Visiting Medical Student Elective Directory

2015-2016

Office of Student Affairs
1247 S. Cedar Crest Blvd., Suite 202
Allentown, PA 18103
Phone: 610-402-2554
Email: medicalstudents@lvhn.org
2015-2016 Academic Year

These block dates can be modified if they do not fit your school’s academic calendar.
There are 2 stipulations:
1. First, you must contact the department (where you wish to rotate for that block) AND the department must approve the changes to the block dates
2. Rotations must start on a Monday

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Course: Dental Medicine

Course Instructor(s): Charles Incalcaterra, DMD and Michele A. Pisano-Marsh, DMD

Duration: 2 weeks

Location: LVHN-Muhlenberg and LVHN-17

Prerequisites: None

Description:

This is a two-week rotation split between the LVH-17th Street site in Allentown, and the LVH-Muhlenberg site in Bethlehem. Both sites support an outpatient dental clinic with a total of seven dental residents. This experience will give the student insight into understanding the systemic complications of dental disease and treatment.

Students will observe dental therapy in the outpatient dental clinics, particularly on patients who need special care due to complex medical conditions. Students may be able to participate in providing direct patient care. Part of the hands-on experience may include administration of local anesthetics and non-complicated extraction of teeth under the direct supervision of our Attending dentists. The clinical experience may also include differential diagnosis of intra-oral lesions, early detection of oral cancers, recognition of oral lesions due to the systemic administration of medications, malocclusions, oro-facial pain and temporomandibular joint dysfunctions.

The student will participate with the dental residents responding to inpatient consult requests from other departments. Students will learn when it is appropriate to consult with a dentist and how to respond to medical consult requests from dentists. Students will also respond to emergency call to the Emergency Rooms along with the resident after regular clinic hours.

In addition, the student will attend seminars on various dentally-related topics along with the dental residents. If scheduled during the rotation, students will observe dental treatment in the Operating Room as well as IV sedation cases.

Objectives:

2. Increase knowledge of head and neck anatomy and pathology as well as understand the ramifications of systemic disease for dental treatment.
3. Describe the role that dental health plays in overall patient wellness.
4. Experience the provision of some simple procedures that could be used when engaging in future medical practices, such as administration of local anesthetics and/or simple dental extractions.
5. Analyze the relationship between oral and systemic diseases and be able to identify how systemic disease affects oral health.

Evaluation Methods:

Students will be assessed each day by the Attending who is present each clinic session who will provide a written evaluation to the Program Co-Directors. A summary of all evaluations will be presented to the student at the end of the rotation. Evaluations will be based on:

- Level of engagement
- Professional conduct
- Patient Management and rapport
- Attendance at all assigned lectures
- Attendance for all on-call responsibilities
Course: Clinical Dermatology

Course Instructor(s): Stephen Purcell, DO

Duration: 2 or 4 weeks

Location: 1259 S. Cedar Crest Blvd. Suite 100, Allentown PA

Prerequisites: Adult Medicine course

Description:

Upon completion of this elective, the student will be able to conduct a full dermatologic examination and will be able to recognize and offer reasonable management for common dermatologic disorders, including those primary to the integument and those associated with systemic disease. The student will attend various weekly with the Dermatology Residents.

Students will rotate through the offices of Advanced Dermatology Associates, may see inpatient consults at LVHN, and may participate in the LVHN Dermatology Clinic.

Periods 2, 3, and 4 are reserved for students applying to dermatology residency programs.

Objectives:

1. Conduct a complete and thorough dermatologic examination.
2. Analyze management strategies for common dermatologic conditions.

Evaluation Methods:

Student progress and performance in the clinical setting will be evaluated by the faculty and residents.
<table>
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<th><strong>Course: Emergency Medicine</strong></th>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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**Description:**

This elective is designed to introduce 4th year students to Emergency Medicine.

**Objectives:**

1. Develop the ability to take an appropriate history and physical exam in patients presenting with diverse clinical problems relating to emergency care.
2. Appreciate the importance of teamwork in caring for emergency patients in both the pre-hospital and hospital setting. This includes a one-day rotation with paramedics in the field.
3. Understand the importance of triage in setting priorities for emergency care.
4. Learn the proper utilization of clinical labs and x-rays as they relate to emergency care.
5. Develop skills in proper "chartsmanship," case presentation and formational plan.
6. Demonstrate performance of first aid and emergency procedures such as suturing, bandaging, splinting, wound and burn care. This includes a four-hour suture lab experience.
7. Understand the principles of pain management in the pediatric and adult patient.
8. Identify the principles of airway management and procedural sedation and analgesia.
10. Identify strengths and weaknesses in emergency scenarios with a human patient simulator.

**Evaluation Methods:**

Students will be graded based on clinical evaluations from their preceptors.
<table>
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<tr>
<th><strong>Course:</strong> Emergency Medicine- Toxicology</th>
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**Description:**

This elective will allow students the opportunity to focus on developing skills necessary for evaluation and treatment of toxicologic patients in an emergency setting.

**Objectives:**

1. Develop a comprehensive approach to the poisoned patient.
2. Develop skill necessary for the evaluation and treatment of poisoned patients.
3. Develop skills to participate in resuscitations to an acute poisoning.
4. Gain an appreciation for the sophistication and advanced resources available to the acutely poisoned patients.
5. Work one clinical ER shift per week.
6. Work with our toxicologists, review interesting cases and have interactive sessions on assessment and management of toxicologic patients.
7. Participate in daily didactics.
8. Participate in bedside toxicology consults.

**Evaluation Methods:**

Student grades will be determined based on clinical evaluations by their preceptors.
### Course: Family Medicine Residency Elective

<table>
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<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Drew Keister, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>2 or 4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and LVHN-17</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Adult Medicine, Primary Care, and Maternal Newborn Pediatrics or Women's Health Pediatrics courses</td>
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#### Description:

During this elective, the student will spend each day seeing patients and working closely with the LVHN Family Medicine residency program faculty members and residents. The experience will take place in the office, hospital, and community and will demonstrate the meaning of a "community of healing." The skills and values of "Turtle Craft," the name of our relationship-centered approach to family medicine, will be taught. Come and see innovative education in action.

#### Objectives:

1. Introduce the student to the relationship of Family Medicine to the medical community
2. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations
3. Improve the student's skills and clinical judgment by a defined and supervised patient care experience
4. Demonstrate the organizational structure of a family medicine residency including office management, medical records, patient education, and preventive medicine
5. Demonstrate the various responsibilities and activities of the Family Medicine Resident

#### Evaluation Methods:

The Family Medicine faculty will prepare a formal evaluation based on the following:

- Fund of medical knowledge
- Quality of assessment and presentation
- Clinical judgment as indicated by the rationale of diagnostic and management plans
- Attitude and rapport with patients and families
- Subjective elements of interpersonal relationships, motivation, and ability
**Course: Rural /Underserved Health**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Drew Keister, MD</th>
</tr>
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<tbody>
<tr>
<td>Duration:</td>
<td>2 or 4 weeks</td>
</tr>
<tr>
<td>Location:</td>
<td>LVHN-Cedar Crest and LVHN-17</td>
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**Prerequisites:**
Adult Medicine, Primary Care, Maternal Newborn Pediatrics or Women's Health Pediatrics, Psychiatry/Neurology, and Surgical Care courses. Any interested student must inform Dr. Keister AT LEAST 3 MONTHS PRIOR TO THE START OF THE ELECTIVE to allow time to coordinate with ECPA AHEC in placing them with a rural/underserved physician. Students should consider whether they would prefer a rural or underserved urban practice prior to contacting Dr. Keister.

**Description:**
This is a rural/underserved health elective in which a student will be matched with an AHEC preceptor in the Mahoning Valley, Carbon County, Lehigh County, or Northampton County area. Responsibilities will largely be assisting with out-patient clinical care in a rural primary care office, though students may be expected to participate in hospital rounds/ER call at a hospital local to the primary practice site (depending upon preceptor). Coordination of the elective and placement is through East central PA Area Health Education Center (ECPA AHEC), with office located in Lehighton, PA. This clerkship might include a daily commute of up to 60 minutes from LVHN- Cedar Crest. Housing within the local community will not be provided. Students should also note that "rural/underserved" is a relative term. Many areas within 60 minutes of LVHN-Cedar Crest fit the definition and are typical of rural Pennsylvania. However, these are not REMOTE rural communities, which have a different flavor and feel. Students interested in a remote experience should consider other options.

**Objectives:**

1. Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in prior urban practice rotations
2. Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community
3. Introduce/sensitize the student to cross-cultural issues in health care
4. Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings
5. Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

**Evaluation Methods:**
The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.
### Course: Sports Medicine

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Neil Matthews, MD</th>
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<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Primary Care course</td>
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**Description:**

During the elective, the student will experience primary care sports medicine. Students will spend each day seeing patients in a variety of settings. The student will work closely with orthopedic specialists, family physicians and residents, nutritionists, psychologists, physical therapists, and alternative medicine practitioners. Depending on the time of year, the experience will take place in the office, hospital, and community, including sideline and mass event coverage.

**Objectives:**

1. Describe the role of primary care sports medicine physician in the health care system.
2. Perform a problem-focused history and physical examination on an injured athlete.
4. Describe the general principles of physical therapy.
5. Participate in the management of a concussed athlete.
6. Explain the role of nutrition in athletic performance.
7. Describe the psychological aspects of competition and athletics.
8. Perform a basic physical exam of each joint and region of the body.
9. Discuss the role of alternative medicine in the treatment of musculoskeletal injuries.

**Evaluation Methods:**

The student's participation in a variety of clinical settings will be assessed by clinical preceptors. These settings will allow the opportunity for the student to learn and participate in all of the above objectives. The settings include: family medicine office, sports medicine office, orthopedics office, physical therapy office, sports psychology office, nutrition office, concussion clinic, and sporting event coverage. The final learning grade will be based on clinical evaluations of faculty in the context of the objectives above.
**Course: Cardiology- Acute Coronary Care**

**Course Instructor(s):** Larry Jacobs, MD  
**Duration:** 2 or 4 weeks  
**Location:** LVHN-Cedar Crest  
**Prerequisites:** None

### Description:

The primary assignment is with the house officers, cardiology fellow and attending cardiologists in the Acute Coronary Care Units. Emphasis is on the total evaluation of the patient with acute and critical cardiovascular disease. Experience is available in the Non-Invasive Heart Station, Cardiac Catheterization Lab and/or the Electrophysiology Lab by prior arrangement.

**Educational Purpose:**

Students will acquire the knowledge and skills necessary to diagnose and manage patients with acute and critical cardiovascular disease of the coronary arteries, myocardium, heart valves, pericardium, disease of conduction and cardiac rhythm as well as diagnose and manage the peripheral effects of myocardial dysfunction. Students will learn “bedside” cardiology with emphasis on obtaining a proper history, bedside physical examination, analysis of the chest radiograph, basic ECG interpretation, and medical therapy.

### Objectives:

1. Demonstrate the knowledge and skills necessary to obtain a proper cardiac history. The student will pay special attention to and record medications, medication compliance, diet compliance, and risk factors for various cardiac diseases.
2. Demonstrate proficiency in proper bedside physical examination.
3. Be able to accurately assess the presence or absence of congestive heart failure, cardiac tamponade, basic murmurs of valvular heart disease such as mitral regurgitation, mitral stenosis, aortic stenosis, aortic regurgitation and tricuspid regurgitation, and the presence or absence of peripheral vascular disease and abdominal aortic aneurysms.
4. Demonstrate basic electrocardiographic skills including an understanding of basic arrhythmias such as atrial fibrillation, atrial flutter, supraventricular tachycardia, multi-focal atrial tachycardia, ventricular tachycardia, and a basic diagnosis on the 12 lead ECG such as right and left bundle branch block, left ventricular hypertrophy, acute myocardial infarction, ischemia, WPW, and hyperkalemia.
5. Infer heart size, presence of cephalization, infiltrate, pleural effusions, and pneumothorax by looking at a chest X-ray.
6. Identify medical, interventional, and surgical therapies for basic cardiac syndromes such as myocardial infarction, unstable angina, chronic angina, congestive heart failure, valvular heart disease, hypertension, hyperlipidemia, and arrhythmia.
7. Name and utilize a variety of clinical pathways and practice guidelines.
8. Access and critically evaluate current medical information and scientific evidence.
9. Use information technology or other available methodologies to access and manage information, support patient care decisions and enhance both patient and physician education.
10. Explain the principles of primary, secondary prevention and risk modification.
11. Summarize the indications and diagnostic yield of various cardiac studies and therapeutics.
Principal Teaching Methods:
Students will be assigned to the Cardiac Intensive care unit. Students will attend teaching rounds with the medical intern, resident and fellow with the teaching cardiology faculty member on a daily basis from 8:30 to 11:30. The student will be assigned to perform consults and or admissions making daily follow up rounds under the supervision of the resident, fellow and the teaching attending.

