to their fellow classmates and faculty.

***Required textbooks and articles:***

- E-resource of the medical library as needed.
- Faculty who are teaching in the HB-2 Module during the elective.

***How will the student's performance be assessed?***

- Attendance at mandatory classroom and elective meeting sessions.
- Interaction with students, faculty and staff.
- Quality of individual reflections and student assessments.
- Quality of the end-of-elective individual presentations.

## MDE 7107 Health Care for the Homeless

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Health Care for the Homeless,  
232 North Orange Blossom Trail, Orlando, FL 32805  
at 10:00 am

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Pia Valvassori

**Email:** pvalvassori@yahoo.com

**Phone:** (407) 461-2912

**Maximum Enrollment:** 1 per block

**Pre-requisites:** IM/FM

**Course description and goal of rotation:** This experience would enable students to understand how the experience of homelessness impacts health and the ability to access health care, this experience would enable the student to participate in a program, which addresses these issues by utilizing a multidisciplinary approach to care. Blended learning experience comprised of working with interprofessional team including street outreach, peer navigators and case managers outside of the clinic setting, also working in the primary care clinic with both primary care and behavioral health providers. In addition, modules, podcasts and readings that pertain to health care for the homeless will be incorporated all in an attempt to allow the student to gain insight into the complex nature of those experiencing homelessness. Student will be responsible for presenting on homeless specific topic at the conclusion of the rotation. The student will encounter clinical conditions including various infectious diseases, chronic obstructive pulmonary disease, dermatologic diseases, cardiovascular disease and cancers. They will learn how social determinants greatly influence clinical outcomes and preventative care and gain an understanding of health disparities. The student will have the opportunity to work with an interprofessional team including behavioral health, clinical pharmacy, street outreach, case managers and peer specialists. The rotation will also incorporate trainings on motivational interviewing, trauma informed care and other webinars and podcasts addressing the nuances of health care for the homeless. The students will gain an understanding of how homelessness is a complex social problem having direct health implications. In addition, students will gain the knowledge and skills to advocate for available social, community and government resources.

### **Learning Objectives:**

***Patient Care:***

The medical student is expected to provide patient care that is compassionate and will demonstrate the skills to evaluate the psychosocial components and stressors of a patient's illness. The students will understand the necessity of working with an interprofessional team to effectively address the patient's complex needs.

***MDE 7107 Health Care for the Homeless continued...***

***Medical Knowledge:*** The medical student is expected to develop the skills and knowledge to recognize the most prevalent diseases in individuals experiencing homelessness and use the appropriate tools and resources to identify other comorbidities. The student will use evidence based approaches and adapted clinical guidelines to address various medical conditions.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate the care of patients and to continuously improve care based on ongoing self and faculty evaluation. The student will use the resources available to address the socio-medical conditions and direct patients to the appropriate resources. In addition, they will identify barriers to care and devise patient centered strategies to enhance provider and patient satisfaction.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate communication skills that result in the effective exchange of information and collaboration. The students will regularly consult with behavioral health staff on issues that pertain to mental illness and substance use disorders. They will consult clinical pharmacy on chronic disease management strategies and advocate for housing working alongside peer support specialists, case management and the street outreach team.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice.

The student will demonstrate compassion and respect towards patients many of whom have been victims of traumatic experiences and require a higher degree of sensitivity. The student will not impose their own personal belief systems on patients experiencing homelessness many of whom suffer from the stigma of severe mental illness and substance use disorders.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. The student will gain an understanding of the epidemiology of homelessness, recognizing it as a social problem with health implications. The students will also identify barriers to care including and understand the association of housing and health. Particularly as it relates to the management of chronic disease.

***Learning Activities:*** Students will be in clinic one day a weeks and participate in clinical opportunities with behavioral health and clinical pharmacy. The student may also interface with case managers and peer navigators and work with the street outreach team when opportunities are available.

***Required textbooks and articles:*** See attachment.

***How will the student's performance be assessed? How/When will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7194 Family Planning, Abortion, and Gynecological Care

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day: Monday:** Report to PP East Clinic, 11500 University Blvd., Orlando, FL 32817 at 8:45 am to Jackie Redlin, ARNP.

**Information/scheduling Contact:** Ms. Luz Ayala

**Email:** [Luz.ayala@ppswcf.org](mailto:Luz.ayala@ppswcf.org)

**Phone:** (941) 365-3913 ext. 2942

**Primary Faculty Supervisor:** Dr. Virgil Reid

**Email:** [Virgil.Reid@ppswcf.org](mailto:Virgil.Reid@ppswcf.org)

**Phone:** (773) 612-9085

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of Instructor, OB/GYN

Clinic location subject to change-check w/contact Ms. Ayala.

**TUES:** 9AM @ PP Kissimmee 610 Oak Common Blvd. Kissimmee, FL 34741. Virgil Reid, MD

**WED:** 9AM @ PP East Clinic 11500 University Blvd, Orlando, FL 32817. Report to: Jackie Redlin, ARNP

**THURS:** 9AM @ PP Kissimmee 610 Oak Common Blvd. Kissimmee, FL 34741 Jackie Redlin, ARNP

**FRI:** 9AM @PP East Clinic 11500 University Blvd, Orlando, FL 32817. I. Cori Baill, MD

**Course description and goal of rotation:** Planned Parenthood provides women and men with all aspects of family planning, gynecology, STI evaluation and treatment, pregnancy testing and option counseling and abortion care. Students will have an opportunity to work with the medical director, other physicians, and nurse practitioners, as well as observe ultrasonography, abortion counselling, and other staff. There will be a weekly case discussion/high risk/didactic portion with Dr. Baill. Planned Parenthood health centers provide well-person care, STI screening and treatment, abortion and miscarriage management services, cervical cancer screening, gender affirming hormone therapy, pre-exposure prophylaxis for HIV infection, and all types of contraception including vasectomy. Physicians and nurse practitioners will partner with students to carry out clinical activities. Students will gain proficiency diagnosing and treating common gynecologic concerns and observe outpatient procedures including IUD placement, endometrial biopsies, colposcopies, no scalpel vasectomies and pregnancy counseling and termination. Students will become proficient in speculum exams, breast exams, and other aspects of the routine gynecological physical examination. There will be a half day didactic/case presentation/discussion with Dr. Baill. Online ultrasound and counseling courses, as well as texts and articles will be included as applicable to clinical experiences.

