

# UF College of Medicine 2017-2018 4th Year Catalog

## Adolescent Medicine

**PED E 10 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

\*THIS COURSE IS NOT CURRENTLY OFFERED FOR THE 2017-2018 ACADEMIC YEAR\*

Fourth year medical student, successful completion of pediatrics clerkship.

### Course Description

\*THIS COURSE IS NOT CURRENTLY OFFERED FOR THE 2017-2018 ACADEMIC YEAR\*

Adolescence is a time of change whether socially, mentally, or physically. Adolescent Medicine is an important aspect of Pediatrics, Family Medicine, and Internal Medicine. Adolescent patients are also seen in most other areas of medicine. Having an understanding of Adolescent Medicine will benefit you no matter what area of medicine you choose. Often there is not adequate time during Internship or Residency for this valuable part of your education. The 4th year of medical school is an ideal time to take this elective.

1. Appreciation of adolescent development as it pertains to Health care and delivery.
2. Application of standard interviewing techniques to adolescent healthcare provision.
3. Understanding of common adolescent health care needs.

### Course Faculty and Staff

- [Tom Martinko MD, FAAP](#), (Director)
- [Ratna Acharya MD](#) (Co-Director)
- [Meghan Lopez](#) (Course Staff)

### Meeting Place and Time

\*THIS COURSE IS NOT CURRENTLY OFFERED FOR THE 2017-2018 ACADEMIC YEAR\*

Monday - Fridays 8:00 a.m. - 5:00 p.m., Adolescent Clinic, CMS building A, 1701 SW 16th Ave

### Course Materials

\*THIS COURSE IS NOT CURRENTLY OFFERED FOR THE 2017-2018 ACADEMIC YEAR\*

Various Adolescent Medicine texts, Journal Articles, Appropriate Internet sources

### Additional Information

\*THIS COURSE IS NOT CURRENTLY OFFERED FOR THE 2017-2018 ACADEMIC YEAR\*

Students will see patients in the adolescent clinic and present to the preceptor. They will present a topic to high school students in the community with the pediatric resident on the rotation. They will also present on a topic of interest to the team at the end of the rotation.

## Advanced Issues in Medical Ethics and Law

**CM E 21 | 4th Year Elective | Community Health and Family Medicine | Basic Science**

### Prerequisites

4th-year medical student.

Students must be pre-approved if intending to schedule this course. Student must get approval from either course director.

### Course Description

COURSE REQUIREMENTS:

Course may require classroom attendance, online interaction, or a combination of both.

Schedule may be adjusted to accommodate students traveling for interviews by arranging online materials and discussion board interaction, with advance permission from the course directors.

Seminar style presentations, classroom teaching, and participation in ethics consults, if available.

## Course Faculty and Staff

- [William L Allen JD](#) (Co-Director)
- [Bernie Amaro](#) (Course Staff)
- [Ray E Moseley PhD](#) (Co-Director)

## Meeting Place and Time

TBA

## Course Materials

Books, articles, websites, and audio/visual materials

## Additional Information

The course is sufficiently flexible for students to spend some of their time and efforts on topics of particular individual interest as well as exposure to diverse perspectives. If a student is traveling for interviews or off campus for some or all the two weeks and is willing and able to read the materials and participate in a Canvas discussion board on a daily basis, this course can be completed without face-to-face meetings. In order to secure the option to take the course primarily online, the student needs to contact Professor Allen in advance and obtain permission for planning purposes.

## Advocacy Through Pediatrics

**PED E 24 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

Satisfactory completion of the third year pediatric clerkship. Students submit a project proposal to Dr Novak by e-mail 1 month prior to starting the rotation. (<http://residency.pediatrics.med.ufl.edu/files/2012/03/project-proposal-template.pdf>).

### Course Description

The pediatric advocacy rotation is designed to enhance students understanding of their professional role and duty to advocate as it relates to their patients and community. The rotation will help to equip the students with the tools they need to perform a needs assessment of their community, form partnerships with community based organizations, and advocate locally and as part of the legislative process. The students should have a particular issue for which they wish to advocate, and the activities of the rotation will be centered around said issue.

## Course Faculty and Staff

- [Stephanie Ryan MD, FAAP](#) (Director)
- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

Email Dr. Novak 1 week prior to the start of the rotation to determine a time and place for orientation. At this time a 4 week calendar of events will be provided.

## Course Materials

Pediatrics 2005;115:1092-1094, 1119-1212

AAP Advocacy Guide

"So You Think You Want to Make a Difference" (article)

## Additional Information

Please think about an advocacy project idea prior to the start of the rotation. Students MUST submit a project proposal at least 1 month prior to the start of the rotation.prior to the start of your rotation.

Alternate Contact = Amy Cole; 252-273-8594; Room HD 513; email [coleaj@peds.ufl.edu](mailto:coleaj@peds.ufl.edu)

## Ambulatory and Community Family Medicine

**CM E 32 | 4th Year Elective | Community Health and Family Medicine | Clinical Science**

### Prerequisites

Completion of 3rd year requirements

**Course Description**

**COURSE GOALS:** This course is designed to provide the student with exposure to outpatient experience in either the family practice center and/or family physicians in practice outside the residency program. In the FPC, students will experience the continuity of care in the residency program, and enhance their knowledge of ambulatory care, evaluation and management. In alternative sites, students will be exposed to different practice models including solo private practice, group practice, rural practice (with one including obstetrics), and private practice with hospital care included.

**Course Faculty and Staff**

- [Kimberly K Zinkel](#) (Course Staff)
- [Tina Engstrom](#) (Course Staff)
- [Karen L. Hall MD](#) (Director)

**Meeting Place and Time**

Prior to beginning the rotation, please contact Tina Engstrom, 265-9544, Box 100383-Family Medicine at Main, to get the time and location.

**Course Materials**

Family Medicine Textbook

**Ambulatory Pediatrics**

**PED E 14 | 4th Year Elective | Pediatrics | Clinical Science**

**Prerequisites**

The successful completion of the 3rd year of medical school training, specifically the pediatric clerkship.

**Course Description**

**COURSE GOALS:** To participate in a variety of pediatric ambulatory sub-speciality outpatient clinical settings. To enhance the student's ability to obtain, evaluate, and process multiple forms of clinical data in pediatric subspecialty patient encounters.

**Course Faculty and Staff**

- [Henry Rohrs III MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

**Meeting Place and Time**

The majority of clinics are located in the Shand's Medical Plaza, Children's Medical Service's Center, and Shands Children's Hospital.

**Course Materials**

A general pediatric text. This may include Nelson's Textbook of Pediatrics or Rudolph's Pediatrics. An additional quick review condensed text may also be helpful in the quick paced ambulatory settings.

**Additional Information**

The student will contact the course administrator, Meghan Lopez ([meghanlopez@peds.ufl.edu](mailto:meghanlopez@peds.ufl.edu)) no less than two weeks prior to the rotation. The student and course director will create a rotation with pediatric subspecialty care clinics based on the students interests and specific goals while also considering clinic availabilities.

**ANS E 1-Clinical Elective in Anesthesia-Shands OR and VA OR/Pain Clinic**

**ANS E 1 | 4th Year Elective | Anesthesiology | Clinical Science**

**Prerequisites**

This course listing is specifically for 4th year non-UF medical students requesting an externship rotation at UF COM.

This course is not to be scheduled by UF COM students.

Please contact the course director, Dr. Chris Giordano, at [cgiordano@anest.ufl.edu](mailto:cgiordano@anest.ufl.edu) with any questions.

**NOTE:**

Non-UF students who apply to participate in this rotation should submit the following in addition to their application: copy of transcript; photo attached to application; letter of recommendation; letter of good standing and a written statement of why you are interested in participating in an Anesthesiology

## Course Description

During this course the student will learn the basics of airway management, mechanical ventilation, invasive hemodynamic monitoring, management of fluids, and use of vasoactive medications. In addition, the student will be taught concepts of preoperative evaluation, basic principles of anesthesia and management of acute postoperative events. Participants will be exposed to the operating rooms of Shands and FSC ambulatory center

The course will begin with an Introduction at 8 am on the first Monday of each elective period. The students are required to complete each online module prior to attending the simulation, which will be time stamped and recognized for grading. There are two simulations on the first Monday, meaning that they need to be completed prior to beginning the clerkship. There are a total of nine modules corresponding to the nine simulations or problem-based learning discussions. There will be two lectures on the first two Mondays and Tuesdays of the clerkship followed by two small group discussions on the third Tuesday.

## Course Faculty and Staff

- [Christopher Giordano MD](#) (Director)
- [Julie Veal](#) (Course Staff)
- [Breanna Sweet](#) (Course Staff)

## Meeting Place and Time

Course Lectures/Labs will be held in the Harrell Medical Education Building in Room 465 and 460. Any adjustments will have a notification prior to the lecture.

## Course Materials

Recommended textbook: Essential Anesthesia by Euliano & Gravenstein (available on reserve in the HSC library).

Online Modules

## Additional Information

Dates available are highly subjected to monthly internal student load and the limited capacity available according to the time of year. Therefore please be very flexible on dates and have alternatives readily available.

Day-to-day scheduling is flexible including possible rotation through several sub-specialties or focus on a single sub-specialty (neurosurgery, cardiothoracic, pediatrics, obstetrics, orthopedics, pain, regional, etc) please let the course manager (Ms. Madalyn Murray) know in advance if you have any preferences. There are a few lectures throughout the course but clinical experience and contact with faculty is emphasized.

## ANS E 4-Obstetric Anesthesia

ANS E 4 | 4th Year Elective | Anesthesiology | Clinical Science

### Prerequisites

Often taken consecutive with Anesthesiology/Critical Care Clerkship.

### Course Description

This rotation is designed for senior medical students with significant interest in either obstetrics or anesthesiology. We strive to provide additional depth beyond the required Anesthesiology/Critical Care Clerkship. We expect students who complete this rotation to gain an understanding of neuraxial anesthesia and analgesia, overview of physiologic changes of pregnancy and their clinical implications and management of the critically ill obstetric patient.

This course will provide:

1. Clinical experience with spinal blocks for labor analgesia and operative procedures in the obstetric patient.
2. Education in daily obstetrical anesthesia rounds (7:30am).
3. Opportunity to deliver an oral presentation on a topic of the student's choice or patient presentation with discussion of management options and implications.

### Course Faculty and Staff

- [Adam L. Wendling MD](#) (Director)
- [Breanna Sweet](#) (Course Staff)
- [Julie Veal](#) (Course Staff)

### Meeting Place and Time

Patients will be seen in the Labor & Delivery Suite of Shands . Labor and Delivery, 3rd Floor, 7:30am-5:00pm weekdays.

Optional recommended attendance of Friday mornings to our Department's Grand Rounds at 6:30am in North Tower 2147.

## Course Materials

Recommended textbook: Essential Anesthesia by Euliano & Gravenstein (available on reserve in the HSC library). You will receive a book chapter from Clinical Anesthesia Practice as well.

Recommended articles:

1. Renyolds F. Labour analgesia and the baby: Good news is no news. Int J Obstet Anest. 2011 Jan;20(1):38-50.
2. Butwick AJ, Goodnough LT. Transfusion and coagulation management in major obstetric hemorrhage. Curr Opin Anaesthesiol. 2015 Jun;28(3):275- 84.
3. Anim-Somuah M, Smyth RMD, Jones L. Epidural versus non-epidural or no analgesia in labour. Cochrane Database of Systematic Reviews. 2011(12); Art.

## Additional Information

The intent of this clerkship is to give the student interested in anesthesiology or Ob-Gyn an understanding of OB Anesthesia.

The clerkship can be taken for only 2-weeks.

## Applied Gross Anatomy

**ANAT E 1 | 4th Year Elective | Anatomy | Basic Science**

### Prerequisites

Matriculation into the fourth year. Satisfactory completion of the first three years of medical school.

NOTE - Applied Gross Anatomy has a fee of of \$540 per student registered. There is a minimum of 5 students required in order for this course to be offered. In the event that the course is discontinued (minimum of 5 students not met), all registrants will receive a full refund of the fee.

### Course Description

Dissection of cadaver material will be conducted and the dissections reviewed with one of the Anatomy faculty members. The program will be tailored to student interests and needs. A series of dissections designed to illustrate specific areas of clinical interest may be selected or a complete dissection may be chosen that will review the anatomy of the entire body.

### Course Faculty and Staff

- [Beth Magyari](#) (Course Staff)
- [Venkatesh Nonabur M.D.](#),  
(Director)

### Meeting Place and Time

Meeting place will be notified though email prior to rotation date.

Time- 8am-12noon; Monday through Thursday. Friday will substitute for any day missed due to schedule changes.

### Course Materials

Anatomy Atlas (Student chooses, Reference textbooks and research literature

### Additional Information

NOTE - Applied Gross Anatomy has a fee of of \$540 per student registered. There is a minimum of 5 students required in order for this course to be offered. In the event that the course is discontinued (minimum of 5 students not met), all registrants will receive a full refund of the fee.

## Autopsy Pathology

**PATH E 2 | 4th Year Elective | Pathology | Clinical Science**

### Prerequisites

Successful completion of the basic science curriculum.

### Course Description

COURSE GOALS: This elective is structured to provide senior medical students an introduction to autopsies and postmortem examinations, including death investigations, forensic autopsies, detailed dissections, toxicology and court testimony. During this elective, the student will:

1. Review medical, social and other information, formulating appropriate workup strategies
2. Review organ pathology through active participation in autopsies (including dissecting), autopsy conferences, and case reviews.
3. Enhance physical diagnostic skills applicable to gross analysis of organs, and expand those findings with the microscopic examination of samples taken.
4. Understand COD (cause of death) and MOD (manner of death) determinations and which deaths must be reported to the medical examiner's office
5. Become competent at certifying natural deaths.
6. Become familiar with technical aspects, quality assurance and medico-legal issues involving patient care, society and the autopsy.

### Course Faculty and Staff

- [Wendy Stroh DO](#) (Director)
- [Linda Harlan](#) (Course Staff)

### Meeting Place and Time

8:30 am: Autopsy Unit (MG-35), OR  
the District 8 Medical Examiner's Office, 606 SW 3rd Avenue, 352-273-9292.

### Course Materials

Current autopsy cases, including hospital and forensic cases. Selected readings as assigned by director.

### Additional Information

This rotation combines the resources of the Shands/UF morgue and the District 8 MEO, necessitating travel between the two locales. Students are given the opportunity to attend crime scenes and perform autopsies, at the discretion of the director.

## Breast Cancer: A Multidisciplinary Perspective

**SUR E 15 | 4th Year Elective | Surgery | Clinical Science**

### Prerequisites

4th year student

### Course Description

Students will gain a multidisciplinary perspective on the current management of breast cancer by spending time with members of the UF-Shands Breast Cancer multidisciplinary program (Surgical Oncology, Medical Oncology, Radiation Oncology, Radiology, Pathology, and Genetics). Through hands-on patient experience students will develop a thorough understanding of the role that each specialty plays in the modern management of breast cancer patients. Students also will participate in the weekly breast cancer tumor board culminating with a brief lecture to the members of the breast cancer tumor board on a current topic in breast cancer

### Course Faculty and Staff

- [Julia K Marshall](#) (Other Faculty)
- [Nicole A Massoll MD](#) (Other Faculty)
- [Mandy Robertson MD](#) (Other Faculty)
- [Judith Lightsey MD](#) (Other Faculty)
- [Joan Wysocki](#) (Other Faculty)
- [Christina Shaw MD](#) (Course Staff)
- [Lisa Spiguel MD](#) (Other Faculty)

### Meeting Place and Time

Contact Dr. Christiana Shaw ([christiana.shaw@surgery.ufl.edu](mailto:christiana.shaw@surgery.ufl.edu) 1 week prior to course for meeting time and location and schedule.

### Course Materials

Handouts provided as needed.

## Burn Unit

**SUR E 7 | 4th Year Elective | Surgery | Clinical Science**

**Prerequisites**

Surgery 3rd year clinical rotation

**Course Description**

COURSE GOALS: Participate as an active team member providing comprehensive patient management under supervision, thus permitting the student to become familiar with the role of an intern. Assessment and treatment of patients with thermal, chemical and electric injury stressing resuscitation and emergency management, infection control, nutritional support, surgical treatment and rehabilitation. Patient management involves the critical care, surgical, rehabilitative and outpatient settings.

**Course Faculty and Staff**

- [Joan Wysocki](#) (Course Staff)
- [David W Mozingo MD](#)  
(Director)
- [Winston Richards MD](#) (Other Faculty)

**Meeting Place and Time**

Contact the Surgery Education Office at 265-0916 several days before the start of the rotation for reporting instructions.

**Child and Adolescent Psychiatry**

PSY E 5 | 4th Year Elective | Psychiatry | Clinical Science

**Prerequisites**

Fourth Year Medical Student - students must contact the Course Director prior to the start of their rotation.

**Course Description**

This rotation will be tailored to the specific interests and needs of participating students. Students will see a variety of psychiatric diagnoses in the child and adolescent population, including Autism, ADHD, OCD, Tourette's Disorder, Depression, Anxiety, Bipolar Disorder, and Psychotic disorders. It consists of mostly inpatient experiences at the Child & Adolescent Psychiatric Hospital, located within UF Health Shands Psychiatric Hospital, and outpatient experiences at the UF Child & Adolescent Psychiatry Clinic at Springhill Health Center. It may include rotations to community-based or off-clinic sites. This elective is well-suited for students who want to learn more Child and Adolescent Psychiatry; whether they wish to enter a primary care or a Psychiatry residency in the future.

**Course Faculty and Staff**

- [Jacqueline Hobbs MD, PhD](#) (Co-Director)
- [Terry Lemesh](#) (Course Staff)
- [Michael Shapiro MD](#) (Director)

**Meeting Place and Time**

Hospital is located at 4101 NW 89th Blvd in the "Health Park," located here:

<https://ufhealth.org/uf-health-shands-psychiatric-hospital>

Rounds start at 7:15am. Please arrive at 7:05am. Go to the main entrance of Vista, stop at the security desk to

**Course Materials**

A Concise Guide to Child and Adolescent Psychiatry Third Edition; M. Dulcan & R. Martine; Washington; DC: American Psychiatric Press; Inc; 2003

• Child and Adolescent Clinical Psychopharmacology Fourth Edition; W. H. Green; Philadelphia; PA: Williams and Wilkins; 2006.

• SOS Help for Parents: A Practical Guide for Handling Common Everyday Behavior Problems Lynn Clark; Ph.D. Bowling Green; KY: Parents Press; 1996.

**Additional Information**

Faculty Participants - All faculty of the Division of Child and Adolescent Psychiatry.

## Clinic and Consultation Service in Neurology

NEUR E 1 | 4th Year Elective | Neurology | Clinical Science

### Prerequisites

3rd year Neurology clerkship

### Course Description

To increase the student's knowledge of the nervous system, and of neurologic diseases; to improve his/her ability to evaluate patients with neurologic disease; to enhance his/her analytical skills in the diagnosis and treatment of neurologic disease. The inpatient and outpatient service settings allow students considerable time for reading and in-depth consideration of the patients they see. This course is recommended for students committed to a career in neurology and for those students potentially interested in neurology as a career and seeking help in making a choice. The course also is intended for students not interested in neurology as a career but wanting to improve neurological skills in preparation for a career in a related field or simply those seeking a well-rounded clinical education. The settings (inpatient or outpatient) time distribution can be tailored to address the student's needs and personal goals.

### Course Faculty and Staff

- [Kelly Martin](#) (Course Staff)
- [Polly Glattli](#) (Course Staff)
- [Daniel Martinez-Ramirez MD](#) (Director)

### Meeting Place and Time

Contact clerkship director to organize your schedule for time & location before the start date. Then meet with faculty and residents on room depending on the service you were assigned.

### Course Materials

Nadeau et al; Third Year Neurology clerkship handouts

Clinical Neurology 9th Edition by Michael Aminoff and David Greenberg

Blueprints Neurology (Blueprints Series) by Frank W. Drislane and Dr. Juan Acosta

Adams and Victor's Principles of Neurology 10th Edition by Allan Ropper and Martin Samuels

### Additional Information

The location (inpatient/outpatient) and focus of the activities will be tailored to each student's needs and goals. It is possible to focus on a subspecialty (example - behavioral neurology, movement disorders) or a location (example - Malcom Randall VAMC, Shands Stroke service) with prior approval of the clerkship director before beginning the course.

## Clinical Cardiology

MED E 4 | 4th Year Elective | Internal Medicine | Clinical Science

### Prerequisites

Fourth Year Medical Student

### Course Description

Students will work closely with specific faculty preceptors and fellows in cardiovascular medicine. Duties will consist of evaluating patients with cardiovascular problems on the inpatient medical and surgical services. This typically includes patients with coronary artery disease, angina, and atrial fibrillation. In addition, students can expect to evaluate patients for preoperative cardiovascular risk assessment prior to non-cardiac surgery. Other common referrals include syncope, chest pain, dyspnea, congestive heart failure, and congenital heart disease in adults. Students will evaluate patients semi-independently and will present information to the fellow and attending on consult rounds. In addition, students on this elective participate in our cardiovascular teaching conferences, which include a weekly Clinical Case conference, a conference series for Housestaff, Cardiology Grand Rounds, and Medical Grand Rounds. During the elective, students will have formal directed exposure to reading ECG's, supervising treadmill stress tests, and observing a limited number of cardiac catheterization procedures. Students may take the elective for 2 weeks or 4 weeks. Only one student will take the elective at a time.

### Course Faculty and Staff



[Matthew McKillop MD](#) (Co-Director)

- [Penny Bohannon](#) (Course Staff)

### Meeting Place and Time

On the first day of the rotation, please report to room M-443 between 8:45 and 9:00 AM.

### Course Materials

A written handout with schedules and instructions will be provided on the first day of the elective.

### Additional Information

Before and during the elective, contact Ms. Penny Bohannon - 352-273-9063; pbohannon@ufl.edu for assistance. You may also contact Matthew McKillop, MD at (352) 273-9063 or mckilms@medicine.ufl.edu for questions or concerns.

## Clinical Chemistry, Hematology and Coagulation: Laboratory Approaches to Clinical Medicine

**PATH E 4 | 4th Year Elective | Pathology | Clinical Science**

### Prerequisites

Successful completion of the basic science curriculum.

### Course Description

This rotation is provided by Drs. William E. Winter and Neil Harris. Topics to be reviewed in mini-seminar format include the application of clinical chemistry to clinical medicine, clinical interpretation of laboratory results and analytical methods used in clinical laboratory practice. Included in this rotation will be an emphasis on coagulation testing and related hematology topics. An emphasis is placed on the effects of pre-analytical variability on laboratory testing. The clinical clerk also will gain exposure to the clinical chemistry consult service. Much of this work involves interpretation of SPEs, UPEs, IFEs, hemoglobin electrophoresis and HIV antibody western blots. Rotations through the STH-UF laboratory and Stat lab can be arranged to familiarize the student with the daily operation of the laboratory.

Students should collect the MR#'s of interesting patients that they would like to discuss. At least one mini-seminar will be held daily with the attending faculty. Often 2 mini-seminars will be conducted daily. Electrophoresis is interpreted in the afternoon. It is expected that students will spend a minimum of 1 hour preparing for the mini-seminar and 2 hours of reading after each mini-seminar. Students can review the gels prior to electrophoresis interpretation (1 hour). Electrophoresis rounds takes 1 to 2 hours. Following rounds, students should read about the cases discussed (~2 hours).

### Course Faculty and Staff

- [Neil S. Harris MD](#) (Director)
- [Linda Harlan](#) (Course Staff)

### Meeting Place and Time

On the first day of the rotation students should attend the Clinical Pathology (CP) conference at 7:30 AM in N1-18 (1st floor Conference Room). After the conference Dr. Winter and the student will plan when they will meet.

### Course Materials

Recommended reading; Teitz Textbook of Clinical Chemistry and Molecular Diagnostics, 5th edition, 2011; Laposoda: Laboratory Medicine, 2010, McGraw Hill - Lange.

### Additional Information

This rotation provides an overview of the daily life of the academic clinical pathologist. This is a great opportunity for students to review the integration of basic and clinical science in preparing for USMLE step 2.

## Clinical Dermatology

**MED E 11 | 4th Year Elective | Dermatology | Clinical Science**

### Prerequisites

4th year medical students.

Non-UF students applying for this rotation should also submit a copy of their transcript and a personal statement.

## Course Description

Provide instruction in the techniques of examination of skin.

Enhance the student's vocabulary in describing skin lesions.

Introduce the student to most of the common skin diseases and a few of the less common diseases.

Provide experience in dermatological prescribing and compounding..

Demonstrate the techniques of skin biopsy as well as surgical excision.

Demonstrate competence in the preparation of a dermatologic topic of interest or a case presentation for the small group learning sessions (approximate 15-20 min each)

## Course Faculty and Staff

- [Megan McCann](#) (Course Staff)
- [Amy Loyd MD](#) (Director)

## Meeting Place and Time

8:00 AM on First day of rotation - report to UF Dermatology Skin and Cancer Clinic, located in Springhill Medical Building, located at 4037 86th Terrace, Gainesville (off 39th Ave near Santa Fe College) 4th floor of the building.

Phone 352-594-1500

## Course Materials

Dermatology for the House Officer

Clinical Dermatology , Soutor and Hordinsky

Kodachromes provided by Dermatology

(These are provided by the department for the period of the rotation and turned in at the completion of the rotation.)

## Additional Information

Participants should receive email from Derm Ed Coordinator prior to rotation - Megan McCann.

email = [meganjmccann@ufl.edu](mailto:meganjmccann@ufl.edu)

phone = 352-594-1925

## Clinical Elective in Gynecology

**OBG E 3 | 4th Year Elective | Obstetrics and Gynecology | Clinical Science**

### Prerequisites

Fourth year medical student

Students from outside institutions must meet the minimum criteria for being granted an interview for a UF OB/GYN residency position in order to be considered for the clerkship.

