

# BIENNIUM 1 ELECTIVES CATALOG

Year One

2008-2009

Revised 01/14/09

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PHILOSOPHY  
OF THE  
BIENNIUM ONE ELECTIVES PROGRAM

The Biennium One (BI) Electives Program is one of the unique features of Wright State University School of Medicine. There is a scheduled elective period when students are immersed in a single course relevant to their development as physicians, the summer following year one. In addition, students may be eligible to participate in an elective concurrently with core courses during winter and spring of their first year.

The electives available for selection by students are not intended to duplicate nor replace the "core" or required courses, but to supplement and complement the required curriculum. Content varies widely among electives.

Differences in content require different educational approaches. In some electives, one student will be paired with one faculty preceptor; for example the student may follow a physician as s/he makes the usual daily rounds. Other electives involve classroom activities, usually in relatively small groups, accompanied by reading assignments or other out-of-class responsibilities. Although the style of the electives program is intended to provide some respite from the core periods, the program is an integral part of the medical school curriculum and as such is designed with the expectation that students will be engaged in educational activities full-time for the entire elective period.

Generally, it is assumed that students should sample a variety of electives to promote their development as well-rounded physicians. Moreover, in an effort to encourage individual professional development, the electives program offers interested students the opportunity to design their own educational experience through the "student-initiated electives" option. Many students in the past have designed research projects or clinical preceptorships that match their individual interests.

Although no course can fulfill all the goals of the program, the following goals summarize the philosophy of the program as a whole. The Electives Program is intended to:

- a) permit students to pursue concentrated study in areas of their interests or needs,
- b) encourage educational self-direction and self-reliance,
- c) enhance students' problem-solving abilities,
- d) promote the correlation of academic experience with medical practice,
- e) encourage closer interaction of students and faculty,
- f) promote interdisciplinary and interprofessional understanding and cooperation.

## STRUCTURE OF THE BIENNIUM ONE ELECTIVES PROGRAM

1. Students in Wright State University Boonshoft School of Medicine are required to complete four weeks of elective courses during Biennium I. This requirement must be fulfilled prior to starting Biennium II (MS-3). Each elective course must be a minimum of 2 weeks in length. Students must also complete 60 hours of service learning electives during Biennium I. Students must complete a minimum of two service learning electives with a minimum of 4 hours per service learning elective.
2. The Wright State University Boonshoft School of Medicine curriculum provides an elective period in the summer following Year One. Students are required to receive a passing grade for four (4) weeks of electives, none of which may be “essentially identical.” Students who do AHEC, summer externships, international experiences, etc. will be granted credit according to their actual length rather than being limited to two weeks. For example, if an elective is 4 weeks in length during the summer a student will receive 4 weeks of credit. A student may not receive more than 4 weeks of credit for any single elective.
3. No remediation requirement may be substituted for an elective.
4. The grading system employed for Biennium I electives will consist of Pass/No record.
5. A subcommittee of the Faculty Curriculum Committee directs the Biennium I Electives Program.
6. Administrative support of the program is provided by:

Gwen Sloas, Ed.D. Associate Director, Student Affairs/Admissions  
190 White Hall, 775-2934, [gwen.sloas@wright.edu](mailto:gwen.sloas@wright.edu)

Kate Cauley, Ph.D., B1 Electives Subcommittee Chair and Director of International Student Electives  
315 Kettering Center, 140 Monument, Dayton, 775-1120  
[katherine.cauley@wright.edu](mailto:katherine.cauley@wright.edu)

Address questions and concerns to Gwen Sloas, Ed.D.

## REQUIREMENTS AND POLICIES OF THE BIENNIUM ONE ELECTIVES PROGRAM

TIME PERIODS FOR ELECTIVES: Students have three time periods in which they may fulfill the first-year elective:

1. During Scheduled Elective Period– A two-week elective period is scheduled in Biennium One in the summer following first year. Students may participate in established electives or Student Initiated Electives.

A. Established Electives: The B1 Electives Catalogue lists a number of established electives from which students may choose. These electives are designed to be completed during the two-week elective period in the summer following first year.

B. Student Initiated Electives: Additionally, students have the option of developing Student Initiated Electives to be completed prior to the end of the first biennium period. For additional information related to Student Initiated Electives, please see “Procedures for Developing a Student Initiated Elective” and “Instructions for Completing a Student Initiated Elective Proposal.”

2. During The Academic Year – Some electives offered are completed during the academic year across a full term.

The B1 Electives Catalogue lists a number of established electives designed to be completed during a term. These electives typically meet weekly throughout the term. Students must be in good academic standing and receive permission from the Office of Student Affairs to enroll in any electives that begin prior to the designated elective period in the summer following first year.

3. During Summer, Other Than Scheduled Elective Period - Some electives during the summer following the first year extend beyond the regular two-week elective period.

Some electives listed in the B1 Catalogue that are offered during the summer following the first year extend beyond the regular two-week elective period. These electives include AHEC, Kettering Summer Externship, Horizons in Medicine Program, and Prematriculation Program. Additionally, when students design Student Initiated Electives that involve international travel, these electives usually take place during the summer following the first year and extend beyond the regular two-week elective period.

SELECTION OF ELECTIVES: Students are invited to submit their choices for electives in rank order on an Elective Options Form. Students interested in participating in an elective offered during the academic year must submit a Winter Elective Options Form by December 1, 2008.

Students interested in participating in an elective during the summer, either during the scheduled elective period or extending beyond the elective period, must submit a Summer Elective Options

Form by February 18, 2009. (Note: Student Initiated Elective proposals must be completed and provided with the Summer Elective Options Form.)

Elective Options Forms are submitted to the Office of Student Affairs. Since there are limitations on the number of students who can enroll in some of the electives, class assignments are done randomly taking into consideration the rank order of the student choices.