### **Learning Objectives:**

#### ***Patient Care:***

### ***MDE 7194 Family Planning, Abortion, and Gynecological Care continued...***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Patient care is in an outpatient setting including office procedures and basic lab facilities. Most of our patients are young women seeking family planning, cancer screening and GYN care including pregnancy termination. Menopausal health care, male contraception including no scalpel vasectomy and STI evaluation of both sexes are regular aspects of clinic care. Patients are from across the socioeconomic spectrum and many are attracted to Planned Parenthood because of its inclusivity and sensitivity to the LGBTQ community. There are opportunities to utilize medical Spanish skills.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: Contraceptive options, STI evaluation and treatment per CDC Guidelines, medical and surgical abortion care and counseling, cervical cancer screening and evaluation and treatment of common gynecological conditions including outpatient procedures and testing.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate his/her care of patients and to continuously improve care based on ongoing self-evaluation. Patient care at Planned Parenthood is evidence based. Protocols are updated annually and as needed when breakthroughs occur. Students will be provided access to protocols, training opportunities and will be directed to key articles and reviews. We anticipate four full days of clinical experience, reading/learning assignments to be completed outside of clinical time and a half day didactic session for practice, discussions, presentations and evaluation. One provider will oversee all didactic sessions to assess student progress (Dr. Bail).

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students will provide effective and professional consultation with the healthcare team, effectively develop and document patient histories, physical exams, assessments and plan of care. And communicate compassionately and clearly with patients, their loved ones and family as indicated with attention to confidentiality, and sensitivity to potential legal ramifications.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Respect, altruism, compassion and integrity are all aspects of professionalism valued at Planned Parenthood. Each of us individually and collectively benefits from identifying areas for improvement in personal performance and peer interaction.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:*** Students will attend general family planning clinics as well as dedicated clinics for medical abortion, surgical abortion, and no scalpel vasectomy. Menopause services, male services, STI evaluation and treatment, gender affirming hormone therapy, cancer screening and common gynecological

***MDE 7194 Family Planning, Abortion, and Gynecological Care continued...***

complaints are the typical presenting patient concerns. Clinics are held between 9A -5PM M-W, F or 10A-7P Th. Specific clinic hours may vary within those hours (begin later, end earlier) at various sites (East Orlando, Kissimmee).

***Required textbooks and articles:*** Planned Parenthood protocols will be provided to our students. Dr. Baill will select relevant articles for didactic portion and discuss with students in a weekly conference for four hours (TBA) Fridays. The Friday conference will include student case presentations and literature review of relevant topics.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All valuations will be completed electronically via an online evaluation system.

## MDE 8220 Cardiology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Lake Nona VA, 13800 Veterans Way, Orlando, FL 32827 at 9:00 am.

**Information/scheduling Contact:** Sylvia LeBlanc

**Email:** [sleblanc@havyorlando.com](mailto:sleblanc@havyorlando.com)

**Phone:** (407) 933-0900

**Primary Faculty Supervisor:** Dr. Neelima Katukuri

**Email:** [pneelu@gmail.com](mailto:pneelu@gmail.com)

**Phone:** (313) 671-0574

**Maximum Enrollment:** 2 per block

**Pre-requisites:** Consent of Instructor, IM/FM

**Course description and goal of rotation:** Students will have exposure to chest pain hypertension, arterial fibrillation, heart failure, coronary disease and bypass surgery evaluation, diagnosis, and treatment. The student will encounter the most common medical/surgical conditions typically seen in Cardiology and will learn how to assess and develop a differential diagnosis and treatment plan for these patients. The rotation is hands-on, and the student will evaluate patients and present cases to the supervising attending physician as part of daily clinical activities. By the end of the rotation, the student will be more proficient in evaluating and planning treatment for common clinical conditions seen in Cardiology. The student is expected to utilize the professional literature to prepare a review on a specialty topic and give a brief presentation. By the end of the rotation, it is expected that medical students will have developed a knowledge base and clinical skills allowing them to identify and manage common concerns seen in an inpatient and outpatient Cardiology practice. Students are expected to attend grand rounds, morning report, and resident learning sessions.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge of the common types of disorders seen in inpatient and outpatient Cardiology.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

***MDE 8220 Cardiology continued...***

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. The student will effectively document the patient history and plan of care and effectively communicate information with family members of the patient.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society. The student will demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:*** Students will participate in daily teaching rounds on wards. Students will prepare a literature review on a specialty topic and give a brief presentation. In the outpatient setting, the student will assist in the assessment of patients and in the development of a differential diagnosis and plan for diagnostic work-up and treatment planning with the preceptor.

***Required textbooks and articles:*** Use will be made of the extensive online Cardiology resources in the UCF COM Health Sciences Library.

***How will the student's performance be assessed? How/When will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.



## MDE 8281 Hematology/Medical Oncology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Lake Nona VA Clinic 2F, 13800  
Veterans Way, Orlando, FL 32827 at 8:00 am

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Allison Carilli

**Email:** [allison.carilli@va.gov](mailto:allison.carilli@va.gov)

**Phone:** (407) 242-2833

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of Instructor, IM/FM

**Availability:** All blocks

**Course description and goals of rotation:** Hem/Onc clinic and inpatient consults with 7 different providers. Will see a variety of solid tumors. Hematologic malignancies and benign hematology. Opportunity for exposure to blood banking, lab pathology, radiology and interventional oncology. Students will be exposed to a variety of patients with both oncologic and hematologic conditions. Skills expected to be learned are assessment of tumor size (physical or radiographic), assessment of symptoms related to chemotherapy as well as tumor, review of peripheral blood smears and bone marrow biopsy and aspiration. Clinical knowledge gained will be on management of common and occasionally rare hematologic disorders, initial work up of solid and hematologic malignancies including staging, initial and subsequent treatment and management of complications from chemotherapy. Students will also be exposed to the appropriate integration of palliative care and hospice in regards to the oncology patient. There will also be opportunities for exposure to blood banking, hematology and coagulation lab services, interventional oncology (port placement, biopsies, palliative drainage etc.), tumor/heme pathology and collaborative tumor boards. Students will also be exposed to national guidelines for oncology care and will be asked to do a 5 minute presentation 2-3 times during the rotation on an oncology or hematology patient they saw in the past week.

### Learning Objectives:

***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

1. Directed history and physical of a consult.
2. Begin to develop an appropriate assessment and plan for a consultation or new oncologic patient.
3. Improve skills of breaking bad news.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the

***MDE 8281 M3 Elective in Hematology/Medical Oncology Rotation continued...***

application of this knowledge to patient care. The student will develop knowledge in the following areas:

- Understand work up and management of anemia and other common cytopenias.
- Understand management of autoimmune cytopenias.
- Assessment and management of clotting and bleeding disorders.
- Initial workup of solid tumors.
- Common complications from chemotherapy

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

- Integrate national comprehensive guidelines in management of solid and hematologic malignancies.
- Begin to apply knowledge of trials to clinical practice.
- Be able to critically analyze oncologic journal articles and trials.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Demonstrates the ability to respectfully, effectively, and efficiently develop a therapeutic relationship with patients and their families.
- Communication of "bad news" with patients and families.
- Communication with other services including pathology, lab, radiology and surgery.
- Demonstrates respect for diversity and cultural, ethnic, spiritual, emotional, and age-specific differences in patients and other members of the health care team.
- Demonstrate the ability to effectively use the feedback provided by others.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

- Arrives on time and is dressed professionally (no scrubs, white coat optional).
- Willing to see all types of patients.
- Completes medical records honestly and punctually.
- Respect and appreciation of all patients and members of the health care team.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Practices quality, cost effective healthcare; begins to understand the cost of oncology care today
- Advocates for and facilitates patient advancement through the health care system.