### Course Description

This course will allow the student to gain experience in the management of outpatient problems commonly encountered by a general gynecologist. The student will learn how to properly perform a colposcopic examination. In addition, the student will gain experience in the perioperative management of gynecologic surgery patients. The student will accomplish these goals by working closely with the faculty and residents in clinics at the Medical Plaza, by performing minor surgical procedures and assisting with major cases, by rounding with the resident team, and by attending division educational conferences.

### Course Faculty and Staff

- [John D Davis MD](#) (Director)

### Meeting Place and Time

Attend core lecture at 7 AM on the first Monday of the rotation. Dr. Davis will meet with you right after core lecture and orient you to the service.

### Course Materials

Heather Ellis will provide you with reading materials by email before the rotation starts. During the elective, I suggest you use TeLinde's Operative Gynecology and Comprehensive Gynecology as references.

## Additional Information

The department contact person for this course is the student clerkship coordinator, Heather Ellis. She can be reached at [ellish@ufl.edu](mailto:ellish@ufl.edu) or 273-7675. Please contact her by email 1 week before the start of the elective so she can share important information with you. Please copy me at [davisjd@ufl.edu](mailto:davisjd@ufl.edu) when you email Heather.

## Clinical Elective in MICU

**MED E 12 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

Medicine clerkship is mandatory  
Sub-internship in Medicine is desirable

### Course Description

Student will participate in the care of critically ill patients under the supervision of upper level internal medicine residents, pulmonary & critical care fellow and MICU attending.

Student will deliver succinct presentations during interdisciplinary MICU rounds. Student will write informative and insightful progress notes. Student will learn about coordination of care in the ICU. Student will learn about physician-to-family communication with special attention to end-of-life issues.

Student will learn to interpret arterial blood gases, portable chest X-rays, and data from invasive monitoring of hemodynamics. Student will learn to evaluate and manage common problems in the ICU including fever, hypoxemia and hypotension. Student will learn to manage septic shock, ARDS, toxic syndromes and other problems. Student will learn about principles and practice of invasive and non-invasive mechanical ventilation. Students will learn about use of analgesics and sedatives in the ICU. Students will learn to manage discontinuation of mechanical ventilation. Student will learn about use of continuous infusions of various agents (vasopressors, vasodilators, inotropic / chronotropic agents, anti-arrhythmics, insulin, drotrecogin, analgesics, sedatives, paralytics). Student will learn about nutrition in ICU patients. Student will learn best practices for prevention of pulmonary embolism, ventilator-associated pneumonia, line infection, and gastritis / stress ulcer in ICU patients.

Student may perform certain invasive procedures including placement of arterial catheter and placement of central venous catheter. Student will learn indications for and may observe certain invasive procedures including intubation, bronchoscopy, chest tube placement, pulmonary artery catheterization, and percutaneous dilational tracheostomy.

Students will participate in a series of small group discussions led by MICU fellow and / or attending addressing several topics of incontrovertible importance to the practice of critical care medicine. Discussions will include references to clinical cases, clinical trials, clinical guidelines and other materials.

### Course Faculty and Staff

- [Hassan Alnuaimat MD](#) (Other Faculty)
- [Jorge Lascano MD](#) (Director)
- [Ibrahim Faruqui MD](#) (Other Faculty)
- [Chris Pintado MPH](#) (Course Staff)
- [Amanda Lazenby](#) (Course Staff)
- [Deval Patel MD](#) (Other Faculty)

### Meeting Place and Time

Contact Amanda Lazenby prior to the start of the rotation 352-273-8738 or via email [Amanda.Reed@medicine.ufl.edu](mailto:Amanda.Reed@medicine.ufl.edu). The meeting place will be in M452 at 8 am in the HSC for the first morning of the rotation.

### Course Materials

Fink Textbook of Critical Care

Marino The ICU Book.

Articles of Interest.

ARDS.

1. - <http://www.nejm.org/doi/full/10.1056/NEJM200005043421801>

Results of this study found the use of low (6 ml/kg predicted weight) rather than "standard" (12 ml/kg predicted weight) tidal volumes reduced mortality from 40 to 30%.

2. - <http://www.nejm.org/doi/pdf/10.1056/NEJMoa032193>

A NHLBI ARDS net randomized trial comparing high and low PEEP strategies in 549 patients with ALI or ARDS found no significant difference in

mortality, ventilator-free days, ICU-free days, or organ failure-free days in the two groups.

3. - <http://www.nejm.org/doi/pdf/10.1056/NEJMoa051693>

This study randomized 180 patients with persistent ARDS (7 to 28 days after onset) to methylprednisolone (daily dose 2 mg/kg x 14 days then 1 mg/kg x 7 days) vs. placebo. Hospital mortality and 180-day survival were comparable, but patients enrolled 14 or more days after ARDS onset had increased 60-day mortality (35% vs. 8% placebo,  $p = .02$ ).

4. - <http://chestjournal.chestpubs.org/content/131/4/954.full.pdf+html>

This study of 91 patients with severe ARDS has added fuel to the debate over systemic corticosteroid use in acute lung injury. The intervention group received steroids within 72 hours of ARDS diagnosis and a slow taper. Steroid recipients had decreased duration of mechanical ventilation and ICU stay. The higher proportion of patients with catecholamine-dependent shock among controls, cross over from control to steroids in "nonresponders" at day 7, and 2:1 randomization of treatment to control are among the concerns raised since its publication

5. - <http://www.nejm.org/doi/pdf/10.1056/NEJMoa062200>

A randomized study, comparing conservative vs. liberal fluid management (via explicit protocols) applied over seven days to 1000 patients with acute lung injury. Although there was no significant difference in the primary outcome of 60-day mortality, the conservative strategy of fluid management shortened the duration of mechanical ventilation and ICU stay without increasing nonpulmonary-organ failure.

## SEPSIS.

1. [http://www.ncbi.nlm.nih.gov/pubmed/18158437?ordinalpos=10&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed\\_ResultsPanel.Pubmed\\_RVDocSum](http://www.ncbi.nlm.nih.gov/pubmed/18158437?ordinalpos=10&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_RVDocSum)

This update of the 2004 guidelines utilized a new approach for grading the evidence underlying recommendations. Noteworthy changes include elimination of the cosyntropin stim test and downgrading the recommendation to "weak" for hydrocortisone in patients with persistent shock and for activated protein C in patients with severe sepsis.

2. [http://www.ncbi.nlm.nih.gov/pubmed/18184957?ordinalpos=1&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed\\_ResultsPanel.Pubmed\\_RVDocSum](http://www.ncbi.nlm.nih.gov/pubmed/18184957?ordinalpos=1&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_RVDocSum)

RCT (N = 499) found no 28-day mortality benefit to "physiologic" doses of hydrocortisone administered within 72 hours of sepsis onset, independent of the response to a corticotropin stim test. Difficulty with patient recruitment and lower than expected mortality led to the study having a power of < 35% to detect a 20% reduction in relative risk of death.

3. [http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list\\_uids=11794169](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=11794169)

This RCT of 263 patients found benefit from early (in E.D.) aggressive resuscitation (in-hospital mortality of 30% in the goal-directed group compared to 46% in the standard therapy group). The intervention arm was noteworthy for prn use of blood transfusion and/or inotropes to maintain central venous O<sub>2</sub> sat >70%. Authors speculate the earlier aggressiveness accounts for better outcomes than previous studies of goal-directed hemodynamic optimization

## HYPOTHERMIA

1. <http://content.nejm.org/cgi/reprint/346/8/549.pdf>

This article shows that in patients who have been successfully resuscitated after cardiac arrest due to ventricular fibrillation, therapeutic mild hypothermia increased the rate of a favorable neurologic outcome and reduced mortality.

## NEPHROLOGY AND ICU

1. <http://chestjournal.chestpubs.org/content/132/4/1379.full.pdf+html>

This review article explains the various forms of hemodialysis, ultrafiltration, and hemofiltration as well as the most common ICU indications for Renal Replacement Therapy.

## LIVER AND ICU

1. <http://ajrccm.atsjournals.org/cgi/reprint/168/12/1421>

Review of the most common liver problems in the ICU as well as their management.

2. <http://onlinelibrary.wiley.com/doi/10.1002/hep.21907/abstract>

Update of the current practice guidelines for the treatment of varices, including use of antibiotics, octreotide, and IV PPI in the intensive care setting.

## ENDOCRINE AND ICU

1. <http://pmj.bmj.com/content/83/976/79.long>

This review discusses the management of diabetic ketoacidosis, hyperosmolar hyperglycemic state, hypoglycemia, hypercalcemia, thyroid storm, myxedema coma, acute adrenal insufficiency, pheochromocytoma hypertensive crisis and pituitary apoplexy in the adult population.

## SEDATION AND ICU

1. <http://www.nejm.org/doi/pdf/10.1056/NEJM200005183422002>

RCT found daily interruption of sedation in a MICU population resulted in shorter duration of mechanical ventilation and ICU stay, less total dose of sedation, and less use of diagnostic tests to work-up impaired mental status compared to the control group. No increase in short term adverse outcomes in the intervention group identified but patients were not evaluated for subtle or long-term adverse outcomes.

2. <http://jama.ama-assn.org/cgi/reprint/301/5/489>

This study is noteworthy for finding use of dexmedetomidine reduced the prevalence of delirium (54% vs 77% with midazolam) and for providing further evidence of the safety of using dexmedetomidine at higher doses and longer duration than currently approved by the FDA. There was no difference in the primary outcome, time spent at target level of sedation. Duration of mechanical ventilation was shorter with dexmedetomidine but length of ICU stay was similar.

## WEANING MECHANICAL VENTILATION

1. <http://www.nejm.org/doi/pdf/10.1056/NEJM199502093320601>

Prospective, randomized study found once daily or multiple daily trials of spontaneous breathing (T-piece or CPAP <5 cm) resulted in more rapid successful extubation than gradual weaning of pressure support or IMV.

2. <http://www.sciencedirect.com/science/article/pii/S0140673608601051>

This RCT found the combination of daily sedation holiday and daily weaning trials resulted in reduced ventilator days and reduced mortality compared to daily weaning trials alone (HR 0.68, p = .01, NNT to save one life 7).

## BMT AND ICU

1. <http://ajrccm.atsjournals.org/cgi/reprint/170/1/22>

A State of Art article that provides an excellent overview of the complications of solid organ and hematopoietic stem cell transplantation

## Additional Information

You will receive a list of articles of interest for your review before you start the rotation.

## Clinical Endocrinology and Metabolism

**MED E 7 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th year medical students

### Course Description

Previous information:

Hands-on experience in diagnosing and treating patients with endocrine diseases.

Supervision by attendings, fellows and residents on the Adult Endocrine consult and clinic services. The consultation service responds to referrals from both the VA and Shands hospitals and emphasizes teaching, both within the consult team and also directed toward the referring team.

Students are given the opportunity to see patients in various specialty clinics. Students experience a wide range of illnesses in these clinics (Diabetes, Lipid, Osteoporosis, Pituitary Tumors, Thyroid) and get exposure to thyroid ultrasound.

Weekly clinical conferences include, presentation of great cases and student presentations on clinically inspired topics.

### Course Faculty and Staff

- [Kenneth Cusi MD](#) (Co-Director)
- [Valerie Myrick](#) (Course Staff)
- [Catherine Edwards MD](#) (Director)

### Meeting Place and Time

At 8:30 a.m. CLINIC LOCATION: Medical Plaza Building, 3rd floor IMMS Clinic

### Course Materials

Consults daily with scheduled out-patient clinics and/or in-patient consult service (5 days per week). Assigned readings.

### Additional Information

Endocrinology Out-Patient clinic is located on the 3rd floor of the Medical Plaza Bldg., except for the Pituitary Clinic which is held on Fridays pm in the Neurosurgical Clinic (on the 1st Floor of the main hospital building just beside Shands Atrium and the outpatient lab and pharmacy)

## Clinical Gastroenterology

**MED E 2 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

[https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/\[3/9/2017 9:47:16 AM\]](https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/[3/9/2017 9:47:16 AM])

## Course Description

This course will provide an introduction to an understanding of common digestive and liver diseases including pathophysiology, diagnosis and treatment. The course will include inpatient consultation, outpatient, and weekly lecture series.

## Course Faculty and Staff

- [Tiffany Rhoden](#) (Course Staff)
- [Virginia Clark MD](#) (Director)

## Meeting Place and Time

TBD.

## Course Materials

Appropriate references and handouts "if available" will provided by the faculty and/ or fellows within the Division. The reference textbook to be utilized will be Gastrointestinal Disease, Schlesinger and Fordtran, 9th Edition, 2010.

The divisional website is to learn about the Faculty and what we offer. [www.medicine.ufl.edu/gastro](http://www.medicine.ufl.edu/gastro)

## Additional Information

For more information regarding contact information, etc please email Tiffany Rhoden at [Tiffany.Rhoden@medicine.ufl.edu](mailto:Tiffany.Rhoden@medicine.ufl.edu).

## Clinical Hematology

**MED E 18 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

Fourth Year Medical Student

### Course Description

Goal of the course: To understand the approach to patients with hematological problems including red cell disorders, hemostasis and thrombosis, cytopenias, and primary bone marrow disorders. Anticoagulation and perioperative management of hematologic issues will also be an empahasis. The student will be a team member of the Shands-UF Hematology inpatient consult service and see patients with attending physicians in the Hematology outpatient clinics. Activities will include weekly Hematology case conferences and other Hem/Onc teaching conferences.

### Course Faculty and Staff

- [Marc S Zumberg MD](#) (Director)

### Meeting Place and Time

E-mail Dr. zumberg at [zumbems@medicine.ufl.edu](mailto:zumbems@medicine.ufl.edu). The rotation will start at 8:30 am on the first day of your rotation. You may also page the adult hematology fellow through the hospital operator the day you begin the rotation.

### Course Materials

MEDLINE, web-based resources, clinical guidelines, and additional references including relevant textbook material provided by the faculty. Evidence-based approaches will be emphasized.

### Additional Information

We welcome and encourage your participation in this elective. The amount of inpatient vs. outpatient experience can be negotiated based on the specific interests of the students.

## Clinical Hematology/Oncology

**MED E 6 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

Fourth Year Medical Student

### Course Description

Students will work with a diverse faculty to learn the basic and applied principles for the care of patients with solid and hematologic malignancies. This [https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/\[3/9/2017 9:47:16 AM\]](https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/[3/9/2017 9:47:16 AM])

MedCat Catalog  
is primarily an outpatient clinic rotation in the oncology clinics, however some inpatient time, if desired by the student, may be negotiated.

## Course Faculty and Staff

- [Merry-Jennifer Markham MD](#) (Director)
- [Jennifer Duff MD](#) (Co-Director)
- [Sandra StClair](#) (Course Staff)

## Meeting Place and Time

Contact Course Directors by email ([merry.markham@medicine.ufl.edu](mailto:merry.markham@medicine.ufl.edu) AND [jennifer.duff@medicine.ufl.edu](mailto:jennifer.duff@medicine.ufl.edu)) at least 1 week prior for exact meeting place and time.

Most clinics are held in the Medical Plaza/Davis Cancer Pavilion, 2nd Floor.

## Course Materials

MEDLINE, HSC Library resources, web-based resources, clinical guidelines, and additional references including relevant material provided by the faculty. Evidence-based approaches will be emphasized.

## Additional Information

A weekly schedule will be provided to the student at the start of the rotation. This will outline clinic experiences and conference attendance which will be expected during the rotation.

## Clinical Ophthalmology

OPH E 1 | 4th Year Elective | Ophthalmology | Clinical Science

### Prerequisites

4th year medical student - Basic understanding of ophthalmology

This course is not open for periods 1 and 2 to non-UF students.

### Course Description

Clinical Ophthalmology is generally a 4-week elective during which time the medical student has the opportunity to rotate on a variety of sub-specialty ophthalmic services. Students will work directly with the residents, fellows, and attending physicians. The rotations in which the student can participate include cornea and external disease/general; retina-vitreous; glaucoma; oculo-plastics; pediatrics; and neuro-ophthalmology.

## Course Faculty and Staff

- [Matthew Gray MD](#) (Director)
- [Ashley West](#) (Course Staff)

## Meeting Place and Time

The student must initially come to Ashley West (352-273-7540) in the Department of Ophthalmology on the Friday before the rotation begins, or on the beginning Monday. Students are expected to be in clinic on Monday

## Course Materials

There is a hand-out which can be obtained from Ashley West in the Department of Ophthalmology. Students can ask for reading materials which are abundant and can be obtained at the Library or online through various websites. A list of course objectives will be provided in the orientation packet on the first day of the rotation.

## Additional Information

Students interested in pursuing ophthalmology residency at UF are encouraged to present at a Grand Rounds for the department. Students should let Ms. Wilson know which residents/faculty they worked with at the end of each week to allow for accurate evaluations. A grade cannot be provided until this is done.

## Clinical Pediatric Gastroenterology

PED E 6 | 4th Year Elective | Pediatrics | Clinical Science

### Prerequisites

Fourth Year Medical Student

## Course Description

On-line curriculum available

COURSE GOALS: Learn basic aspects of pediatric gastroenterology/hepatology/nutrition.

## Course Faculty and Staff

- [Christopher D Jolley MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

RG-120; 8:00am, Monday-Friday. (Outpatient and Inpatient experience)

## Course Materials

File of pediatric gastroenterology/hepatology/nutrition articles; access to Medline.

## Clinical Sciences of the Musculoskeletal System

ORTH E 1 | 4th Year Elective | Orthopaedics | Clinical Science

### Prerequisites

Senior medical student - Satisfactory completion of core clerkship rotations - Students pursuing a career in Orthopaedics should schedule this elective for no less than 4 weeks.

NOTE - Non-UF students who apply to participate in this rotation should submit the following in addition to their application: copy of transcript; photo attached to application; letter of recommendation; USMLE Step 1 score (copy of document); and a written statement of why you are interested in participating in an Orthopaedic Surgery elective with the University of Florida College of Medicine.

### Course Description

The program will be offered at UF&SHANDS

COURSE GOALS

1. Provide experience and education in the evaluation and management of musculoskeletal disorders in an inpatient, outpatient, and Emergency Room setting.
2. Students will be have supervised responsibility in patient care, receive instruction in methods of examination, diagnosis, pre-and postoperative care and surgical techniques as applied to the musculoskeletal system.
3. Students participate in daily clinical conferences.
4. Students will be assigned to one of the Orthopaedic services. There will be a limit to one extern (senior medical student) per service.

If scheduling permits, students may rotate on one or more of the Orthopaedic services during their ortho elective rotation.

### Course Faculty and Staff

- [Kendra Gordon](#) (Course Staff)
- [Richard G Vlasak MD](#) (Director)
- [Kasey Barrett Sheffer](#) (Course Staff)

### Meeting Place and Time

South Tower, OR Conference Room, 2nd Floor - 7:00 AM Mon-Fri

### Course Materials

Greene, W.B.

Essentials of Musculoskeletal Care.

Other reference sources depending on orthopaedic rotation

## Colorectal Surgery

SUR E 16 | 4th Year Elective | Surgery | Clinical Science

### Prerequisites

Successful completion of 3rd year Surgery Clerkship



## Course Description

**COURSE GOALS:** Upon completion of this course, the learner will be able to: **MEDICAL KNOWLEDGE** 1. Evaluate and discuss common presenting signs and symptoms frequently seen by the practicing Colon and Rectal surgeon. 2. Complete a general surgery History and Physical. 3. Briefly describe the operative management of basic colon and rectal surgical problems, including, but not limited to: colon and rectal cancer, benign colon problems including colonic inertia, diverticulitis, inflammatory bowel disease, anorectal and pelvic floor disorder, and application of laparoscopy. 4. Recognition of recommended cancer screening and surveillance programs for colon and rectal patients. **PATIENT CARE** 1. Demonstrate proficiency in common intern-level duties including nasogastric tube insertion, excision of thrombosed hemorrhoids, incision and drainage of perianal abscesses, and basic suturing. 2. Recognize the role of existing and emerging technology and research in the field and practice of Colon and Rectal surgery. 3. Reliably use the Internet and electronic tools as a medical resource. **PROFESSIONALISM** 1. Expand his/her exposure to, and appreciation for, a career in colon and rectal surgery and academic surgery. 2. Become more keenly aware of the opportunities available to residents in general surgery. **LEARNING ACTIVITIES:** The students who choose this rotation as an elective will participate as a member of a very busy and academic Colon and Rectal Service in the Department of Surgery at the University of Florida. He or she will become aware of the daily responsibilities of the general surgery intern, including education of 3rd year medical students and perioperative care of the surgical patient. Students will be expected to attend all General Surgery related conferences including Morbidity and Mortality Conference, Surgical Grand Rounds, Basic Science Conference and Mortality Conference, and Journal Club. Furthermore, the student will be assisting in the Operating Rooms and seeing patients in clinic. Although the curriculum is flexible, it is expected that the student will prepare for cases and conferences as any other member of the team, and will be held accountable for these. At the conclusion of the 4-week rotation, the student will present a 15-minute slide presentation on some aspect of Colon and Rectal Surgery in the didactic format to the residents. He or she should choose a faculty mentor who will assist in the assimilation and delivery of this lecture. This lecture should be evidence-based, and articles from accredited journals should be referenced.

## Course Faculty and Staff

- [Sanda Tan MD, PhD](#) (Director)
- [Joan Wysocki](#) (Course Staff)

## Meeting Place and Time

Contact the Surgery Education Office at 265-0916 several days before the start of the rotation for reporting instructions..

## Course Materials

Selected readings from Greenfield's Surgery: Scientific Principles and Practice, Fifth Edition; Colon and Rectal Surgery Text book, Second Edition - Additional readings from current journals will be assigned during the rotation orientation on the first day.

## Common and Advanced Procedures

**CM E 41 | 4th Year Elective | Community Health and Family Medicine | Clinical Science**

## Prerequisites

4th year medical student

NOTE - there is a \$50 Material and Supply fee applied, per student for participation beginning Spring 2014.

## Course Description

The development of clinical procedural skills is an important part of medical education. However, proficiency in any particular procedure is dependent on incidental exposure, which is highly variable month to month. This elective will combine simulators with clinical experience to increase exposure to and proficiency in both common and advanced procedures. The skills you learn will enhance your preparation for residency training and beyond. The following procedures will be covered: central line placement, lumbar puncture, knee arthrocentesis, shoulder injections, splinting and casting, peripheral IV placement, airway management, suturing, cryotherapy, punch biopsy, I&D of abscesses, ingrown toenail removal, stress testing, pulmonary function testing, tympanometry, arterial puncture, foley catheter insertion, chest tube insertion and the FAST exam. You will also have the opportunity to choose from a list of procedures to observe, to gain a better understanding of what the patient experiences before you will order these tests on your patients as residents.

## Course Faculty and Staff

- [Jocelyn Gravlee MD](#) (Director)
- [Bernie Amaro](#) (Course Staff)

## Meeting Place and Time

We will meet at 1:00 pm on the first Monday of the course in the Harrell Medical Education Building. Procedural activities will take place M-F with the option of additional procedural opportunities on the week-end and evenings if desired.

## Course Materials

## Additional Information

NOTE - there is a \$50 Material and Supply fee applied, per student for participation beginning Spring 2014.

## Cytopathology: Diagnosis and Screening Applications in Human Disease

PATH E 13 | 4th Year Elective | Pathology | Clinical Science

### Prerequisites

4th year Medical Student

### Course Description

This elective will provide a broad experience in Medical and Gynecologic Cytopathology in the diagnosis of human neoplasia and inflammatory and infectious diseases. Experience and knowledge in the application and interpretation of cytopathologic samples including fine needle aspirates (FNA's) of the thyroid and other masses, bronchial brush and bile duct sampling, bladder washings, cervical cytologic sampling (Pap testing), body cavity fluid cytology, as well as other diagnostic experience will be gained. Correlation with current surgical pathology materials will be performed. Experience will include use and interpretation of immunohistochemistry, human papillomavirus molecular testing, and other diagnostic methods that can be applied to cytologic cellular samples. Daily morning teaching conferences are available at 7:30AM directed to Pathology education that the student is welcome to attend. Room N1-18.

### Course Faculty and Staff

- [Larry Fowler MD](#) (Co-Director)
- [Linda Harlan](#) (Course Staff)
- [Demaretta Rush MD](#) (Director)

### Meeting Place and Time

Anatomic Pathology, Shands at UF 1st floor, entrance at the Atrium. Please arrive at 8:30 a.m. on the first day. Professional dress preferred with UF badge. Teaching conference at 7:30AM in room N1-18.

### Course Materials

Materials available for study include:

- Solomon D, Nayer R, The Bethesda System for Reporting Cervical Cytopathology,

Springer 2nd Edition

- <http://caonline.amcancersoc.org/cgi/reprint/52/6/342.pdf> for ACS screening guidelines

- <http://bethesda2001.cancer.gov/terminology.html> for Bethesda 2001 terminology

- <http://www.asccp.org/consensus/cytological.shtml> for colposcopy guidelines by TBS

- DeMay R, The Art & Science of Cytopathology, ASCP Press or the abbreviated one book text by DeMay (also by ASCP Press).

- Bibbo M Editor, Comprehensive Cytopathology, Saunders

- Geisinger, et al, Modern Cytopathology, Churchill-Livingstone

-Kurman RJ, Ronette BM, Sherman ME and Wilkinson EJ. Tumors of the Cervix, Vagina, and Vulva. AFIP Atlas of Tumor Pathology, Series 4, number 13, 2010. American Registry of Pathology.

Active clinical cases reviewed one on one with the Cytopathologist. CD ROM and glass slide teaching materials. Major current reference medical texts, cytopathology journals, ASCCP ([asccp.org](http://asccp.org)) and ASC website updates, Medline and others. Lectures, conferences and direct faculty instruction.