At least weekly the student is required to submit one formal complete consult or history and physical. This consult or history should be completed on the appropriate template and include a complete history, physical, data, impression, diagnoses list and plan. It is the expectation that this will be completed after discussion with the fellow and attending and will not be a chart document. In addition, the student may also be requested to complete a brief consult for the chart which will be amended by the attending. The formal consult should be completed after rounds and not disrupt the flow of the clinical service.

Students will be issued an MPS player with simple murmurs. The students will be expected to listen to each murmur until they can be easily recognized.

A link to assigned reading materials can be found on the LVH intra-net. From the home page select non-clinical under resources. Select library. On bottom right of page select cardiology consult reading links under library service. The students are expected to read all the articles during the rotation. Students will also attend cardiology subspecialty conferences that include journal club, grand rounds, non-invasive conference, ECG conference, and cardiac cath conference.

Students will read electrocardiograms in the heart station with the cardiology attending in order to improve their electrocardiographic skills as needed.

As time permits, students may attend various cardiac procedures such as transesophageal echo, electrophysiologic studies, stress testing, cardiac catheterization and cath lab interventions, and heart surgery. However, this is not the primary focus of the elective.

Evaluation Methods:
At the conclusion of the rotation the teaching attending or his/her designee will give the student a brief oral exam on one of the following topics (from the mandatory reading links):
- Acute MI/ACS
- Decompensated CHF
- Risk factors modification for CAD
- Malignant HTN
- VT and heart block
- Syncope and SCD
- Valvular heart disease and exam (may include identification of simple murmur)
- ECG interpretation

The teaching attending completes an evaluation of every student on service based of observed performance, input by the cardiology fellow, consultations submitted and performance on the oral exam. It is the responsibility of each student to supply a copy of his/her medical school’s evaluation to be completed in a timely manner. It is also the responsibility of the student to confirm that the evaluation has been completed before leaving the service. The teaching attending meets with each student at the end of the rotation to review the written evaluation. The student is also expected to complete an evaluation of
the rotation with the department of education and return any beepers or outstanding materials to LVH. Failure to complete and evaluation or return any materials may result as incomplete grade for the rotation.

Strengths and Limitations

Strengths of the cardiology rotation include the large volume and diversity of patients and the size of the faculty. Significant clinical research is performed by the division and residents are encouraged to participate in current research activities.

Lehigh Valley Hospital is a major referral center for cardiac patients. The learning experience is enhanced by the high volume of catheterization, PTCA, stents, and experimental procedures performed by the cardiology staff.
# Course: Cardiology- Consultative

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<th>Larry Jacobs, MD</th>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
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## Description:

The primary assignment is with the house officers and attending cardiologists on the Cardiology Teaching Service. Emphasis is on the total evaluation of the patient with cardiovascular disease and active medical intervention. Experience is available in the Non-Invasive Heart Station, Cardiac Catheterization Lab and/or the Electrophysiology Lab by prior arrangement.

Educational Purpose: Students will acquire the knowledge and skills necessary to diagnose and manage patients with cardiovascular disease of the coronary arteries, myocardium, heart valves, pericardium, disease of conduction and cardiac rhythm as well as diagnose and manage the peripheral effects of myocardial dysfunction. Students will learn “bedside” cardiology with emphasis on obtaining a proper history, bedside physical examination, analysis of the chest radiograph, basic ECG interpretation, and medical therapy.

## Objectives:

1. To develop the knowledge and skills necessary to obtain a proper cardiac history. Specific areas to be covered include proper characterization of chest pain syndromes, dyspnea, syncope, exercise capacity, and functional class. History should include special attention to medications, medication compliance, diet compliance, and risk factors for various cardiac diseases. (Patient Care, Medical Knowledge)

2. To become proficient in proper bedside physical examination. Proper bedside examination includes blood pressure measurements, estimation of jugular venous pressure, peripheral pulses, detection of bruises, examination of lung fields, precise localization of left and right ventricular impulses, proper characterization of heart sounds, evaluation of murmurs, rubs and clicks, abdominal examination including palpation for femoral aortic aneurysm, pulsatile lever and the extremity exam. (Patient Care, Medical Knowledge)

3. To be able to accurately assess the presence or absence of congestive heart failure, cardiac tamponade, basic murmurs of valvular heart disease such as mitral regurgitation, mitral stenosis, aortic stenosis, aortic regurgitation and tricuspid regurgitation, and the presence or absence of peripheral vascular disease and abdominal aortic aneurysms. (Patient Care, Medical Knowledge)

4. To learn basic electrocardiographic skills including an understanding of basic arrhythmias such as atrial fibrillation, atrial flutter, supraventricular tachycardia, multi-focal atrial tachycardia, ventricular tachycardia, and a basic diagnosis on the 12 lead ECG such as right and left bundle branch block, left ventricular hypertrophy, acute myocardial infarction, ischemia, WPW, and hyperkalemia. (Patient Care, Medical Knowledge)

5. To perform basic interpretation of chest X-rays including heart size, presence of cephalization, infiltrate, pleural effusions, and pneumothorax. (Patient Care, Medical Knowledge)

6. To become familiar with medical, interventional, and surgical therapies for basic cardiac syndromes such as myocardial infarction, unstable angina, chronic angina, congestive heart failure, valvular heart disease, hypertension, hyperlipidemia, and arrhythmia. (Patient Care, Medical Knowledge)

7. To become familiar and utilize a variety of clinical pathways and practice guidelines. (Practice-Based Learning, Systems-Based Practice)
8. Access and critically evaluate current medical information and scientific evidence. Use information technology or other available methodologies to access and manage information support patient care decisions and enhance both patient and physician education. (Medical Knowledge, Practice-Based Learning and Improvement, Systems-Based Practice)
9. To understand the principles of primary, secondary prevention and risk modification. (Patient Care, Medical Knowledge, Systems-Based Practice)
10. To understand the indications and diagnostic yield of various cardiac studies and therapeutics. (Medical Knowledge, Practice-Based Learning and Improvement, Systems-Based Practice)

Principal Teaching Methods: Students will be assigned to the cardiology teaching service. Students will attend teaching rounds with the medical intern, resident and fellow with the teaching cardiology faculty member on a daily basis. The student will be assigned to perform consults and or admissions making daily follow up rounds under the supervision of the resident, fellow and the teaching attending.

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Students will also attend cardiology subspecialty conferences that include journal club, grand rounds, non-invasive conference, ECG conference, and cardiac cath conference.

Students will read electrocardiograms in the heart station with the cardiology attending in order to improve their electrocardiographic skills as needed.

As time permits, students may attend various cardiac procedures such as transesophageal echo, electrophysiologic studies, stress testing, cardiac catheterization and cath lab interventions, and heart surgery. However, this is not the primary focus of the elective.

Evaluation Methods:
At the conclusion of the rotation the teaching attending or his/her designee will give the student a brief oral exam on one of the following topics (from the mandatory reading links):
- CAD/MI/ACS
- CHF
- Risk factors for CAD, lipids
- HTN
- Preop Cardiac Evaluation
- Afib
- Syncope
- Valvular heart disease and exam (may include identification of simple murmur)
The teaching attending completes an evaluation of every student on service based on observed performance, input by the cardiology fellow, consultations submitted and performance on the oral exam. It is the responsibility of each student to supply a copy of his/her medical school’s evaluation to be completed in a timely manner. It is also the responsibility of the student to confirm that the evaluation has been completed before leaving the service. The teaching attending meets with each student at the end of the rotation to review the written evaluation. The student is also expected to complete an evaluation of the rotation with the department of education and return any beepers or outstanding materials to LVH. Failure to complete an evaluation or return any materials may result in an incomplete grade for the rotation.

Strengths and Limitations

Strengths of the cardiology rotation include the large volume and diversity of patients and the size of the faculty. Significant clinical research is performed by the division and residents are encouraged to participate in current research activities.

Lehigh Valley Hospital is a major referral center for cardiac patients. The learning experience is enhanced by the high volume of catheterization, PTCA, stents, and experimental procedures performed by the cardiology staff.

The primary deficiency during the cardiology rotation is the resident’s limited exposure to patients with congenital heart disease.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Clinical Allergy</th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
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<tr>
<td><strong>Duration:</strong></td>
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<tr>
<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

Allergic and immunologic problems affect up to 20% of adults and children in the United States, therefore, students rotating in Allergy and Immunology are exposed to a variety of common problems important to physicians regardless of their specialty interests. Both children and adults are seen in the clinics. The objective of the Allergy/Immunology experience is to familiarize the student with the pathogenesis, diagnosis, and treatment of various allergic and immunologic diseases. The student will examine patients with common medical diseases such as allergic rhinoconjunctivitis, chronic rhinitis, acute and chronic sinusitis, various forms of asthma, otitis media with effusion, hyper-sensitivity pneumonitis, atopic eczema, contact dermatitis, urticaria and/or angioedema, drug allergy, insect hypersensitivity, and food allergy. The student will also examine patients with immune-deficiency diseases (including HIV infection), eosinophilia, eosinophilic syndromes, and various other immunologic problems.

**Objectives:**

1. Analyze the pathogenesis, diagnosis and treatment methods of various allergic and immunologic diseases.
2. Examine patients with allergic conditions.
3. Examine patients with immunodeficiency disorders.

**Evaluation Methods:**

The student's grade will be based on clinical evaluations by their preceptors.
<table>
<thead>
<tr>
<th>Course: Endocrinology</th>
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<tr>
<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

The rotation on the Endocrinology services involves exposure to inpatient consultations and the outpatient clinic with a senior resident and the attending endocrinology staff. The main emphasis is on clinical teaching of the pathophysiology of endocrine disorders including appropriate diagnostic tests and modes of therapy.

**Objectives:**

1. Evaluate an endocrine patient with history and physical, formulate an appropriate laboratory and radiologic work up, and create a suitable treatment plan.
2. Demonstrate the ability to manage diabetes mellitus type 1 and 2.
3. Demonstrate the ability to manage oral and insulin diabetes treatments as well as prevent and manage diabetic complications.
4. Discuss, evaluate and treat routine endocrine conditions including thyroid, parathyroid, adrenal, pituitary, and gonadal disorders.

Learning Outcomes: This course will prepare students to use acquired knowledge gained in the rotation to evaluate and treat common endocrine disorders via evidenced based medicine. The student will learn how to interact with patients & their families, colleagues, and staff regarding patient care and treatment.

Major Course Topics: Differential diagnosis, diagnostic testing, evidenced based medicine, hormone imbalances, diabetes, cancer, and endocrine conditions.

**Evaluation Methods:**

The student's grade will be based on clinical evaluations by their preceptors.
**Course: Gastroenterology**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Paola Blanco, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>2 or 4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>All LVHN campuses</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Adult Medicine course</td>
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</tbody>
</table>

**Description:**

Upon successful completion of this elective, the student may expect to achieve an acceptable level of competence in the management of disorders of the gastrointestinal tract and liver. This will be achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies and knowledge of the basic therapeutic approaches. There will be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic upper GI panendoscopy, capsule endoscopy, (colonoscopy, polypectomy, diagnostic and therapeutic ERCP, flexible sigmoidoscopy, esophageal dilation and manometry studies will be afforded. Hands-on experience in capsule endoscopy is available. Attendance at ward and teaching rounds, outpatient clinics and teaching conferences will provide a further source of learning. Emphasis will be placed on pathophysiology, clinical manifestations, diagnosis and therapy. Students will participate in a regularly scheduled conferences and clinics.

**Objectives:**

1. Describe common disorders of the gastrointestinal tract and liver.
2. Interpret and utilize symptoms, physical findings, and laboratory and diagnostic studies to formulate a diagnosis.
3. Analyze different management strategies for various gastrointestinal disorders.
4. Participate in scheduled conferences and clinics where appropriate.