## **MDE 8281 M3 Elective in Hematology/Medical Oncology Rotation continued...**

### ***Learning Activities:***

1. Clinical responsibilities: Student will be assigned to an attending each half day of clinic. Students will see patients alone or with the attending depending on the attending's preference. Students will typically see 1 new consult and 2-3 follow ups per half day clinic. Notes may be written by the student at the attending's discretion and per their desired format.
2. Inpatient rounds: students will rotate on inpatient consult service with our PA and attending physician 1-2 times per week. They will typically see 1 new consult and 1-3 follow up patients per half day.
3. Weekly conferences: students will attend various tumor boards (1-2 per week) and present one journal article during the rotation.
4. Friday afternoons will be dedicated to feedback (both to and from the student), case discussion and individual learning time.
5. Time will be scheduled in the blood bank, lab, pathology and radiology if consult service is slow or low clinic numbers or as the student expressed interest.

### ***Required textbooks and articles:***

1. Access to NCCN.org guidelines required (this is free, account should be created).
2. ASH pocket guides app recommended.
3. In Practice Oncology and Up to Date are other resources that are helpful as well as the "How I Treat" series from ASH for hematology topics.

### ***How will the student's performance be assessed? How/When will formative feedback be given?***

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7310 Rheumatology Outpatient

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Lake Rheumatology, 1613  
Banning Beach Road, Tavares, FL 32778 at 9:00 am.

**Information/scheduling Contact:** Patricia Stark,  
BSRN

**Phone:** (352) 343-7735

**Primary Faculty Supervisor:** Dr. Kenneth Stark

**Email:** [kenestark@gmail.com](mailto:kenestark@gmail.com)

**Phone:** (352) 343-7735

**Maximum Enrollment:** 1 per block

**Pre-requisites:** None

**Course description and goals of rotation:** This 4-week M3 elective introduces the medical student to the field of Rheumatology. The rotation provides clinical experience in the assessment and treatment of outpatients with a variety of Rheumatology disorders. The rotation is hands-on and illustrates the role of the provider of Rheumatology in the clinical setting. During the rotation, students will be assigned to an individual faculty mentor to guide them and be responsible for their daily clinical activities. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to identify and manage common concerns. The student is expected to complete an EBM project during the rotation to present to the team.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: The common types of disorders presenting in the outpatient settings of Rheumatology.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to

***MDE 7310 M3 Elective in Rheumatology Outpatient continued...***

continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:*** Students will participate in daily outpatient assessment and treatment of patients with a wide of Rheumatology disorder. Student will prepare a literature review on a specialty topic and give a brief presentation.

***Required textbooks and articles:*** Use will be made of the extensive only Rheumatology resources in the UCF Health Sciences Library.

***How will the student's performance be assessed?*** How/when will formative feedback be given? The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7257 Dermatology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to 7250 Red Bug Lake Rd. #1020  
Oviedo, FL 32765 or 422 S. Alafaya Trl., #26,  
Orlando, FL, 32828 at 8:00 am.

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Blatnoy

**Email:** [viktor29il@yahoo.com](mailto:viktor29il@yahoo.com)

**Phone:** (407) 706-1770

**Maximum Enrollment:** 1 per block

**Pre-requisites:** None

**Course description and goals of rotation:** Student will learn to assess & develop a differential diagnosis and treatment plan for common conditions seen in inpatient and outpatient Dermatology. This rotation is hands-on & by the end of the rotation, the student will have a greater proficiency in evaluation and treatment of dermatologic conditions.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: Common types of disorders presenting in the inpatient and outpatient settings of Dermatology.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***MDE 7257 M3 Elective in Dermatology continued...***

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:***

1. The student will actively participate in the daily clinical assessment & treatment of inpatients and outpatients under supervision.
2. The student will prepare a literature review on a Dermatology topic and give a brief presentation.

***Required textbooks and articles:*** Use will be made of the extensive online Dermatology resources in the UCF COM Health Sciences Library.

***How will the student's performance be assessed?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 8210 Care of the Critically Ill Patient: Theory and Practice

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Lake Nona VA ICU, 13800

Veterans Way, Orlando, FL 32827 at 8:00 am

### **Primary Faculty Supervisor**

**(information/scheduling):** Drs. H. Bhatti and F.

Darowalla

**Email:** [Hammad.bhatti@va.gov](mailto:Hammad.bhatti@va.gov) and

[Feroza.darowalla@ucf.edu](mailto:Feroza.darowalla@ucf.edu)

**Phone:** N/A

**Maximum Enrollment:** 1 per block

**Pre-requisites:** None

**Course description and goals of rotation:** Students will learn from ICU patients about the management of critical illness including aggressive life extending therapy and setting goals of care. Students will achieve exposure to patients with advanced illness will receive readings, cases, discussion, chart review on the care of such patients in ICU settings and in the context of setting goals. There will be an opportunity to see ICU patients under supervision of a critical care attending. It will not substitute for an ICU rotation requirement in the fourth year but will provide preparation for it.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Under direct supervision, gather data including H and P, labs and other diagnostic data, conduct chart review, document and make assessment and plan draft and get formative feedback on all of the above

**Medical Knowledge:** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

1. Recognition, gathering data, reporting, interpreting and basic management. Recognizing need for consultation for the following:
  - a. Respiratory failure and respiratory infections
  - b. Shock and hemodynamic collapse
  - c. Renal failure and metabolic emergencies
  - d. GI bleed
  - e. MI and cardio-vascular emergencies
  - f. Nosocomial infections and prevention



### ***MDE 8210 Care of the Critically Ill Patient continued...***

Goals of care setting, health care decision-making processes, code status determination and documentation, shared and multi-disciplinary decision making

2. Familiarity and participation in multi-disciplinary team approach to ICU care
3. Familiarity with ventilator and respiratory support equipment and order writing
4. Familiarity with equipment and interpretation of hemodynamic monitoring data
5. Using reflection in writing and discussion to regulate learning goals and adjustments; understand the personal and societal burden of critical illness and use of life sustaining and advanced therapies; and to navigate the emotional responses to patients with serious critical illness and to patients who die.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

- See # 5 above and student will be asked to set priorities for areas of critical care they want to focus on and will follow a learning plan they develop for themselves.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- See # 2 above; student will be expected to present case data and produce documentation such as progress notes, SOAP notes, H and P , discharge summary, and SBAR or iPASS sign-out and transfer notes.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

- Student will have assignments and expectations, which will have to be met including interaction with patients, clinical team, responsible interaction with the EMR and patient information.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Student will experience the multiple transitions of care most ICU patient face via chart review and communication with the team in the ED and the ward. Student will be part of the placement planning and post-ICU care along with social work and the care team.