### Additional Information

This rotation includes active participation with pathology faculty in the Cytopathology and Surgical Pathology sign out areas, as well as patient contact within the FNA clinics. Please wear your UF badges at all times, and white coat for the FNA clinic or when observing bedside FNA procedures.

## Discovery Pathways and PRIME

COM E 7 | 4th Year Elective | Comec Chapman Education Center | Clinical Science

### Prerequisites

Students must complete the 11 session series during Phase 1 of the curriculum.

## Course Description

Promoting Resilience in Medicine (PRIME) is a longitudinal experience offered through the four years of medical student education aimed at introducing students to mind-body practices to enhance self-awareness and self-care. By providing students with skills to enhance self-awareness, self-care, mindfulness, empathy, compassion, non-violent communication, and giving them an opportunity to practice these throughout their medical student training, it is anticipated that our students will become more resilient, caring physicians.

## Course Faculty and Staff

- [Irene M. Estores MD](#) (Director)
- [Shawn Murphy](#) (Course Staff)

## Meeting Place and Time

Office hours: Tuesday and Friday morning. Please email (or call) to schedule an appointment. All emails should be sent to: [Irene.estores@medicine.ufl.edu](mailto:Irene.estores@medicine.ufl.edu)

## Electroconvulsive Therapy at UF Health Psychiatric Hospital

PSY E 4 | 4th Year Elective | Psychiatry | Clinical Science

### Prerequisites

Completion of third year clerkship

### Course Description

This elective is designed for the motivated student to develop mastery in the psychiatric technique of ECT. Students will be knowledgeable of the latest literature and advances in ECT, be able to identify patients who are good ECT candidates, evaluate and work up ECT candidates, be knowledgeable of ECT protocols, commonly used ECT anesthetics, and learn to operate both MECTA and Thymatron ECT devices, and decide on device settings and dosing for ECT. Students will learn to start I.V.s if desired, perform ECT procedures under attending supervision, learn to read an EEG from an ECT induced seizure, make decisions about PACU post-ECT agitation should it arise, become familiar with airway management, and by the end of the rotation be comfortable with the overall technique involved in ECT. Students will also be expected to train their 3rd year med student peers who may be rotating through ECT about the basic physics of ECT and its effects on human physiology, and theories of ECT mechanisms of action. Other focus will be on rapport building, team building, and use of esprit de corps to foster an efficient and enthusiastic service line.

### Course Faculty and Staff

- [Brent Carr MD](#) (Director)
- [Terry Lemesh](#) (Course Staff)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)

### Meeting Place and Time

ECT Suite; UF Health Psychiatric Hospital (VISTA), 8am

### Additional Information

For more information please contact Terry Lemesh [tjlemesh@ufl.edu](mailto:tjlemesh@ufl.edu) or 352-594-1870

## Emergency Medicine - Elective Shands

EMD E 1 | 4th Year Elective | Emergency Medicine | Clinical Science

### Prerequisites

Satisfactory completion of third year curriculum.

Non-UF students applying for this rotation must submit a current CV and letter of recommendation along with the externship application.

### Course Description

COURSE GOALS: This course will provide:

1. An introduction to acute care medicine where the student will be expected to function as a member of the physician team and actively participate in diagnosis and treatment of life-threatening illnesses. Students will be active participants in cardiopulmonary and trauma resuscitations.

2. Direct one-on-one supervision and teaching with an Emergency Medicine Attending and Senior Emergency Medicine Resident.
3. Experience in diagnosis and treatment of common ailments (i.e., wound management, treatment of ankle sprains, etc.) not routinely seen during inpatient rotations.
4. Experience in performing procedures (e.g. incision and drainage, lumbar puncture, suturing wounds, placing IVs, ABG sampling, central lines, nerve blocks, etc)
5. Ability to apply splints, and manage and dress wounds appropriately.
6. Opportunities to refine ECG and X-ray interpretation skills.
7. An understanding of how emergency room operates and how to effectively utilize its resources.
8. Study of separate curriculum from that of Required Clerkship.

### Course Faculty and Staff

- [Rachel Martin](#) (Course Staff)
- [Matthew Ryan MD, PhD](#) (Director)
- [Amy Smith](#) (Course Staff)

### Meeting Place and Time

Orientation: First Monday of the rotation, Gainesville Time and location TBA, the Emergency Medicine conference room. Students will be contacted via email.

### Course Materials

First Aid for the Emergency Medicine Clerkship, 3rd Edition, Stead and Kaufman, 2011.

### Additional Information

Rotation Shift locations:

Shands - 13;

EMS Ride Along - 1;

## Emergency Medicine Ultrasonography

EMD E 4 | 4th Year Elective | Emergency Medicine | Clinical Science

### Prerequisites

4th year medical student - Must be planning to match in emergency medicine

### Course Description

- The mission of this rotation is to train future emergency physicians in the basics of emergency limited ultrasonography and to help them become proficient emergency sonographers who will use and incorporate their knowledge to positively enhance patient care. We will focus on bedside echo, aorta, gallbladder, FAST, EFAST to include pneumothorax, renal, pelvic, central and peripheral venous access and soft tissue. Other studies include assessment of volume status, foreign body location, musculoskeletal, scrotal, ocular, dvt.

### Course Faculty and Staff

- [Rachel Martin](#) (Course Staff)
- [L. Connor Nickels MD RDMS](#) (Co-Director)
- [Amy Smith](#) (Course Staff)

### Meeting Place and Time

Emergency Room. Please email prior to first day and we will decide on schedule. times and meeting. These will vary as our schedules always vary.

### Course Materials

Ma JO, Mateer JR, Blaivas M. Emergency Ultrasound. 2nd Ed. 2008

Websites - sonoguide.com

### Additional Information

You will receive textbook on first day. You must return it on the last Friday of your 2 or 4 wk rotation.

Equipment:

2 Sonosite Turbos with 4 probes each, 2 in use in the department and 1 for educational purposes only

2 additional Sonosite Turbos available for use in trauma area, each

Multiple Phantoms available for teaching including pelvic, Internal jugular vascular access, other vascular access (peripheral, branched, pediatric) and foreign body models Minimum of 50 or 80 scans, respectively, required during 2 or 4 wk rotation Student required to save stills/video clips of all scans not performed live with Dr. Flach or Dr. Nickels for video review onto his/her own memory stick or external drive Must complete all practicums with Dr. Nickels

Must have a "case of the month" in which he/she researches the current literature regarding this subject and composes a short ppt presentation reviewing the case

Must scan on his/her own every week day that other assignments not made

Must complete scanning shifts with Dr. Nickels as assigned

\*\*\*Important: If you are scanning alone or with other students/faculty/residents besides Dr. Nickels, you are ONLY ALLOWED to scan patients who are getting a CONFIRMATORY test DURING THEIR ED STAY which will include the area you are scanning. (for example, if the patient is getting an abdomen and pelvis ct, then you can ultrasound gallbladder, aorta, renal, pelvic, appendix, any fb/abscess/cellulites within this area only. However, if the patient is getting a gallbladder scan from radiology, then you may only scan their gallbladder.)

## Family Medicine Inpatient Elective

CM E 1 | 4th Year Elective | Community Health and Family Medicine | Clinical Science

### Prerequisites

Fourth Year Medical Student - UF medical students, must have completed a senior student Sub-I prior to participating in this elective.

Student must have prior approval for the period in which they would like to rotate through this elective. Please contact Tina Engstrom, 265-9544, Box 100383-Family Medicine at Main for approval.

### Course Description

COURSE PREREQUISITES: Fourth Year Medical Student

COURSE GOALS: The students will serve as acting interns under supervision of a supervising resident and attending physician from the Department of Community Health and Family Medicine. In the rotation, the externs will develop assessment and management skills needed for the care of general medical problems through bedside teaching, didactic lectures and academic conferences.

### Course Faculty and Staff

- [Kimberly K Zinkel](#) (Course Staff)
- [Tina Engstrom](#) (Course Staff)
- [Karen L. Hall MD](#) (Director)

### Meeting Place and Time

Prior to beginning the rotation, please contact Tina Engstrom, 265-9544, Box 100383-Family Medicine at Main, to get the time and location as well as the name of the Senior Resident when beginning rotation.

### Course Materials

No special equipment.

### Additional Information

Student must have prior approval for the period in which they would like to rotate through this elective. Please contact Tina Engstrom, 265-9544, Box 100383-Family Medicine at Main for approval.

## Financial, Business, and Health Systems Aspects of Medicine

CM E 29 | 4th Year Elective | Community Health and Family Medicine | Basic Science

### Prerequisites

Students must be pre-approved if intending to schedule this course. Student must get approval from either course director.

### Course Description

COURSE REQUIREMENTS:

Advance preparation, attendance and active participation in seminar-style course sessions.

## Course Faculty and Staff

- [William L Allen JD](#) (Co-Director)
- [Ray E Moseley PhD](#) (Co-Director)
- [Bernie Amaro](#) (Course Staff)

## Meeting Place and Time

TBA (on campus)

## Course Materials

Various articles, excerpted readings, videos, and websites.

## Fixing Healthcare Delivery

**MED E 35 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

UF COM 3rd or 4th year student. Should have had at least one clinical elective before taking the course.

### Course Description

Upon graduating from medical school you will become interns and residents, and in this new role you will be delivering patient care in a health system. Some of you will be lucky enough to work in efficient, safe, and effective systems, while others will encounter systems that increase the likelihood of errors and will require you to devote longer hours to complete your work. In Fixing Healthcare Delivery you will be provided with a framework to understand the systems you are working in and the tools to improve them. Preventable errors are now the 3rd leading cause of death in the U.S. (200-400 million deaths per year). By applying manufacturing principles you will be able to create effective workflow maps (value streams) and to recognize and reduce waste. By applying the knowledge you acquired while participating in team sports you will become an effective team leader by interacting interdependently with all members of the healthcare team (patients, nurses, case managers, pharmacists as well as fellow physicians and students). You will acquire the fundamental tools to identify and correct medical mistakes including root cause analysis (RCA), fish bone diagrams, driver diagrams, Plan-Do-Study-Act cycles, and run charts. You will develop the skills to become a leader who can bring about change, and finally you will be introduced to the organizing methods used by effective politicians and revolutionaries to encourage others to help create a revolution in healthcare delivery. Each of 8 learning modules will consist of 4-5 short videos (7-15 minutes) followed by 10 multiple-choice questions. Upon completing 1-2 modules the students will participate in a 1-hour discussion session 3-4 days per week led by Dr. Fred Southwick (Professor of Medicine) and Chris Giordano (Assistant Professor of Anesthesiology). Students will problem solve in class and discuss their strategies for changing the status quo. In person class attendance is encouraged, but participation can be by Skype, or Go-to-Meeting to adapt to each student's travel needs. One to two times per week students will attend patient quality rounds with Dr. Southwick and Kelly Jacobitz, RN on North Tower 64 Medical Floor. These rounds expose students to the real life problems our patients face each day. In addition to class discussions each student will apply their learning to creating a self-improvement project consisting of several PDSA cycles. And as their final project each student will propose a quality improvement campaign that they can continue during their residency. These projects will allow students to actively improve patient care in our system and to directly apply their knowledge of systems and quality improvement. This is a 2 week, 2 credit course Learning outcomes; the student will be able to: - Explain the power of manufacturing systems and athletic principles to improve the quality, safety and efficiency of health care delivery - Organize and work effectively within multidisciplinary medical teams. - Explain how medical errors occur, and acquire the skills to determine the root causes of a specific error. - Use Plan-Do-Study-Act cycles to create new operating procedures to improve efficiency and prevent errors. - Describe the characteristics of an effective leader and lead adaptive changes within our health systems - Apply effective organizing strategies and tactics to bring about cultural changes within our health systems that will encourage the adoption of quality measures and a renewed focus on our patients.

## Course Faculty and Staff

- [Frederick S Southwick MD](#) (Director)
- [Christopher Giordano MD](#) (Other Faculty)

## Meeting Place and Time

TBA - email Dr. Southwick southf@epi.ufl.edu

## Course Materials

Book - Critically Ill: A 5-point plan to cure health care delivery by Frederick Southwick, M.D with Donna Treloar R.N., PhD Southwick Press (342 pages)  
On line videos through Coursera "Fixing Healthcare Delivery" On-Demand offering <https://www.coursera.org/course/fixinghealthcare>

## Additional Information

This course is a must for students going into Internal Medicine, Pediatrics, Surgery, Obstetrics and Gynecology, and Anesthesia.

## Flexible Psychiatry

**PSY E 2 | 4th Year Elective | Psychiatry | Clinical Science**

### Prerequisites

Satisfactory completion of third year clerkship in Psychiatry. Note, students from outside UF COM must get prior approval from Course Director.

### Course Description

Senior medical students wishing to receive additional training in a setting that does not meet the parameters described under other 4th year Psychiatry Elective offerings may choose this course. Examples include experience on the inpatient adult psychiatry services at Vista (including the Florida Recovery Center), the VA medical center inpatient and consultation services, the outpatient facility in Vero Beach, Jacksonville community psychiatry services, and others. It is preferable for students to complete all 4 weeks in the same location.

### Course Faculty and Staff

- [Jacqueline Hobbs MD, PhD](#) (Director)
- [Terry Lemesh](#) (Course Staff)

### Meeting Place and Time

To be arranged depending on the specific site/experience chosen. Contact Terry Lemesh [tjlemesh@ufl.edu](mailto:tjlemesh@ufl.edu) / 352-594-1870. Students must make arrangements with Dr. Jacqueline Hobbs about their specific experience/rotation.

### Course Materials

Vary depending on the experience chosen.

### Additional Information

Please note, those wishing to complete any portion of this elective with a Child/Adolescent Psychiatry experience and/or Consult/Emergency Psychiatry rotation should contact Dr. Mariam Rahmani and register for the Child and Adolescent Psychiatry Elective instead.

## Forensic Psychiatry

**PSY E 6 | 4th Year Elective | Psychiatry | Clinical Science**

### Course Description

Forensic psychiatry is a medical subspecialty that includes research and clinical practice in the many areas in which psychiatry is applied to legal issues. While some forensic psychiatrists may specialize exclusively in legal issues, almost all physicians may, at some point, have to work within one of the many areas in which the medical system and legal system overlap. Students will be exposed to various legal issues during their rotation. These may include:

- ; Criminal responsibility
- ; Competence, civil and criminal
- ; Child custody and visitation
- ; Psychic injury
- ; Mental disability
- ; Malpractice

The student will have the opportunity to work closely with a team of physicians as they perform evaluations and prepare a case for trial. Depending on court scheduling, students may have the opportunity to accompany the physicians as they give expert testimony in actual depositions and trials.

### COURSE GOALS:

1. Distinguish basic principles of interaction between psychiatry and the law.
2. Acknowledge how psychopathology affects one's legal status in a number of issues.
3. Attend civil and criminal depositions and trials with Dr. Silberberg and other forensic faculty.

### Course Faculty and Staff

- [Brian Cooke MD](#) (Other Faculty)
- [Susan Nobles](#) (Course Staff)



[Joel Silberberg MD](#) (Director)

- [Terry Lemesh](#) (Course Staff) [Gary](#)
- [Reisfield MD](#) (Other Faculty)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)

### Meeting Place and Time

9:00 a.m. - 5:00 p.m. Monday through Friday. Students will attend evaluations, seminars and some correctional rotations with Forensic Residents. Please report to Room 3112 at the UF Springhill Medical Office Building; 4037 NW 86th Terrace the first day.

### Course Materials

Forensic Psychiatry residency seminar materials, seminars, patients at Lowell Correctional Institution and Reception Medical Center.

### Additional Information

For more information please contact Susan Nobles at 352-265-3284 or [snobles@ufl.edu](mailto:snobles@ufl.edu)

Clearance for entering correctional facilities will need to be obtained prior to your rotation, please contact Susan Nobles at least 2 weeks prior to your rotation so she can coordinate.

## General Surgery and Organ Transplantation (Surgery IV)

**SUR E 3 | 4th Year Elective | Surgery | Clinical Science**

### Course Description

COURSE GOALS: Introduction to scientific principles and clinical measures of dealing with general surgical problems with special focus on surgical diseases of the liver and bile ducts. The service focuses mainly on surgery of the liver and neoplasms of the pancreas and on liver, kidney and pancreas transplantation. It is our intent that the students occupy a position of responsibility commensurate with their ability. They will participate in patient evaluations in the clinics, patient care on the surgical wards, in the operating room, and post-operative care on the wards and in the clinic. They will also be expected to come to conferences during the week.

### Course Faculty and Staff

- [Joan Wysocki](#) (Course Staff)
- [Kenneth Andreoni MD](#) (Other Faculty)

### Meeting Place and Time

Contact the Surgery Education Office at 265-0916 several days before the start of the rotation for reporting instructions.

### Course Materials

Textbooks and selective journal publications.

### Additional Information

There is also an opportunity to participate in clinical research that is ongoing in the division.

Students must be pre-approved for this rotation before they receive credit. Students that schedule this course, will be provided with a Global Health Elective Application, that must be reviewed and approved by Dr. DeVos at least 1 month prior to the start of the rotation. Students must obtain CISI travel insurance through UF International Center prior to final approval for travel. All travel is subject to UFIC policy.

## Health and the Environment

**COM E 1 | 4th Year Elective | Comec Chapman Education Center | Basic Science**

### Prerequisites

None

### Course Description

This course will examine the variety of ways in which the environment affects health- ranging from pollutants, to public health and sanitation, to adaptation to local diet and disease regime, to the idea of a healing environment. The course will explore these ideas via a field trip, class meetings, discussion, readings, movies, lecture and some writing.

### Course Faculty and Staff



## Meeting Place and Time

TBA

## Course Materials

Assigned readings will be posted on the website and will depend on student interest.

## History of Medicine

**CM E 23 | 4th Year Elective | Community Health and Family Medicine | Basic Science**

### Prerequisites

If there is only one student signed up for this course, it will be conducted as an independent study.

### Course Description

COURSE GOALS:

This course will provide:

1. An introduction to the general history of American medicine.
2. A special focus on the social history of American Medicine, including background for current reform efforts.
3. Opportunity to pursue special topics in the history of American medicine in greater detail, including those of special student interest or related to chosen field of specialization.

### Course Faculty and Staff

- [William L Allen JD](#) (Co-Director)
- [Nina Stoyan-Rosenzweig](#) (Co-Director) [Bernie](#)
- [Amaro](#) (Course Staff)
- [Ray E Moseley PhD](#) (Co-Director)

## Meeting Place and Time

TBA

## Course Materials

Texts: "Major Problems in the History of American Medicine and Public Health" and/or "The Social History of American Medicine," as well as relevant websites, videos, films, and articles. The course is sufficiently flexible for students to spend some of their time and efforts on topics of particular individual interest as well as exposure to diverse perspectives. If a student is traveling for interviews or off campus for some or all the two weeks and is willing and able to read the materials and participate in a Canvas discussion board on a daily basis, this course can be completed without face-to-face meetings. In order to secure the option to take the course primarily online, the student needs to contact Professor Allen in advance and obtain permission for planning purposes.

## Infectious Diseases

**MED E 9 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th Year Medical Student

### Course Description

Students will participate on the inpatient consultation service to provide first hand patient contact and apply their knowledge. There is an option to rotate at Shands or the VA Hospital (limit of 2 students per facility). There will be a weekly ID lecture as well as weekly patient management conference where challenging infectious disease cases will be discussed. Students will be allowed to leave at 5pm on the weekdays. There is no weekend call for students.

### Course Faculty and Staff

- [Christie Little](#) (Course Staff)
- [Shehla Islam MD](#) (Director)

## Meeting Place and Time

Health Science Center, Dental Tower

Rm. D2-39, 9:00am (first day)

Office: 352-294-5481

## Course Materials

There is no required course material for this elective.

"Infectious Diseases in 30 days", McGraw-Hill, is written by Dr. Frederick Southwick, faculty. This book can be purchased at the UF Bookstore.

## Intro. to Radiation Oncology

**RON E 1 | 4th Year Elective | Radiation Oncology | Clinical Science**

### Prerequisites

The student should have completed most, if not all, of their third year clinical rotations.

### Course Description

**COURSE GOALS:** The principle objective of this course is to provide the student with an intimate exposure to the examination, diagnosis and treatment of the cancer patient. Emphasis is placed on methods of physical diagnosis and include detailed instruction in head and neck examination techniques, diagnostic maneuvers in gynecological examination and workup of patients with lymphoreticular malignancies. In general, the program is structured to allow the student to concentrate his/her effort in areas that compliment career plans. This course is a tremendous opportunity for a medical student to evaluate and examine a large number and variety of cancer patients. Any student who is interested in a specialty which will interact with radiation oncologists is encouraged to use this opportunity to learn about the specialty. Approximately 250 cancer patients are seen each week in the department. The University of Florida Proton Therapy Institute in Jacksonville, FL is an excellent opportunity for the student to learn about Proton therapy. This is an off-site clinic- an extension of the U.F. Gainesville Rad/Onc clinic.

### Course Faculty and Staff

- [Robert J Amdur MD](#) (Director)
- [Nora Martin](#) (Course Staff)

## Meeting Place and Time

Shands Cancer Center - Department of Radiation Oncology, Robert J. Amdur, M.D., Chairman & Program

## Course Materials

Instruction takes place via daily new patients consultations, follow up clinics, treatment simulations, tumor conferences, implant procedures, individual faculty discussion sessions and departmental teaching conferences. Individual research projects are available and optional.

## Additional Information

The University of Florida Proton Therapy Institute (UFPTI) is located in Jacksonville, FL, the student will be responsible for their own transportation & lodging if they need to stay overnight.

## Introduction to EMS, Prehospital Care and Shands Cair

**EMD E 2 | 4th Year Elective | Emergency Medicine | Clinical Science**

### Prerequisites

Satisfactory completion of third year curriculum.

### Course Description

**COURSE GOALS:** At the end of this rotation, the student will:

1. Gain an appreciation for the role of prehospital care in the management of the critically ill or injured patient.
2. Be able to assess the appropriateness of a patient for transport by ground or air.
3. Understand, through active participation in prehospital care operations, the unique challenges of packaging, monitoring, and performing patient care in the prehospital environment.
4. Know how to access emergency medical service systems and explain dispatch principles used by these systems.
5. Gain an appreciation of the needs for prehospital education, quality assurance and research.
6. Understand integrated trauma management.

During these four weeks, you will be exposed to all aspects of emergency medical services (EMS). Your experience will include flying with Shands Cair (October through May Only - must not be taller than 6'2" and under 200 lbs.), riding on paramedic units, participating in quality assurance activities, paramedic education, and prehospital protocol assessment. You will discover the satisfaction which comes in assisting in the out-of-hospital management of the critically ill or injured patient and in knowing that your efforts can benefit the health of a community, not just an individual.

For more information about the rotation please visit our web site, <http://emergency.med.ufl.edu/education/rotations/ems-student-rotation/>.

### Course Faculty and Staff

- [Rachel Martin](#) (Course Staff)
- [Amy Smith](#) (Course Staff)

### Meeting Place and Time

By arrangement with course sponsor.

### Course Materials

Handouts and training materials are provided by the course sponsor and sponsoring agencies. Prehospital patients come from all sections of the county and all segments of society, and will be seen in the field as students ride with paramedics. The only common thread binding these patients is their need for assistance.

### Additional Information

NOTE - This course will be offered only by specific arrangement with course director/co-director.

## Introduction to Integrative Medicine

**MED E 37 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th year medical student

Primary care clerkship (MS3) in either Family Medicine or Internal Medicine

### Course Description

This 2- week elective is designed to provide students with an evidence-based and experiential understanding of integrative medicine. The students will interact with faculty members and community-based complementary and alternative (CAM) professionals during sessions of didactic instruction, small group discussion, observation in various practice settings, and field visits. A series of one-hour evidence-based presentations on five topics, including a review of the literature is included. Following each session, an assigned student presents a critique of that subject's best available randomized controlled trial. Selected topics will be chosen based on a list of complementary therapies being investigated by the National Center Complementary and Alternative Medicine. These will include acupuncture, herbal medicine, nutritional supplements, Tai Chi/yoga/ similar modalities, meditation, and hypnosis.

The students will receive an extensive syllabus that includes a list of readings, websites, educational goals, introductory materials on the topics provided, and a schedule of activities for the two-week course. As a culminating activity, the each student will prepare a case presentation and a treatment plan for a chosen disease process. One case will be chosen for presentation to the faculty and students participating in the elective. Each student will also submit brief reflective writing entries based on their experiences in their practice settings. These entries will be evaluated based by the course director using currently used rubrics for reflective writing assessments.

### Course Faculty and Staff

- [Irene M. Estores MD](#) (Director)
- [Adrian Ramos](#) (Course Staff)
- [Eric I Rosenberg MD, MSPH](#) (Other Faculty)
- [Monica Aggarwal MD](#) (Other Faculty)
- [David McMahan MD](#) (Other Faculty)
- [Marika Alois MD](#) (Other Faculty)

### Meeting Place and Time

Rm 5129, Building 1329, Health Sciences Center

### Course Materials

Recommended reading:

1. Rake D. Integrative Medicine, 2nd ed. Saunders, Philadelphia, Pa 2007
2. Jonas, W, Linde K, Walach H. "How to practice Evidence-Based Complementary and Alternative Medicine", in Essentials of Complementary and

Alternative Medicine (Jonas W and Levin J, eds) Lippincott, Philadelphia, Pa 1999.