**Evaluation Methods:**

The student will be graded based upon clinical evaluations. The faculty will base their evaluations upon clinical discussions and didactic presentations by the student.
### Course: Geriatric Medicine

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Anne M. Yawman, MD</th>
</tr>
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<tbody>
<tr>
<td>Duration:</td>
<td>4 weeks</td>
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<tr>
<td>Location:</td>
<td>All LVHN campuses and surrounding long-term facilities</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Adult Medicine and Primary Care courses.</td>
</tr>
</tbody>
</table>

**Description:**

The geriatric rotation will offer experience to observe and manage elderly patients with a wide variety of medical conditions on an inpatient and outpatient basis. The student functions as a member of a team with a resident and attending physicians, offering care for patients in acute, ambulatory, community and long-term care settings, in order to understand the interaction of natural aging and disease as well as the techniques of assessment, therapy and chronic and acute disease management.

**Objectives:**

1. Understand the normal anatomical and physiologic changes associated with aging and the concepts of homeostenosis and frailty.
2. Recognize the atypical presentations of illness in the geriatric patient.
3. Evaluate and manage the common geriatric conditions including: delirium, dementia, depression, gait disorder and falls, syncpe, unintentional weight loss, pain syndromes, urinary incontinence, and constipation.
5. Recognize the prevalence of complex and chronic disease in the elderly and its impact on functionality and quality of life.
6. Understand and utilize the AGS Beer’s Criteria for potentially inappropriate medication use in the older adult.
7. Administer and interpret the various standardized instruments used for assessment of cognitive function, psychological affect and physical function in the geriatric population.
8. Understand the various post-acute rehabilitation and long-term care settings, including the duties of the interdisciplinary team members and Medicare/Medicaid and other insurance payment options.

**Evaluation Methods:**

Methods:

1. Students will see patients on the hospital geriatric consultation service, the ambulatory primary care and outpatient consultation service and in several post-acute care rehabilitation and long-term care settings under the direct observation of the geriatric attending physicians with focus on addressing all the above listed objectives.
2. Students will participate in monthly geriatric journal club and geriatric trauma meetings.
3. Students will be given hard copy reading booklets they are expected to review.
4. Students will be expected to informally present a geriatric journal article at the end of the rotation.
5. Students will choose one acute hospital patient from the consultation service for continuity follow through to the post-acute rehabilitation setting and provide a written summary about the experience including: a summary of the patients course in hospital through rehabilitation, interviews and examinations done with the patient, transitions of care concerns, care plan formulations for post-rehab and their own recommendations for improvement of the system.

Evaluation: The students will be evaluated based on the ACGME competencies. Students will receive a short pre-test and post-test of geriatric cases with multiple choice answers they are expected to complete at the beginning and again at the end of the rotation with expectation of a post-test score >/=80% correct. Grades are determined by: 50% clinical evaluation, 25% continuity patient summary write-up, 15% post-test score, 10% journal article presentation.
**Course: Hematology/Oncology**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>William Scialla, DO</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>2 or 4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and LVHN-Muhlenberg</td>
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<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**
This clerkship will expose the medical student to a wide range of hematologic and oncologic disease processes during a four week rotation. In the outpatient setting, an emphasis will be made on the proper screening, pathophysiology, staging, natural history and treatment of cancer. The inpatient service will both have a primary management role and consultative aspect. The student will be exposed to both common and uncommon hematologic problems with emphasis on recognition, treatment and natural history of these disorders. The students will also spend time in multidisciplinary clinics.

**Objectives:**
1. Identify key points in a patient's case and use them to make management decisions
2. Recall the important aspects of the history and physical in evaluating a patient with cancer or a hematologic disorder. Identify detailed aspects of the CBC, coagulation studies, and peripheral blood smear.
3. Will demonstrate the ability to accurately interpret CT scans and MRI imaging of oncology patients.
4. Strengthen skills to develop a differential diagnosis and be able to justify studies ordered and rational behind treatment recommendations.
5. Be able to compare and contrast mechanism of action and side effects of traditional chemotherapy and new targeted therapy.
6. Differentiate between palliative care and hospice care and decide when to transition patient to hospice.
7. Appreciation for the importance of clinical trials and the process of screening patients.

**Evaluation Methods:**
1. The trainee will be evaluated in the office/clinic by the faculty hematology/oncology attending. In the hospital setting the students will be evaluated by the rounding attending and APC (advanced practice clinician).
2. The trainee will be given a brief multiple choice test at the start of the rotation and again at the completion to gauge progress. Test will cover basic concepts in hematology/oncology.
3. The trainee will be given assignments. Example: Student will be given an interesting case by the attending to review. The case will be presented and reviewed with the attending. The trainee will be asked to complete a clinic question based on a case they were involved in. The will answer the question with support from the medical literature.
<table>
<thead>
<tr>
<th><strong>Course:</strong></th>
<th>Infectious Disease</th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
<td>Suzanne Templer, DO; Jaan Naktin, MD; Alex Benjamin, MD</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and LVHN-Muhlenberg</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**
The primary focus of this rotation is the inpatient consultative service. Students will be expected to round collaboratively with a team including rotating residents, physician assistants, our ID pharmacist, as well as the attending physician. To complement this focus, the student will participate in ID journal club, case management series, and medical grand rounds. The student will also be exposed to other ID-related services, including microbiology and laboratory medicine, infection control, travel medicine, HIV, wound management, and antibiotic stewardship. Respiratory infections, influenza, sepsis, pneumonia, meningitis, and skin and soft tissue infections, HIV, pathogenesis and epidemiology. This course will prepare the student to diagnose, treat, and manage common infectious diseases caused by viruses, bacteria, parasites, and fungi. The student will develop an appreciation for vaccination, selective use of antibiotics to treat infections, and advanced tests used to identify pathogens.

**Objectives:**
1. Apply the principles of comprehensive history taking and physical examination to generate a differential diagnosis and to select advanced testing modalities.
2. Improve their assessment and management of disease processes using evidence-based literature and interdisciplinary communication.
3. Apply principles of empiricism and stewardship to antibiotic selection and management.
4. Improve familiarity with antimicrobial therapies, including antibiotic classes, adverse drug reactions and interactions.
5. Understand various states of immunosuppression (hereditary, drug-induced, acquired, organ transplant-related) and infections related to these.
6. Summarize Infection Control protocol to minimize spread of disease.
7. Deduce the appropriate method for treating microbial infections.
8. Identify the correct type of antibiotic to treat bacterial Infections.

**Evaluation Methods:**
The student's grade will be based on clinical evaluations by their preceptors.
**Course: Internal Medicine Acting Internship**

**Course Instructor(s):** Eugene York, MD  
**Duration:** 4 weeks  
**Location:** LVHN-Cedar Crest  
**Prerequisites:** Adult Medicine course

**Description:**
Students will function as acting interns on the general ward teams GIMS C, GIMS D, ECLS B, ECLS B or the Hospitalist Group. They will be given direct patient care clinical duties and responsibilities usually assigned to the first year house officer. The team resident and attending will closely supervise these clinical responsibilities. The level of clinical responsibilities will be distinctly above that of a third year clerkship rotation. Participating students will have an in depth autonomous inpatient experience so they may confidently assume such care in their PGY1 year regardless of their career choice. Mandatory attendance, excluding patient emergencies, is expected at assigned didactics. Students will participate in short call and weekend rounds mimicking the intern schedule.

**Objectives:**
1. Introduce the student to hospital based care and management.  
2. Perform adequate and thorough history and physical examinations.  
3. Demonstrate the ability to write appropriate progress notes and all orders for therapeutic and diagnostic intervention as permitted with appropriate counter signature.  
4. Participate in short call as scheduled with the assigned team.  
5. Observe and participate in internal medicine procedures including: paracentesis, thoracentesis, lumbar puncture, central line placement.  
6. Analyze the process of transitioning patients from the Medical Intensive Care Unit.  
7. Communicate inpatient management and outcomes with the patient’s primary care physician.  
8. Display appropriate discharge planning and utilize system based care in the management of the patient.  
9. Interpret EKG’s, radiographic studies, PFT’s and appropriate lab diagnostic studies.

**Evaluation Methods:**
Students must either complete a research project (i.e. submit an abstract to a regional or national meeting), or submit a paper or case report for publication.
Course: Introduction to Hospice and Palliative Medicine

Mohammad Saqib, MD

4 weeks

LVHN-Cedar Crest

Adult Medicine and Primary Care courses

Description:
This elective is designed to introduce the basic philosophy of palliative care and how these principles are applied to patients with advanced complex diseases. A three-week OACIS inpatient rotation will consist of full participation on the inpatient consulting service, including daily rounds, weekly interdisciplinary team meetings (IDT), weekly staff meeting, and participation in regular interdisciplinary education sessions and case presentations (Schwartz Rounds and PalMS). Students will assist with inpatient consultations with precepting and support from the full inpatient team as well as a designated supervising physician. Focus will be on assessment and treatment of pain and non-pain symptoms, fundamental skill development in patient and relationship centered care, and coordination of care including family meetings, goals of care discussions, conflict resolution, and withdraw of life sustaining therapies. The fourth week will be focused on understanding the process of offering palliative care under the hospice medical benefit. Students will participate in home visits under the supervision of the hospice medical director and the guidance of the RN case manager and other members of the hospice team. Focus will be on the recognition of the dying process, the pharmacokinetics and pharmacological effects of medication commonly used to treat symptoms in dying patients, and an introduction to the regulatory requirements for hospice.

Objectives:

1. Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical examination and assessment of patient and family understanding of illness and prognosis. Gather a psychosocial, coping history, and spiritual and values history.
2. Provide a comprehensive assessment of patients with pain identifying physical, psychosocial and spiritual components of distress.
3. Explain the relevant basic science, pathophysiology, associated symptoms and signs, and diagnostic options useful in differentiating among different etiologies of pain and non-pain syndromes.
4. In patient encounters, identify and address common patient, family, health care provider, and health care system barriers to effective symptom treatment.
5. List indications, clinical pharmacology, alternate routes, equianalgesic conversions, appropriate titration, toxicities, and management of common side effects in opioid administration.
6. Initiate informed relationship-centered dialogues about care.
7. Demonstrate empathy.
8. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
9. Communicate effectively with physicians, other health professionals, and health related agencies.
10. Define patient requirements to qualify for the hospice medical benefit and describe how these benefits are delivered in through an interdisciplinary team.
**Evaluation Methods:**

For the inpatient educational experience, the trainee will see patients at Lehigh Valley Hospital-Cedar Crest and on the consultation services of the OACIS/Palliative Care Consult Service. They will actively participate in daily team rounds and weekly Inter-Disciplinary Rounds (IDT). Trainees will be assigned patients by the supervising faculty and will be integrally involved in the assessment of the patient's medical history, physical exam, and evaluation of patient and family understanding of illness and prognosis. They will actively participate in family meetings regarding goals of care and treatment plans. In addition, students will complete daily journal entries using a standardized question template to process their emotional/spiritual reaction to the work that is being done. Communication skills will be taught through didactic sessions, role play scenarios, and direct observations.

For the hospice experience, the student will see patients at the inpatient hospice unit at 17th and Chew St. Additionally, trainees will see patients who are enrolled in LVH Hospice Services at home with a member of the hospice team including pastoral care, social worker, nurse case manager, and medical director. They will participate in either one inpatient or home-based IDT during the week.

During the entire month, students will attend palliative care journal club, weekly hospice and palliative medicine fellow education sessions, Schwartz Rounds, and PalMS. Additionally, students will be required to read the UNIPAC series, and landmark journal articles regarding key palliative care topics.

Formal evaluation of students’ communication skills will be through a formal standardized patient encounter in the simulation lab. Knowledge will be assessed through a pre-post knowledge exam in addition to an oral presentation given at one of the IDT rounds on a palliative care topic of interest. Finally, an overall evaluation will be completed by each member of the IDT using a competency-based assessment tool.
**Course: Nephrology**

<table>
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<tr>
<th>Course Instructor(s):</th>
<th>Mohammad Saqib, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest</td>
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<td><strong>Prerequisites:</strong></td>
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**Description:**
This rotation provides experience on a regional renal service with patients with renal disease, electrolyte abnormalities or hypertension. The student functions on a team with house officers and attending physicians. Both consultations and patients admitted with kidney disease are included in the clinical program.