### ***Learning Activities: (Contingent on approval from VA)***

1. Student will review at least 2 ICU admissions /week and create notes and orders outside the official EMR.
2. Student will round with supervision on patients daily.
3. No night or weekend call.

***MDE 8210 Care of the Critically Ill Patient continued...***

4. Student will present on 2 topics relevant to patient cases weekly for the group after review of up-to-date and ICU literature.
5. Student will review basic ICU topics.
6. Student will discuss goals of care planning and advanced directives with relevance to the cases they are seeing.
7. Students will complete learning goals and track self-regulated learning cycle.
8. Students will keep a parallel chart of reflections on patients with severe illness and their reactions to these cases and discuss.

***Required textbooks and articles:***

- Aquifer cases
- The ICU book – Marino

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7392 Advanced Evidence-Based Medicine

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Student should contact primary preceptor for location and meeting times

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Stephen Rosen

**Email:** [sgrosen@brighthouse.com](mailto:sgrosen@brighthouse.com)

**Phone:** (609) 651-7339

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of Instructor, IM/FM, Pediatrics

**Course Description and goal of rotation:** This four-week elective will use published literature to teach study design, statistical analysis, and adverse event reporting to relate evidence-based medicine to clinical care. Students will evaluate clinical trials in cardiology, endocrinology, gastroenterology; hematology/oncology; infectious disease, and rheumatology; 2) Evaluate clinical pharmacology studies.

1. Learn to critically review the medical literature
2. Understand basic biostatistics
3. Learn clinical pharmacology
4. Learn MedDRA (Medical Dictionary of Regulatory Activities) to assess adverse events
5. Understand how clinical guidelines are developed

### **Learning Objectives:**

***Patient Care:***

1. Understand the generation of medical hypothesis
2. Understand power calculation, hazard ratios, non-inferiority trials
3. Understand adverse event reporting
4. Understand clinical pharmacology terminology (half-lives, maximum concentration, time to maximum concentration, and metabolism/excretion)

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: See above.

***Practice Based Medicine:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and

***MDE 7392 Advanced Evidence-Based Medicine continued...***

life-long learning.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Students will be expected to review and present two articles on a weekly basis. These articles will be chosen to highlight the above learning objectives.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society. Students will understand the potential bias of sponsor funding of clinical trials.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Student will understand the costs of clinical trials in the broader issue of medication costs.

***Learning Activities:***

1. Literature review as above

***Required textbooks and articles:*** N/A

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 8410 Basics of Adolescent Medicine

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to NCH lobby, 13535 Nemours Parkway, Orlando, FL 32827 at 9:00 am

**Information/scheduling Contact:** Maria Kierulf

**Email:** [maria.kierulf@nemours.org](mailto:maria.kierulf@nemours.org)

**Phone:** (407) 567-3882

**Primary Faculty Supervisor:** Dr. Lonna Gordon

**Email:** [lonna.gordon@nemours.org](mailto:lonna.gordon@nemours.org)

**Phone:** (407) 650-7710

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of instructor, Pediatrics

**Course description and goals of rotation:** Fifty percent of pediatric patients are adolescents. Learn the developmental stages of adolescents, understand the unique needs of adolescents, and become skilled in taking a complex social history. To receive mentorship and/or research opportunities in the specialty. This rotation is a hands-on experience that illustrates the role of the physician in specialty of Adolescent medicine. During the rotation the student will be provided with opportunities to work as a part of the multidisciplinary team that provides care to adolescent patients in the outpatient setting. Adolescents are in a complex time of transition and thus their needs are physical as well as psychological and social. Students will learn how to provide care in a biopsychosocial context. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to understand the following concepts: 1) The developmental tasks of each stage of adolescence and how they impact biopsychosocial functioning 2) The underlying premise and rationale for adolescent risk taking on a neurocognitive level. 3) How to utilize motivational interviewing to create behavior change 4) How to proficiently take an adolescent social history known as HEADDSS 5) Basic work up and management of common menstrual concerns, gynecologic problems, contraception counseling, as well as STI testing and treatment in adolescents. Students are expected to attend grand rounds, morning report, and resident learning sessions. Additionally the student will learn about special populations of adolescents by visiting community partners that provide services to them. The student is also expected to complete a 15 minute oral presentation on an adolescent biopsychosocial topic inspired by a patient seen in clinic. They must submit their proposed topic by end of week 2 and the presentation will be given during week 4 to the Adolescent Medicine team.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

### ***MDE 8410 Basics of Adolescent Medicine continued...***

Student will be an active participant in patient care. They will provide care to adolescent patients in the predominant outpatient setting but may be occasionally involved in the care of adolescents in the inpatient setting. They through the latter experience learn the role of the Adolescent Medicine Specialist as a consultant.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: The student will obtain medical knowledge in the following areas:

1. The developmental tasks of adolescence.
2. The care of special populations of adolescents including those with developmental delays, sexual minority youth, marginalized youth, youth involved with the juvenile justice system, youth involved with the foster care system, and youth with eating disorders.
3. How to diagnose, differentiate and manage menstrual disorders including menorrhagia, oligomenorrhea, amenorrhea, and dysmenorrhea.
4. Risk factors diagnosis and treatment of sexually transmitted infections.
5. Family planning and contraceptive counseling for adolescents.
6. Management and options for the pregnant teen.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Students will be expected to assimilate knowledge from scientific evidence and develop patient care plans that can be explained to both the adolescent and the adult involved in their care. They will also become skilled in obtaining a detailed adolescent psychosocial history in a conversational rather than interview format in a timely manner.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

The student is expected to be engaged in the interdisciplinary medical team comprised of medical, nursing, and mental health professionals to provide optimal adolescent care.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society

Adolescence is a unique time period in human development. It is marked by the testing of boundaries, experimentation, and questioning of belief systems and societal norms. It is expected that all students on this rotation will maintain an open-minded and non-judgmental approach to patients. Students will be challenged to question their beliefs about patient care and medical decision making and to examine the conscious and unconscious biases that inform their patient care.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***MDE 8410 Basics of Adolescent Medicine continued...***

The student will learn how to utilize resources to provide optimal healthcare, and recognize limitations on the provider, system, and governmental level to providing confidential and cost-conscious adolescent care. They will learn how to apply evidence based medicine to decision making in adolescent medicine and how social constraints unique to adolescence at times hinder that care's delivery.