3. Berman B, Langevin H, Witt C, Dubner R. Acupuncture for Low Back Pain. N Engl J Med 2010;363:454-61.

3. Katz, Nutrition in Clinical Practice, 2nd ed. Lippincott, Williams and Wilkins, Philadelphia, Pa 2008

Journal Articles for discussion: (other articles can be suggested by E-B faculty member participating in elective)

1. Berman B, Lao Lixing, Langenberg P, et al. Effectiveness of Acupuncture as Adjunctive Therapy in Osteoarthritis of the Knee. Ann Intern Med 2004; 141:901-910.

2. Linde K, Berner MM, Kriston L. St John's wort for major depression. Cochrane Database Syst Rev. 2008 Oct 8;(4):CD000448. Review. OR

3. Weinmann S, Roll S, Schwarzbach C, Vauth C, Willich SN. Effects of Ginkgo biloba in dementia: systematic review and meta-analysis. BMC geriatrics 1014 2010

4. Gaziano JM, Glynn RJ, Christen WG, Kurth T, Belanger C, MacFadyen J, Bubes V, Manson JE, Sesso HD, Buring JE. Vitamins E and C in the prevention of prostate and total cancer in men: the Physicians' Health Study II randomized controlled trial. JAMA : the journal of the American Medical Association 301(1):52-62 Jan, 2009

5. Paul-Labrador M, Polk D, Dwyer JH, Velasquez I, Nidich S, Rainforth M, Schneider R, Merz CN. Effects of a randomized controlled trial of transcendental meditation on components of the metabolic syndrome in subjects with coronary heart disease. Archives of internal medicine 166(11):1218-24 Jun, 2006

6. Wang C, Schmid CH, Rones R, Kalidh R, Yinh J, Goldenberg DL, Lee Y, McAlindon T. A randomized trial of tai chi for fibromyalgia. N Engl J Med 363(8):743-54, Aug 2010

Suggested Websites:

<http://ipi.oregonstate.edu> (Linus Pauling Institute at Oregon State University)

<http://www.umm.edu/altmed> (University of Maryland Medical Center)

<http://www.mskcc.org> (Memorial Sloan-Kettering Cancer Center)

<http://nccam.nih.gov> (National Center for Complementary and Alternative Medicine)

<http://www.fammed.wisc.edu/integrative> ( University of Wisconsin Madison Integrative Medicine Program)

## Additional Information

During the first week of the elective, the students participate in didactic sessions, group discussion and experiential learning. During the second week, they will be assigned in pairs to different practice settings either at UFHealth or in the community as described in the schedule that follows:

\*Students will be assigned in groups of two to one participating practitioner and will be with that practitioner for four days of that week. The practitioners and practice settings they will observe include integrative medicine, acupuncture, primary care and spinal manipulative therapies. These UF faculty and community-based practitioners have been identified and upon approval by UF COM will be invited to participate as preceptors for this elective.

\*\*Students will reconvene on last day of elective for presentations, which will be attended by the course directors and other students enrolled in the elective.

## Maternal-Fetal Medicine

**OBG E 4 | 4th Year Elective | Obstetrics and Gynecology | Clinical Science**

### Prerequisites

This course is open only to senior students who specifically plan to pursue a career in Obstetrics and Gynecology.

### Course Description

The objectives of this course are as follows:

To diagnose and treat medical complications of pregnancy.

To perform and interpret a basic screening ultrasound examination.

To apply prenatal diagnosis tests such as serum analyte screening, CVS, amniocentesis, cordocentesis, and cell-free fetal DNA assessment.

To develop skills in interpreting antepartum fetal assessment tests such as the NST, CST, biophysical profile, and doppler velocimetry.

To critically discuss major subject areas in perinatal medicine, such as cesarean delivery, diabetes in pregnancy, and prenatal diagnosis.

To learn the names and uses of common surgical instruments.

To learn the indications for use of different suture materials.

### Course Faculty and Staff

- [Patrick Duff MD](#) (Director)

### Meeting Place and Time

Students should report to the Harrell Medical Education Building, Room 210 at 7:30 am on the first Monday of the rotation.

**Course Materials**

Reading assignments will be distributed prior to the start of the elective.

**Additional Information**

Students will be evaluated on the basis of their clinical performance in the High Risk Obstetrics Clinic, Prenatal Diagnosis Clinic, Labor and Delivery Suite, and in the special tutorials with the course director. There are no night-time or weekend assignments.

**McKnight Brain Institute Research**

**PSY E 14 | 4th Year Elective | Psychiatry | Clinical Science**

**Prerequisites**

4th year medical student

**Course Description**

This elective will improve the student's understanding about the neuronal substrates that compromise the brain reward system. In addition, the student will have insight in the role of brain stress systems in drug withdrawal. If the IACUC requirements are met, the student can participate in rodent experiments. In our laboratory, we investigate the brain areas that mediate the negative affective state of drug withdrawal. The main models that are used are rodent intra-cranial self-stimulation and rodent drug self-administration. Current research focuses on nicotine and opioid dependence.

**Course Faculty and Staff**

- [Adrie Bruijnzeel PhD](#) (Director)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)
- [Terry Lemesh](#) (Course Staff)
- [Carol Mathews MD](#) (Co-Director)

**Meeting Place and Time**

TBA

**Course Materials**

Study material will be provided at the beginning of the course by one of the course directors

**Additional Information**

For more information please contact Terry Lemesh at 594-1870 or [tjlemesh@ufl.edu](mailto:tjlemesh@ufl.edu)

**Medical Student Clerkship in Emergency Critical Care**

**EMD E 5 | 4th Year Elective | Emergency Medicine | Clinical Science**

**Prerequisites**

BCC 7180 Required Emergency Medicine clerkship; for externs, one month of Emergency Department

**Course Description**

The purpose of this course is to introduce senior Medical Student with career goals in Emergency and or Critical Care Medicine to gain significant exposure, education and experience, in Emergency Critical Care; specifically the acute assessment, and management of medical, traumatic and pediatric resuscitations. Students will be scheduled to work shifts in the Resuscitation area of the Shands UF Emergency Department and will work closely with faculty, residents and fellows in the management of the highest acuity cases that present to the ED. Students are expected to become integrated into the care team. Students will also spend significant time in the department's simulation lab learning and perfecting critical care procedures and resuscitation skills.

**Course Goals:** This course is designed for the MS4 who has completed the EM requirement and has a career interest in EM. This course will provide a focused experience in Emergency Critical Care including airway management, and care of Trauma, Sepsis, Respiratory failure, Acute MI's, Strokes and other acute severely ill patients. The student will be paired with an EM resident or Critical Care fellow during shifts and be active participant in the care team in the Resuscitation module of the ED.

**Course Objectives:** Demonstrate the ability to rapidly assess the critically ill and injured.

Obtain an AMPLE history, and perform a focused problem based examination.

Demonstrate ability to perform ACLS algorithms for V-fib arrest, stable and unstable V-tach and tachyarrhythmias, and bradycardia.

Demonstrate the ability to read ECG and interpret then above arrhythmias.

Demonstrate ability to manage respiratory distress including BiPAP, intubation, and ventilator management.

Demonstrate ability to interpret ABG

Demonstrate the ability to calculate ISS score

Demonstrate the ability to calculate APACHE II score

Demonstrate the ability to perform follow up on patients resuscitated in the ED

Teaching Methods: Assigned readings, Direct patient care, Simulation, On-line lectures and procedural video demonstrations.

Feedback: Directly from Residents, fellows and faculty during shifts. Mid-clerkship review sessions with clerkship director, program director or EM CCM faculty.

Student Portfolio: Procedure log, APACHE II and ISS scores of patients seen during shifts, Case log, Simulation performance evaluations.

Evaluation: Clinical evaluations by supervising resident, fellow and faculty; Simulation performance, End of clerkship written exam.

Competencies:

Objectives: ACGME competencies covered by each objective:

PC=Patient care, PL=Practice Based Learning, MK=Medical Knowledge, IC= Interpersonal Communication, Pr= Professionalism, SP= System Based Practice

DO=Direct Observation

Vsim=Simulation

CE=Case examples

Assessment & Treatment:

1. Demonstrate ability to rapidly perform history and physical exams in critically ill patients. (1) (PC)[DO]
2. Describe the dosages, indications and contraindications of pharmacologic interventions for shock, cardiac failure, dysrhythmias, sepsis, trauma, toxins, respiratory failure, hepatic failure, renal failure, and neurologic illnesses. (1) (PC)[DO, Vsim]
3. Demonstrate appropriate prioritization of diagnostic and therapeutic interventions in critically patients. (1) (PC, MK)[DO, Vsim]
4. Demonstrate an understanding of the appropriate use of consultants in critically ill patients. (1) (PC, MK, IC, Pr, ) [DO]
5. Demonstrate an understanding of the ethical and legal principles applicable to the care of critically ill patients. (1) (PC, PL, MK, IC, Pr, ) [DO, CE]
6. Demonstrate the ability to notify family of patient's death in professional and compassionate way. (1) (PC, Pr, IC) [DO]
7. Understand the pathophysiology of hypertensive emergencies including acute pulmonary edema, acute renal failure, stroke and encephalopathy. (1) (PC, MK, IC, ) [CE, DO]
8. Understand the typical evaluation for acute mental status depression including indications for intubation. (1) (PC, MK) [CE, DO]
9. Discuss differential diagnosis of acute mental status changes. (1) (PC, MK) [DO]
10. Know and be able to discuss all toxidromes for which a specific antidotes exists or which can be treated with hemodialysis. (1) (PC, MK) [CE, DO]
11. Demonstrate understanding of "Do not resuscitate" orders, advance directives, living wills and brain death criteria. (1) (PC, PL, MK, IC, Pr, SP) [CE, OD]
12. Demonstrate thorough knowledge of antibiotic selection in critically ill patients. (1) (PC, MK) [DO, CE]

Trauma:

1. Demonstrate the ability to perform the following procedures: oral endotracheal intubation, nasotracheal intubation, cricothyrotomy, tube thoracostomy. (1) (PC, MK) [DO, VP, Vsim]
2. Understand the appropriate evaluation and resuscitation for geriatric trauma patients with multiple injuries. (1) (PC, MK, IC, ) [DO, CE, ]
3. Understand the different diagnostic and treatment variations in penetrating vs. blunt trauma. (1) (PC, MK) [CE, Vsim]
4. Understand the management of major trauma as outlined in ATLS. (1) (PC, MK) [CE, DO, Vsim]

Cardiac:

1. Demonstrate the ability to perform the following procedures: Transvenous cardiac pacing, External Cardiac Pacing. (1) (PC, MK) [CE, DO, Vsim]
2. Demonstrate knowledge of the various etiologies of cardiac arrest and the corresponding therapeutic approaches. (1) (PC, MK) [CE, DO]
3. Demonstrate knowledge of the factors affecting blood flow, oxygen delivery and oxygen consumption in shock and cardiac arrest. (1) (PC, MK) [CE, DO, Vsim]
4. Demonstrate ability to recognize dysrhythmias associated with cardiac arrest and knowledge of ACLS protocols for their treatment. (1) (PC, MK) [CE, DO, Vsim]
5. Understand the dosages, indications and contraindications for pharmacologic therapy during cardiac arrest and following resuscitation. (1) (MK, PC) [CE, DO, Vsim]
6. Demonstrate the ability to interpret pressure waveforms from CVP, RA, RV, PA and PCWP. (1) (PC, IC, MK) [CE, DO]
7. Understand the sensitivity and specificity of ancillary studies for life threatening chest pain presentations including EKG, chest x-ray, cardiac enzymes, and arterial blood gases. (1) (PC, MK) [CE, DO]
8. Discuss the proper management of and therapeutic options for STEMI. (1) (PC, MK) [CE, DO]
9. Demonstrate ability to safely perform internal and external defibrillation. (1) (PC, PL, MK, IC, ) [CE, DO, Vsim]
10. Describe the clinical findings of cardiogenic shock and outline therapy for cardiogenic shock. (1) (PC, MK) [CE, DO]

Resuscitation:

1. Demonstrate understanding of the Fick equation and its application in monitoring shock states. (1) (PC, MK) [CE, DO]
3. Demonstrate ability to diagnose and treat shock, sepsis, fluid and electrolyte abnormalities, cardiac failure, cardiac dysrhythmias, acute renal failure, and toxicologic emergencies. (1) (PC, MK) [CE, DO, Vsim]

Severe Sepsis:

- Demonstrate the ability to perform the following procedures: Central Venous Line, Subclavian or Internal Jugular (1) (PC, MK) [PC, MK]  
Demonstrate knowledge of and ability to perform Early Goal Directed Resuscitations in severe sepsis (1) (PC, MK, PL, SBP)[CE, DO, Vsim]

Neurologic:

1. Differentiate between ischemic and hemorrhagic Stroke. (1) (PC, MK) [CE, DO]
2. Demonstrate knowledge of current recommendation for the treatment of acute ischemic Stroke, Hemorrhagic Stroke,(1) (PC, MK) [CE, DO]
3. Demonstrate ability to calculate NIH stroke score. (PC, MK, IC, SBP) [CE, DO]
4. Discuss the rationale for deciding which patients should or should not receive fibrinolytic therapy including timing, imaging, clinical course and risk- benefit analysis. (PC, MK, SBP, Pr) [CE, DO]
5. Demonstrate ability to provide patient & family with information in understandable format to permit informed consent on the decision to institute or withhold thrombolytic therapy. (1) (MK, PC, IC) [CE, DO]

Critical Care Monitoring:

1. Demonstrate the ability to perform the following procedures: Arterial line placement, central intravenous catheter placement, CV pressure monitoring of volume resuscitation. (1) (PC, MK, SBP) [DO, Vsim]
2. Demonstrate the ability to use and interpret data from ECG monitors, ECG's, Central venous pressure monitors and other hemodynamic monitoring, arterial and central venous blood gases, pulse-oximetry, end tidal CO2 monitors and ventilators. (1) (PC, MK, IC) [CE, DO]
3. Understand current modalities of non-invasive hemodynamic monitoring including US, pulse contour and impedance cardiography. (1) (PC, MK) [CE, DO]
4. Demonstrate the ability to safely perform procedural sedation for emergent procedures, including use of narcotics, benzodiazepines, and hypnotics. (PC, MK,) [CE, DO]

Advanced Airway Management

1. Demonstrate at least 3 methods of definitive airway control when standard oral tracheal intubation fails. (1)(PC, MK) [DO,VP, Vsim]
2. Develop a written personal difficult airway algorithm on pocket card. (1)(PC, MK) [DO,VP, Vsim]
3. Be able to recite their personal difficult airway algorithm. (1)(PC, MK) [DO]
4. Demonstrate their ability to perform each procedure involved in their personal difficult airway algorithm. (1)(PC, MK) [DO,VP]
5. Demonstrate their ability to use the personal difficult airway algorithm in case scenario (1)(PC, MK) [DO, Vsim]
6. Demonstrate ability to write ventilator orders (1) (PC, MK) [DO, Vsim]
7. Demonstrate the ability to manage a patient on a ventilator and non-invasive respiratory support (CPAP BiPAP). (1) (PC, MK)[DO]
8. Demonstrate ability to manage the airway during cardiac arrest, including mouth-to-mask ventilation, bag-valve-mask ventilation, endotracheal intubation, cricothyroidotomy, and recognition of the obstructed airway. (1) (PC, MK)[DO, VP]
9. Demonstrate ability to perform nasopharyngeal and bronchoscopy. (1) (PC, PL, MK, IC, Pr, SP) [DO,VP]
10. Demonstrate ability to wean patient from ventilatory support. (1) (PC, MK) [CE,DO]

**Course Faculty and Staff**

- [Rachel Martin](#) (Course Staff)
- [Amy Smith](#) (Course Staff)
- [Rohit Patel MD](#) (Director)

**Meeting Place and Time**

Shifts will be scheduled in the Shock-Trauma unit of the Emergency Department.

**Course Materials**

Required Textbook: Tintinalli's Emergency Medicine:  
A Comprehensive Study Guide, 7e

**Minimally Invasive Surgery and Gastro Esophageal Surgery**

**SUR E 19 | 4th Year Elective | Surgery | Clinical Science**

**Prerequisites**

4th year student

**Course Description**

Clinical rotation on the Minimally Invasive Surgery Service

## Course Faculty and Staff

- [Joan Wysocki](#) (Course Staff)
- [Jeff Friedman MD](#) (Other Faculty)

## Meeting Place and Time

Contact Michele Silver in the Surgery Education Office for reporting instructions.

## Course Materials

Provided during course

## Neonatology Elective

**PED E 3 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

Grade of "B" or better in Pediatric Clerkship.

### Course Description

COURSE GOALS: This course will provide an introduction to newborn intensive care that will include, but not be limited to:

1. An organized approach to the total care of complex, sick newborn patients.
2. An understanding of common neonatal respiratory disorders.
3. An understanding of neonatal fluid, electrolyte and nutritional support.
4. Neonatal resuscitation and stabilization.
5. Neonatal invasive procedures.
6. Ethical issues in neonatal medicine.

### Course Faculty and Staff

- [David J Burchfield MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

### Meeting Place and Time

NICU, 7:30am.

### Course Materials

Recommended: Avery's Neonatology, Pathophysiology, and Management of the Newborn.

### Additional Information

In-house call one night per week (will follow the 80-hour rule as established in the Department of Pediatrics).

## Nephrology: Clinical Consult Service

**MED E 1 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th year medical students

### Course Description

This course will provide:

1. In-depth analysis and comprehensive teaching of fluid and electrolyte, and acid-based disorders
2. Daily teaching by Division of Nephrology fellows and faculty
3. Practical experience in the evaluation and treatment of inpatients with acute and chronic renal failure, hypertension, proteinuria and the nephrotic syndrome, fluid and electrolyte disturbances, and renal parenchymal disease
4. Inpatient management of patients requiring acute or chronic hemodialysis, hemofiltration, acute peritoneal dialysis, and continuous ambulatory peritoneal dialysis
5. The opportunity to observe and assist with invasive procedures, including percutaneous renal biopsy and internal jugular and femoral catheter placement



6. Outpatient experience in the management of patients with all forms of hypertension, chronic renal failure, fluid and electrolyte disturbances, systemic diseases with renal involvement, and the nephrotic syndrome

## Course Faculty and Staff

- [Amir Kazory MD](#) (Director)

## Meeting Place and Time

Students should report to the Nephrology Office; CG-98; 9:00 AM on first day of rotation. Please contact the course director 2-4 weeks before initiation of your course (email: [amir.kazory@medicine.ufl.edu](mailto:amir.kazory@medicine.ufl.edu))

## Course Materials

Handouts and text book will be provided.

## Neuroscience Teaching and Review

**NSC E 1 | 4th Year Elective | Neuroscience | Basic Science**

### Prerequisites

Completion of Clinical Neuroscience in 2nd year curriculum with a grade of 85% or better. TA must be available for most of the course, and should not miss more than 5 days in the 4 week course.

NOTE: Completion of the Becoming an Effective Resident elective (listed under Pathology) - BERT is required to receive credit as a TA.

### Course Description

Neuroscience Teaching and Review is an elective for 4th year medical students who want to review and to teach the basics of Medical Neuroscience. Medical Neuroscience is designed to introduce students to the broad concepts involving: the principles of cellular neuroscience; the gross and microscopic organization of the central nervous system; functional systems; functional deficits following a CNS lesion; and higher cortical functions. Introductory clinical neuroscience concepts will be emphasized.

## Course Faculty and Staff

- [Maryam Rahman MD MS](#) (Co-Director)
- [Ronald Mandel Ph.D.](#) (Director)
- [Ashley Seymour](#) (Course Staff)
- [Louis A Ritz PHD](#) (Co-Director)

## Meeting Place and Time

North Learning Studio for lab and lectures

## Course Materials

Medical Neuroscience textbook; Haines Neuroanatomy atlas; numerous online materials

### Additional Information

Students heading for neurology, neurosurgery, psychiatry or radiology are encouraged to take this elective. The course offers the opportunity to interact with residents in neurology and neurosurgery, and to share your experiences with the 1st year class.

## Neurosurgery Elective

**NSU E 1 | 4th Year Elective | Neurosurgery | Clinical Science**

### Prerequisites

Fourth year student.

### Course Description

During the four week rotation, students will function as an integral part of the faculty led team caring for patients on the neurosurgery service at Shands Hospital at UF and the Malcolm Randall VA Medical Center. Students will be given a weekly schedule, including call days.

Rotating students are expected to demonstrate an enthusiasm for their work and an active interest in learning the nuances of advanced neurosurgical care. Students will round each morning with the resident and attending teams, and will then be encouraged to spend time in the operating room.

Students will be expected to learn about neurosurgical conditions, their diagnosis, and treatment. Students will spend the majority of their time in the

MedCat Catalog  
operating room participating in a wide breadth of neurosurgical operations. Students will also assist the junior and senior residents in direct patient care, in the neuro-intensive care unit and the neurosurgical floor. Students will spend at least two days in outpatient clinic during their time on the service. Opportunity will also be given to spend time in subspecialty areas and clinics, such as endovascular neurosurgery and stereotactic radiosurgery.

Students will attend the department's daily teaching conference. Weekly lunches will be scheduled with the rotating student and selected Faculty. During these lunches didactic topics will be covered, as well as general mentoring regarding career development in Neurosurgery. Students will also be encouraged to participate in departmental functions and social activities on an ad hoc basis.

## Course Faculty and Staff

- [Gregory Murad MD](#) (Director)
- [Ashley Kolosky](#) (Course Staff)

## Meeting Place and Time

Daily @ 7:00 a.m. in Neurosurgery Conference Room, L2-101 (2nd Floor of the UF Brain Institute)

## Course Materials

1. A course booklet including material covered in the tutorial series will be provided.
2. Handbook of Neurosurgery: Mark Greenburg MD Sixth or Seventh Edition.

## Additional Information

### COURSE GOALS AND OBJECTIVES

#### 1. General Skills

- (a) Clinical examination - To perform a competent neurological evaluation including relevant history and neurological examination.
- (b) Radiology - To understand the fundamentals of x-ray and computerized (CT, MRI) imaging of the spine and head, including normal and common pathological entities.
- (c) Emergent management - To understand the clinical manifestations of acute and chronic intracranial hypertension, as well as other neurosurgical emergencies (infection, spinal cord compression, trauma, etc.) and principles of emergency management.

#### 2. Intracranial Disease

- (a) Head injury - To recognize the spectrum of mild, moderate and severe head injury and to diagnose and initiate its management.
- (b) Brain tumors - To understand the broad categories, presenting symptoms and management principles of brain tumors, including indications for surgical intervention and adjuvant therapies.
- (c) Cerebrovascular disease - To differentiate common headache syndromes with emphasis on recognition, diagnosis and management of subarachnoid hemorrhage. To recognize presenting symptoms and signs of occlusive cerebrovascular disease, and general diagnostic and treatment strategies including indication for carotid surgery.

#### 3. Spinal Disease

- (a) Spinal trauma - To diagnose and initiate acute management of spine fracture, dislocation and spinal cord injury.
- (b) Degenerative disease - To evaluate and initiate management of spinal degenerative disc and spondylotic disease, and to recognize neural compression syndromes and indications for surgical intervention.

#### 4. Hydrocephalus.

- (a) To identify signs and symptoms of hydrocephalus and know the management options in children and adults.

#### 5. Peripheral Nerve Disease

- (a) To diagnose and initiate the management of peripheral nerve injury and common nerve entrapment syndromes.

### ACHIEVING THE GOALS AND OBJECTIVES

The goals and objectives of the medical student program are achieved in the 4 week rotation by: 1. Exposure to neurosurgery patients in the clinical care setting, 2. Daily departmental conferences, 3. Series of tutorials covering general neurosurgery topics, 4. Neurosurgery clinics, 5. Emergency call and 6. Operating room experience.

#### 1. Clinical service

The neurosurgery service at Shands Hospital UF is divided into multiple services consisting of faculty, a senior resident, a junior resident and, on some services, an intern. Medical students will have the opportunity to work with all services over the 4 week rotation. The student will rotate through the services and will come under the direct mentorship of the senior resident for each service. The services are generally divided by subspecialty area, and allow a student to focus on one subset of neurosurgical disease, although all services also care for general neurosurgical patients.

During the rotation students may be assigned patients by the mentoring senior resident (usually 2 patients per week). The student is responsible for presenting these patients on morning rounds and is expected to complete all floor duties related to those patients including writing orders/daily notes etc. It is expected that the student is in communication with the resident members of his or her team throughout the day to be sure that all tasks related to the service are completed.

#### 2. Daily Departmental Conferences

Neurosurgical conferences are held daily, Monday through Friday, from 7:00am to 8:00 am.

## 2. Daily Departmental Conferences

Neurosurgical conferences are held daily, Tuesday through Friday, from 7:00am to 8:00 am.

- a) A review of the TTP cases is held the 1st and 3rd Tuesday morning (L2-101).
- b) Preoperative conference is held the 2nd and 4th Tuesday (L2-101). Cranial and spinal cases are emphasized each week.
- c) ABNS or ACGME Milestone conference is held each Wednesday (L2-101) and involves a resident presentation for ABNS Board review or Medical Knowledge milestone.
- d) Grand Rounds conference is held the 1st and 3rd Thursday morning (L2-101) and involves a topic review.
- e) Infection Task Force or Readmissions conference is held the 2nd Thursday (L2-101) and involves a detailed review of topic in alternating weeks.
- f) Journal Club is (L2-101) held monthly. The student will be provided with an article to critique and present.
- g) Neuropathology/Neuroradiology conference is held the 3rd Friday morning of each month (L2-101) and involves case presentations by the attending neuropathologist and the attending neuroradiologist.
- h) Brain tumor board is held every Tuesday afternoon at 4:00 pm (L2-101) and involves a multidisciplinary discussion of all brain tumors operated the previous week.
- i) Epilepsy conference is held every Wednesday morning at 8:30 am (LG 116) and involves a detailed review of the preoperative data on epilepsy patients.