**Objectives:**
1. Evaluate a patient with history and physical, formulate an appropriate laboratory and radiologic work up, devise a broad differential diagnosis, and create a suitable treatment plan.
2. Identify renal system physiology and explain the etiology of common diseases and disorders.
3. Interpret blood and urine tests to establish kidney function and use that information to devise a therapy plan.
4. Interpret a renal ultrasound.
5. Explain the role of a renal biopsy and compare and contrast the indications and risks in native and transplanted kidneys.
6. Analyze the types of dialysis and discuss the mechanisms of fluid delivery, machine mechanics and membrane physiology.
7. Identify the staging of kidney disease and complications at various stages of management.
8. Describe the complications and side effects associated with kidney transplantation and immunosuppressive therapy.
9. Analyze the indications and contraindications of drugs used to treat urinary conditions.

**Evaluation Methods:**
Faculty will meet with each student at the mid-point and end of the rotation to provide verbal feedback on progress, including any deficiencies and suggestions for improvement. Faculty working with the student during their rotation will complete student evaluations either online or on paper.
### Course: Pulmonary Critical Care

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Daniel E. Schwed - Lustgarten, MD</th>
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<tr>
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</table>

**Description:**
This elective is designed to introduce senior students to the practice of medicine in an intensive care unit. Under the supervision of clinical faculty, students will have the opportunity to practice in a large medical - surgical ICU (36 beds). Upon completion of this elective, students should understand the principles of diagnosis and management of the critically ill patient with specific emphasis on shock and respiratory failure.

**Objectives:**
1. Obtain a clinical history and physical exam on a non-verbal, critically ill patient based on limited available information from pre-hospital medical personnel (i.e. EMS), ER physicians, available hospital records, and interviews with the patient’s family members.
2. Compare and contrast the health needs of the critically ill patient to those encountered in the general medical ward and outpatient settings.
3. Recognize critically ill patients with shock as well as trends in vital signs and key laboratory data that identify patients with a rapidly declining, life threatening condition or a worsening disease state that threatens a vital organ function.
4. Observe and then develop the practice of resuscitation of the patient in shock.
5. Analyze and become sensitized to end of life discussions with patients and/or family members.
6. Identify and describe the proper administration and use of the intensive care unit as a scarce and limited health care resource.

**Evaluation Methods:**
The course director will evaluate students at the end of the rotation based on written feedback provided by residents and faculty members who worked with them. Evaluations will be based on the ACGME core competencies. Students will also be graded by the attending physician on an oral presentation of a topic of interest. Students can expect to give one oral presentation per week. Grades are determined by: 80% clinical evaluations and 20% oral presentations. There are no written or oral tests during this elective.
<table>
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<tr>
<th><strong>Course: Rheumatology</strong></th>
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**Description:**
This rotation provides experience with inpatients and with consultations in a large, multidisciplinary outpatient clinic and in a private office. The student functions as part of a team consisting of a senior resident and attending rheumatologists.

**Objectives:**
1. Be able to obtain history and perform the physical examination appropriate for rheumatic disease patients.
2. Be able to order and interpret pertinent X-rays and laboratory studies.
3. Gain an understanding of the pathogenesis, differential diagnosis, and treatment of musculoskeletal conditions.

**Evaluation Methods:**
Students will work closely with the attending rheumatologist who will provide the assessment.
Course: Acting Internship in Inpatient Neurology

Course Instructor(s): Jay Varrato, DO

Duration: 4 weeks

Location: LVHN-Cedar Crest

Prerequisites: Psychiatry/Neurology course. Prior approval of Dr. Varrato required at least 3 months prior to rotation.

Description:

This elective is designed to provide advanced clinical and didactic training in inpatient neurology. Students will participate as a “sub-intern” on an inpatient neurology service. Students become an integral part of a team that cares for patients with various neurological diseases. Students are expected to have a small case load of patients that they actively manage taking on primary responsibility for the patient’s care in conjunction with the supervising faculty. Students will perform the history and physical for patients being admitted to the hospital and follow the patient throughout their stay at the hospital. The student will care for patients on the neurology service, consultative service, stroke service, and neuroscience critical care units at Lehigh Valley Hospital Cedar Crest campus. The elective is under the supervision of a Neurology attending. Students will also learn to compose discharge summaries. Close supervision, seminars and independent study will complement the clinical activities.

Objectives:

1. Master skills in obtaining neurological history and examination.
2. Examine various neurologic conditions in greater depth while determining the best method of treatment for these conditions.
3. Actively participate in discussing differential diagnosis.
4. Learn to create a comprehensive management plan.
5. Gain more independence in dealing with neurological patients.
6. Develop readiness for transition into residency.
7. Function effectively as part of a neurology team and demonstrate the ability to work with members of other medical teams and other disciplines.

Evaluation Methods:

The supervising faculty will evaluate the student’s clinical performance according to the elective objectives. Students will be also be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all faculty who work with them. In addition, the student will be required to evaluate the rotation as a learning experience.
### Course: Inpatient Neurology Consultations

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Jay Varrato, DO</th>
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<tr>
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<td><strong>Prerequisites:</strong></td>
<td>Psychiatry/Neurology course. Prior approval of Dr. Varrato is required before scheduling this elective.</td>
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</table>

### Description:

This elective is designed to provide interested students with clinical and didactic training in inpatient consultative neurology. The student will have an opportunity to develop greater diagnostic and management skills in the inpatient setting in the Lehigh Valley Health Network. The elective is under the supervision of a Neurology attending. Students become an integral part of a team that cares of patients with various neurological diseases.

### Objectives:

1. Master skills in obtaining neurological history and examination.
2. Actively participate in discussing differential diagnosis
3. Learn to create a comprehensive management plan
4. Become familiar with Neurology beyond the core requirements
5. Gain more independence in dealing with neurological patients
6. Learn to perform lumbar punctures
7. Learn basics of EEG and EMG/NCS

### Evaluation Methods:

The supervising faculty will evaluate the student’s clinical performance according to the elective objectives. Students will be also be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all faculty who work with them.
Course: Outpatient Neurology

Course Instructor(s): Jay Varrato, DO

Duration: 2 or 4 weeks

Location: All LVHN campuses

Prerequisites: Psychiatry/Neurology course. Prior approval of Dr. Varrato required at least 3 months prior to rotation

Description:
With the course director's assistance, the student will construct a calendar of outpatient experiences which can include any or all of the following Neurology specialties: Dementia; epilepsy; general neurology; headache; neuromuscular; multiple sclerosis, Parkinson's Disease and Movement Disorders and Stroke. Selected reading will be advised. The course is designed to assist students who want a career in primary care or neurology as they prepare for outpatient delivery of care. The department may assign students to the offices at Lehigh Neurology Cedar Crest Campus, Muhlenberg Campus or the 17th Street Hospital Outpatient Clinic to complete this elective. Close supervision, seminars and independent study will complement the clinical activities.

Objectives:

1. Master skills in obtaining neurological history and examination.
2. Diagnose movement disorders, including Parkinson's disease, Essential Tremor, Dystonia, Ataxia, and Huntington's disease.
3. Experience in treatment of movement disorders, including observing botulinum toxin injection
4. Manage the chronicity of headaches and the development of migraines
5. Students should understand the differential diagnosis of epilepsy
6. Understand components of a good neuromuscular examination.

Evaluation Methods:
The supervising faculty will evaluate the student’s clinical performance according to the elective objectives. Students will be also be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all faculty who work with them. In addition, the student will be required to evaluate the rotation as a learning experience.
### Course: Vascular and Critical Care Neurology

<table>
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<tr>
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</table>

#### Description:

This elective is designed to give fourth-year students more extensive exposure to the practice of Vascular and critical care Neurology. Under the supervision of clinical faculty, students will have the opportunity to evaluate patients with known or suspected stroke syndromes in Lehigh Valley Hospital Cedar Crest Campus. Students will round with the Stroke Team in the hospital on the Vascular Neurology Service and see patients in the Neuroscience ICU under the supervision of a Vascular Neurology or Critical Care Neurology Attending. The elective will provide students with a better understanding of the dimension of Stroke, which is a leading cause of disability and the third leading cause of death in the United States. Students will also get exposure to interventional neurology as it pertains to the management of ischemic stroke and subarachnoid hemorrhage and gain experience in critical care neurology as it pertains to the management of patients with ischemic stroke, intracerebral hemorrhage and subarachnoid hemorrhage.

#### Objectives:

1. Introduce the heterogenous nature of stroke syndromes and be able to differentiate them from non-stroke mimics
2. Apply principles of evidence-based medicine to cerebrovascular diagnosis and management.
3. Evaluate the proper use of laboratory and neuroimaging studies in cerebrovascular diagnosis.
4. Appreciate the diagnostic and management algorithms in acute stroke intervention.
5. Understand the principles of management of acute ischemic stroke.
6. Understand the principles of management of acute hemorrhagic stroke.

#### Evaluation Methods:

The supervising faculty will evaluate the student’s clinical performance according to the elective objectives. Students will be also be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all faculty who work with them.
**Course: Gynecology Acting Internship**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Kristin Friel, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Location:</td>
<td>All LVHN campuses</td>
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<tr>
<td>Prerequisites:</td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics and Surgical Care courses</td>
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</tbody>
</table>

**Description:**
This acting internship will fulfill the "AI" portion of the OBGYN fourth year track. The four week AI will immerse students in benign gynecology. Under the supervision of clinical faculty, students will have the opportunity to participate in a variety of benign gynecology cases. Students will also have a continuity experience with one of the clinical faculty and see patients with them in their outpatient clinical site. This AI will provide students with a better understanding of the various gynecologic procedures performed: their indications, the surgical management and potential surgical complications. Students will also become familiar with the outpatient setting and common obstetric and gynecologic complaints which present there.

**Objectives:**
1. Compare and contrast medical and surgical options for common benign gynecologic complaints.
2. Participate in a variety of gynecologic procedures performed by a generalist obstetrician gynecologist.
3. Understand basic anatomy, physiology and the pathophysiology which underlies common surgical gynecologic problems.
4. Appreciate complications involved in gynecologic procedures.
5. Participate in the care of patients presenting to an obstetrician/gynecologist with common gynecologic complaints.

**Evaluation Methods:**
Methods: The trainee will be assigned cases at one of the hospitals based on their surgical interests and case availability. The trainee will follow patients from admission through the surgery and discharge and be involved in all steps of their care as appropriate. Trainees will accompany clinical faculty to their outpatient offices and work alongside faculty in the care of the patients who present there for evaluation. Upon completion of this AI, the trainee should understand medical and surgical management of common benign gynecologic complaints; have a good understanding of pelvic anatomy and the possible complications of gynecologic procedures.

Evaluation: The trainee will be evaluated by the course director at the end of the course, based on clinical evaluations completed by all residents and faculty who work with them. There will also be a graded patient write up and an oral presentation of a topic of interest, graded by the attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up and 15% oral presentation.
Course: Gynecologic Oncology

Course Instructor(s): Martin Martino, MD

Duration: 4 weeks

Location: LVHN-Cedar Crest and LVHN-Muhlenberg

Prerequisites: Maternal Newborn Pediatrics or Women's Health Pediatrics and Surgical Care courses.

Description:

Students will participate in outpatient and inpatient activities relative to the diagnosis and treatment of a wide range of malignant and pre-malignant tumors of the female genital tract. They will gain insight in the principles of surgical anatomy, radical pelvic surgery and perioperative care. They will experience the multi-modality approach to the treatment of malignancies of the female genital tract.

Objectives:

1. Act as the primary provider (house officer) by admitting and developing a management and diagnostic plan for the gynecologic oncology patient and have plan for initial orders for assigned patients.
2. Follow up on patient’s status and develop new management and diagnostic plans for assigned gynecologic oncology patients.
3. Be assistant to surgeon for procedures as level of training allows.
4. Follow, round on, document upon, and present assigned patients on the gynecologic oncology service during daily rounds.
5. Manage a sufficient number of patients as a sub-intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for oncologic patients.
6. Examine patient in the ambulatory gynecologic office setting with faculty attending physicians when assigned.
7. Participate in and develop an understanding for the principles of robotic surgery.
8. Develop communication skills regarding the care of complex patients with morbidity and cancer.
9. Research, prepare, and present a 15 minute oral presentation relating to a chosen gynecologic oncologic topic during the rotation.

Evaluation Methods:

The trainee will see patients at Lehigh Valley Cedar Crest and Lehigh Valley Muhlenberg with the gynecologic oncology team. The trainee will be evaluated by the course director with feedback from other team members. Evaluation will be based on clinical observations.
<table>
<thead>
<tr>
<th><strong>Course: Gynecology</strong></th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</tbody>
</table>

### Description:
This elective is designed to introduce senior students to a variety of benign gynecologic procedures. Under the supervision of clinical faculty, students will have the opportunity to participate in a variety of benign gynecology cases. This elective will provide students with a better understanding of the various gynecologic procedures performed: their indications, the surgical management and potential surgical complications.