***Learning Activities:*** During this rotation students will be responsible for seeing adolescent patients in an outpatient situation. They would collect the history independently and then observe the attending collect any additional information that is needed. Due to adolescent medicine requiring sensitive and potentially embarrassing physical exams. All physical exams will be performed under direct attending supervision. The student will then observe the attending provide the assessment & plan. By the latter half of the rotation it would be expected that the student will provide patient education on items such as contraceptive counseling, substance use cessation, and dietary counseling. Additionally as noted below the student will be expected to give a case presentation, attend supplemental educational (non-clinical) activities at sites other than the primary site.

***Required textbooks and articles:*** Textbook of Adolescent Care will be loaned at beginning of rotation for reference or additional reading. All articles for required reading will be made available for the student on a thumb drive that will be provided on the first day of the rotation. It is expected that the thumb drive and text book will be returned at the end of the rotation.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7580 Interventional Physiatry

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to 3909 Galen Court, Sun City Center, FL at 8:00 am

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Arpit Patel

**Email:** [APatelPAIN@gmail.com](mailto:APatelPAIN@gmail.com)

**Phone:** (240) 353-8244

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of instructor, Neurology

**Course description and goal of rotation:** There is a growing interest for Physical Medicine and Rehabilitation and there is a lack of exposure in the core third year. This rotation would focus on musculoskeletal medicine along with interventional joint and spine based procedures to help patients with chronic pain. Goal of the rotation would be to learn clinical and radiographic anatomy and to encompass strong physical examination skills to develop a differential diagnosis. Will educate patient regarding fluoroscopic guided injections.

### **Learning Objectives:**

***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: Musculoskeletal examination. Reviewing spine and joint anatomy on X-ray, CT and MRI. Will review how to correlate spine and nerve anatomy with interventional based procedures.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Develop a rapport with patients who suffer from chronic pain.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals:



***MDE 7580 Interventional Physiatry continued...***

Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, demonstrate respect for religious beliefs, adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Learn to implement time management skills in order maintain and run a clinic.

***Learning Activities:***

1. Journal clubs
2. Follow up and new patient visit intakes
3. Case presentations

***Required textbooks and articles:*** Rathmell – Interventional Pain

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 8676 Colorectal Surgery

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Digestive and Liver Center of Florida, 100 N. Dean Rd # 101, Orlando, FL 32825 at 9:00 am

**Information/scheduling Contact:** Ginette Gacia

**Email:** [ginettegarciajuro@outlook.com](mailto:ginettegarciajuro@outlook.com)

**Pre-requisites:** Surgery

*Two physicians offer this course at the same location. See preceptor names and their specific availability below.*

**Primary Faculty Supervisor:** Dr. Sam Atallah

**Email:** [Atallah@post.harvard.edu](mailto:Atallah@post.harvard.edu)

**Phone:** (407) 384-7388 or (407) 602-3111

**Maximum Enrollment:** 1 per block

**Primary Faculty Supervisor:** Dr. Sergio

Larach

**Email:** [swlarach@aol.com](mailto:swlarach@aol.com)

**Phone:** (407) 384-7388 or (407) 602-3111

**Maximum Enrollment:** 1 per block

### ***MDE 8676 Colorectal Surgery continued...***

**Course description and goal of rotation:** Students will rotate on colorectal surgery and gain experience in advance surgical techniques including robotic and laparoscopic colorectal surgery. Students will have an opportunity to participate in research activities. This is a hands on clinical rotation designed to have students who have an interest in surgery, especially colorectal surgery gain more clinical and in-theater experience. Students are expected to have prerequisite surgical exposure, have a keen interest in advanced surgical technology and robotics, and who are open to participate in small research projects.

#### **Learning Objectives:**

##### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Medical students are expected to have meaningful interactions with patients, from examination to history taking.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: Knowledge of robotics, advanced laparoscopy, advanced principles of surgery and the medical management of the surgical patient.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Identify areas of improvement and enhance knowledge and the ability to self-learn.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Provide effective and respectful communication between office staff, patients, and colleagues.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Exhibit compassion for the ill and infirm, respect all personal in the operating room and beyond.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Students are expected to exhibit a global understanding of health care cost, economics, and shortcomings. Students must appreciate their role in healthcare as a duty to society and the ill and must embark on a lifelong quest to learn and improve their ability to care for others and practice medicine.

***Learning Activities:*** Students will start their days with morning rounds.

- Mondays: They will spend all day in major robotic and laparoscopic cases, followed by afternoon evening rounds.

***MDE 8676 Colorectal Surgery continued...***

- Tuesdays: Will commence at 7 am with a 2 hour tumor board for GI and rectal cancers, followed by clinics and 1 hour afternoon didactics on advanced surgery
- Wednesdays: Mornings are committed to rounding, research, and case planning. Afternoons will be spent in the clinic from 1 – 5 pm.
- Thursdays: Will include outpatient surgery and colonoscopy from 7am – 5pm, with one hour for didactics.
- Fridays: Will include rounds and clinic only
- Weekends: Open

***Required textbooks and articles:***

1. Whitfield N. A Revolution through the Keyhole: Technology, Innovation, and the Rise of Minimally Invasive Surgery.
2. In The Palgrave Handbook of the History of Surgery 2018 (pp. 525-548). Palgrave Macmillan, London.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation. The student will be given weekly feedback about their progress, strengths, and areas of potential improvement.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7703 Anesthesiology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Ocala Regional Medical Center,  
1431 SW 1<sup>st</sup> Avenue, Ocala, FL 34471 at 8:30 am /  
7:00 am thereafter

**Information/scheduling Contact:** Sandra Eldridge

**Email:** [Sandra.eldridge@hcahealthcare.com](mailto:Sandra.eldridge@hcahealthcare.com)

**Phone:** (352) 401-8323

**Primary Faculty Supervisor:** Dr. Ettore Crimi

**Email:** [Ettore.Crimi@hcahealthcare.com](mailto:Ettore.Crimi@hcahealthcare.com)

**Phone:** (352) 401-8312

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of instructor

**Course description and goal of rotation:** To teach basics of anesthesiology, clinical & technical skills, professional attitudes so that Students may gain exposure and proficiency to transition into a residency program. This is a 4-week rotation designed for 3rd and 4th year medical students.

During this rotation, students will be supervised by an attending. Students will be exposed and expected to participate in all phases of patient care in the perioperative period for surgical cases and other procedural interventions requiring the involvement of anesthesiologists. During the four weeks the education focus will progress, each week with a PBLD discussed each week.