## 3. Tutorials

### 4. Neurosurgery Clinics

Students are expected to attend clinic on at least one Thursday at Shands, and one Tuesday at the VA. At this clinic the student will be assigned patients to interview, examine and present. Students are also invited to participate in any of the clinics listed on the timetable. During the final week of the rotation the student may be asked to interview a new patient for 45 minutes. The student will be assessed on clinical history and physical examination performance.

### 5. Emergency call

To obtain exposure to acute neurosurgical conditions it is expected that the student takes call on the same schedule as their senior resident mentor.

### 6. Operating room experience

Operating room attendance is encouraged and guidance as to which surgeries to attend should be obtained from the senior resident. All surgeries concerning patients for whom the student is responsible should be attended. Level of participation in the surgery is up to the attending present but where possible the student should be scrubbed in.

### 7. Oral presentation skills: The student is expected to perform a 15-minute presentation at morning conference in the final week of the 4 week rotation.

This presentation may be about any neurosurgical or neuroscience topic. This is an opportunity for students to present research that they may be working on during or prior to medical school. Other options include interesting case reports or brief topic reviews. Faculty from the department are available to help in preparing this presentation.

## Non-surgical Orthopaedics and Sports Medicine

ORTH E 4 | 4th Year Elective | Orthopaedics | Clinical Science

### Prerequisites

Satisfactory completion of third-year clerkships

### Course Description

**COURSE GOALS:** To increase the student's knowledge of assessment and management techniques for outpatient musculoskeletal and sports medicine injuries. Student's will rotate in orthopaedics clinics including the UF Runner's Clinic. Students will also have the opportunity to observe testing conducted on athletes in the UF Sports Performance Center. This course will emphasize appropriate history-taking, physical examination, radiologic testing, and treatment for patients with a variety of musculoskeletal problems and demonstrate the different approaches of surgical and non-surgical Sports Medicine specialists. This course is recommended for all students interested in treating musculoskeletal and sports injuries whether they are considering a career as a primary care physician or specialist.

### Course Faculty and Staff

- [Kevin R. Vincent MD, PhD](#) (Director)
- [MaryEllen Paulk](#) (Course Staff)
- [Jason Zaremski MD](#) (Co-Director)
- [Daniel Herman MD, PhD](#) (Other Faculty)

### Meeting Place and Time

Second Floor of the Orthopaedic and Sports Medicine Institute on Hull Road, Monday - Friday 7:45 a.m. - 5:00 p.m.

## Course Materials

Selected readings will be suggested by attending physicians regarding commonly treated Musculoskeletal and Sports Medicine Injuries.

## Otolaryngology - Surgical Elective

OTOL E 1 | 4th Year Elective | Otolaryngology | Clinical Science

### Prerequisites

None

### Course Description

COURSE GOALS:

1. To acquaint students considering careers in otolaryngology with the management of the most common otolaryngologic disorders they will encounter in their practice.
2. To better prepare students to independently manage patients with routine otolaryngologic disorders by allowing them to evaluate and treat such conditions under the supervision of a faculty member.
3. To review and enhance the student's knowledge of head and neck anatomy and to train students in the performance of a complete head and neck exam.
4. To educate students as to the proper utilization of otolaryngologic consultation.
5. To provide a detailed understanding of the management of obstructive sleep disorders, otitis, allergic rhinitis, sinusitis, hoarseness, tonsillitis, common head and neck cancers, and hearing problems via small group discussions and direct patient care.

### Course Faculty and Staff

- [Neil Chheda MD](#) (Director) [Kari](#)
- [Waite](#) (Course Staff)

### Meeting Place and Time

ENT Office, M2-228 on the first day of rotation. Kari will give you a schedule and needed materials.

### Course Materials

Ear, Nose, and Throat Diseases: A Pocket Reference by W. Becker, H.H. Naumann, & C.R. Pfaltz

### Additional Information

Must return any and all materials borrowed during your rotation by the last Friday.

4 week elective designed for students interested in pursuing otolaryngology as a career.

## Outpatient HIV/AIDS Elective

MED E 42 | 4th Year Elective | Internal Medicine | Clinical Science

### Prerequisites

Completion of third year medical school

### Course Description

During the two or four-week Outpatient HIV/AIDS Elective, students will have exposure to HIV infected patients being treated longitudinally in a multitude of settings - hospital based clinics (UF Health and NF/SG VA), a Federally Qualified Healthcare Center (FQHC), and Florida Department of Health Clinics. Students will be part of a multidisciplinary team including physicians, pharmacists, case managers, social workers, nurses and clerks providing primary and specialty care to these patients. The ambulatory HIV rotation will allow students to develop competencies in systems-based practice and interpersonal/communication skills by delivering care within a multidisciplinary team caring for chronically ill patients. Students interested in additional clinical exposure to OB and pediatric patients with HIV should contact the course director prior to registering for the course.

### Course Faculty and Staff

- [Christie Little](#) (Course Staff)
- [Gary Wang MD](#) (Director)
- [Jennifer Janelle MD](#) (Other Faculty)
- [Zoe Muller MD](#) (Other Faculty)
- [Asmita Gupte MD](#) (Other Faculty)

## Meeting Place and Time

Students should contact Dr. Gary Wang at least 6 weeks prior to the first day of the rotation to arrange a daily schedule, meeting place, and time

## Course Materials

There is no required course material for this elective.

## Additional Information

PARTICIPATING CLINIC SITES:

1. VA Infectious Diseases Clinic (NF/SG VA)
2. UF Health/Shands Infectious Diseases Clinic at Medical Plaza (3rd Floor Medical Specialties Clinic)
3. Azalea Health: 1213 Florida 20, Interlachen, FL 32148
4. Columbia County Health Department: 217 NE Franklin St, Lake City, FL 32055

Students may find the following resources helpful.

- Principles and Practice of Infectious Disease, Mandell, et. al., Current Edition
- Infectious Diseases clinical conferences and journal club
- VA HIV teaching rounds
- Department of Medicine Grand Rounds
- Up-to-Date
- HIVMA guidelines
- Department of Health and Human Services Guidelines available at <http://aidsinfo.nih.gov/guidelines/>
- Florida/Caribbean AIDS Education and Training Center resources

## Pain and Addiction

**PSY E 10 | 4th Year Elective | Psychiatry | Clinical Science**

### Prerequisites

None

### Course Description

COURSE GOALS: This course will provide:

1. A comprehensive assessment & treatment model that includes:
  - a) physical factors (physical structures, "pain generators"),
  - b) biologic (co-morbid illness, nutrition, addictive substances, non-addictive medications, opiates) and
  - c) emotional / behavioral factors (mood, anxiety &/or addiction disorders; stress management, lifestyle adjustment).
3. A review of neuroanatomy and neurophysiology as it applies to acute and chronic pain, and nociceptive and neuropathic pain.
4. A review of the pharmacology of local anesthetics, analgesic drugs (both opioid and non-opoid), and adjunctive medications (antidepressants, anticonvulsants, etc.)
5. An introduction to the evaluation of patients presenting with chronic pain disorders, with particular attention to identification & management of comorbid mood, anxiety, sleep, &/or substance use disorders.
6. Development of comprehensive, multi-modal, individualized treatment plans pertinent to each patient unique combination of contributing factors.

### Course Faculty and Staff

- [Gary Reisfield MD](#) (Co-Director)
- [Terry Lemesh](#) (Course Staff)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)
- [William Hollifield MD](#) (Director)

## Meeting Place and Time

UF MOB at Springhill, 3rd floor; NW 39th Avenue; Gainesville, FL 32606 - Monday through Friday, 7:45 AM to 5:00 PM

## Course Materials

1. The Selfish Brain; Robert L. Dupont, M.D.
2. The Biochemical Basis of Neuropharmacology; Cooper, Bloom and Roth
3. Select journal articles and online readings associated with particular cases, patient experiences

4. Wide variety of patient populations and treatment settings (FRC-Residential, FRC-Impaired Professional, Meridian, VA, VA-ambulatory, TPC Village (JAX), Gateway (Jax), Stewart Marchman (Daytona), outpatient pain and iatrogenic addiction programs and UF Student Mental Health

### **Additional Information**

For more information please contact Terry Lemesh [tjlemesh@ufl.edu](mailto:tjlemesh@ufl.edu) 352-594-1870

## **Pancreas/Biliary Surgery**

**SUR E 20 | 4th Year Elective | Surgery | Clinical Science**

### **Prerequisites**

4th year medical student

**Course Description** TBA

### **Course Faculty and Staff**

- [Joan Wysocki](#) (Course Staff)
- [Jose Trevino MD](#) (Director)

### **Meeting Place and Time**

Please contact Michele Silver in the Surgery Education Office for reporting instructions.

### **Course Materials**

Textbooks and selective journal publications.

### **Additional Information**

TBA

## **Pathology Teaching Elective - Cardiovascular System**

**PATH E 18 | 4th Year Elective | Pathology | Basic Science**

### **Prerequisites**

Successful completion of the basic science curriculum

NOTE: Completion of the Becoming an Effective Resident elective (listed under Pathology) - BERT is required to receive credit as a TA.

### **Course Description**

The purpose of this 2nd year course is to review pathologic manifestations of disease that affect specific organ systems and the laboratory alterations useful in diagnosis and following the course of disease. Students will participate in the Cardiovascular course as teaching assistants supervised by the Course Director or pathology faculty responsible for teaching the pathology of a particular organ system. Students will instruct/assist in laboratories and discussion groups; attend lectures and may participate in surgical or clinical pathology practice as appropriate for the topics being covered in the course; students may also elect to participate in improving teaching materials.

### **Course Faculty and Staff**

- [William E Winter MD](#) (Director)
- [Linda Harlan](#) (Course Staff)

### **Meeting Place and Time**

Students will attend all of the scheduled laboratories and lectures while they are on this rotation. Other meetings will be scheduled as needed.

Email Deena Weiss for details.

### **Course Materials**

Robbins and Cotran, Pathologic Basis of Disease, 8th Edition, 2010; Course handouts.

### **Additional Information**

One way to learn is to teach. If you can teach a topic, you likely will need to master that topic through scholarship, reflection and integration. Take the challenge!

## Pediatric Cardiology

PED E 1 | 4th Year Elective | Pediatrics | Clinical Science

### Prerequisites

Fourth year medical student

### Course Description

This is a course in clinical pediatric cardiology. The goals are as follows:

1. Develop cardiovascular physical examination skills. Distinguishing an innocent murmur from structural congenital heart disease in an ambulatory clinical setting.
2. Develop an approach to the Diagnosis of the critically ill neonate with congenital heart disease by understanding a pathophysiological as well as an anatomical/morphological approach.
3. Understand oxygen transport as it is applied to congenital heart disease.
4. Develop skill in the interpretation of the pediatric electrocardiogram and chest roentgenogram. In addition, develop an appreciation for the diagnostic capability of echocardiography in the management of children with congenital heart disease.

This rotation will focus on outpatient evaluation of children with a variety of congenital heart lesions. These patients will be new referrals to Pediatric Cardiology and those patients returning for follow-up evaluation. Each student will see three to five patients during a half-day session and will be precepted by the cardiology staff involved in those clinics. This arrangement provides detailed one-on-one teaching with the staff cardiologist.

Students also attend teaching and patient care clinical conferences.

### Course Faculty and Staff

- [Jennifer Co-Vu](#) (Director) [Meghan](#)
- [Lopez](#) (Course Staff)

### Meeting Place and Time

Human Development Bldg., Room HD313; Arrive at 7:30 AM on day 1 of the rotation. Call 352-273-5542 with any questions.

### Course Materials

1. Introductory and reference textbooks of pediatric cardiology. We will provide core curriculum of articles for students' initial review.
2. Personal instruction in physical examination using the cardiology patient simulator "Harvey" available.
3. Pathological demonstrations of common congenital heart lesions.

## Pediatric Cardiology - Jacksonville

PED E 2J | 4th Year Elective | Pediatrics | Clinical Science

### Prerequisites

4th year medical students

### Course Description

Students will spend one month with the Pediatric Cardiology faculty in Jacksonville. The experience will allow for broad exposure to problems in pediatric cardiology through direct patient contact in the cardiology clinic as well as observation in the echocardiography and catheterization laboratories and in the operating room. Each student's month will be tailored according to their interests.

### Course Faculty and Staff

- [Jose A. Etedgui MD](#) (Director)
- [Randall M Bryant MD](#) (Other Faculty)
- [Frank J Genuardi MD, MPH](#) (Other Faculty) [Robert](#)
- [F. English MD](#) (Director)
- [Stephanie Lacey DO](#) (Other Faculty)
- [Brandon Kuebler MD](#) (Other Faculty)
- [Thomas Moon MD](#) (Other Faculty)
- [Daniela Neagu MD](#) (Other Faculty)
- [Chelsea Rountree](#) (Course Staff) [Dani](#)
- [Brown](#) (Course Staff)
- [Andrea Kropf](#) (Course Staff)
-



## Meeting Place and Time

Pediatric Education Office, 841 Prudential Drive, Suite 1130 - 11th Floor, Aetna Building, Jacksonville, FL  
8 a.m.

## Course Materials

Syllabus of articles pertaining to congenital and acquired heart disease as well as rhythm disturbances will be given to students rotating on the elective.

## Additional Information

Please contact Dr. Moon for questions regarding this course.

## Pediatric Critical Care Medicine

**PED E 11 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

Successful completion of 3rd year pediatrics clerkship

### Course Description

COURSE GOALS:

1. The student will become familiar with a systematic approach to recognizing, assessing, and stabilizing the critically ill child.
2. The student will gain experience in some of the technical aspects of caring for the critically ill child, including venous access, arterial access, airway management, and critical care ultrasound. This also includes knowing the indications and contraindications for interventions and understanding how to interpret laboratory and physiologic data.
3. The student will gain experience in assisting in the care of postoperative children.
4. The student will gain experience with applied physiology and pharmacology of all organ systems, with special emphasis on the central nervous, cardiovascular, renal and respiratory systems.

### Course Faculty and Staff

- [Torrey D. Baines MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

Shands PICU, 0730 to 1700 daily, with optional call responsibility. Brief orientation after rounds on the first day. Call PICU Fellow cell phone at (352) 494-8383 if directions needed.

## Course Materials

Standard textbooks on pediatric critical care medicine are available within the intensive care unit. Key articles are located in the 'Library' folder on the PICU shared drive. In addition, students are expected to use the online Health Science Library resources to look for evidence-based articles on topics and the online pharmacy information.

## Additional Information

There is an ICU attending, an ICU fellow and a pediatric resident in the unit every night providing supervision and teaching.

## Pediatric Diabetes Camp

**PED E 22 | 4th Year Elective | Pediatrics | Clinical Science**

### Course Description

Students will live in cabins with campers with type 1 diabetes and experience a variety of activities with the campers. Students will shadow medical staff and participate in responsibilities include insulin dosing, helping with food choices at mealtimes, quality control of glucometers, troubleshooting insulin pump dosing and problems, as well as glucose checks during the day and overnight. Students will have hands-on experience with the daily management of diabetes in children and teens, and observe the importance of play and social attachment in children with chronic medical conditions. Students will learn a tremendous amount about the management of type 1 diabetes while having fun!



**Course Faculty and Staff**

- [Elizabeth Fudge MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

**Meeting Place and Time**

Session 1: July 13 and 14 Orientation; Camp July 15-23

Session 2: July 27-28 Orientation; Camp July 29-August 5

**Course Materials**

Textbooks and reference materials will be available at medical facilities

**Pediatric Endocrinology/Diabetes Clinical Clerkship**

**PED E 8 | 4th Year Elective | Pediatrics | Clinical Science**

**Prerequisites**

4th year medical student

**Course Description**

Endocrinology Elective: Goals

The goal of this elective is to allow the resident or student to acquire sufficient familiarity with common pediatric endocrine problems to deal with them intelligently at the general pediatric level including an appreciation of the range of normal variation in growth and development and when referral to a pediatric endocrinologist is indicated.

Successful completion of the elective should allow you to approach the pediatric shelf examination with confidence and meet long-term professional career goals. By completing the elective in pediatric endocrinology you should not expect to become proficient in the field. Nevertheless, by participating in the various activities of the division in the hospital, in outpatient clinics, and in diabetes summer camping and weekend retreat programs, the resident will be exposed to a diversity of pediatric endocrine problems.

In clinic you will work with diabetes educators, nutritionists, research coordinators, and members of the Psychology department who assist in difficult psychosocial cases. You are encouraged to talk to all personnel associated with the multiple aspects of our clinical and research practice to learn more about pediatric endocrinology. You will be expected to interact courteously and professionally with all team members (professionalism, communication).

In order to ensure that all residents have adequate exposure to all aspects of pediatric endocrinology, residents or students attending diabetes camp (July or August) will be asked to separate their rotation into 2 week blocks such that they will have 2 weeks of the rotation during a non-camp month. We will work with you as well as the chief residents and medical school to coordinate your rotation for the best possible educational experience.

The Division of Pediatric Endocrinology has produced a detailed curriculum which will introduce you to the field of pediatric endocrinology. You will be expected to read the curriculum and engage in further reading/literature searches as needed for patient care and to satisfy your curiosity.

You will be given a copy of Styne's Pediatric Endocrinology to use as your primary reading source during the rotation. This must be returned before you complete the rotation. You are strongly encouraged to read this brief review of pediatric endocrinology in its entirety during your rotation. (PBL, medical knowledge, professionalism).

**A. Specific Objectives**

Residents and students taking this elective will be expected to attain the necessary skills to manage common pediatric endocrine problems. The endocrine syllabus has been divided into three categories in which different degrees of expertise are expected at the termination of the rotation. These are: Highly competent, i.e. the resident should acquire detailed knowledge of the topic and be able to diagnose and manage most patients with this condition and recognize those requiring referral for definitive diagnosis and treatment. Competent, i.e. the student should acquire general knowledge of the condition and be able to diagnose and treat with consultative help. Aware, i.e. the resident or student should be aware of the condition but should refer the patient to the subspecialty service for evaluation and management.

**1. Highly**

Competent Short

stature

Failure to thrive

Obesity

Puberty-normal variations

Adrenarche

Thelarche

Gynecomastia

Delayed puberty

## 2. Competent

Childhood goiter  
Congenital hypothyroidism  
Acquired hypothyroidism  
Precocious puberty  
Cryptorchidism  
Turner syndrome  
Klinefelter syndrome

## 3. Aware

Diabetes mellitus in children  
Education of the family of a newly diagnosed patient  
Outpatient management  
Diabetic ketoacidosis  
Complications of diabetes  
Adrenal insufficiency Congenital adrenal hyperplasia  
Hypoglycemia  
Cushing syndrome  
Growth hormone deficiency and therapy for non-GH deficiency states  
Thyroid nodules, carcinoma  
Disorders of the adrenal medulla  
Adrenal and gonadal tumors  
Endocrine hypertension  
Ambiguous genitalia  
Epidemiology, etiology, and prevention of Autoimmune endocrinopathies  
Disorders of calcium, phosphate, and Vitamin D (other than nutritional rickets)  
Parathyroid deficiency states  
Hyperparathyroidism  
Metabolic bone disease  
Neonatal calcium and phosphate disorders  
Disorders of water balance  
Diabetes insipidus (central, nephrogenic)  
SIADH  
Hyperlipidemia

## B. Specific Learning Experiences

### 1. Inpatient Service

You will be expected to follow patients on the inpatient and consult services. Student should pre-round on inpatients and consults so that rounds flow smoothly and there is time for teaching. Students are expected to be on time for rounds. Students are expected to present their patients accurately and concisely. Students are expected to read about their patients and participate actively in rounds. The attending on service will coordinate with the resident and the on service fellow how inpatients and consults will be assigned. (professionalism, practice based learning, medical knowledge, patient skills).

### 2. Outpatient Clinics

Clinic experiences are available all day Monday, Tuesday afternoon, all day Wednesday, and Friday morning (see Schedule below). Students will be expected to be on time for clinics. Clinic attendance will be the primary focus of the elective as the majority of pediatric endocrinology involves outpatient work-up. Students will be working under the direction of an Attending Physician. Patients will be put into rooms by the Nurse. Take this time to review the chart. Students should refrain from discussing the patient or reviewing the chart in any general area. Make sure that the door is closed in the Clinic Conference Room when patients are being discussed. (PBL, medical knowledge, professionalism) Patients should be seen promptly and courteously. Residents will identify themselves to the patient, obtain the history and perform the physical examination, and present to one of the clinic Attendings who will review the history and physical findings with the patient/patient's family. Residents are expected to dictate all Endocrine patients. Students will not be required to dictate. Residents are expected to dictate all new Diabetes patients. Residents and students should fill out a clinic note on returning Diabetes patients, but do not need to dictate them. Please dictate/write up charts promptly- at the end of the day at the latest (professionalism, PBL, patient skills).

### 3. Nutrition

In the first week of the rotation, residents should schedule a session with our nutritionist to discuss the nutritional aspects of Diabetes and Obesity with a focus on carbohydrate counting and low fat diets (medical knowledge).

#### 4. Diabetes Education

In the first week of the rotation, residents should schedule a session with one of the C.D.E.'s to discuss practical aspects of diabetes management. Attending the education session for a newly diagnosed diabetes patient is a priority and will be encouraged in lieu of attending clinic. This session should include discussions on the various types of meters, insulin delivery devices, etc. (medical knowledge).

#### 5. Referrals to the Endocrine Service

Every Tuesday morning, residents will review with the attending the previous week's referrals to the endocrine service. Residents will be expected to make recommendations as to whether/how quickly the new referrals should be seen based on a review of the chart and reading (PBL, medical knowledge).

#### 6. Fellow's Journal club

Residents should attend the monthly fellows' journal club (Tuesday noon to 1:30PM). Residents will be expected to have read the articles assigned by the attending (medical knowledge, PBL).

#### 7. Fellow's Core Conference

Students and Residents are expected to attend the weekly Core Conferences (Thursday noon to 1:30) where a didactic lecture will be given by a fellow or attending related to an important topic in pediatric endocrinology. We recognize the potential conflict with the Core lecture series of the Residency Program, so the decision on which lecture to attend will depend on the lecture topic and the interests of the resident.

#### 8. Student Pediatric Endocrine Presentation

The last Thursday of the rotation, students are expected to present a 30 minute review of a topic which was of interest during the rotation. The presentation should include a short literature review of the topic (PBL, medical knowledge).

#### 9. Endocrine Testing

Early in the rotation, residents should acquire a familiarity with provocative hormone testing by observing/assisting with a test. These are usually scheduled for Monday and Friday mornings during Endocrine Clinic (PBL, patient skills, medical knowledge).

#### 10. On Call

Residents/Students will be expected to be on call an average of every fourth night during the rotation. Call will be from home. Residents will not directly get phone calls from patients or physicians. These will go to the fellow/attending on call. Residents/students will be notified if the fellow/attending has to go to the ER/hospital and will be expected to meet the fellow/attending and participate in the evaluation and treatment of the patient. If the resident is sleep deprived from having had to come to the hospital, she/he should notify the attending by 8 AM so they can be relieved of their duties for the day.

Students will be evaluated by all pediatric endocrine attendings with whom they have had contact and with the Division nurses/nutritionists with whom they have worked.

#### C. Weekly Schedule

These are guidelines and flexibility is possible within the schedule

##### Monday

- o 7:30 AM In-patient rounds
- o 8:00 AM Endocrine clinic
- o Noon 1st and 3rd Monday Endocrine conference for in-patient resident team (44 conference room)
- o 1:00 PM Diabetes clinic

##### Tuesday

- o 8:00 AM M morning report followed by in-patient rounds
- 8:30 AM Laboratory follow-up/inpatient rounds
- o 12:00 Journal Club (once per month)
- o 1:00 PM Obesity/lipid clinic
- o 1:00 PM (1st & 3d Tues) diabetes clinic

##### Wednesday

- o 8:00 AM Diabetes clinic
- o 1:00 PM Diabetes clinic- every other week

##### Thursday

- o 8:00 AM Morning report
- o 8:30 AM In-patient rounds
- o 10:00 AM Teaching conference
- o 12 noon Core conference

##### Friday

- o 7:30 AM inpatient rounds
- o 8:00 AM Grand Rounds
- o 9:00 AM endocrine clinic

Outreach clinic: Daytona Beach by telemedicine every other week, with annual visit for 2 days

We welcome you to our Department and hope to make this a fun and instructive month for you. Please feel free to approach any of us with questions, concerns or suggestions.

## Course Faculty and Staff

- [Elizabeth Fudge MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

Pediatric Subspecialty Clinic at Medical Plaza, 0830 or Pediatric morning report at 0800. An e-mail will be sent to you the Thursday prior to your first day with instructions for the first day of clinic.

## Course Materials

1. Core curriculum presentations and associated key articles are available online <Y:\USERS\ENDO\Pediatric Endocrine Core Lectures>
2. Textbooks in pediatric endocrinology are available in faculty offices and you will be provided a pediatric endocrinology review book to use during the rotation

## Additional Information

\*A new course will be offered for students wishing to be counselors at the Diabetes Camps. Diabetes camp sessions are:

July 13 - July 23 Session 1

July 27 - August 5 Session 2

\*Orientation is the first 2 days of each session and there can be some flexibility on these dates if you have other course conflicts

## Pediatric Hematology/Oncology

**PED E 5 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

3rd Year Pediatrics

### Course Description

**COURSE GOALS:** This is a primarily outpatient based elective. The student will attend pediatric hematology/oncology clinic on unit 41 5 days per week. There, s/he will see patients in conjunction with the attending physician, perform exams, and establish a treatment plan. There will be a wide variety of patients to be seen including those with malignancies on treatment or following completion of treatment, children and adolescents with benign hematology problems including anemia, sickle cell anemia, hemophilia and other disorders. New consults will also be seen in clinic and/or the inpatient hematology/oncology/stem cell transplant service. The student will participate in the regular conferences of the Division.