### Objectives:
1. Compare and contrast medical and surgical options for common benign gynecologic complaints.
2. Participate in a variety of gynecologic procedures performed by a generalist obstetrician gynecologist.
3. Understand basic anatomy, physiology and the pathophysiology which underlies common surgical gynecologic problems.
4. Appreciate complications involved in gynecologic procedures.

### Evaluation Methods:
Methods: The trainee will be assigned cases at one of the hospitals based on their surgical interests and case availability. The trainee will follow patients from admission through the surgery and discharge and be involved in all steps of their care as appropriate. Trainees will accompany clinical faculty to their outpatient offices and work alongside faculty in the care of the patients who present there for evaluation. Upon completion of this AI, the trainee should understand medical and surgical management of common benign gynecologic complaints; have a good understanding of pelvic anatomy and the possible complications of gynecologic procedures.

Evaluation: The trainee will be evaluated by the course director at the end of the course, based on clinical evaluations completed by all residents and faculty who work with them. There will also be a graded patient write up and an oral presentation of a topic of interest, graded by the attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up and 15% oral presentation.
**Course: Maternal Fetal Medicine**

**Course Instructor(s):** Kara Coassolo, MD

**Duration:** 4 weeks

**Location:** LVHN-Cedar Crest; outpatient Maternal Fetal Medicine office

**Prerequisites:** Maternal Newborn Pediatrics or Women's Health Pediatrics course

**Description:**

The student will learn to recognize complicated obstetric disorders and care for the affected patient. The experience will enable the student to further evaluate OB/GYN as a career path.

**Objectives:**

1. Demonstrate the ability to function as a member of the MFM team by active engagement and by displaying initiative.
2. Able to evaluate data obtained from ultrasounds and all perinatal procedures.
3. Demonstrate participation skills in consults with the physicians, nurse practitioners, and genetic counselors.
4. Care for 1-3 antepartum patients by rounding on these patients in conjunction with the appropriate resident and on-service attending, attending all counseling and ultrasound sessions, and contributing to management decisions of these patients.
5. Diagnose and treat the common clinical situations that a perinatologist routinely encounters.
6. Present a 15 minute talk during the last week of the rotation focusing on a perinatal topic or an interesting patient seen during the subinternship.

**Evaluation Methods:**

The trainee will see patients at Lehigh Valley Cedar Crest and Lehigh Valley 17th & Chew as well as the MFM office at 3900 Hamilton Blvd. with the MFM team. The trainee will be evaluated by the course director with feedback from other team members. Evaluation will be based on clinical observations.
**Course: Obstetrics Acting Internship**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Amanda Flicker, MD</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>All LVHN campuses</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Adult Medicine, Primary Care, Surgical Care, Maternal Newborn-Peds or Women’s Health-Peds and Psychiatry/Neurology courses. Preference will be given to those students who are pursuing residency training in obstetrics and gynecology and to USF students.</td>
</tr>
</tbody>
</table>

**Description:**

The purpose of this rotation is to advance your knowledge primarily in the area of inpatient obstetrics. Your acting internship can be tailored, however, if there is something specific to which you would like to gain exposure. Please do not hesitate to discuss this with your preceptor.

Additionally the acting intern on this rotation will participate in ambulatory Ob/Gyn clinic with a designated faculty member on a weekly basis. In this setting, the patient should primarily focus on preconception consults, antepartum obstetric care, and postpartum follow-up.

**Objectives:**

1. Demonstrate a level of skill in patient care of obstetrical patients comparable to an intern on his/her obstetrics rotation. Student will demonstrate knowledge of responsibilities of an intern on obstetrics service by completing all related clinical and administrative tasks under supervision of assigned faculty mentor.
2. Perform initial assessment of patients in the triage area by conducting history and supervised physical exams, participating in decisions regarding management, admitting patients as appropriate and counseling patients being discharged on necessary follow-up.
3. In conjunction with residents and attending staff, perform ongoing assessment of intrapartum patients and manage their labor progress.
4. Under supervision, perform vaginal deliveries and laceration repair.
5. Participate in cesarean deliveries with level of participation at the discretion of the attending physician.
6. Perform postpartum rounds with resident obstetrics team.
7. May engage in antepartum teaching rounds.
8. Evaluate and examine patients in the ambulatory setting and make appropriate treatment plans, especially focusing on obstetric patients.

**Evaluation Methods:**

Students will be evaluated by both attending and resident staff in the department of obstetrics and gynecology. Primary responsibility for the completion of the evaluation will be shared by the course directors, but composite information will be reflected from other department members with whom the student works. The student will be observed clinically both in the inpatient obstetrics unit and in the ambulatory office, on history, physical exam and technical skills and on both oral and written presentations of patients. The oral report will be included in the grade as well as completion of the "passport." No written exam will be performed.
### Course: Obstetrics

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Amanda Flicker, MD</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>All LVHN campuses</td>
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</tbody>
</table>

**Prerequisites:** Adult Medicine, Primary Care, Surgical Care, Maternal Newborn-Peds or Women’s Health-Peds and Psychiatry/Neurology courses. Preference will be given to those students who are pursuing residency training in obstetrics and gynecology and to USF students.

**Description:**

The purpose of this rotation is to advance your knowledge primarily in the area of inpatient obstetrics. Your elective can be tailored, however, if there is something specific to which you would like to gain exposure. Please do not hesitate to discuss this with your preceptor.

**GOALS:** Develop clinical and technical skills in patient care of obstetrical patients. Student will demonstrate knowledge of responsibilities of an intern on obstetrics service by completing all related clinical and administrative tasks under supervision of assigned faculty mentor.

**Objectives:**

1. Perform initial assessment of patients in the triage area by conducting history and supervised physical exams, participating in decisions regarding management, admitting patients as appropriate and counseling patients being discharged on necessary follow-up
2. In conjunction with residents and attending staff, perform ongoing assessment of intrapartum patients and manage their labor progress
3. Under supervision, perform vaginal deliveries and laceration repair
4. Participate in cesarean deliveries with level of participation at the discretion of the attending physician
5. Perform postpartum rounds with resident obstetrics team
6. May engage in antepartum teaching rounds

**Evaluation Methods:**

Students will be evaluated by both attending and resident staff in the department of obstetrics and gynecology. Primary responsibility for the completion of the evaluation will be shared by the course directors, but composite information will be reflected from other department members with whom the student works. The student will be observed clinically both in the inpatient obstetrics unit, on history, physical exam and technical skills and on both oral and written presentations of patients. The oral report will be included in the grade as well as completion of the "passport." No written exam will be performed.
<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Steven Tugbiyele, MD</th>
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<tr>
<td>Duration:</td>
<td>4 weeks</td>
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<tr>
<td>Location:</td>
<td>All LVHN campuses</td>
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<tr>
<td>Prerequisites:</td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics and Surgical Care courses</td>
</tr>
</tbody>
</table>

**Description:**
This course will prepare the student to perform a proper clinical evaluation and become knowledgeable in appropriate treatments for female pelvic floor disorders, including urinary and fecal incontinence as well as pelvic organ prolapse. This rotation provides the student with active clinical involvement in the office, urodynamics laboratory, operating room and the inpatient areas. The student who is interested in learning more about challenging pelvic and vaginal gynecologic surgery will find the experience most valuable.

**Objectives:**
1. Act as the primary provider (house officer) by admitting and developing a management and diagnostic plan for the urogynecology patient and have plan for initial orders for assigned patients.
2. Follow up on patient's status and develop new management and diagnostic plans for assigned urogynecology patients.
3. Be assistant to surgeon for procedures as level of training allows.
4. Follow, round on, document upon, and present assigned patients on the urogynecology service during daily rounds.
5. Manage a sufficient number of patients as a sub-intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for urogynecology patients.
6. Examine patient in the ambulatory urogynecology office setting with faculty attending physicians when assigned.

**Evaluation Methods:**
The trainee will see patients at Lehigh Valley Cedar Crest, Lehigh Valley Muhlenberg, and Lehigh Valley 17th & Chew with the urogynecology team. The trainee will be evaluated by the course director with feedback from other team members. Evaluation will be based on clinical observations.
**Course: Anatomic Pathology**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Dennis Cornfield, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>2 or 4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and LVHN-Muhlenberg</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Pathology course</td>
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</tbody>
</table>

**Description:**

Students will observe and participate in the daily activities in Anatomic Pathology, including Forensic Pathology. Practical tissue dissection, frozen section diagnosis, immunocytochemistry and other special techniques will be illustrated in addition to routine histopathology. Participation in conferences will be encouraged. The role of the pathologist as consultant and educator will be demonstrated.

**Objectives:**

1. Describe the steps involved in, and understand the limitations and benefits of, a frozen section.
2. Understand the role of the pathologist in different professional activities.
3. Describe important features (including pertinent molecular aspects) of select cases encountered during this rotation.
4. Gain familiarity with the handling and processing of a tissue specimen from its receipt in the Pathology gross room until its status as a finished product on a glass slide.
5. Recognize major histologic abnormalities in different organ systems.

**Evaluation Methods:**

Evaluation will be based on oral assessment of the above objectives by members of the Department of Pathology.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Adolescent Medicine</th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

Students will be able to see and care for adolescents and young adults, ages 12 to 25 years. The outpatient adolescent experience will afford students the opportunity to provide specialty care to adolescents in an office setting. The experience will be supplemented with time spent with the dietician, learning about disordered eating patterns and weight management as well as the gynecologist, learning about the unique reproductive care needs of the adolescent.

**Objectives:**

1. Obtain a comprehensive history from the adolescent and parent that is developmentally appropriate and sensitive to issues related to confidentiality. History should include current health concerns, medical history, nutritional history, and social history.
2. Demonstrate the appropriate physical examination skills used to evaluate male and female adolescents.
3. Analyze the differential diagnosis and management of common acute and chronic adolescent problems.
4. Describe the psychosocial issues that affect adolescents including peer and family relationships, mood disorders, eating disorders, substance use, sexuality and school performance.
5. Evaluate growth using screening tools and assess development using standardized growth charts and body mass index (BMI) and be able to recognize normal and abnormal patterns of growth and development in adolescent patients.

**Evaluation Methods:**

Student will be evaluated on clinical performance during their 4 week rotation. The student will have direct observation and be precepted by Adolescent Medicine faculty in the outpatient setting. They will receive weekly feedback and a final evaluation based on their clinical performance, knowledge and skills.
### Course: Gastroenterology

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Naser Tolaymat, MD</th>
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<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>1210 S. Cedar Crest, Suite 2400 (LVHN-Cedar Crest campus)</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics course</td>
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</table>

#### Description:

The student will attend the Pediatric Gastroenterology clinic with one of the three attending physicians, discuss the findings of the history and exam of the patient, discuss differential diagnosis and develop appropriate plan for work up and treatment. The student will respond to the consults from the pediatric inpatient and discuss the consult with the attending. Additionally, the student may observe Gastrointestinal procedures (upper endoscopy and colonoscopy). These outpatient procedures are done at the Pediatric Ambulatory Center at the Muhlenberg campus.

#### Objectives:

1. Identify and explain the anatomy, physiology and pathology of the digestive system.
2. Utilize knowledge about the developmental stages of the digestive system to aid in disease diagnosis and treatment.
3. Be able to accurately evaluate and manage a pediatric patient for common gastrointestinal problems.
4. Explain the role genetics, biochemistry and molecular biology has on the digestive system.
5. Justify the use of drugs to treat gastrointestinal conditions and be able to explain the pharmacological effects on the body.
6. Summarize the principles of gastrointestinal surgery and be able to assess the risks and benefits of surgical procedures.

#### Evaluation Methods:

Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
<table>
<thead>
<tr>
<th>Course: Pediatric Hematology/Oncology</th>
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<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Location:</strong></td>
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<td><strong>Prerequisites:</strong></td>
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**Description:**
This clerkship will expose the medical student to a wide range of hematologic and oncologic diseases in children. An emphasis will be made on the proper screening, pathophysiology, staging, natural history and treatment of cancer as well as the importance of regular health maintenance in children with chronic blood disorders such as sickle cell anemia, thalassemia and bleeding disorders. This outpatient rotation will ensure exposure to both common and uncommon hematologic problems with emphasis on the recognition, treatment and natural history of these disorders.