- **Week one:** focuses on basic airway management, patient assessment, the operating room setup, familiarization of the anesthesia machine and standard monitors, and the induction and intubation of patients.
- **Week two:** focuses on refining airway skills, preoperative patient evaluation, and administration of general anesthesia and monitored anesthesia care.
- **Week three:** focuses on the postoperative care and recovery from anesthesia and further refining airway skills, including managing difficult airways and utilization of advanced airway equipment.
- **Week four:** focuses on the synthesis of all phases of the perioperative period and the clinical application of the knowledge acquired.

### Learning Objectives:

#### *Patient care:*

### ***MDE 7703 Anesthesiology continued...***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Students will be involved in administering anesthetic care for patients undergoing a wide variety of procedures in the operating room and other clinical sites. Students will participate in the basic management of the patient in all phases of the perioperative period. Students will be assigned cases where the surgical procedure and/or the patient's medical history are less complicated initially, as much as possible. As students gain experience, knowledge, and skills throughout the rotation the cases assigned will increase in complexity. The students should anticipate a broad exposure to patient types and procedures.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: Students will demonstrate knowledge of the following topics:

1. Definition of MAC
2. ASA physical status classification system
3. Rapid sequence induction/intubation
4. The ASA difficult airway algorithm
5. Preoperative testing guidelines
6. Perioperative cardiac evaluation for patient's undergoing non-cardiac surgery
7. Laryngeal mask airway indications/contraindications
8. Regional neuraxial anesthesia
9. Doses, advantages, disadvantages, pharmacodynamic/kinetic properties of commonly used drugs, including, but not limited to:
  - a. Induction agents: Propofol, Etomidate, Ketamine
  - b. Neuromuscular Blocking agents: Succinylcholine, Cisatracurium, Rocuronium, Vecuronium, Pancuronium
  - c. Opioid Analgesics: Fentanyl, Morphine, Hydromorphone, Meperidine
  - d. Vasopressors: Atropine, Ephedrine, Phenylephrine, Epinephrine, Vasopressin
  - e. Anti-hypertensive agents: Esmolol, Labetalol, Nicardipine
  - f. Common perioperative medications: Midazolam, Neostigmine, Glycopyrolate, Metoclopramide, Ranitidine, Ondansetron, Droperidol
10. Mallampati classification system
11. NPO guidelines
12. Compound A
13. Machine check
14. Circle system
15. ASA Standard Monitors and monitoring guidelines
16. Invasive blood pressure monitoring
17. Central venous pressure monitoring
18. Capnography

### ***MDE 7703 Anesthesiology continued...***

19. Twitch monitoring
20. Extubation criteria
21. Recognition and management of common perioperative events: Hypertension, Hypotension, Tachycardia, Bradycardia, Hypoxemia, Dysrhythmias
22. Hemodynamic responses to intubation/extubation
23. Phase 1 and 2 blockade with Succinylcholine

***Practice Based Medicine:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Students must demonstrate the ability to update their knowledge base by locating, appraising, and assimilating scientific evidence as it pertains to the patients in the operating room. Online computer access will be available in the perioperative area, so that up-to-date evidence-based medical information can be readily accessed.

***Interprofessional Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students will learn and demonstrate the ability to communicate needs efficiently, clearly, and professionally to the hospital and OR nursing staff. This includes not only verbal skills, but also written skills (including handwriting). Furthermore, students will learn and demonstrate the ability to clearly communicate with surgeons and faculty. Students will learn and demonstrate the proper methods of calling for help and activating emergency systems. Students will also become familiar and demonstrate communication skills essential to crisis management, such as closed-loop communication.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Students will demonstrate the ability to interact professionally with the hospital and OR staff, including but not limited to nurses, surgeons, x-ray technicians, anesthesia technologists. Furthermore, students will maintain a professional image at all times, inclusive of exhibiting ethical behavior, especially with respect to patients and their family members.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Students will learn an understanding of the economics of an anesthetic, including but not limited to the cost of equipment and medications, and how they relate to other specialties and the greater hospital budget. Safety/quality issues within the department, as well as hospital wide initiatives, will be introduced and discussed. Discussions in the OR will include:

1. Efficient navigation of the hospital system
2. Correct site/side verification techniques
3. Timing and administration of prophylactic antibiotics

### ***MDE 7703 Anesthesiology continued...***

***Learning Activities:*** Student will be assigned daily to one Operating room. The assignment will be communicated one day in advance so that they student will review the surgical procedure and patients charts and formulate an anesthetic plan. The first case will start at 7 am. The student should arrive 30 minutes prior the first case to be able to discuss the anesthetic plan with the assigned preceptor and help to prepare the Operating room. The student will receive direct supervision from the Staff Anesthesiologist and actively participate in perioperative management with the Anesthesiology resident or CRNA.

***Required textbooks and articles:*** Clinical Anesthesia Procedure of the Massachusetts General Hospital, Ninth Edition, Lippincott Williams & Wilkins.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

1. ***Patient Care:*** Assessment tools: Direct observation, and reported on post-rotation evaluation from Faculty Direct observation, and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff.
2. ***Medical Knowledge:*** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty direct observation and reported on post-rotation evaluation from multiples sources such as nursing and hospital staff. Post-rotation exam to be included in education file.
3. ***Practice-Based Learning and Improvement:*** assessment tools: Direct observation and reported on post-rotation evaluation from Faculty direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. Presentation and discussion of pertinent topics with faculty.
4. ***Interpersonal and Communication Skills:*** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff. Presentations and discussions with faculty.
5. ***Professionalism:*** Assessment tools: Direct observation and reported on post-rotation evaluation from Faculty direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff.
6. ***System-Based Practice:*** Assessment tools: Direct observation and reported in post-rotation evaluation from Faculty direct observation and reported on post-rotation evaluation from multiple sources such as nursing and hospital staff.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.



## MDE 7716 Emergency Medicine

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Osceola Regional Medical Center, 720 W. Oak Street, Kissimmee, FL 34741

**Time:** Contact Berliza Cruz & Dr. Rubero for specific reporting time.

**Information/scheduling Contact:** Berliza Cruz

**Email:** [Berliza.cruz@hcahealthcare.com](mailto:Berliza.cruz@hcahealthcare.com)

**Phone:** (321) 697-1733

**Primary Faculty Supervisor:** Dr. Jose Rubero

**Email:** [jose.rubero@ucf.edu](mailto:jose.rubero@ucf.edu)

**Phone:** (321) 697-1748

**Maximum Enrollment:** 2-4 per block Spring only

**Pre-requisites:** Consent of Instructor, IM/FM, Surgery, Pediatrics

**Course description and goal of rotation:** This elective rotation will give students interested in pursuing a career in Emergency Medicine an excellent exposure to the breadth of this specialty's clinical practice. This elective rotation will give students interested in pursuing a career in Emergency Medicine an excellent exposure to the breadth of emergency clinical practice. The rotation will include a thorough introductory clinical orientation, clinical skills procedure lab and Emergency Ultrasound workshop. Students will complete 12 clinical shifts: 10 shifts in the adult ED and 2 in pediatric emergency medicine.