## Course Faculty and Staff

- [William B Slayton MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

Unit 41 and Pediatric Inpatient Service 8:00am - 5:00pm, Monday-Friday.

## Additional Information

No required on-call responsibilities.

## Pediatric Infectious Diseases

**PED E 4 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

Fourth year medical student

### Course Description

**COURSE GOALS:** The student will evaluate pediatric patients admitted to the inpatient service with infectious disease problems as well as those patients for whom consultations are requested by other services. He/She will discuss the patients with the inpatient attending, review pertinent literature and write consultation or service notes. Additional experience includes attendance in clinics held each Monday [Infectious Diseases], Wednesday [ HIV / AIDS], and Thursday [Infectious Diseases / Travel Clinic]. He/She will be expected to see new and return patients independently, including obtaining

history and physical examination, and then present their findings to the clinic attending. Review of the literature regarding interesting patients is expected. He/She is expected to read about common topics in these areas during the rotation.

#### Goals Objectives Competencies

Key: P=Professionalism, MK=Medical Knowledge; PC=Patient Care; IC=Interpersonal Communication; SBP=System Based Practice, PBLI=Practice-based Learning & Improvement

#### Goals for Pediatric Infectious Diseases

- ; To gain a working knowledge of how to approach, evaluate and manage patients with infectious diseases. (PC,MK)
- ; To understand how a consultation service provides patient care. (PC,MK,IC)
- ; Work up new patients in outpatient clinic (second year).(PL,MK)
- ; Develop a greater understanding of how to use anti-infective and anti-inflammatory medications, and passive and active immunizations in the treatment and prevention of infectious diseases.(PC,MK,SBP)
- ; Develop skills as a life-long learner relative to infectious diseases using information sources, and evidence-based medicine data and principles (MK, PBLI)
- ; Develop skills as a physician teacher (IC,P)

#### Objectives for Pediatric Infectious Diseases

- ; Complete 4-8 inpatient consultations (written or dictated) and follow them as the primary consultant re: follow-up, communicating with and teaching other students/residents involved the case. (PC,MK,IC)
- ; Complete 3-4 outpatient consultations.(PC,MK)
- ; Research at least one topic (of your own interest) related to ID to present to the group.(MK,PBLI)
- ; Prepare and give a 10-15 minute didactic presentation (with the help of the Faculty) to the Blue Team as part of their ID education (MK , PBLI)
- ; Complete at least one - Evidence-based Medicine search, identify one appropriate EBM article, analyze it and present your analysis to the attending / ID team. (MK,PBLI)
- ; Prepare a case in Morning Report Format with specific objectives for discussion and have a brief (<10 minute) summary/discussion in response to the important aspect(s) of the case (MK,PBLI)

#### Specific Topics to be addressed

- 1) Antimicrobial Therapy - decision making, choices, potential side effects, risks/benefits
- 2) Antiviral Therapy - indications, decision making, potential side effects, risk/benefit
- 3) Antifungal Therapy - indications, decision making, potential side effects, risk/benefit
- 4) How to use the Red Book - what information is in there
- 5) How to use an antibiotic handbook and learn from it The Sanford Guide to Antimicrobial Therapy 41st ed., Editors - Gilbert, Moellering, Eliopoulos, Chambers, Saag. 2011 www.sanfordguide.com
- 6) The "Standard" ID Evaluation and Work-up
- 7) Approach to FUO
- 8) Complications of "Routine" or Common Infections in Children
- 9) Approach to the Evaluation of a Child with "Too many infections!"
- 10) How to receive / give the best ID consult and how to use your consultant
- 11) Identification/characterization of pediatric patients at high risk for infection (e.g. CF, neonates/premature infants, Immune deficiency, Immune suppression, etc.)
- 12) Active and Passive Prophylaxis for "High Risk Patients"
- 13) Evaluation and Management of Neonatal HSV Infection
- 14) Evaluation and Management of Pediatric HIV Infection
- 15) Prevention of Perinatal HIV Transmission - the pediatrician's role

#### Course Faculty and Staff

- [Robert M Lawrence MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

#### Meeting Place and Time

Academic Research Building, Rm. R1-118, 8:00am Monday-Friday.

#### Course Materials

1. Textbooks available in division.
2. Library/Internet search as needed.
3. Recommended Bibliography

Evidenced-Based Medicine, Sackett 2005 \* Principles and Practices of Pediatric Infectious Diseases, Long/Pickering/Prober \* Virology, Fields \* RedBook 2009 Report of the Committee on Infectious Diseases, 28th ed. AAP 8 Sanford Guide to Antimicrobial Therapy 41st ed. Editors - Gilbert, Moellering 2011. www.sanfordguide.com

#### Additional Information

[https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/\[3/9/2017 9:47:16 AM\]](https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/[3/9/2017 9:47:16 AM])

Student is expected to give a 20- 30 minute presentation (knowledge or information about a condition, disease process or medical treatment / intervention by the end of rotation on an area of interest in Rheumatology, ID, or Immunology. A separate EBM presentation will also be expected --> clinical scenario, PICO question, literature search and analysis of the EBM paper and its applicability to the original clinical scenario.

## Pediatric Neurology

**PED E 25 | 4th Year Elective | Pediatrics | Clinical Science**

### Prerequisites

4th year medical student with successful completion of pediatrics as a 3rd year

### Course Description

#### Description

The overarching goal of the child neurology In-patient/Intensive Care Unit/Emergency Room/Consult/Outpatient rotation is to learn the skills needed to care for children with a wide range of neurological disorders presenting acutely to the hospital for inpatient services or to the outpatient child neurology clinic.

#### Goals and objectives

1. Participate in the management of in-patients under the direct supervision of more senior residents and attending physicians, both on the general Pediatric Neurology services and on the specialized services (Intensive Care Unit or Emergency Room). (Patient care)
2. Learn to obtain a comprehensive history and perform an appropriate general physical and neurological examination, localizing the neurological problem, generating an appropriate differential diagnosis, and developing a cost-effective plan for the further evaluation and management of the patient. (Patient care)
3. Master communication skills and appropriate medical knowledge for your level of expertise. (Patient care)
4. To have opportunity each week, as part of the Grand Rounds experience, to witness a staff physician interview and examine a patient, and discuss the differential diagnosis, and management of the case. (Patient Care)
5. During the rotation, the student will have opportunities available to learn neurosciences, focused on the full spectrum of neurological disorders, their management and the possibilities for related clinical research. The student may participate in didactic and clinical conferences, including Journal Club, research conferences, Neuroradiology conferences, Electrophysiology conferences, Clinical Case Conferences. One attending physician will present to the student live cases seen over the previous weeks to assess and mold the trainees' thinking processes. (Medical Knowledge)
6. Meet with the attending physician to hold patient-based clinical teaching rounds each day. (Medical Knowledge)
7. Expected to communicate with other team members to discuss the patients admitted to hospital. The medical students will be expected to read in detail about the disorders in patients for whom they have cared. Each medical student will also be expected to present a challenging neurological case at a monthly Friday Pediatric Neurology Conference. The live case-based rounds conducted each week, as part of the Neurology Grand Rounds, allows for vigorous group interaction in order to optimize patient care. (Practice-based Learning)
8. Have the opportunity to observe attending physicians obtain histories, perform examinations, and discuss impressions and plans with families, such as in the live patient part of weekly Neurology Grand Rounds. This permits role modeling. Conversely, the students will be observed in their history taking and development of rapport with children/patients. They will be observed in the inpatient service, intensive care unit, emergency room, and consultation settings. The approach to patients also is emphasized to foster their sensitivity to young children. The importance of developing interpersonal skills and open communication is emphasized in an on-going, daily basis by all staff member. (Interpersonal and communication skills)
9. Ethical issues and sensitivity to diverse patient populations are continually monitored by attending physicians, a point that cannot be overemphasized at a Center with as much patient population diversity as is seen at Shand's Hospital-University of Florida. The medical students will also be expected to treat with sensitivity and respect all physician extenders (Register nurses, Advanced Register Nurse Practitioners), nurses, para-professional personnel, secretaries on all the in-patient services and outpatient services. (Professionalism)
10. To review practice guidelines, found in part on the Child Neurology Society website and the American Academy of Neurology website, with child neurology staff physicians. (System-based practice)

#### Suggested textbooks and reading materials

1. Child Neurology: A Sign and Symptom approach. 6 Edition. Fenichel.
2. Neurology in Clinical Practice. 6 edition. Daroff, Fenichel, Jankovic, Mazziotta.
3. Localization in Clinical Neurology 6 edition. Brazis, Masdau, Biller
4. Neurological Differential Diagnosis. 2 edition. John Patten
5. Pediatric Practice: Neurology. 1 edition. Carney, Geyer

### Course Faculty and Staff

- [Peter Kang MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

### Meeting Place and Time

8 am on the day of start in Morning Report at Shands Childrens Hospital

**Course Materials**

pediatric neurology readings will be recommended by the faculty

**Additional Information**

Email Dr Edgard Andrade and Meghan Lopez at least 2 weeks before start of the elective.

**Pediatric Palliative and Hospice Medicine**

**PED E 29 | 4th Year Elective | Pediatrics | Clinical Science**

**Course Description**

This rotation exposes the medical student to the interdisciplinary approach to caring for pediatric patients with chronic and life-limiting medical conditions across the care continuum. The student will be a part of the different teams caring for these children and their families at different points in their journey including: in-patient acute care hospital (Wolfson Children's Hospital), the medical home (Bower Lyman Center for Medically Complex Children) and within the community (Community PedsCare). The student will have the opportunity to participate in goals of care family meetings with the inpatient consult service. The student will be able to follow patients longitudinally from the hospital to home and to outpatient clinic visits. The student will be paired with an interdisciplinary team from the Community PedsCare Program and conduct home visits including child life, psychosocial and chaplaincy support.

**Course Faculty and Staff**

- [Chelsea Rountree](#) (Course Staff)
- [Dani Brown](#) (Course Staff)
  
- [Kelly Komatz MD](#) (Director) [Anne](#)
- [Elliott MD](#) (Other Faculty)
- [Jeffrey Goldhagen MD](#) (Other Faculty)

**Meeting Place and Time**

Pediatric Education Office, 841 Prudential Drive, Suite 1130-11th floor, Aetna Building, Jacksonville FL 8 a.m.

**Course Materials**

Textbook of Interdisciplinary Pediatric Palliative Care – Editors: Wolfe, Hinds, Sourkes; Palliative Care for Infants, Children, and Adolescents – Editors: Carter, Levetown, Friebert; Pediatric Palliative Care Consultant – Editors: Hunt, Protus, Winters, Parker.

**Additional Information**

This is designed to learn about caring for complex pediatric patients who are living with chronic medical conditions. The rotation is mostly clinical with some consults in the local children's hospital. You will learn about the systems of care necessary to care for these children outside of the hospital setting.

**Pediatric Pulmonary Medicine**

**PED E 17 | 4th Year Elective | Pediatrics | Clinical Science**

**Prerequisites**

4th year medical student

NOTE - This course will not be offered for the 2016/2017 academic year.

**Course Description**

This elective is based on inpatient and outpatient experience with children followed by our service for chronic and acute respiratory problems. The student will attend the pediatric pulmonary clinic, see patients on the inpatient service, and in consultation with other clinical services. Based on the student's preferences, the time spent on each of these can be adjusted. There will be a wide variety of patients, including infants and children with cystic fibrosis, asthma, congenital lung malformations, and chronic lung disease of infancy. Students will be introduced to pulmonary diagnostic tests such as pulmonary function testing, flexible bronchoscopy, sleep studies and radiologic evaluation of lung disease. The student will participate in the regular conferences of the Pulmonary Division, where he/she will interact with a multi-disciplinary team involved in the care of children with lung disease.

**Course Faculty and Staff**

- [Meghan Lopez](#) (Course Staff)

## Meeting Place and Time

Room D2-15 (Pediatric Pulmonology office) 8:30 am on first day of rotation

## Additional Information

NOTE - This course will not be offered for the 2015/2016 academic year.

Please contact Brenda Martin at 273-8380 the week before your rotation so that she can prepare a set of articles and CDs to be used during the elective

## Pediatric Renal Clinical Rotation

PED E 2 | 4th Year Elective | Pediatrics | Clinical Science

### Prerequisites

4th year medical student

### Course Description

The student will evaluate new patients and/or interesting return patients during morning clinics each week. He/She will be asked to see the consultations on the Inpatient Service and to perform a literature search on the patient problem. All patients will be reviewed with the pediatric renal attending. The student will attend daily round and conferences with the pediatrics renal attending. At least one patient will be reviewed with the student daily. The student will be encouraged to review pertinent literature as related to each patient.

### Course Faculty and Staff

- [Nirupama Gupta MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

### Meeting Place and Time

Pediatric Clinic and Inpatient Service Areas 8:00am-5:00pm, Monday-Friday and 9:00am-12:00pm on weekends as assigned.

### Course Materials

Lectures and handouts.  
Core lectures.  
Patient Care care conferences  
Renal pathology conferences every month.

## Pediatric Rheumatology

PED E 26 | 4th Year Elective | Pediatrics | Clinical Science

### Prerequisites

Fourth year medical student

### Course Description

The student will evaluate pediatric patients in clinic and admitted to the inpatient service with immunodeficiencies and autoimmune/rheumatologic problems as well as those patients for whom consultations are requested by other services. He/She will discuss the patients with the inpatient attending, review pertinent literature and write consultation or service notes.

Additional outpatient experience includes attendance in clinics held each Monday [Rheumatology], Tuesday [Immunology/Rheumatology], Wednesday [Rheumatology], and Friday [Rheumatology]. He/She will be expected to see new and return patients independently, including obtaining history and physical examination, and then present their findings to the clinic attending.

Review of the literature regarding interesting patients is expected. He/She is expected to read about common topics in these areas during the rotation.

### Course Faculty and Staff

- [Akaluck Thatayatikom MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)



## Meeting Place and Time

TBA:

Please call the main office at:

352-294-5252 to contact the on-service attending for the specific schedule and meeting times.

Clinic Location:

4th floor of shand's hospital infusion room for pediatric subspecialties.

Inpatient rounds: 4

## Course Materials

Textbook of Pediatric Rheumatology by Cassidy and Petty. "PRINTO"

website for educational materials for patients and families.

Up To Date website: section on pediatric rheumatology and immunology.

## Additional Information

Please call the main office at:

352-294-5252 to contact the on-service attending for the specific schedule and meeting times.

Clinic Location:

4th floor of shand's hospital infusion room for pediatric subspecialties.

Inpatient rounds:

4200 (green team rounding room).

Also, rounds with consultants on other services.

## Pediatric Surgery

### SUR E 1 | 4th Year Elective Surgery | Clinical Science

## Prerequisites

Completed 3rd year surgery clerkship.

## Course Description

Cognitive Domain: 1. Evaluate and discuss common problems frequently seen in pediatric surgery; 2. Complete a written pediatric surgery History and Physical; 3. Briefly describe the operative management of basic pediatric surgical diseases, including but not limited to: pyloric stenosis, appendicitis, hernias, cryptorchidism, intussusception, congenital anomalies, neonatal bowel obstructions, trauma evaluation and resuscitation, and common childhood solid tumors. Psychomotor Domain: 1. Demonstrate proficiency in common intern-level duties including nasogastric tube insertion, excision of skin lesions, obtaining IV access and basic suturing. 2. Recognize the role of existing and emerging surgical technology and research in the field and practice of pediatric surgery. 3. Reliably use the Internet and electronic tools as a medical resource. Affective Domain; 1. Expand his/her exposure to and appreciation for a career in pediatric surgery and academic surgery. 2. Become more aware of the opportunities available to residents in surgery. 3. Appreciate the influence of research as it applies to pediatric surgical problems. The Division of Pediatric Surgery strives to provide the senior student an extensive exposure to major surgical problems in infants and children; including newborn anomalies, airway problems, solid tumors, acquired diseases, and trauma. General surgical principles and techniques, preoperative assessment, and postoperative care are emphasized with externship responsibility.

## Course Faculty and Staff

- [Saleem Islam MD](#) (Director)
- [Joan Wysocki](#) (Course Staff)

## Meeting Place and Time

Department of Surgery (N6-10); Pediatric Surgery; 352-273-8825 Call office to obtain time and place to meet for the first day on the rotation.

## Course Materials

Prepared student syllabus; Selected readings from surgical texts (chapters on Pediatric Surgery) and additional readings from current journals will be assigned during the rotation for regular conferences and teaching.

## Additional Information

Pediatric Surgery is the last true bastion of General surgery and incorporates the added advantage of being able to care for children and neonates of all ages. The variety of cases we see are unparalleled and offer an insight into embryologic and other considerations. The Sub I will be allowed to function

[https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/\[3/9/2017 9:47:16 AM\]](https://medcat.medinfo.ufl.edu/catalog/reports/full-catalog/[3/9/2017 9:47:16 AM])

fully as an intern by seeing consults, taking care of floor patients and operating. The Sub I will take a week of night calls as well and at the end of this rotation will become well versed at time management and handling rapid patient turnover! As this is a very busy service, you can expect to be well trained in handling consults, taking care of floor patients and ED consults as well. Research (clinical) opportunities are available as well. The student will be given an opportunity to present a clinical condition to the faculty before the end of the rotation.

Most of all -- its FUN!

## Physical Medicine and Rehabilitation Elective

**ORTH E 3 | 4th Year Elective | Physical Medicine and Rehabilitation | Clinical Science**

### Prerequisites

Satisfactory completion of third-year clerkships.

### Course Description

**COURSE GOALS:** To increase the student's knowledge of assessment and management of persons with severe impairment and disability following neurologic (e.g. stroke, traumatic brain injury, spinal cord injury) or musculoskeletal (e.g. multi-trauma, arthroplasty) injuries who will benefit from comprehensive inpatient rehabilitation. This course will emphasize medical aspects of managing a patient in rehabilitation over a course of time to improve the functional outcome and enhance community reintegration.

Additional time (up to 50%) may be spent working with PM&R faculty on an outpatient basis; the student will see patients with spine/neck conditions, concussion, and MSK/sports injuries, as well as observe and assist with electrodiagnostic and ultrasound-based studies and procedures.

This course is highly recommended for all students interested in physical medicine and rehabilitation; however, the rotation is also recommended for students with interests in fields with patients who are often referred for inpatient rehabilitation (e.g. neurology, surgery, orthopedics). Students with an interest in sharpening their neurology and MSK exam skills will also derive significant benefit. The rotations will be tailored to meet the interests and needs of the student, whether they are considering a career as a primary care physician or specialist.

### Course Faculty and Staff

- [Kevin R. Vincent MD, PhD](#) (Director)
- [MaryEllen Paulk](#) (Course Staff)
- [Jason Zaremski MD](#) (Other Faculty)
- [Daniel Herman MD, PhD](#) (Co-Director)

### Meeting Place and Time

Shands Rehab Hospital, 4101 NW 89th Blvd., at 0800, Monday-Friday

Musculoskeletal clinics at the in the Orthopaedic and Sports Medicine Institute on Hull Road (if the student desires).

### Course Materials

Selected readings will be suggested by attending physicians based on the diagnosis of patients admitted at the rehabilitation hospital during the rotation and basic musculoskeletal injuries seen in the outpatient clinics.

### Additional Information

If you have any questions regarding the course, please contact Dr. Daniel Herman at [hermadc@ortho.ufl.edu](mailto:hermadc@ortho.ufl.edu)

## Physiology - Independent Study

**PHY IS | 4th Year Elective | Physiology | Basic Science**

### Prerequisites

4th year UF medical student

### Course Description

This course should be selected by UF students who would like to complete a research study experience with a particular faculty member within the Department of Physiology at the University of Florida College of Medicine. Students must submit an Independent Study Application form to the Electives Coordinator at least 4 weeks prior to the start of the rotation. This application form must be completed and signed by the Faculty Sponsor. Upon approval of the request, a copy of the application form will be provided to the student. All applications for an Independent Study must include a detailed list of goals and objectives and a plan of how these will be accomplished over the time period.

### Course Faculty and Staff

[Beth Magyari](#) (Course Staff)

- [Matthew Ryan MD, PhD](#) (Director)

## Meeting Place and Time

TBA

## Course Materials

TBA

## Physiology Teaching Elective - GI and Hepatology

PHY E 1 | 4th Year Elective | Physiology | Basic Science

### Prerequisites

3rd year required clerkships.

NOTE: Completion of the Becoming an Effective Resident elective (listed under Pathology) - BERT is required to receive credit as a TA.

### Course Description

Students will participate in the second year GI course as teaching assistants supervised by the Course Director. Students will attend lectures and may instruct/assist in the following:

- Laboratory exercises (performed by students working in teams),
- Team-based learning (TBLs),
- Patient presentations,
- Self-study exercises.

The course is divided into these sections:

1. HISTOLOGY ANDEMBRYOLOGY
2. PHYSIOLOGY
3. INFECTIONS OF THE GI TRACT (INCLUDING TREATMENT)
4. PATHOPHYSIOLOGY AND PATHOLOGY OF THE GI TRACT
5. LIPIDS

The focal points of "Gastroenterology and Hepatology" include: 1) recognition by the student of the pertinent history and physical examination findings in patients that suggest intestinal, pancreatic, liver and/or biliary tract disease; 2) development of a list of differential diagnoses possibly explaining the patient's presenting complaint (or complaints); 3) as appropriate, utilization of diagnostic testing (e.g., laboratory analysis, radiologic imaging studies and organ/tissue biopsy/histopathology) to establish or confirm a diagnosis; 4) understanding the physiology, pathophysiology, pathology, etiologies, epidemiology and therapies of diseases of the intestine, pancreas, liver and/or biliary tract; and 5) appreciation of psychological and sociological factors that contribute to health and disease.

### Course Faculty and Staff

- [Bruce Stevens PhD](#) (Director)

## Meeting Place and Time

The student must attend all labs and lectures that are scheduled during this rotation. Please email Dr. Stevens ([stevensb@ufl.edu](mailto:stevensb@ufl.edu)) to alert him that you are beginning this elective.

## Course Materials

notes are provided online

## Plastic & Reconstructive Surgery UF&Shands/VAMC

SUR E 4 | 4th Year Elective | Plastic Surgery | Clinical Science

### Prerequisites

A third-year rotation in Plastic and Reconstructive Surgery is useful, but not required. We welcome all interested fourth-year medical students. Non UF medical students interested in plastic surgery are also welcome.

### Course Description

COURSE GOALS: During a month long rotation, a student will perform as an extern under the supervision of the resident staff and the faculty. The emphasis will be on the principles of the diverse field that is Plastic and Reconstructive Surgery and the preoperative decision-making and

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postoperative care involved. The student will be expected to assist in surgeries and be exposed to variety of patients. There will also be an emphasis on basic surgical skills.

### Course Faculty and Staff

- [Joan Wysocki](#) (Course Staff)
- [Bruce A. Mast MD](#) (Director)

### Meeting Place and Time

Please contact the Course Director prior to the start of the rotation.

### Course Materials

COURSE MATERIALS: Students will be given the Plastic and Reconstructive Surgery Essentials for Students packet, if they have not already received it. Learning will be from many sources - Core Curriculum, Morbidity & Mortality, Grand Rounds, Preoperative Conference, and Journal Club. Also the faculty and residents will be involved with teaching both in clinic and in the operating theater. The student will have the opportunity to learn from and participate in the care of patients with a variety of surgical problems. The student will be an active participant on the service.

### Additional Information

If there are any questions regarding any aspect of the rotation, please do not hesitate to get in touch with us.

### Previous Credits Obtained

COM E 5 | 4th Year Elective | Comec Chapman Education Center | Basic Science

### Prerequisites

4th Year UF Medical Student

This course should be selected when creating schedules to use as a placeholder for credits obtained from previous participation in a course or courses (i.e. Narrative Medicine).

### Course Description

This course should be selected when creating schedules to use as a placeholder for credits obtained from previous participation in a course or courses (i.e. Narrative Medicine).

### Course Faculty and Staff

No faculty or staff.

### Meeting Place and Time

TBA

### Primary Care in Otolaryngology

OTOL E 2 | 4th Year Elective | Otolaryngology | Clinical Science

### Prerequisites

None

### Course Description

COURSE GOALS:

1. To acquaint students considering careers in primary care fields with the management of the most common otolaryngologic disorders they will encounter in their practice.
2. To better prepare students to independently manage patients with routine otolaryngologic disorders by allowing them to evaluate and treat such conditions under the supervision of a faculty member.
3. To review and enhance the student's knowledge of head and neck anatomy and to train students in the performance of a complete head and neck exam.
4. To educate students as to the proper utilization of otolaryngologic consultation.
5. To provide a detailed understanding of the management of obstructive sleep disorders, otitis, allergic rhinitis, sinusitis, hoarseness, tonsillitis, common head and neck cancers, and hearing problems via small group discussions and direct patient care.

COURSE SETTING: Outpatient setting at the Hampton Oaks and Shands ENT Clinics. Inpatient and surgical care are not emphasized but available to

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the student desiring a wider perspective.

## Course Faculty and Staff

- [Neil Chheda MD](#) (Director) [Kari](#)
- [Waite](#) (Course Staff)

## Meeting Place and Time

ENT Office in MSB room M2-228 to pick up materials and rotation schedule from Nicolle Rutledge the first day of your rotation.

## Course Materials

Ear, Nose, and Throat Diseases: A Pocket Reference by W. Becker, H.H. Naumann, & C.R. Pfaltz

## Additional Information

Must return any and all materials borrowed during your rotation on the Friday of your last week. Course content could be tailored to individual student's future career interests.

## Psychiatry Consultation/Liaison

**PSY E 15 | 4th Year Elective | Psychiatry | Clinical Science**

## Prerequisites

Fourth Year Medical Student - students must contact the Course Director prior to the start of their rotation.