**Objectives:**
1. Identify key points in a patient’s case and use them to guide and management the therapeutic process.
2. Recall the important aspects of the history and physical in evaluating a patient with cancer and blood disorders.
3. Identify detailed aspects of the CBC, coagulation studies, and peripheral blood smear.
4. Develop patient medical record by means of differential diagnosis and will be able to justify rational behind treatment recommendations.
5. Compare and contrast mechanism of action and side effects of traditional chemotherapy and new targeted therapy.
6. Decide when it is appropriate to transition patients.

**Evaluation Methods:**
1. The trainee will be evaluated by the Pediatric Hematology/Oncology clinic attending physicians based on clinical evaluations of the team physicians and nurse practitioners.
2. The trainee will take a multiple choice test of specific pediatric hematology and oncology questions at the start of rotation and again at end of rotation to be graded by the clinic attending physician.
**Course: Pediatric ICU Acting Internship**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Amy Lindmark, DO</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics course</td>
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</table>

**Description:**

This acting internship/elective will provide the student with practical experience in Pediatric Critical Care Medicine. The student will participate in the medical care of acute and chronically ill hospitalized children in our Pediatric ICU, with the region’s only Pediatric Trauma and Burn services. In the PICU, the student will participate as a member of the clinical team which consists of attending and resident physicians. He or she will function as an acting intern/sub-intern in the care and management of hospitalized children with supervision and guidance by critical care pediatricians and critical care pediatric nurses.

In addition to the learning opportunities provided by hands-on patient care, the educational experience is supplemented by a didactic lecture series for medical students, biweekly morning report case conference and weekly Pediatrics Grand Rounds. Medical students will be on call overnight on an average of once weekly during the rotation.

**Objectives:**

1. Assess pediatric patients to determine severity of illness and decide if hospitalization/long-term monitoring is required.
2. Identify life threatening symptoms and will respond appropriately to stabilize the child.
3. Identify and explain the various monitoring strategies available in the PICU.
4. Interpret laboratory results and use that knowledge to develop a treatment plan.
5. Explain the basic assessment of pediatric ABCs (airway, breathing, circulation) and demonstrate basic airway skills.
6. Discuss methods used to provide enteral and parenteral nutritional supplementation.
7. Be able to maintain a medical record by preparing intensive care unit progress notes.
8. Explain the pathophysiology and treatment of common medical conditions arriving in the PICU.
9. Summarize the role of pharmacology in the PICU and be aware of the indications and contraindications for specific drugs.

**Evaluation Methods:**

Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
Course: Pediatric Infectious Disease

Course Instructor(s): Tibisay Villalobos-Fry, MD

Duration: 4 weeks

Location: 1210 S. Cedar Crest, Suite 2400 (LVHN-Cedar Crest campus)

Prerequisites: Maternal Newborn Pediatrics or Women's Health Pediatrics course

Description:
The rotation exposes the medical student to a wide variety of pediatric infectious diseases in the hospital and outpatient settings. It allows first-hand clinical work supervised by the Infectious Diseases staff at the Children's Hospital pediatric wards, PICU and NICU as well as in the Infectious Diseases Clinic at the Pediatric Subspecialty Center. The student will responsible for seeing ID consults and follow-ups in both settings. The students will present his/her patients daily to the ID attending and update their progress and discuss proper evaluation and management. During the rotation the student will attend various didactic activities including: Pharmacy/ID rounds, weekly Infection Control meeting, ID Journal club, Antibiotic Stewardship meeting, Grand Rounds and morning report with the pediatric residents as well as any other conference that may be of interest during the rotation. Opportunities for clinical research may be available.

Objectives:
1. Learn to take a complete and thorough history pertaining to common infectious diseases problems.
2. Demonstrate appropriate physical examination skills and ability to perform adequate assessment and differential diagnosis between infectious and non-infectious illnesses.
3. Learn about laboratory diagnosis of common infections and the interpretation of current microbiologic, virologic, mycologic, parasitologic and serologic tests
4. Learn how to correlate laboratory findings (such as antibiotic sensitivities) to the clinical evaluation at the patient bedside
5. Learn about antimicrobials and the proper use in pediatrics
6. Identify the immunizations administered during childhood and adolescence and evaluate the indications for specific vaccines.
7. Learn basic concepts of Hospital Epidemiology and Infection Prevention/Control and how to apply them to daily clinical practice.
8. Understand the principles of treatment for most common infectious diseases.
9. Identify infectious disease in the perinatal period that can cause congenital and neonatal Infections.
10. Learn about travel medicine and global health: how infectious diseases spread around the world

Learning Outcomes: This course will prepare the student to diagnose, treat, and manage common infectious diseases in children caused by viruses, bacteria, parasites, and fungi. The student will develop an appreciation for immunizations, advanced tests used to identify pathogens, and the appropriate use of antimicrobials to treat infections.

Major Course Topics: Bacterial sepsis, HIV infection, Influenza, Infectious diarrhea, Musculoskeletal and soft tissue infections, Respiratory infections, Tuberculosis; Infection prevention and epidemiology

Evaluation Methods:
Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
**Course: Inpatient Pediatric Acting Internship**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Liborio LaRussa, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

This acting internship will provide the student with practical experience in Inpatient Pediatrics. The student will participate fully in all aspects of medical care of acute and chronically ill hospitalized children. On the Inpatient Pediatrics unit, the student will participate as a member of the clinical team consisting of attending and resident physicians and third-year medical students. He or she will function as an acting intern/subintern in the care and management of hospitalized children.

In addition to the learning opportunities provided by hands-on patient care, the educational experience is supplemented by a didactic lecture series for medical students, biweekly morning report case conference and weekly Pediatrics Grand Rounds.

**Objectives:**

1. Accurately evaluate the sick child or adolescent and identify the criteria necessitating admission to the hospital.
2. Manage children and adolescents admitted to the hospital for a variety of acute and chronic medical conditions.
3. Justify why specific laboratory testing and imaging is required in the management of hospitalized children.
4. Demonstrate the ability to work on a clinical team of physicians, nurses and support staff in the care of hospitalized children.
5. Combine prior knowledge and experience to assist in teaching and supervising junior members of the clinical team.

**Evaluation Methods:**

Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by inpatient pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
**Course: Neonatal ICU Acting Internship**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Nachammai Chinnakaruppan, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
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</table>

**Description:**

This acting internship/elective will provide the student with experience in the intensive care nursery and delivery room. The student will participate in all aspects of medical care of preterm infants, acutely ill neonates, and neonates with complex medical conditions. The student will participate as a member of the NICU clinical team consisting of faculty attending physicians and neonatal nurse practitioners and pediatric residents. He or she will function as an acting intern in the care and management of hospitalized neonates. In addition to the learning opportunities provided by hands-on patient care, the educational experience is supplemented by a didactic lecture series for medical students/residents, biweekly morning report case conference and weekly Pediatrics Grand Rounds.

**Objectives:**

1. Describe normal physiology and pathophysiology of the sick preterm, sick term neonate and the well preterm low birth weight neonate.
2. Develop skills in resuscitation, stabilization and care of the at-risk neonate.
3. Evaluate and manage patients with common problems in the NICU such as jaundice, pneumonia, respiratory distress syndrome, necrotizing enterocolitis, patent ductus arteriosus, chronic lung disease, apnea of prematurity, hypoglycemia, sepsis, feeding intolerance, basic fluids electrolyte therapy, and surgical emergencies.
4. Examine various assisted ventilation strategies.
5. Collaborate and effectively communicate with pediatric subspecialties in management of patients.
6. Demonstrate the ability to work with patient care team including nurses, respiratory therapists, dietitians, speech and occupational therapists and case managers.
7. Effectively communicate with patient's families about the nature of their infant’s illness and progress of their babies.

**Evaluation Methods:**

Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Muhammed Sheikh, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>1210 S. Cedar Crest (LVHN-Cedar Crest campus; LVHN - Cedar Crest Pediatric Specialty Center)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics course</td>
</tr>
</tbody>
</table>

**Description:**

This course will expose the student to various neurological disorders in infants and children. The student will work in an outpatient setting and in inpatient consults to develop the skill in performing a neurological exam under the supervision of the attending physician. The student will follow the pediatric neurologist throughout all consultations and will get an opportunity to spend time in the neurophysiology lab. The student will also be exposed to the pediatric wards, neonatal ICU and pediatric ICU patients and be responsible for participating in all follow-up care.

**Objectives:**

1. Demonstrate an approach for taking a proper history and neurological exam and be able to localize pathology in the nervous system.
2. Justify the approach and use it to formulate an appropriate differential diagnosis.
3. Identify the role laboratory data, neurophysiology, and neuroimaging have on the diagnosis and treatment of neurological conditions.
4. Discuss and effectively communicate treatment or therapy options with patients, family members, and other members of the health care team.

**Evaluation Methods:**

Performance during the rotation will be assessed by supervising faculty with input from members of the clinical team. You will be assessed based on the objectives listed above. Visiting students will be assessed according to evaluations provided by their home institution. There will not be a written exam but written work will be assessed as part of your clinical performance.
<table>
<thead>
<tr>
<th><strong>Course: Outpatient Pediatrics</strong></th>
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<tr>
<td><strong>Course Instructor(s):</strong></td>
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<tr>
<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

In the Pediatrics outpatient clinic, the student will independently see and evaluate children mostly for sick visits with the opportunity to schedule well visits under the supervision of attending physicians. He or she will function as an acting intern/subintern in this ambulatory care setting. Students will see patients and present their visit to a supervising faculty member.

**Objectives:**

1. Demonstrate the ability to perform detailed histories, physical examinations and evaluations of children and adolescents presenting for routine well-child care.
2. Demonstrate the ability to acquire, critically interpret and apply established and evolving medical knowledge to patient care.
3. Explain the importance of childhood immunizations and identify the current recommended vaccination schedule.
4. Identify the sequence of normal childhood development and assess the developmental milestones in the primary care setting.
5. Evaluate and assess children and adolescents presenting for a sick-visit.
6. Identify and articulate age-based preventive care and anticipatory guidance to parents and caregivers during a primary care visit.
7. Display effective communication skills by exchanging information in a thoughtful and clear manner with patients, families, faculty, nurses, staff and other health care providers.

**Evaluation Methods:**

Student will be evaluated on multiple aspects of patient care and clinical performance during their 4 week rotation. The student will have direct observation and be precepted by pediatric faculty and pediatric residents where appropriate. They will receive weekly feedback and a final evaluation with formative and summative comments based on their clinical performance, knowledge and skills.
Course: Pediatric Pharmacology

Course Instructor(s): Jenny Boucher, Pharm. D, BCPS

Duration: 4 weeks

Location: LVHN-Cedar Crest

Prerequisites: Maternal Newborn Pediatrics or Women's Health Pediatrics course. The student must obtain approval from Dr. Boucher prior to scheduling this elective.

Description:

Flexibility is available with this elective rotation. The experience can be molded based on the student’s interests. Generally the student could round with the medical teams on Peds/PICU/NICU on a rotating schedule provided by the preceptor. There will be an iPad available to use during rounding to look at patient profiles and orders. There will be a desk available for the student to work at to perform other duties while not rounding (either in the pharmacy clinical services office, or if space does not permit then in the library). The student will concentrate on drug selection and dosing based on disease state management and available evidence-based data. The student will present patients to the preceptor with respect to diagnosis as it relates to drug selection and will discuss drug dosing. There will be extensive focus on pharmacokinetics and pharmacodynamics of medications. The student will be tasked to review literature, summarize findings, and explain outcomes for drug information projects the preceptor assigns. There will be a number of projects the student will perform that will be designed to allow them to enhance both their scientific literature searching skills as well as their understanding of drug pharmacokinetics as it relates to patient treatments and decision making. The student will also perform drug information activities that relate to patients they are following on rounds. The preceptor will provide an overview and guidance related to literature search and assessment for drug information responses. The student may spend a small amount of time with a clinical-staff pharmacist to get a sense of their activities and perspective.

Objectives:

1. Perform scientific literature searches to: investigate questions regarding drug therapy and dosing, obtain the most relevant and up-to-date evidence based practice, and find pharmacokinetic information on specific drugs of interest.
2. Provide drug information and analyze drug pharmacokinetic and pharmacodynamic properties.
3. Compare and contrast the most common antibiotics for pediatric patients.