### Learning Objectives:

#### *Patient Care:*

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

**Medical Knowledge:** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

- Differential diagnosis for emergent conditions
- Assessment and management of critical, acute and subacute medical conditions
- Emergency medicine procedures

**Practice Based Improvement:** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Daily faculty/resident evaluation and feedback will further allow the student to identify areas of strength and for improvement.

***MDE 7716 Emergency Medicine continued...***

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:***

1. Orientation/Clinical Synthesis shift
2. 11 Shifts
3. 6-8 patient evaluations/shift
4. Medical student didactics: Ultrasound, procedure workshop, simulation
5. Morning report presentation

***Required textbooks and articles:*** Frist Aid for Emergency Medicine. Tintanelli's.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 7822 Pain Management

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Orlando Pain & Spine Center,  
4351 Hunters Park Lane, Orlando, FL 32837 at 9:00  
am

**Information/scheduling Contact:** Zohra Badawy

**Email:** [Zorlandopain123@gmail.com](mailto:Zorlandopain123@gmail.com)

**Phone:** (407) 985-4700

**Primary Faculty Supervisor** Dr. Amr H. Badawy

**Email:** [Drbadawyspinecenter@gmail.com](mailto:Drbadawyspinecenter@gmail.com)

**Phone:** (407) 985-4700

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Surgery or IM/FM

**Course description and goal of rotation:** Students will be able to understand different aspects of pain medicine and observe many procedures in interventional pain management. We will discuss basics of anatomy and pharmacology related to pain medicine. Most of the procedures are done at my office using both fluoroscopic guidance and ultrasound guidance. Some procedures are done at surgery centers for implantable pain devices and can be arranged for interested students. Students will learn and observe how we approach pain management patients, history and physical exam, orders and discussion of imaging studies, decision making process and indications for referrals to other specialists. For those who cannot get exposed to radiation (Fluoroscopy) as during pregnancy will have to notify us immediately. Students will learn basics of interventional pain management including definitions, conditions we manage, procedures we offer. They will receive assignments to prepare some presentations in regard to new aspects in the field. We have interdisciplinary approach toward pain patients including Medical, Physical therapy, Injections, diagnostic blocks and implantable devices. For more information about the practice students can visit our web site and interact with us [www.orlandopainandspine.com](http://www.orlandopainandspine.com). I am working also on some research opportunities that might be available for some students.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Our patient's populations range from 18 years old to 104, the oldest at our practice. Pain management patients they need to be approached with kindness, and understanding to their clinical issues that include pain, depression anxiety and sleep disorders.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas:

### ***MDE 7822 Pain Management continued...***

Understanding of the importance of pain as fifth vital sign, basic concepts of chronic pain conditions. Mechanisms of chronic pain. Approach to chronic pain patient. How to prevent chronic pain and how to manage it. New concepts in pain management. Effect of pain on various aspects including sleep and psychology and how to manage.

**Practice Based Improvement:** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Students will have the opportunity, after observing pain consults and grasping some basic knowledge, to diagnose some chronic pain conditions and suggest management approach.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. They can demonstrate communication skills by interacting with some pain management patients and staff. They can communicate some information to staff and family members. They will have the opportunity to educate patients in regard to neuromodulator and intrathecal drug delivery as very effective methods in managing both physical and psychological aspects.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society. Students will be evaluated in regard to how can they able to advance in communicating with staff, patients and family in respectful manner.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. They will understand evidence-based approach in managing chronic pain patients. They will be expected to present some new concepts in research and clinical pain medicine.

***Learning Activities:*** Case presentations and literature review and possibility of helping with some future research projects.

***Required textbooks and articles:*** No specific pain textbooks. Essentials of pain medicine by Benzon is a great simple resource. They can read first few chapters before the rotation for best results.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation. We can develop some questionnaire before and after the rotation to evaluate knowledge.

***MDE 7822 Pain Management continued...***

**Summative Evaluation:** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system. We can fill a standard form provided by the university.

## MDE 7850 Understanding Psychopharmacology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Life Stream Behavioral Center,  
2020 Tally Road, Leesburg, FL 34748 at 9:00 am

**Primary Faculty Supervisor**

**(information/scheduling):** Dr. Thomas J.Valente

**Email:** [tjvalente@lsbc.net](mailto:tjvalente@lsbc.net)

**Phone:** (352) 315-7806

**Information/scheduling Contact:** Fredline Dasque

**Email:** [fdasque@lsbc.net](mailto:fdasque@lsbc.net)

**Phone:** (352) 315-7513

**Maximum Enrollment:** 2 per block every other  
block

**Pre-requisites:** Consent of instructor, Psychiatry

**Course description and goal of rotation:** Advanced understanding of the diagnosis and treatment of mental health and substance abuse disorders. Please see company website, [WWW.LSBC.NET](http://WWW.LSBC.NET) for details of organization and services provided. This rotation is to dig deeper into the treatment of severe, chronic mental illness including current practice as well as ongoing clinical trials. Students will be exposed to both inpatient and outpatient services provided in a community mental health center. Students must have a professed desire to work in mental health.

### **Learning Objectives:**

#### ***Patient care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Students will have direct patient care, but since we utilize an electronic medical record, documentation will be demonstrated. Students will be given both formal and informal lectures on psychopharmacology will rounding at both inpatient and outpatient facilities.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge of the common types of disorders presenting in the outpatient and inpatient settings of Psychiatry.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Board style lectures and review questions will be given weekly with specific and directed critical readings.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and

***MDE 7850 Understanding Psychopharmacology continued...***

collaboration with patients, their families, and health professionals. Students will gain interviewing skills as well as attend interdisciplinary treatment team meetings to foster competence and communication with peers specialists, nurses, and behavioral technicians.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society. Cultural differences persist in psychiatric understanding/acceptance. This rotation will assist with cultural diversity.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:***

- Daily rounds and direct patient care, Monday through Friday with no on-call or night calls.
- Weekend rounds are optional and will be discussed upon initial acceptance.

***Required textbooks and articles:*** Use will be made of the extensive only Psychiatry resources in the UCF COM Health Sciences Library, including Psychiatry On Line.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

## MDE 8900 Special Clinical Studies/Research/Independent Study

Full-time: 4 weeks

**Grading Basis:** P/F

**Primary Faculty Supervisor  
(information/scheduling):**

**Faculty Email:**

**Faculty Phone:**

**Maximum Enrollment:** Unlimited

**Pre-requisites:** Consent of Instructor

The special independent clinical/special independent research study elective permits 3rd year medical students to pursue, under the sponsorship of UCF College of Medicine faculty members, areas of study/research that are not included among regular elective offerings. Arrangements for these electives are made between the student and the faculty member; they will require administrative approval prior to registration.