## Course Description

This rotation exposes students to the interface of Psychiatry with other medical specialties, especially as many inpatients have significant co-morbidities. The focus will be on the treatment of psychiatric emergencies and the management of the agitated patient. Students will help to evaluate and treat patients with psychiatric and medical/surgical Co-morbidities. Students will also take part in attending rounds and teaching conferences. The rotation can be tailored to the specific interests and needs of participating students, depending on what field choice they have made. Students can be assigned to take care of patients with specific co-morbidities or in particular settings (ie ICU, ER, etc. . .) that would best enhance their medical knowledge for their future residency.

## Course Faculty and Staff

- [Jacqueline Hobbs MD, PhD](#) (Director)
- [Mahdi Razafsha MD](#) (Co-Director)
- [Angela Camacho MD](#) (Co-Director)
- [Terry Lemesh](#) (Course Staff)

## Meeting Place and Time

Students must contact the Course Director prior to the start of their rotation.

Time: 8am at beginning of rotation

Place: Psychiatry Consultation/Liaison workroom. Please e-mail Dr. Nguyen before the rotation begins: [mNguyen@ufl.edu](mailto:mNguyen@ufl.edu).

## Course Materials

DSM-IV Diagnostic and Statistical Manual of Mental Disorders

## Additional Information

Faculty Participants - Mathew Nguyen, MD

## Psychiatry Outpatient Clinics

**PSY E 7 | 4th Year Elective | Psychiatry | Clinical Science**

## Prerequisites

Satisfactory completion of third year clerkship in Psychiatry. Note, students from outside UF COM must obtain prior approval from Course Director.

## Course Description

Senior medical students will receive training in the comprehensive evaluation and treatment of a wide variety of psychiatric conditions, managed in the outpatient setting. The Medical Office Building (MOB) at Springhill Psychiatric Clinics (3rd floor) are the primary location for this rotation. However,

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students may also elect to complete some or all of the rotation at our Vero Beach Clinic. Clinic specialty areas include Women's Health, Neuropsychiatry and Movement Disorders, DBS, Eating Disorders and Weight Management, Sleep Disorders, Adult Autism/PDD, Geropsychiatry, TMS clinic, and more. Medical students will work either directly with faculty experts in specialty areas, or closely with psychiatry residents under the supervision of an attending. Students may also be involved in the mentoring and instruction of 3rd year clerkship students currently rotating on psychiatry.

### Course Faculty and Staff

- [Gary Kanter MD](#) (Director)
- [Herbert E Ward MD](#) (Other Faculty)
- [Terry Lemesh](#) (Course Staff)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)

### Meeting Place and Time

To be arranged. Please contact Terry Lemesh ([tjlemesh@ufl.edu](mailto:tjlemesh@ufl.edu)) 594-1870 at least a few weeks prior to arrange specifics of the rotation.

### Course Materials

DSMV Pocket Companion

Kaplan and Saddock's Synopsis of Psychiatry, Latest Edition

### Additional Information

Please note, in the past, this rotation was selected for those interested in inpatient services (including Addictions) and consult rotations. These areas are now offered as distinct, separate courses.

## Psychiatry, Medical Psychology Division: Cognitive Behavioral Therapy

PSY E 18 | 4th Year Elective | Psychiatry | Clinical Science

### Prerequisites

Medical students who are in their fourth year are eligible for enrollment. Students are responsible for contacting the Course Director prior to start of the rotation.

### Course Description

This rotation will offer medical students the opportunity to observe and participate in the delivery of psychological services using Cognitive Behavioral Therapy (CBT) and Exposure Response Prevention treatment within an outpatient setting. The Medical Psychology Division is an internationally recognized treatment and training center for Obsessive Compulsive Disorder (OCD) and offers an intensive OCD program where treatment is delivered daily over the course of three weeks. Data for patients who have participated in the UF intensive program have shown significant improvements, with approximately 80 to 85 percent showing symptom reduction by at least 50 percent. Medical students will also be able to observe other psychiatric conditions such as autism, Anxiety, Depression, ADHD, Tourette's, Trichotillomania, and Tic Disorder. This rotation can be tailored to the specific interests and needs of participating students. This rotation is well suited for students who want to learn more about psychopharmacological and behavioral treatments, particularly CBT, and are interested in primary care, Pediatrics, or a Psychiatry residency in the future.

### Course Faculty and Staff

- [Terry Lemesh](#) (Course Staff)
- [Joseph McNamara PhD](#) (Director)
- [Cindi Flores PhD](#) (Other Faculty)
- [Jacqueline Hobbs MD, PhD](#) (Co-Director)

### Meeting Place and Time

Students must contact the Joseph McNamara, Ph.D. prior to the start of their rotation to make arrangements.

Location: 8491 NW 39th Ave, Gainesville, FL 32606 (Spring Hill)

Email: [Joseph McNamara, Ph.D. jpm2@ufl.edu](mailto:jpm2@ufl.edu)

### Course Materials

American Psychiatric Association (2000)<sup>\*\*\*</sup>. Diagnostic and statistical manual of mental disorders (4th ed., Text Revision). Washington, DC: Author.

<sup>\*\*\*</sup>When the new version is published, please purchase the new version

## Pulmonary Medicine

MED E 5 | 4th Year Elective | Internal Medicine | Clinical Science

### Prerequisites

4th year medical student

### Course Description

Promote an understanding of clinical pulmonary physiology through the interpretation of pulmonary function testing.

Learn the evaluation and management of chronic obstructive pulmonary disease, asthma, lung masses, interstitial lung disease and sleep disorders

Be exposed to an overview of pulmonary diseases, i.e., tuberculosis and occupational lung disease.

Students will rotate with the Pulmonary consult service. Students are expected to do consults on their own and present these consults to the rest of the team for discussion. Students are also expected to follow their patients and report appropriate updates on the case.

In the afternoon students will have the option to follow the attending on service to their clinic to be exposed to outpatient management of pulmonary diseases.

### Course Faculty and Staff

- [Jorge Lascano MD](#) (Director)
- [Michael A Jantz MD](#) (Other Faculty)
- [Hassan Alnuaimat MD](#) (Other Faculty)
- [Ibrahim Faruqui MD](#) (Other Faculty)
- [Chris Pintado MPH](#) (Course Staff)
- [Amanda Lazenby](#) (Course Staff)
- [Deval Patel MD](#) (Other Faculty)

### Meeting Place and Time

Contact Amanda Lazenby prior to the start of the rotation 352-273-8738 or via email [Amanda.Reed@medicine.ufl.edu](mailto:Amanda.Reed@medicine.ufl.edu). The meeting place will be in M452 at 9 am in the HSC for the first morning of the rotation.

### Course Materials

Articles of interest.

#### COPD

1. <http://www.annals.org/content/143/5/317.full.pdf+html>

A large multi-center RCT of VA patients with moderate to severe COPD (mean baseline FEV1 36%) found tiotropium reduced the proportion of patients with 1 or more exacerbations during 6 months of treatment vs. placebo (27.9 % vs. 32.3 %). These results support using tiotropium in COPD patients with moderate to severe obstruction and frequent exacerbations.

2. <http://www.nejm.org/doi/pdf/10.1056/NEJMoa021322>

This study found a combination of BMI, FEV1, modified MRC dyspnea scale, and 6-minute walk (i.e. the BODE index) was a better predictor of mortality than FEV1 alone. The BODE index may prove to be a better guide than FEV1 for assessing the efficacy of new treatments and adjusting the aggressiveness of therapy.

3. <http://www.nejm.org/doi/pdf/10.1056/NEJM200012283432601>

The TORCH study randomized over 6,000 patients with baseline FEV1 < 60% predicted to placebo vs. salmeterol alone vs. fluticasone alone vs. a combination of salmeterol and fluticasone over 3 years. Compared to placebo, patients receiving combination therapy had a 0.9% annual reduction in mortality (p = .052). Use of salmeterol, fluticasone, or a combination of the 2 reduced the frequency of exacerbations, but p was >.10 for all 3 for reducing risk of COPD-related death. All-cause mortality and COPD-related death were lower with combination therapy than fluticasone alone (p = .007 and .008, respectively).

4. <http://www.nejm.org/doi/pdf/10.1056/NEJM199906243402502>

Multicenter, double blind, placebo- controlled study found modest benefit to use of high-dose intravenous steroids. Steroid group had fewer treatment failures (combined endpoint of death, need for intubation, readmission, or intensification of pharmacologic therapy), and shorter hospital stays, but the primary benefit was in decreasing the need to intensify therapy with use of open-label steroids. No benefit from steroids was present at 6 months of f/u, and 2 week and 8 week courses were equally effective.

#### ASTHMA

1. <http://www.nejm.org/doi/pdf/10.1056/NEJMoa042552>

RCT of 466 patients of 6 months duration found PRN use of a single inhaler combination of beclomethasone and albuterol resulted in better peak flows and fewer exacerbations compared to PRN use of albuterol alone, as well as comparable peak flows, exacerbation rate, lung function, and symptoms to

regular twice daily use of beclomethasone. The PRN beclomethasone group on average used < 125 mcg/day compared to 500 mcg/day in the regular twice daily groups.

2. <http://www.nejm.org/doi/pdf/10.1056/NEJMoa042552>

A year-long RCT of 225 adults with mild persistent asthma compared prn inhaled corticosteroids based upon symptom-based action plan vs. daily treatment with ICS vs. daily leukotriene inhibitor and found no difference in morning peak expiratory flow and the rate of asthma exacerbations despite the prn corticosteroid group using an average of only 0.5 week of steroid per year. The ICS group had superior asthma control scores and lower markers of airway inflammation. Some attribute this relatively modest benefit of regular ICS use to the lower exacerbation rate in this study compared to its predecessors, which speaks to the challenge of identifying mild persistent asthmatics.

3. <http://ajrccm.atsjournals.org/cgi/reprint/171/2/129>

This study included 2,760 asthmatics with a history of at least one exacerbation in the previous year and regular need for rescue bronchodilators despite baseline use of, on average, moderate doses of inhaled corticosteroid. Patients randomized to budesonide/formoterol (80/4.5) bid and prn had prolonged time to exacerbations requiring medical intervention compared to combination therapy with terbutaline prn or higher dose steroid (budesonide 320 bid) plus terbutaline prn. Subsequent RCTs have also shown favorable outcomes with this approach.

4. <http://ajrccm.atsjournals.org/cgi/reprint/164/8/S1/S12>

Review summarizes several large RCTs studying the role of anti-IgE antibody in allergic asthma. The use of anti-IgE is associated with decreased frequency of exacerbations, reductions in corticosteroid dose, and improved quality of life in symptomatic patients with moderate to severe allergic asthma

#### CAP

1. <http://jama.ama-assn.org/cgi/reprint/302/10/1059>

359 patients with lower respiratory tract infections in 6 Swiss academic hospitals were randomized to a treatment algorithm based on procalcitonin (PCT) levels or to treatment based on current evidence based guidelines. PCT-guided therapy reduced total antibiotic exposure without any change in adverse outcomes. Controversy exists regarding the unusually high prevalence of "severe" pneumonia by PSI score, and that reduction in exposure was primarily due to reduced duration of antibiotics rather than avoidance.

#### Lung Nodule/Lung Ca

1. [http://chestjournal.chestpubs.org/content/132/3\\_suppl/178S.full.pdf+html](http://chestjournal.chestpubs.org/content/132/3_suppl/178S.full.pdf+html)

ACCP evidence-based clinical practice guidelines (2nd Edition) reviewing the evidence for staging of non-small cell lung cancer with CT and PET scanning.

2. [http://chestjournal.chestpubs.org/content/132/3\\_suppl/178S.full.pdf+html](http://chestjournal.chestpubs.org/content/132/3_suppl/178S.full.pdf+html)

ACCP evidence-based clinical practice guidelines (2nd Edition) reviewing the sensitivity and specificity of various tissue sampling techniques: TTNA, TBNA, EBUS, EUS, VATS, Chamberlain procedure, mediastinoscopy and extended cervical mediastinoscopy.

3. [http://chestjournal.chestpubs.org/content/132/3\\_suppl/108S.full.pdf+html](http://chestjournal.chestpubs.org/content/132/3_suppl/108S.full.pdf+html)

Guideline for how best to work up the incidental nodule(s) that nicely distills the large number of trials on this topic.

#### PERIOPERATIVE PULM ASSESSMENT

1. [http://chestjournal.chestpubs.org/content/132/3\\_suppl/161S.full.pdf+html](http://chestjournal.chestpubs.org/content/132/3_suppl/161S.full.pdf+html)

Updated summary of the use of PFTs, split function tests, and cardiopulmonary exercise tests in the assessment of lung resection candidates.

2. <http://jama.ama-assn.org/cgi/reprint/293/5/589>

Multi-center, unblinded RCT with concealed allocation on 209 consecutive patients who developed severe hypoxemia after major elective abdominal surgery. Patients received oxygen vs. oxygen plus CPAP. Use of CPAP resulted in lower intubation rates, lower risk of pneumonia and sepsis, and shortened ICU stays.

#### PE

1. <http://www.annals.org/content/135/2/98.full.pdf+html>

Large prospective cohort study using the SimpliRED d-dimer assay (which has sensitivity lower than, and specificity higher than, some other d-dimer tests) found the combination of a low clinical suspicion for PE and a negative d-dimer safely ruled out pulmonary embolism without additional testing.

#### PFT's

1. <http://erj.ersjournals.com/cgi/reprint/26/3/511>

An excellent comprehensive review of reference equations, types of ventilatory defects, PFT and DLCO interpretation, severity classifications, bronchodilator response thresholds, central and upper airway processes, and interpretation of changes in pulmonary function.

#### PULM HYPERTENSION

1. <http://ajrccm.atsjournals.org/cgi/reprint/179/7/615>

This prospective study of 65 patients undergoing right-heart catheterization for the diagnosis or management of pulmonary hypertension. Echo over or underestimated pulmonary artery pressure by > 10 mm Hg 52% of the time. The majority of patients had pulmonary arterial hypertension (WHO Group 1).



his document is noteworthy for containing the latest consensus statement on the classification, evaluation, treatment, and monitoring of patients with pulmonary hypertension.

## Additional Information

A list of articles of interest will be email to you for your review before the course starts.

## Radiology - Angio/Interventional

**RAD E 4 | 4th Year Elective | Radiology | Clinical Science**

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff) [Darren](#)
- [Postoak MD](#) (Other Faculty) [Brian](#)
- [Geller MD](#) (Other Faculty) [Mark D.](#)
- [Horvath DO](#) (Other Faculty) [Jeffrey D.](#)
- [Vogel MD](#) (Other Faculty) [Nupur](#)
- [Verma MD](#) (Director)
- [Mike Lazarowicz MD](#) (Other Faculty)

### Meeting Place and Time

Department of Radiology, Room G-515: 8AM to 5PM; Mon-Fri

### Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

### Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology - Body Imaging

**RAD E 3 | 4th Year Elective | Radiology | Clinical Science**

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff)
- [Eric K. Thoburn MD](#) (Other Faculty) [Ray](#)
- [A. LaRue III MD](#) (Other Faculty) [Patricia](#)
- [L Abbitt MD](#) (Other Faculty) [Patricia](#)
- [Moser MD](#) (Other Faculty) [Tim Boyett](#)
- [MD](#) (Other Faculty)
- [Joe Grajo MD](#) (Other Faculty) [Julia](#)
- [K Marshall](#) (Other Faculty) [Nupur](#)
- [Verma MD](#) (Director) [Gladys M](#)
- [Torres](#) (Other Faculty) [Erinn Cooke](#)

## [MD \(Other Faculty\)](#)

- [Priya Sharma MD \(Other Faculty\)](#) [Linda](#)
- [Armstrong \(Other Faculty\)](#) [Frances](#)
- [Tardy-Rivera \(Other Faculty\)](#) [Mariam](#)
- [Hanna \(Other Faculty\)](#)

### Meeting Place and Time

Department of Radiology, Room G-515; 8AM-5PM, Mon-Fri

### Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

### Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology - Chest

**RAD E 9 | 4th Year Elective | Radiology | Clinical Science**

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff)
- [Eric K. Thoburn MD](#) (Other Faculty)
- [Rob Dubuisson MD](#) (Other Faculty)
- [Nupur Verma MD](#) (Director)
- [Ray A. LaRue III MD](#) (Other Faculty)
- [Tan-Lucien Mohammed MD](#) (Other Faculty)

### Meeting Place and Time

Department of Radiology, Room G-515, 8AM to 5PM; Mon-Fri

### Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

### Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology - Diagnostic Imaging

**RAD E 1 | 4th Year Elective | Radiology | Clinical Science**

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

[Patricia L Abbitt MD](#) (Other Faculty)

- [Julia K Marshall](#) (Other Faculty)
- [Gladys M Torres](#) (Other Faculty)
- [Brenda Tieden](#) (Course Staff)
- [David Wymer MD](#) (Other Faculty)
- [Walter E Drane MD](#) (OtherFaculty)
- [Charles H Bush](#) (OtherFaculty)
- [Ronald G Quisling MD](#) (Other Faculty)
- [Troy Storey MD](#) (Other Faculty)
- [Jeffrey Bennett MD](#) (Other Faculty) [Darren](#)
- [Postoak MD](#) (Other Faculty)
- [Brian Geller MD](#) (Other Faculty)
- [Patricia Moser MD](#) (Other Faculty)
- [Cooper Dean MD](#) (Other Faculty)
- [Reordan DeJesus MD](#) (Other Faculty)
- [Rob Dubuisson MD](#) (Other Faculty)
- [Mark D. Horvath DO](#) (Other Faculty)
- [Ray A. LaRue III MD](#) (Other Faculty)
- [Eric K. Thoburn MD](#) (Other Faculty)
- [Jeffrey D. Vogel MD](#) (Other Faculty)
- [Keith R Peters MD](#) (Other Faculty)
- [Anthony Mancuso MD](#) (Other Faculty)
- [Nupur Verma MD](#) (Director)
- [Tim Boyett MD](#) (OtherFaculty)
- [Ivan Davis MD](#) (OtherFaculty)
- [Joe Grajo MD](#) (OtherFaculty)
- [Mike Lazarowicz MD](#) (Other Faculty)
- [Priya Sharma MD](#) (Other Faculty)
- [brahim Tuna MD](#) (Other Faculty)
- [Nupur Verma MD](#) (Other Faculty)
- [Tan-Lucien Mohammed MD](#) (Other Faculty)
- [Mehmet Albayram](#) (Other Faculty)
- [Ilona Schmalfluss](#) (Other Faculty)
- [Linda Armstrong](#) (Other Faculty)
- [Frances Tardy-Rivera](#) (Other Faculty)
- [Mariam Hanna](#) (Other Faculty)

## Meeting Place and Time

Department of Radiology, Room G-515, 8AM-5PM, Mon-Fri

## Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

## Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology -Externship

**RAD EXT | 4th Year Elective | Radiology | Clinical Science**

## Prerequisites

UF 4th year medical student

## Course Description

This course should be selected by UF students who have scheduled rotations at outside institutions other than Shands at Jacksonville within the Department of Radiology. Students should complete the paperwork required from the institution where the rotation is requested and the "in-house" Externship Application at UF.

## Course Faculty and Staff

- [Beth Magyari](#) (Course Staff)

## Course Materials

TBA

## Radiology - Musculoskeletal System

RAD E 6 | 4th Year Elective | Radiology | Clinical Science

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Charles H Bush](#) (Other Faculty)
- [Brenda Tieden](#) (Course Staff) [Troy](#)
- [Storey MD](#) (Other Faculty) [Cooper](#)
- [Dean MD](#) (Other Faculty) [Nupur](#)
- [Verma MD](#) (Director)
- [Ivan Davis MD](#) (Other Faculty)

### Meeting Place and Time

Department of Radiology, Room G-515, 8AM-5PM, Mon-Fri

### Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

### Additional Information

The MSK reading room is located at the Orthopaedic Institute. Students on this rotation will be required to travel back and forth between the Ortho Institute and the main hospital.

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology -Neurologic

RAD E 2 | 4th Year Elective | Radiology | Clinical Science

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff)
- [Ronald G Quisling MD](#) (Other Faculty)
- [Jeffrey Bennett MD](#) (Other Faculty) [Keith](#)
- [R Peters MD](#) (Other Faculty) [Reordan](#)
- [DeJesus MD](#) (Other Faculty) [Anthony](#)
- [Mancuso MD](#) (Other Faculty) [Tara](#)
- [Massini MD](#) (Other Faculty) [Nupur](#)
- [Verma MD](#) (Director)
- [Ibrahim Tuna MD](#) (Other Faculty)
- [Mehmet Albayram](#) (Other Faculty)
- [Ilona Schmalfuss](#) (Other Faculty)

## Meeting Place and Time

Department of Radiology, Room G-515, 8AM-5PM, Mon-Fri

## Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

## Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology - Nuclear Medicine

RAD E 7 | 4th Year Elective | Radiology | Clinical Science

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; To become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff) [Walter](#)
- [E Drane MD](#) (Other Faculty) [Nupur](#)
- [Verma MD](#) (Director)
- [Dhanashree Rajderkar MD](#) (Other Faculty)

## Meeting Place and Time

Department of Radiology , Room G-515, 8AM to 5PM; Mon-Fri

## Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

## Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Radiology - Pediatric

RAD E 8 | 4th Year Elective | Radiology | Clinical Science

### Prerequisites

None

### Course Description

Course Goals: To provide exposure to a wide range of activities/procedures; To become familiar with imaging/clinical activities; To learn to use radiologists as consultants; to become familiar with issues of cost containment

### Course Faculty and Staff

- [Brenda Tieden](#) (Course Staff)
- [Rob Dubuisson MD](#) (Other Faculty) [Dhanashree](#)
- [Rajderkar MD](#) (Other Faculty) [Nupur](#) [Verma MD](#)
- (Director)
- [Priya Sharma MD](#) (Other Faculty)
- [Ibrahim Tuna MD](#) (Other Faculty)

## Meeting Place and Time

## Course Materials

Students will be provided with access to select teaching files, suggested reading material, and websites (to include learning modules)

## Additional Information

Visiting Students: Applicant understands acceptance for visiting externship is not a guarantor of a formal interview, which is rewarded by independent review of scholarly and service merit.

## Religion, Culture and Medicine

CM E 30 | 4th Year Elective | Community Health and Family Medicine | Basic Science

### Prerequisites

Students must be pre-approved if intending to schedule this course. Student must get approval from either course director.

### Course Description

COURSE GOALS: The goals of this course broadly include both practical aspects of medical practice in which cultural and/or religious issues arise, as well as substantive issues in which religious and/or cultural traditions and identity interact with an individual's medical practice or medicine as a social institution and cultural phenomenon in its own right.

### Course Faculty and Staff

- [William L Allen JD](#) (Co-Director)
- [Bernie Amaro](#) (Course Staff)
- [Ray E Moseley PhD](#) (Co-Director)

### Meeting Place and Time

TBA

### Course Materials

Selected books, journal articles, films, videos and websites.

### Additional Information

The course is sufficiently flexible for students to spend some of their time and efforts on topics of particular individual interest as well as exposure to diverse perspectives. If a student is traveling for interviews or off campus for some or all the two weeks and is willing and able to read the materials and participate in a Canvas discussion board on a daily basis, this course can be completed without face-to-face meetings. In order to secure the option to take the course primarily online, the student needs to contact Professor Allen in advance and obtain permission for planning purposes.

## Reproductive Endocrinology and Infertility

OBG E 2 | 4th Year Elective | Obstetrics and Gynecology | Clinical Science

### Prerequisites

Successful completion of 3rd year OB/GYN rotation.

\*\*\*NOTE\*\*\* - Rotation must be approved and coordinated at least 2 weeks in advance with Dr. Alice Rhoton-Vlasak.

### Course Description

Course is appropriate for students planning on a future career in obstetrics and gynecology as well as students interested in women's health issues relevant to future careers in family practice, internal medicine, pediatrics and surgery.

1. Exposure to the evaluation, diagnosis and treatment of a wide range of clinical endocrine problems in the female.
2. Exposure to principles used in the evaluation and treatment of infertile couples.
3. Exposure to the application of current methods available for family planning and their management in clinical practice.
4. Exposure to basic principles of gamete handling and sperm micromanipulation in the Human Gamete Laboratory.
5. Exposure to the role of endocrine factors in the management of abnormal uterine bleeding, endometriosis, osteoporosis, and uterine fibroids.

### Course Faculty and Staff

- [Alice S Rhoton-Vlasak MD](#) (Director)

[Stan Williams MD](#) (Other Faculty)

[Gregory Christman MD](#) (Other Faculty)

[Ellie Thom](#) (Course Staff)

## Meeting Place and Time

Schedule tailored to the student. Various meeting places (transportation needed); 1. Reproductive medicine at Springhill  
2. Women's Health Group at the Medical Plaza 3. FloridaSurgery Center and Shands at UF

## Course Materials

1. Speroff; Glass and Kase. Clinical Gynecologic Endocrinology and Infertility. Latest Edition. (From library or teacher provided)

## Additional Information

Final grade is determined as follows:

Written evaluations from faculty and residents based on the competencies described below = 70%.

Oral presentation on REI Topic of your choice = 30%

## Rheumatology and Clinical Immunology

**MED E 8 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

Completion of Internal Medicine Core Rotation

### Course Description

Outpatient rheumatology is a two week long rotation. Students will spend each morning and afternoon rotating through various clinics in rheumatology and see a wide variety of disorders including but not limited to diseases such as osteoarthritis, rheumatoid arthritis, lupus, psoriatic arthritis, Sjogren's syndrome, ankylosing spondylitis, and gout. Students will also attend educational conferences through the division of rheumatology. Students will observe and assist in joint injections and aspirations under the supervision and guidance of fellows and attendings in rheumatology. The rotation may be tailored to match any specific area of interest, including participation in consultations.