Evaluation Methods:

The preceptor will provide feedback at frequent meetings as well as at mid-point and end-point of the rotation. The student will be expected to complete the tasks that have been assigned and meet the deadlines required for completing the tasks. The student will be expected to display dedication to completing the assigned tasks, as well as communicating any questions or issues to the preceptor openly and in a timely manner. The student will be providing the preceptor with multiple written assignments that will be evaluated based on content and organization. The student will be expected to diligently exert required effort to complete the assigned work, with the preceptor’s assistance as required. The student should expect to give a PowerPoint presentation with patient case at the end of the rotation that will be graded based on content, organization, and professional demeanor.
### Course: Pediatric Pulmonology

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Michael S. Schwartz, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>1210 S. Cedar Crest, Suite 2700 (LVHN-Cedar Crest campus)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Maternal Newborn Pediatrics or Women's Health Pediatrics course; The student must get approval from Kate Adams who is the pediatric residency administrator. She will be able to coordinate elective rotation scheduling so that it does not conflict with pediatric residents rotating in their pulmonary elective.</td>
</tr>
</tbody>
</table>

#### Description:

This course will introduce the student to pediatric respiratory care. The student will work in an outpatient setting to diagnose and treat common respiratory afflictions in children. Respiratory symptoms and problems are among the most common reason for childhood physician encounters, and are a chief cause of school absenteeism, hospital admission and impairment of normal play and sports. For all these reasons it is essential that the pediatric resident become familiar with the recognition, diagnosis and care of respiratory diseases in children.

#### Objectives:

1. Recognize the differential diagnosis of common respiratory signs and symptoms and apply history and physical exam skills to revise these differential diagnoses in the patients encountered in daily practice.
2. Demonstrate physical exam skills specific to the respiratory system.
3. Explain the basics of outpatient management for common respiratory disorders including asthma, chronic lung disease of infancy (broncho pulmonary dysplasia), cystic fibrosis, rhinosinusitis, and sleep-disordered breathing.
4. Recognize the effects of neuromuscular and gastrointestinal diseases on the respiratory system (muscular dystrophy, neurodevelopmental impairment, aspiration, gastroesophageal reflux disease) and explain the fundamental evaluation and treatment of patients with these disorders.
5. Identify the indications for and develop basic skills in the interpretation of common respiratory diagnostic procedures/testing (including flexible fiber optic bronchoscopy, pulmonary function testing, polysomnography, and chest imaging).
6. Master basic interpretation of spirometry and identify the indications for other pulmonary function tests such as lung volume measurements, negative inspiratory force/maximal inspiratory pressure and diffusion capacity.
7. Name and summarize the current NIH Guidelines for the diagnosis and management of asthma.
8. Discuss the general pediatrician’s role in the outpatient management of cystic fibrosis.
9. Recognize sleep disorders in children and identify the appropriate diagnostic steps in evaluating the child for obstructive sleep apnea.

#### Evaluation Methods:

The evaluation will be based on clinical evaluations by the faculty members who work with the student during their rotation.
**Course: Pediatric Radiology**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Alexander Kowal, MD</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<td><strong>Location:</strong></td>
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<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**

The student will gain one-on-one didactic and practical experience and training in the correctly ordering, protocoling and interpreting various diagnostic imaging examinations and procedures. On a case by case basis, the student will discover and discuss the imaging findings and formulate age specific differential diagnoses tailored to pediatric patients. The student will observe and participate in various invasive procedures in fluoroscopy, ultrasound, CT and interventional radiology/angiography, when applicable to the pediatric patient.

The student will also gain exposure to nuclear medicine and PET/CT imaging when applicable to the pediatric patient.

The course of study will also include department and interdepartmental conferences, one-on-one didactic teaching by attending radiologists and the use of audio-visual aids including online pediatric radiology teaching files and courses.

**Objectives:**

1. Identify and explain indications/contraindications for common pediatric radiographic tests.
2. Develop clinical judgment regarding the appropriate use of radiographic examinations.
3. Identify alternatives to radiography, fluoroscopy and CT in the pediatric patient.
4. Identify and institute pediatric specific protocols in common examinations.
5. Interpret common pediatric radiographic examinations.
6. Identify and discuss imaging concerns directly applicable to the pediatric patient, including radiation exposure, child life assistance, and sedation.
7. Integrate information into a multidisciplinary approach to radiologic care and services.
8. Communicate effectively with patients, family members, and members of the health care team.

**Evaluation Methods:**

The evaluation will be based on clinical evaluations by the faculty members who work with the student during their rotation.
# Course: Pediatric Sedation

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Samuel Umaru, MD &amp; John Lindmark, DO</th>
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<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest</td>
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<td><strong>Prerequisites:</strong></td>
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</table>

## Description:

This course allows students to learn in a pediatric inpatient setting the basic principles and practice of pediatric procedural sedation. Students will be able to assess, evaluate and participate in the monitoring of sedation. Emphasis is placed on the review of relevant pharmacologic principles and techniques of sedative drugs and pain management.

## Objectives:

1. Demonstrate the ability to conduct a comprehensive pre-sedation evaluation that includes a focused history and physical exam.

2. Explain indications and contraindications for each sedative drug classification.

3. Acquire and review pertinent medical records, select appropriate sedative and/or analgesia and develop a plan to manage pain.

4. Accurately calculate dosage and predict the effect the medication will have on patient.

5. Demonstrate the ability to properly use equipment designed to monitor sedated child.

## Evaluation Methods:

The evaluation will be based on clinical evaluations by the faculty members who work with the student during their rotation.
**Course: Radiology**

**Course Instructor(s):** Julie Gubernick, MD

**Duration:** 2 or 4 weeks

**Location:** LVHN-Cedar Crest

**Prerequisites:** None

**Description:**

The student will gain didactic and practical experience and training in invasive procedures, nuclear medicine, and various modalities of diagnostic radiology including ultrasound, CT and MRI.

Students will acquire experience in ordering and sequencing imaging examinations, correlating various examinations with clinical problems. Intrinsic to this experience will be elementary interpretation of images in the Diagnostic Radiology and Nuclear Medicine Departments.

The course of study will also include department and interdepartmental conferences, one-on-one didactic teaching by attending radiologists and the use of audio-visual aids.

**Objectives:**

1. Identify and explain the indications/ contraindications for common radiographic tests.

2. Accurately interpret common radiographic tests.

3. Develop clinical judgment regarding the appropriate use of radiographic tests.

4. Select appropriate consultants to assist in patient care.

5. Integrate information into a multidisciplinary approach to radiologic care and services.

6. Communicate effectively with patients, family members, and members of the health care team.

**Evaluation Methods:**

Students will be graded based on clinical evaluations from their preceptors.
<table>
<thead>
<tr>
<th>Course: Advanced Surgical Intensive Care</th>
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<td><strong>Course Instructor(s):</strong></td>
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<tr>
<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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**Description:**
This is a clinical rotation that includes graded responsibility, as well as regular formal instruction in techniques of management of critical surgical illness. Students selecting this course are assigned a full time, co-management role in the SICU.

**Objectives:**

1. Develop an understanding of common surgical complications, preoperative preparation of the complex surgical patient, and practical application aspects of ICU care to include but not limited to hemodynamic monitoring, ventilator management and nutrition.
2. Describe the acute phase response patients undergo with respect to their disease processes and surgical procedures with an emphasis on fluid and electrolyte balance.

**Evaluation Methods:**
Students will be evaluated based on their clinical performance (100%).
### Course: Advanced Surgical Skills

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Joseph Stirparo, MD/Robert Barraco, MD</th>
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<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Surgical Care course</td>
</tr>
</tbody>
</table>

#### Description:
This intensive elective is designed for the fourth-year medical student who has a desire to enter a general surgery residency program. The student will be provided a focused and structured surgical readiness curriculum that provides them with the essential skills to confidently enter a general surgery residency. Activities will include surgical lectures, clinical and operative settings across the surgical continuum. Students will rotate through General Surgery, Surgical Intensive Care, Trauma and Robotics. Afternoon sessions will take place in our American College of Surgeons Level II accredited Surgical Education Center (SEC). In the SEC, the student will be introduced to variety of common surgical skills with low and high fidelity task and other trainers. Some examples of activities include knot tying, suturing, basic laparoscopic skills, chest tube placement, central line placement, airway management, and basic robotic skills.

#### Objectives:
1. Practice common surgical procedures using simulators and prosections.
2. Develop an advanced understanding of the etiology, pathogenesis, and diagnostic studies used to diagnose and treat surgical diseases.
3. Develop and advanced understanding of surgical treatment options and alternatives for surgical diseases.
4. Describe the treatment of life threatening conditions

#### Evaluation Methods:
Students will be evaluated based on their clinical performance (75%). Students will provide 1-2 oral presentations (25%).
<table>
<thead>
<tr>
<th><strong>Course: Cardiothoracic Surgery</strong></th>
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<tr>
<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**
The student will participate in pre-operative evaluation, assist at surgery and procedures and be involved in post-operative management in a one-on-one relationship with an attending surgeon or a resident. Because of the size and complexity of this division, which includes open heart and thoracic activities, it is recommended that the student discuss personal goals with the chief of the division before starting the course.

**Objectives:**
1. Participate in pre-operative evaluation of the patient.
2. Participate in the post-operative management of the patient.
3. Assist with designated procedures in the operative suite.
4. Describe the pathophysiology of cardiothoracic disorders.
5. Identify and discuss personal goals to be addressed during the elective

**Evaluation Methods:**
Students will be evaluated based on their ward performance.
### Course: Colorectal Surgery

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Robert Sinnott, MD</th>
</tr>
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<tbody>
<tr>
<td>Duration:</td>
<td>2 or 4 weeks</td>
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<tr>
<td>Location:</td>
<td>LVHN-Cedar Crest and associated sites</td>
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<tr>
<td>Prerequisites:</td>
<td>Surgical Care course</td>
</tr>
</tbody>
</table>

**Description:**

The student will participate in a busy service with colon-rectal surgery residents. This rotation addresses common disorders that the student may encounter whether he or she should choose to specialize in general surgery, internal medicine or family practice. Additionally, the rotation focuses on colon-rectal surgery and provides opportunities in sigmoidoscopy, fiber optic colonoscopy and the evaluation and care of colon and rectal disorders arising from systemic disease.

**Objectives:**

1. Develop an understanding of the pathophysiology of common colorectal diseases.
2. Create a differential diagnosis of colorectal disorders
3. Describe treatment and surgical options for colorectal disorders
4. Observe or participate in colorectal procedures and colonoscopies
5. Identify the relation of such disorders to systemic disease

**Evaluation Methods:**

Students will be evaluated based on their ward performance.
## Course: General Surgery Acting Internship

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Joseph Stirparo, MD/Scott Beman, MD</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and associated sites</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Surgical Care course</td>
</tr>
</tbody>
</table>

### Description:

The student will work with a high-volume division of general surgery and will be responsible to the senior surgical resident on the service. Activities will include participation in preoperative evaluation, surgical procedures and post-operative care. The student will have the opportunity to attend outpatient office hours or clinic. Students may utilize the surgical skills lab to practice with tasks trainers and simulators. Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences. The student will perform histories and physical examinations, write all progress notes, and write orders for diagnostic and therapeutic intervention with supervision from house staff. Students will be encouraged to perform procedures such as CVP placement, invasive monitoring line placement, chest tube placement, etc., with appropriate supervision. Operating room experience will also be extensive.

### Objectives:

1. Perform history and physical examinations.
2. Write progress notes, and orders for diagnostic and therapeutic intervention with supervision from house staff.
3. Develop an understanding of surgical disease and the role of house staff.
4. Perform procedures to include CVC placement, invasive monitoring line placement, chest tube placement, etc. with appropriate supervision.
5. Perform operative procedural skills (e.g. suturing, knot tying, etc.) as permitted and under the supervision of the attending surgeon.

### Evaluation Methods:

Students will be evaluated based on their clinical performance (100%).
Course: Neurosurgery

Course Instructor(s): P. Mark Li, MD

Duration: 2 or 4 weeks

Location: LVHN-Cedar Crest and associated sites

Prerequisites: Surgical Care and Psychiatry/Neurology courses

Description:
The student will be associated with neurosurgical surgeons whose patients' exhibit a wide spectrum of neurological problems, including brain and cord neoplasm and acute and chronic cranial and cord trauma. Activities will include bedside neurological diagnosis, assisting in the neurological operating room, participating in rounds and observing angiographic and CT diagnostic procedures. Prerequisites are introductory surgery and clinical neurology rotations.