### **Course description and goal of rotation:**

This M3 elective rotation provides an opportunity for students to work with a UCF College of Medicine faculty member in a special clinical or research study. Description of the details and goals of the specific individual clinical work or research study will be detailed on the attached proposal form by the requesting student, to include the signature of the supervising faculty; each proposal will also require approval by the Assistant or Associate Dean for Students in the UCF College of Medicine.

### **Learning Objectives:**

#### ***Patient care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.



### ***MDE 8900 Special Studies/Research/Independent Study...***

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:*** See attached proposal form.

***Required textbooks and articles:*** Use will be made of the extensive online resources in the UCF COM Health Sciences Library.

***How will the student's performance be assessed?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including preparedness for debriefing sessions with active participation, including leading at least one of the debriefing sessions. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

#### ***Official Add/Drop Request (Form)***

How do I go about making an official request to change my elective?

- Students must complete and submit the [add/drop form](#) and email it to [Morayma.cubero@ucf.edu](mailto:Morayma.cubero@ucf.edu) by the closing date that corresponds to your elective block above.

#### **Late submissions will not be accepted.**

#### ***Can I switch my elective with another student?***

Yes, if they have the elective within the same time period and they are willing to switch with you. Both students will need to sign off on the "add/drop" form stating they understand they will be switching.

#### ***Independent Study Forms***

Special independent clinical or Special independent research study forms must be completed by the add/drop date noted above. You and your preceptor will complete and sign off on the form. Once the form is completed, please upload it in the assignment section of Webcourses, specifically, for Independent Study. Dr. Klapheke will review forms for approval. If there are any issues or concerns with the form, someone will reach out to you immediately.

***Credentialing:*** Students are responsible for the following:

1. Please communicate with [Morayma.cubero@ucf.edu](mailto:Morayma.cubero@ucf.edu) for steps on taking care of your credentials.
2. All credentialing paperwork, and fingerprints (if required), should be completed **90 days** prior to the start of your elective. Students are responsible for making sure paperwork is completed and ready for submission in a timely manner.
3. An administrator will submit your paperwork to the institution for review. The review process can take a while and this will give us time to take care of any additional requirements or take care of incomplete paperwork. Late credentialing applications will not be accepted. If you do not meet the

***MDE 8900 Special Studies/Research/Independent Study...***  
*deadline, we will automatically enroll you in the Clinical Enrichment Elective. Students must be proactive with their credentials.*

## MDE 7941 Intensive Clinical Skills and History of Medicine

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to The Baltodano Clinic, 3125  
Citrus Tower Blvd. Clermont, FL 34711 at 8:30 am.

**Primary Faculty Supervisor:** Dr. Rodrigo

Baltodano

**Email:** [Colette\\_m@hotmail.com](mailto:Colette_m@hotmail.com)

**Phone:** (352) 394-0043

**Maximum Enrollment:** 1 per block

**Pre-requisites:** Consent of Instructor, IM/FM,  
Psychiatry

**Course description and goal of rotation:** The student will encounter the most common medical conditions typically seen in inpatient and outpatient Internal Medicine and learn how to assess, develop a differential diagnosis, and treatment plan for these patients. The student will assess patients and present cases to the supervising attending physician as part of daily clinical activities. This rotation is hands-on, and by the end of the rotation, the student will be more proficient in evaluating and planning treatment for common clinical conditions seen in Internal Medicine. The student is expected to utilize the professional literature to prepare a review on a specialty topic and give a brief presentation.

### **Learning Objectives:**

***Patient care:*** The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge of the common types of disorders presenting in the outpatient and inpatient settings of Internal Medicine.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

***MDE 7941 Intensive Clinical Skills and History of Medicine continued...***

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

***Learning Activities:*** Students will participate in the daily assessment and treatment of both inpatients and outpatients under supervision of the attending physician. Students will also prepare a literature review on a specialty topic and give a brief presentation.

***Required textbooks and articles:*** Use will be made of the extensive online Internal Medicine resource in the UCF COM Health Sciences Library

***How will the student's performance be assessed? How/when will formative feedback be given?***  
Personal feedback at end of every day.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system. We can fill a standard form provided by the university.

## MDE 8280 Clinical Hematology and Medical Oncology

Full-time: 4 weeks

**Grading Basis:** P/F

**First Day:** Report to Florida Cancer Specialists,  
1400 N US Highway 441, Suite 540, The Villages,  
Florida 32159 at 9:00 am

**Information/scheduling Contact:** Amy Lanzarone

**Email:** [Alanzarone@flcancer.com](mailto:Alanzarone@flcancer.com)

**Primary Faculty Supervisor** Dr. Maen Hussein

**Email:** [mhussein@flcancer.com](mailto:mhussein@flcancer.com)

**Phone:** (352) 753-9777

**Maximum Enrollment:** 2 per block

**Pre-requisites:** IM/FM

**Course description and goal of rotation:** Rotation in outpatient setting, community oncology practice, tumor board weekly, patients with different types of malignancies and blood disorders, some patients are enrolled in clinical trials. Student will have the opportunity to take history and perform physical examination, will walk through differential diagnosis, will be asked to prepare brief presentations about certain topics related to diseases in patients who were seen in the office by the student, the student will also review peripheral smears when applicable, will have the chance to observe bone marrow biopsies and will have the opportunity to work with the research coordinators.

### **Learning Objectives:**

#### ***Patient Care:***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge as well as the application of this knowledge to patient care. The student will develop knowledge in the following areas: General hematology and oncology, new oncologic therapeutics, molecular genomics and role in cancer treatment.

***Practice Based Improvement:*** The medical student is expected to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on ongoing self-evaluation and life-long learning.

Student will have the opportunity to take history and perform exam under supervision, will present the case and will be assessed and directed towards area that need improvement in those skills, then discussion of the case will follow. There will be assignment and tasks for the student to prepare mainly to strengthen areas of weakness.

***MDE 8280 Clinical Hematology and Medical Oncology continued...***

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Student will have the opportunity to interact with patient's family, staff and of course the patient, will also observe visits where treatment plans and decisions are made, will also see firsthand multidisciplinary approach since there will be interaction with radiation oncology.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patients, their profession, and society.

Student will demonstrate respect to the patients and their families, the staff, no judgment and to focus on patient care regardless so the patients' belief religious or political.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Student will have the opportunity to interact in tumor board and outside tumor board with other specialties, (radiation oncology, pathology, radiology, surgery).

***Learning Activities:*** Student will work in an office setting, will obtain history and perform physical examination, interpret lab tests and radiological tests, and will come with differential diagnosis.

***Required textbooks and articles:*** none for now.

***How will the student's performance be assessed? How/when will formative feedback be given?*** The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conference. Formative feedback for continuous improvement will be given throughout the rotation.

***Summative Evaluation:*** A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.