### Course Faculty and Staff

- [Westley H Reeves](#) (Other Faculty)
- [N. Lawrence Edwards MD](#) (Other Faculty)
- [Paulette C Hahn MD](#) (Other Faculty) [Roland](#)
- [Staud](#) (Other Faculty)
- [Michael R Bubb MD](#) (Co-Director)
- [John Massini MD](#) (Director)
- [Christine Dortch](#) (Course Staff) [Eric](#)
- [S Sobel MD](#) (Other Faculty)

### Meeting Place and Time

Follow the emailed schedule. Call the Rheumatology Academic Office if you do not receive an email 352-273-8203.

### Course Materials

Required Reading:

-Aggarwal A. Role of autoantibody testing. Best Practice & Research Clinical Rheumatology. 2015.

<http://www.sciencedirect.com/Ip.hscl.ufl.edu/science/article/pii/S1521694215000170>

-Kumar A. How to investigate new-onset polyarthritis. Best Practice & Research Clinical Rheumatology. 2015.

<http://www.sciencedirect.com/Ip.hscl.ufl.edu/science/article/pii/S1521694215000212>

-Upchurch KS and Kay J. Evolution of treatment for rheumatoid arthritis. Rheumatology (Oxford). 2012.

[http://rheumatology.oxfordjournals.org/Ip.hscl.ufl.edu/content/51/suppl\\_6/vi28.full.pdf+html](http://rheumatology.oxfordjournals.org/Ip.hscl.ufl.edu/content/51/suppl_6/vi28.full.pdf+html)

-When available, Rheumatology Quiz App for reinforcement of what you are learning in the clinic.

### Additional Information

Non-UF students must apply through VSAS.

## Rural Preceptorship

## Prerequisites

Fourth Year Medical Student

"Students must prearrange this rotation with the Course Director prior to scheduling."

## Course Description

"A wide variety of sites are available, including the opportunity to return to the office of the student's first year preceptor." Approval to participate in this elective must be obtained from the course director prior to scheduling.

**COURSE GOALS:** To participate in a general or specialty practice in a rural community. The student will live in the community during this rotation and participate in all aspects of his/her preceptors practice. Housing and transportation provided through the Univ. of FL. AHEC office.

### LIST OF PRECEPTORS:

#### CARDIOLOGY

Joseph Cherian, M.D., F.A.C.C. - Milton, FL,

Practice is 60% cardiology, 40% Internal Medicine. Office practice.

Includes: electro/echocardiograms, doppler, color flow doppler, stress tests, holter monitors, pacemakers.

Angel Morrobel, M.D. - Sacred Heart Medical Group, Miramar Beach, FL Group practice associated w/ Sacred Heart Hospital on the Emerald Coast  
Echocardiograms, transesophageal echos, nuclear stress tests, cardiac catheterization, pacemaker analysis.

#### DERMATOLOGY

Charles Trapp, M.D. - Emerald Coast Dermatology, Crestview, Destin, Fort Walton Beach FL

Group practice, Focus on skin cancer detection, Active Mohs Micrographic Surgery, General Dermatology, Outpatient cutaneous surgery.

#### FAMILY PRACTICE

William Belk, M.D. - Gulf Coast Physician Partners

Busy Group Practice. Satellite Clinics. Inpatient.

Jerry Boland, M.D. - Taylor County Public Health Unit.

Dr. Boland is the director of the Taylor County Public Health Unit in Perry, Florida. He practices at the health unit in this remote rural county. This experience would be particularly helpful to those interested in public health.

John Johnson, M.D. - Sacred Heart Crestview Medical Group, Crestview, FL Very busy group practice, interdisciplinary w/ ARNPs, PAs and specialists.  
Inpatient/Nursing Home, Diabetes Clinic.

Coy Irvin, M.D. - Gulf Coast Physician Partners

Busy Group Practice. Satellite Clinics. Inpatient.

Jonathan Fountain, M.D. - Milton, FL

Solo practice, UF Graduate

Dennis Mayeaux, M.D. - Gulf Coast Physician Partners, Milton, FL

Very busy group practice, Clerkship Director for Family Practice FSU COM, Patients rural/underserved, 40 patients per day, Huge Gator Fan, Inpatient.

Lance Raney, M.D. - Century Medical Center, Century, FL

Extremely rural site for minority and underserved patients, Small hospital.

George Smith, M.D. - Escambia Community Clinics, Pensacola, FL

Federally Qualified Health Center, Dr. Smith is the Medical Director, Primary training site for 3rd/4th year FSU medical students, Outpatient ambulatory care center, Urgent care facility, extended hours. Facility has full x-ray and lab services. Patients are primarily indigent/underserved. Clinic provides acute/urgent care services.

#### INTERNAL MEDICINE

Garry Banks, M.D. - Niceville, Destin, FL

Solo practice, UF Graduate, Sees a large number of diabetic patients, HUGE Gator Fan, Inpatient

Wayne Campbell, M.D. - Sacred Heart Crestview Medical Group,  
Crestview, FL

Very busy group practice, large mix of patients, interdisciplinary w/ ARNPs, PAs and specialists.

Fulton DeFour, M.D. - West Florida Hospital, Pensacola, FL

Hospitalist and experienced preceptor



Michael Foley, M.D. - Crestview, FL

Solo practice, medically underserved and rural population, works late afternoon and evening hours, Inpatient.

Warren Groff, M.D. - Fernandina Beach

Dr. Groff's office is located in Fernandina Beach which is in the north east corner of Florida. He practices with Dr. Tomlinson, another family practitioner, and Dr. Buford, whose specialty is internal medicine.

Andrew Teklinski, M.D. - Yonge, Law and Teklinski

Group practice. 5-10 hospital patients per week. Patients are primarily medicare with a lot of medical problems.

Lee Thigpen, M.D. - Sacred Heart Crestview Medical Group,  
Crestview, FL

Very busy group practice, large mix of patients, interdisciplinary w/ ARNPs, PAs and specialists, Lipid Specialist, Preventive Medicine, Inpatient

#### ORTHOPAEDICS/ORTHOPAEDIC SURGERY

Thomas Fox, D.O. - Bluewater Orthopaedics, Niceville, Destin, Crestview, FL Busy group practice, Board certified in Orthopaedic Surgery, Sports Medicine, Inpatient.

Michael Gilmore, MD - Panhandle Orthopaedics; Marianna, Florida (850)526-4555 - Clinic 2 to 3 times a week - Surgery 2 to 3 times a week. Housing arranged for students - no weekend call.

#### OTOLARYNGOLOGY

Charles Grayson, D.O. - Crestview ENT, Crestview, FL

Solo Practice, 40% pediatric, 60% adult.

#### PEDIATRICS

Bilal Khodr, MD; Perry, Florida

John Van Ostenbridge, M.D. - Emerald Coast Pediatrics, Milton, FL

Very busy practice, Patients rural/underserved, Inpatient.

Corey Wolff, M.D. - The Wolff Center for Child and Adolescent Health, Pensacola, FL

Solo practice.

#### SURGERY

Dennis Stewart, M.D. - Crestview, FL

Solo Practice, General, trauma, thoracic, vascular, advanced laparoscopic surgical procedures.

Kurt Stockamp, M.D. - Pensacola, FL

Group practice, General Surgery.

### Course Faculty and Staff

- [Robert L Hatch MD](#) (Director)

### Meeting Place and Time

To be arranged.

### Course Materials

NA

### Additional Information

Approval to participate in this course must be obtained from the course director and the preceptor prior to scheduling.

### Special Projects in the History of Medicine

NEUR E 5 | 4th Year Elective | Neurology | Clinical Science

### Prerequisites

Must be a 4th year medical student

## Course Description

There will be a general introduction to history of medicine, historical documents and research methods. This rotation provides an opportunity to work on exhibits, posters, brochures describing the history of medicine, to conduct oral history interviews and to work on projects collecting, organizing, cataloguing and preserving historical materials. A special research project will be required. Students may also elect to do a History of Medicine topic or research in a specified area under the mentorship of the director. They may choose to publish their results in a peer reviewed journal.

## Course Faculty and Staff

- [Michael S Okun MD](#) (Director)
- [Shuri Pass](#) (Course Staff)

## Meeting Place and Time

TBA, once a week meetings with the mentor. Meetings usually Tuesday mornings.

## Course Materials

None needed as the course will be defined by the individual student's choice of topic. The student will be asked to assemble primary references based on their choice of topic. As part of the course they may apply for funding through an endowment to travel to obtain primary historical source documents.

## Additional Information

This is designed to be a fun elective topic and will ultimately end in a potentially publishable manuscript on history of medicine. Progress reports are due every Monday night (by email).

## Student Health - UF Infirmary

**CM E 2 | 4th Year Elective | Community Health and Family Medicine | Clinical Science**

### Prerequisites

Fourth Year Medical Student

### Course Description

COURSE GOALS: To introduce students to the interesting field of Student Health Medicine, combining aspects of Family Medicine, Adolescent Medicine, Sports Medicine, Urgent Care, and Preventive Medicine.

### Course Faculty and Staff

- [Ronald L Berry MD](#) (Director)

### Meeting Place and Time

Student Health Care Center, Infirmary Building, Main Campus. Work Schedule Monday through Friday, 8:00am to 5:00pm.

### Course Materials

Selected readings in Student Health.

### Additional Information

Student may contact Dr. Berry for more information at 352-294-7475 or [rberry@ufl.edu](mailto:rberry@ufl.edu)

## Surgical Intensive Care Unit Elective

**ANS E 3 | 4th Year Elective | Anesthesiology | Clinical Science**

### Course Description

Opportunities exist in several different ICU venues including Cardiac, Neurological, Trauma, and General Surgical. During this rotation the student will participate as an active member of the Critical Care team. This includes management of patients and presentation on daily rounds.

The core educational concepts will focus on cardiovascular and respiratory pathophysiology, management of undifferentiated shock, recognition and treatment of sepsis, point of care ultrasound, fluid and electrolyte balance, pharmacology, acid-base, and nutrition. During the rotation, ample opportunity is provided for multiple procedures.

Medical Students may be required to take call (including nights and weekends) .

### Course Faculty and Staff

[Sean Kiley MD](#) (Director)

- [Christopher Giordano MD](#) (Co-Director)
- [Breanna Sweet](#) (Course Staff)

[Julie Veal](#) (Course Staff)

## Meeting Place and Time

On first day of the rotation you will meet with Sean Kiley, MD in Shands North Tower in room 2509 in the CICU.

## Course Materials

Critical Care Ultrasonography Learning Modules which can be found at:

<http://anest.ufl.edu/clinical-divisions/critical-care-medicine/critical-care-ultrasonography/didactics/>

Recommended textbook: Civetta, Taylor, and Kirby's Critical Care, 4th edition (available in the library and upon request from Dr. Kiley).

Students are encouraged to review modules that are offered during the Anesthesiology / Critical Care Clerkship

## Surgical Pathology

**PATH E 1 | 4th Year Elective | Pathology | Clinical Science**

### Prerequisites

Completion of first 2 years of medical school.

### Course Description

COURSE GOALS: Introduction to Surgical Pathology techniques, diagnosis and clinical implications. Students work as externs with Pathology Residents and Attendings. Course is available for students who are considering a career in pathology, medical or surgical subspecialties or who want a clinically relevant in depth experience in disease processes. The course can be structured to the student's interests, such as Gynecologic pathology only, or as a mixture of subspecialties.

### Course Faculty and Staff

- [Jesse Kresak MD](#) (Director)
- [Linda Harlan](#) (Course Staff)

## Meeting Place and Time

Meeting Place: Stetson Medical Sciences Building, Room N1-15

Meeting Time: 7:30 AM, daily (first day orientation time will be set up by contacting Dr. Kresak prior to start date)

Students may wear scrubs for this rotation

## Course Materials

Current clinical cases at Shands or Rocky Point (University of Florida Health Pathology Laboratories). Case material includes general surgical pathology and/or subspecialty (GI, GYN, Breast, ENT, GU, Ortho, Neuro) areas. Reference texts provided as necessary.

## Additional Information

Please contact Dr. Kresak prior to beginning the rotation to relay areas of interest so the rotation can be structured appropriately prior to starting the rotation. Any days of absence or scheduling of make-up days will be made directly with Dr. Kresak. [jkresak@ufl.edu](mailto:jkresak@ufl.edu)

## The Art and Scholarship of Physical Diagnosis; Advanced Physical Diagnosis and Clinical Reasoning

**MED E 29 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th year medical student

### Course Description

The rapid expanse of technology in medicine has diluted the practice of diagnosis at the bedside. The emphasis of this course will be to refine observational skills, advanced physical diagnosis techniques, synthesis of findings from the physical exam and the clinical reasoning pathway ultimately to enhance your skills as a diagnostician. You will interact closely with expert clinicians in further refining your physical diagnosis and clinical reasoning / judgement skills. Learning activities will include bedside teaching rounds, observation exercises, independent study and interactive discussion. You will share your expertise while leading MS 3 physical findings rounds.

## Course Faculty and Staff

- [Paulette C Hahn MD](#) (Director)

## Meeting Place and Time

TBA: Please contact Dr. Hahn by e-mail prior to the course for information regarding meeting time and place. e-mail: [hahnpc@medicine.ufl.edu](mailto:hahnpc@medicine.ufl.edu)  
The course will meet daily for two weeks.

## Course Materials

Recommended texts: Sapira's Art & Science of Bedside Diagnosis by Jane M. Orient and Symptom to Diagnosis: An Evidence-Based Guide by Scott D. C. Stern, Adam S. Cifu, Diane Altkorn These texts and others will be on reserve in the Rheumatology office for your use during the course.

## Additional Information

You are encouraged to review the basic physical exam prior to starting this elective. Grading: Pass / Fail

## The Use of Narrative Medicine in Pediatrics - Health through Stories

**PED E 18 | 4th Year Elective | Pediatrics | Basic Science**

### Prerequisites

4th year medical student

### Course Description

The course work will be based on interviewing pediatric patients and their families and practicing narrative writing with 3 goals in mind;

- 1) Presenting the patient's history of illness accurately in a form useful for traditional medical presentation.
- 2) Practicing narration of the patient's history from their personal perspective.
- 3) Be able to analyze the similarities and differences between the narrations created from these two distinct perspectives and begin to use that understanding to modify one's understanding of health and illness.

Additional readings and writings will be shared and discussed from other sources to add to and stimulate analysis and discussion.

The student will keep a portfolio of the interviews, written narrations and analyses.

Course description

### Course Faculty and Staff

- [Robert M Lawrence MD](#) (Director)
- [Meghan Lopez](#) (Course Staff)

### Meeting Place and Time

Dr. Lawrence's Office Human Development Bldg 301 - 294-5252, [lawrerm@peds.ufl.edu](mailto:lawrerm@peds.ufl.edu) meeting time approximately one week before starting the course to prepare and arrange meetings.

### Course Materials

- 1) Handout materials available on the first day.
- 2) Ten Years of Medicine and the Arts - Academic Medicine 1991-2001

### Additional Information

Dates offered will relate to both Dr. Lawrence's and the students availability. The preferred duration of the elective is 2 weeks, although if a student has a particular project or goals in mind then 4 weeks can be arranged. The student can directly contact Dr. Lawrence via e-mail to negotiate the dates.

## Thoracic and Cardiovascular Surgery

**SUR E 8 | 4th Year Elective | Surgery | Clinical Science**

### Prerequisites

4th year medical student - completion of 3rd year rotation on General Surgery

### Course Description

COURSE GOALS: At the completion of this rotation the student will be able to:

1. Perform detailed admission histories and physical examinations specific to patients who have pulmonary and cardiac disease that require surgical therapy.
2. Identify the indications and potential complications for thoracic and cardiac surgical procedures.
3. Identify the appropriate tests and medications required for assigned patients throughout their course of therapy.
4. Second or first assist in general thoracic and open heart surgical procedures.
5. Correlate the findings from the physical, hemodynamic, laboratory, and other diagnostic tests performed before and after cardiac surgery.
6. Evaluate and predict patient outcomes in response to surgical interventions and pharmacologic manipulations performed in the postoperative period.

Student activities include: Daily patient rounds and conferences, assisting in surgery, diagnostic work-ups, and direct patient care.

### Course Faculty and Staff

- [Joan Wysocki](#) (Course Staff)
- [Thomas Beaver MD](#) (Other Faculty)
- [Tiago Machuca MD](#) (Other Faculty)
- [Vincent Daniel MD](#) (Other Faculty)

### Meeting Place and Time

CICU 0600 HRS

SPONSORING UNIT: Department of Surgery, Division of Thoracic and Cardiovascular Surgery

COURSE DIRECTOR: Daniel G. Knauf, M.D., Rm. M-602, (352) 846-0364, Box 100286

COURSE GOALS: At the c

### Course Materials

Current textbooks in thoracic, adult cardiac, and congenital heart surgery. Selected reprints from specialty journals.

## Trauma; Surgical Critical Care; and Emergency Surgery

**SUR E 14 | 4th Year Elective | Surgery | Clinical Science**

### Prerequisites

Fourth Year Medical Student

### Course Description

Four week course in which student will rotate on the Trauma/Emergency Surgery Service and act as a sub-intern. Daily rounds with residents and attending; bedside surgical procedures in the SICU; operative cases in the OR and the initial management and resuscitation of the severely injured trauma patient will be emphasized.

### Course Faculty and Staff

- [Joan Wysocki](#) (Course Staff)
- [Chasen Croft MD](#) (Director)

### Meeting Place and Time

5:30 AM in Shands (S), 5W.

### Course Materials

TBA

### Additional Information

Excellent experience for student interested in surgery; critical care or anesthesia as a career.

## UF College of Medicine First Response, Emergency and Disaster Planning Course

**EMD E 6 | 4th Year Elective | Emergency Medicine | Clinical Science**

### Prerequisites

Pre Requisite: Completion of all Year 1-3 Medical School Curriculum Requirements

Other Requirements that must be kept up to date for the duration of the elective:

- BLS for Health Professionals
- HIPAA Training
- Universal Precautions Training

## Course Description

professions) to the learning experience of being a health care provider at the point of injury/event with a patient or number of patients in a disaster or emergency situation. The course will focus on realistic emergency preparedness for the health care needs of multiple patients in a disaster scenario (mass casualty event, hurricane, tornado, global health event, etc.) Student interaction with the instructors, content and learning activities of this course will sharpen the knowledge, skills and readiness of the developing physician.

This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Physician to Perform:

- EPA 1: Gather a history and perform a physical examination
- EPA 7: Form clinical questions and retrieve evidence to advance patient
- EPA 8: Give or receive a patient handover to transition care responsibility
- EPA 9: Collaborate as a member of an interprofessional team
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- EPA 13: Identify system failures and contribute to a culture of safety and improvement

## Course Faculty and Staff

- [Rachel Martin](#) (Course Staff)

## Meeting Place and Time

TBA

## Course Materials

Textbooks

Reading assignments will be made available in Canvas

Materials and Supplies Fees:

Not Applicable

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft®
2. Canvas Learning Management System
3. (Possibly) BigBlueButton Web Conferencing Software

## UF Mobile Clinic

**MED E 40 | 4th Year Elective | Internal Medicine | Clinical Science**

### Prerequisites

4th year medical student

### Course Description

This course entails a “hands-on” experiential approach to rendering health care to the underserved. Students will spend Monday-Thursday 11-4:30 & Friday 9-5, as well as some evenings/nights a week, rendering health care on the UF Mobile Clinic, a clinic on wheels which visits a different neighborhood each day of the week. Students will work in neighborhood clinics under the supervision of a licensed health professional and with clinic staff support.

All students will be required to attend an orientation breakfast, Dr. Hardt's treat, on the first Monday of their rotation at 8AM, and a wrap up meeting on the last Friday, at 8AM. Location TBD:

email [sherices@ufl.edu](mailto:sherices@ufl.edu) for details

Common problems to be addressed are family planning, sexually transmitted infections, diabetes, hypertension, and depression.

Students will be expected to reflect briefly on their Mobile Clinic primary care experiences in the form of a REAP note, not to exceed 1.5 pages. Reap includes Reflection, Experience, Assessment, and Plan. Your paper should express what you learned and any thoughts or emotions you encountered that will affect your future practice. REAP notes will be submitted to Dr. Hardt via email at [hardt@ufl.edu](mailto:hardt@ufl.edu) and to the Course Manager at [deenarweiss@ufl.edu](mailto:deenarweiss@ufl.edu)

### Course Faculty and Staff

- [James Grigg MD](#) (Director)

## Meeting Place and Time

For more info email: [MobileClinic@health.ufl.edu](mailto:MobileClinic@health.ufl.edu)  
See the UF Mobile Clinic website for monthly schedule.

## Course Materials

For Background: Commonwealth Fund ([cmwf.org](http://cmwf.org)), Kaiser Health News, Kaiser Family Foundation Weekly

Update For clinic: Up to Date, Washington Manual of Therapeutics, electronic articles as assigned

## Urology Surgery - Elective

**SUR E 10 | 4th Year Elective | Urology | Clinical Science**

### Prerequisites

Senior medical student status.

### Course Description

This course will provide the senior student with a basic understanding of clinical urology as a surgical subspecialty. Student will: 1) participate as a member of the urological team providing inpatient, outpatient and surgical care to patients referred to the urological service; 2) participate in urological teaching conferences; 3) interact with urological residents and faculty on a daily basis. Psychomotor Domain: 1) Demonstrate proficiency in common intern-level duties including Genitourinary Exam (including male and female exam), DRE, Catheter insertion, basic urological endoscopic techniques and basic suturing skills; 2) Recognize the role of existing and emerging technology and research in the field and practice of urology; 3) Reliably use the Internet and electronic tools as a medical resource. Affective Domain: 1) Expand his/her exposure to and appreciation for a career in urology; 2) Become more keenly aware of the opportunities available to residents in urology; 3) Appreciate the influence of translational research as it applies to urology. LEARNING ACTIVITIES: The students who choose this rotation as an elective will participate as a member of a very busy and academic urological service at the University of Florida. He or she will become aware of the daily responsibilities of a urology resident, including education of 3rd year medical students and perioperative care of the surgical patient. Students will be expected to attend all urology related conferences including Didactic resident lectures, GU Tumor Board, Morbidity and Mortality Conference, Urological Imaging Conference, Basic Science Conference and Mortality Conference, Pathology Conference and Journal Club. Furthermore, the student will be assisting in the Operating Rooms and seeing patients in clinic. Although the curriculum is flexible, it is expected that the student will prepare for cases and conferences as any other member of the team and will be held accountable for these. During the 4-week rotation, the student will present a 20-minute slide presentation on some aspect of Urology in the didactic format to the residents. He or she should choose a faculty mentor who will assist in the assimilation and delivery of this lecture. This lecture should be evidence-based and articles from accredited journals should be referenced.

### Course Faculty and Staff

- [Louis Moy MD](#) (Director)
- [Stephanie Stenner](#) (Course Staff)

## Meeting Place and Time

The first day, you will meet Stephanie Stenner on the 2nd Floor of the Health Science Center, Department of Urology, Rm N-203. During the elective rotation, you will meet residents for morning rounds (Chiefs will direct you).

## Course Materials

No specific text is required. Recommended texts include; 1) Campbell's Urology (4 volumes) - Available for reference in the Div. Library; 2) Hinman's Atlas of Urologic Surgery (useful in preparing for individual surgical cases) - Available in the Div. library; 3) Smith's General Urology (a urologic overview readable in the four week rotation); 4) AUA Update Series (an up to date; concise comprehensive review of selected urologic topics) - Available in the Div. library

5) Students are asked to complete or show evidence of prior completion of the online national medical student curriculum in urology available at [www.aunet.org](http://www.aunet.org) (under the Education tab click Educational Programs then Medical Student Information then CORE Content)

### Additional Information

Stephanie Stenner is the Residency Coordinator for the Department of Urology and can be reached at (352) 273-8634, Fax: (352) 273-8604, or email [Stephanie.Stenner@urology.ufl.edu](mailto:Stephanie.Stenner@urology.ufl.edu).

## Vascular Surgery

**SUR E 21 | 4th Year Elective | Surgery | Clinical Science**

## Prerequisites

3rd year rotation on General Surgery

## Course Description

COURSE GOALS: At the completion of this rotation the student will be able to: 1. Perform detailed admission histories and physical examinations specific to patients with vascular disease who require surgical and/or medical therapy. 2. Identify the indications and potential complications for vascular surgical procedures. 3. Identify the appropriate tests and medications required for assigned patients throughout their course of therapy. 4. Second or first assist in general vascular surgical procedures. 5. Correlate the findings from the physical, hemodynamic, laboratory, and other diagnostic tests performed before and after vascular surgery. 6. Evaluate and predict patient outcomes in response to surgical interventions and pharmacologic manipulations performed in the postoperative period. Student activities include: Daily patient rounds and conferences, assisting in surgery, diagnostic work-ups, and direct patient care.

## Course Faculty and Staff

- [Robert J Feezor MD](#) (Director)
- [Joan Wysocki](#) (Course Staff)

## Meeting Place and Time

Call the Vascular Surgery Office (273 5484) or page Dr. Feezor (352 262 1775) for information.

## Course Materials

Material will be provided from the following:

Rutherford's Vascular Surgery. 7th Edition. Eds. Cronenwett and Johnston. Saunders - Elsevier, Inc. Publishers. Copyright 2010.

Mastery of Vascular Surgery and Endovascular Therapy. Eds. Zelenock, Huber, Messina, Lumsden, and Moneta. Lippincott Williams and Wilkins Publishers. Copyright 2006.

Selected readings from Journal of Vascular Surgery and other vascular specialty journals.

## Additional Information

The Shands Vascular surgery service is a busy, tertiary care service that has a heavy operative load. The 4th year student rotating on the service will function as a junior resident, including operating with the faculty and fellows as well as supervising the 3rd year medical students and assisting the interns.