Objectives:

1. Describe common neurosurgical disorders
2. Be able to develop a differential diagnosis for a patient with neurosurgical disease
3. Assist in neurosurgical cases and procedures
4. Participate in daily rounds and evaluations of patients.

Evaluation Methods:

Students will be evaluated based on their ward performance.
**Course: Orthopedic Surgery**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Eric Lebby, MD</th>
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<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>4 weeks</td>
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<td><strong>Location:</strong></td>
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<td><strong>Prerequisites:</strong></td>
<td>Surgical Care course</td>
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</tbody>
</table>

**Description:**

Students may work within specialized areas or a combination of areas: Orthopedic Trauma, Sports Medicine, Joint Implant/Reconstruction, Spine Surgery, Hand Surgery and the Foot and Ankle. Exposure to all specialty areas is available. The student will participate in operative procedures and in office orthopedics. There are combined weekly division meetings and daily specialty case presentations in formal and informal settings. An opportunity to participate in research projects in any of the specialized areas is available to interested students.

**Objectives:**

1. Participate in orthopedic procedures
2. Participate in the office evaluation of patients.
3. Develop an understanding of orthopedic treatment options.
4. Identify areas of interest in orthopedics and discuss with course director

**Evaluation Methods:**

Students will be evaluated based on their ward performance.
**Course: Otolaryngology (ENT) Acting Internship**

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Paul Lemberg, MD</th>
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<tbody>
<tr>
<td>Duration:</td>
<td>4 weeks</td>
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<tr>
<td>Location:</td>
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<tr>
<td>Prerequisites:</td>
<td>Surgical Care course</td>
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</tbody>
</table>

**Description:**

This clinical acting internship is designed to provide an in-depth experience in the practice of otolaryngology. Students will participate in the preoperative study of patients in private offices and will follow them upon their admission to the hospital. They will assist at the operative procedures on selected patients and will be expected to follow their postoperative course. Opportunity will also be afforded to carry out long-range observation of postoperative results in patients who have previously been treated for otolaryngological problems.

**Objectives:**

1. Demonstrate knowledge in the otolaryngological head and neck exam.
2. Discuss a variety of ear, nose, and throat disorders such as acute respiratory obstruction, hearing loss, dizziness, sinusitis, external otitis, otitis media, modern diagnosis and management of head and neck cancer, maxillofacial trauma, epistaxis, hoarseness, and dysphasia.

**Evaluation Methods:**

Students will be evaluated based on their ward performance.
**Course: Otolaryngology (ENT)**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Paul Lemberg, MD</th>
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<td><strong>Prerequisites:</strong></td>
<td>Surgical Care course</td>
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</table>

**Description:**

This clinical rotation is designed to provide experience in the practice of otolaryngology. Students will participate in the preoperative study of patients in private offices and will follow them upon their admission to the hospital. They will assist at the operative procedures on selected patients and will be expected to follow their postoperative course. Opportunity will also be afforded to carry out long-range observation of postoperative results in patients who have previously been treated for otolaryngological problems.

**Objectives:**

1. Demonstrate knowledge in the otolaryngological head and neck exam
2. Discuss a variety of ear, nose, and throat disorders such as acute respiratory obstruction, hearing loss, dizziness, sinusitis, external otitis, otitis media, modern diagnosis and management of head and neck cancer, maxillofacial trauma, epistaxis, hoarseness, and dysphasia.

**Evaluation Methods:**

Students will be evaluated based on their ward performance.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Plastic Surgery Acting Internship</th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong> Walter Okunski, MD/ Marshall Miles, DO</td>
</tr>
<tr>
<td><strong>Duration:</strong> 4 weeks</td>
</tr>
<tr>
<td><strong>Location:</strong> LVHN-Cedar Crest and associated sites</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Surgical Care course</td>
</tr>
</tbody>
</table>

**Description:**
An acting intern experience with a plastic surgery service with a varied case load is offered. The service is oriented to trauma, facial, hand, cancer and cleft-palate surgery as well as reconstructive and cosmetic surgery. Exposure to the Regional Burn Center located at Lehigh Valley Health Network is also provided. The student will work with attending surgeons and plastic surgery residents.

**Objectives:**
1. Develop an understanding of the varied areas of plastic surgery.
2. Participate in the evaluation of plastic surgery patients
3. Participate in the treatment of plastic surgery patients
4. Describe basic plastic surgery principles such as flaps, v-y advancement, etc.
5. Function as an intern on a plastic surgery service.

**Evaluation Methods:**
Students will be evaluated based on their clinical performance (100%).
Course: Plastic Surgery

Course Instructor(s): Walter Okunski, MD/Marshall Miles, DO

Duration: 2 or 4 weeks

Location: LVHN-Cedar Crest and associated sites

Prerequisites: Surgical Care course

Description:
A rotation with a plastic surgery service with a varied case load is offered. The service is oriented to trauma, facial, hand, cancer and cleft-palate surgery as well as reconstructive and cosmetic surgery. Exposure to the Regional Burn Center located at Lehigh Valley Health Network is also provided. The student will work with attending surgeons and plastic surgery residents.

Objectives:
1. Develop an understanding of the varied areas of plastic surgery.
2. Participate in the evaluation of plastic surgery patients
3. Participate in the treatment of plastic surgery patients
4. Describe basic plastic surgery principles such as flaps, v-y advancement, etc.

Evaluation Methods:
Students will be evaluated based on their ward performance.
## Course: Retinal Surgery

<table>
<thead>
<tr>
<th>Course Instructor(s):</th>
<th>Maz Kazahaya, MD</th>
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<tr>
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</table>

### Description:
Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular degeneration, retinal detachments, intraocular tumors, and uveitis using direct and indirect ophthalmoscopy and slit lamp examination of the fundus. Students will learn the interpretation of fundus fluorescein angiography and ultrasonography. They will participate in argon and krypton laser photocoagulation, intraocular injections, scleral buckles, vitrectomies, and radiation plaque therapy. For those interested in ophthalmology as a career, this course is an opportunity to learn the most advanced diagnostic and therapeutic techniques used in eye care today. Those interested in family practice, internal medicine, geriatrics, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation and treatment. In the last week of the rotation, the student is required to present and discuss a patient they have evaluated during the course at the departmental case conference.

### Objectives:
1. Evaluate patients with a variety of retinal disorders utilizing direct and indirect ophthalmoscopy and slit lamp examination of the fundus.
2. Interpret fundus fluorescein angiography and ultrasonography.
3. Participate in argon and krypton laser photocoagulation, intraocular injections, scleral buckles, vitrectomies, and radiation plaque therapy.

### Evaluation Methods:
Students will be evaluated based on their clinical performance (100%).
<table>
<thead>
<tr>
<th><strong>Course:</strong> Transplant Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
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<tr>
<td><strong>Duration:</strong></td>
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<tr>
<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</tbody>
</table>

**Description:**

Students will work under the direct supervision of the transplant surgeons.

This elective is designed to offer students active participation in organ procurement and transplantation (kidney, pancreas). Students will be directly involved with the evaluation and work up of possible renal transplant recipients, observe surgery, and play an active role in the inpatient and outpatient postoperative management of transplant patients, which includes the identification, management and treatment of infections, rejection, and complications.

Students will receive an overview of all aspects involved in renal transplantation, from donor identification through clinical transplantation and long term follow up. They will gain insight and experience in the area of transplantation immunology.

**Objectives:**

1. Understand transplant immunology, cross matching, compatibility as related to organ transplantation.
2. Describe the multidisciplinary approach to evaluation of patients for transplantation and post transplant care.
3. Discuss the ethics of organ donation and organ allocation.
4. Learn principles of donor and recipient transplant surgery.
5. Comprehend the routines and complexity of post transplant care, both inpatient and outpatient.

**Evaluation Methods:**

Students will be evaluated based on their performance in 3 settings: operating room (50%), inpatient (25%), outpatient (25%).
<table>
<thead>
<tr>
<th><strong>Course:</strong> Trauma Surgery Acting Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Instructor(s):</strong> Joseph Stirparo, MD/Robert Barraco, MD</td>
</tr>
<tr>
<td><strong>Duration:</strong> 4 weeks</td>
</tr>
<tr>
<td><strong>Location:</strong> LVHN-Cedar Crest and associated sites</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Surgical Care course</td>
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</tbody>
</table>

**Description:**
As a member of the trauma team, along with attending surgeons and house officers in a state designed Level 1 Trauma Center. The student will participate in the resuscitation of all multi-trauma patients, definitive surgery and critical care. Emphasis is on the pathophysiology of trauma, including metabolic, hemodynamic, cardiopulmonary and nutritional requirements. The student will report to the chief surgical resident and attending trauma surgeon.

**Objectives:**
1. Understand the principles of Advanced Trauma Life Support (ATLS) and how it applies to trauma patient care.
2. Describe the principles in the acute phase of trauma resuscitation.
3. Describe the management of the critically ill trauma patient including invasive monitoring, nutrition, ventilator management and operative interventions.
4. Describe the management of severe traumatic brain injury including interventions regarding cerebral perfusion pressures.
5. Compare and contrast the patterns of injury for both blunt and penetrating trauma.

**Evaluation Methods:**
Students will be evaluated based on their clinical performance.
**Course: Urology**

<table>
<thead>
<tr>
<th><strong>Course Instructor(s):</strong></th>
<th>Angelo A. Baccala, Jr., MD</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>2 or 4 weeks</td>
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<tr>
<td><strong>Location:</strong></td>
<td>LVHN-Cedar Crest and associated sites</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Surgical Care course</td>
</tr>
</tbody>
</table>

**Description:**

The student will rotate on the Urological Surgery service as an acting intern, being exposed to the office practice of urology in addition to surgical and consultative experiences. The student is expected to develop a basic fund of knowledge concerning common urologic malignancies, urinary functions, urinary stone disease and voiding function.

**Objectives:**

1. Understand the basics of and be involved in open, endourological, and advanced laparoscopic and robotic surgical cases.
2. Describe the broad concepts and specific data regarding the evaluation, diagnosis, and management of the common diseases of the genitourinary tract.
3. Exposure to clinics where the student will receive a broad exposure to ambulatory urological care and provide them with an opportunity to take urologic histories and physicals, and have exposure to common urologic disorders.
4. Assist with various surgical and office procedures and to participate in floor rounds.
5. Participate in the care of pre- and post-operative patients on the nursing units. This care takes the form of dressing changes, wound packing, suture and drain removal.

**Evaluation Methods:**

Our goal is to provide each student with a comprehensive experience encompassing both "textbook" didactic knowledge as well as a practical approach to patient care. Students will have assigned reading each week that is pertinent to urology as well as a final mock oral exam reviewing major topics covered in the readings as well as in OR experiences. The oral exam will examine work-up, treatment, and follow-up of various common urologic problems.
<table>
<thead>
<tr>
<th>Course: Vascular Surgery Acting Internship</th>
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<tbody>
<tr>
<td><strong>Course Instructor(s):</strong></td>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<tr>
<td><strong>Prerequisites:</strong></td>
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</table>

**Description:**
The student is expected to function as a subintern on a team with residents and attending surgeons. This service generates an active schedule of operations and arteriograms daily, including endovascular procedures. Additionally, the student will become familiar with work in the Non-Invasive Vascular Laboratory and Interventional Radiology.

**Objectives:**
1. Describe a variety of noninvasive vascular diagnosis
2. Interpret physiologic data relative to angiographic findings and clinical symptoms.
3. Experience the role of an intern on the vascular surgery service in all aspects of patient care
4. Compare operative and non-operative therapy for a wide variety of arterial and venous diseases.

**Evaluation Methods:**
Students will be evaluated based on their clinical performance (100%).
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td><strong>Duration:</strong></td>
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<td><strong>Location:</strong></td>
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<td><strong>Prerequisites:</strong></td>
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</tbody>
</table>

**Description:**
The student is expected to function on a team with residents and attending surgeons. This service generates an active schedule of operations and arteriograms daily, including endovascular procedures. Additionally, the student will become familiar with work in the Non-Invasive Vascular Laboratory and Interventional Radiology.

**Objectives:**
1. Describe a variety of noninvasive vascular diagnosis
2. Interpret physiologic data relative to angiographic findings and clinical symptoms.
3. Compare operative and non-operative therapy for a wide variety of arterial and venous diseases.

**Evaluation Methods:**
Students will be evaluated based on their ward performance.