**SUBMISSION DEADLINE  
FOR RANK ORDER LISTS OF ELECTIVES FOR  
CLASS OF 2012**

Winter Elective Options Form: Due December 1, 2008

Summer Elective Options Form: Due February 18, 2009

## Service Learning Curriculum

### I. Introduction

Wright State University Boonshoft School of Medicine is, by design, engaged in community based, multiprofessional clinical education. Consequently, formalizing a Service Learning curriculum by adding a Service Learning requirement to the existing curriculum for first and second biennium students is primarily an enhancement of existing curriculum, and provides an opportunity to apply some specific standards related to Service Learning (SL) longitudinally across the four years of undergraduate medical education.

### II. Overall Structure

#### A. In Biennium 1 students will be required to:

1. Complete a **four hour general orientation** to the SL Curriculum/Requirement that will include the following content areas:
  - a. Patient population of the greater Dayton area
  - b. Health care and human/social service delivery in the greater Dayton area
  - c. Medicaid, Medicare and Disproportionate Share funding mechanisms
  - d. Ethic of service in professional practice
  - e. SL pedagogy and reflection as a learning method
  - f. Review of SL requirements and how to fulfill them
2. Participate in a minimum of **sixty (60) hours** of SL hours. These hours can be completed through B1 SL modules as identified in the B1 Elective Catalogue or Student Initiated SL modules. While the number of hours per SL module will vary, students must complete **at least two separate SL modules** during the first biennium of medical school.
3. A **Template for a SL Module Syllabus** will be included in the B1 Elective Catalogue to provide faculty and students with a model for developing SL Modules.
4. SL Modules developed by faculty and Student Initiated SL Modules will be **submitted for review to the B1 Elective Subcommittee**, to be approved for SL hours credit.

#### B. Reflection

A series of **general reflection questions** will be developed for each new BSOM class. All students in the Class of 2012, for example, will be given the same three reflection questions, disseminated electronically to students periodically at specific points during their first year of medical school. During the second year of medical school, all members of the class of 2012 will get a different set of general reflections questions, and the same in the third year and the fourth. These questions will be read and evaluated by a designated group of faculty, identified as “SL Mentors” who will provide students with a brief narrative response at the conclusion of each year of medical school. Additionally, the SL Module Syllabus Template identifies opportunity for community and academic faculty to develop module specific reflection questions for oral and written response.

### III. Evaluation

- A. At the program level evaluating the SL curriculum across all four years of undergraduate medical education, the following measures will be taken:
1. Students will complete a standardized on-line SL Program **Pre-Test** (assessing self report of knowledge, skills and attitude) as a part of the four hour orientation described above.
  2. Students will complete a standardized on-line SL Program preliminary **Post-Test** (assessing self report of knowledge, skills and attitude) at the conclusion of their second year of medical school.
  3. Students will complete a standardized on-line SL Program **Post-Test** (assessing self report of knowledge, skills and attitude) at the conclusion of their fourth year of medical school.
  4. An aggregated **content analysis** of answers to Reflection questions will be completed annually.
  5. Student **participation in SL modules** will be monitored and documented in terms of hours and types of SL modules completed for each student across the four years.
  6. Working with BSOM Office of Alumni Affairs, **residency and practice site choices will be documented** annually.
- B. At the SL module level the following measures will be taken:
1. At the conclusion of each SL module **students will complete a standardized, on-line evaluation** of the experience. This will both document completion of the SL module, and provide evaluation data for ongoing quality improvement.
  2. At the conclusion of each SL module, the **academic and community faculty will complete standardized, on-line evaluations of each student.**
  3. At the conclusion of each SL module, the **academic and community faculty will complete standardized, on-line evaluations of the SL module** that will assist in on-going program evaluation and quality improvement.
  4. Faculty may also conduct pre and post test assessments on a **module specific basis.**
  5. Basic standardized participation criteria are specified in the SL Module Syllabus Template, however, faculty may also develop additional module specific evaluation assessments.

### Frequently Asked Questions

1. What is service learning (SL)?

SL is a teaching pedagogy/philosophy aimed at instilling a sense of civic responsibility. SL is distinguished by three things—first, SL is curricularly based, that is students get academic credit for participating in community based experiences; second, SL places equal value on the service objectives defined by the community as it does on the learning objectives defined by the academy; and third, the planning, preparation and implementation of the SL curriculum is done in a partnership that includes the academic faculty, the site based community staff and the student.

The SL Protocol for Health Professions Schools guides the discussion related to integrating SL into the curriculum at BSOM:

- Establish long term partnerships between academic faculty and community based service sites that ensure ongoing educational opportunities for students and continuous service in the community.
- Develop a SL syllabus that integrates learning objectives, service objectives and service learning objectives germane to specific curricular content and site specific community identified needs.
- Develop and provide an orientation component to SL that provides the student with an understanding of the population to be served and the community in which the service is provided, and that provides the community partner with a clear understanding of the student's current level of preparation.
- Develop and provide opportunities for students to integrate the service and learning aspects of their experience through reflection.
- Actively promote the ethic of service as an integral part of professional practice

2. Do SL modules have to be clinical in nature?

No, SL modules, particularly in the first year do not have to be clinical in nature. Any community based experience that meets the criteria described in the Template for a SL Module Syllabus is appropriate.

3. The requirement states that the student has to be involved with at least two separate SL modules during B1. Are there a minimum number of hours for a SL module, or can I do one module for 59 hours and a second SL module for only one hour?

The minimum number of hours for a particular SL module is four hours.

4. What if I want to create a Student Initiated SL module that involves a wide variety of experiences, do they each have to be at least 4 hours long?

No one SL Module can be less than four hours in duration. However, a SL module can be designed to include multiple four hour experiences.

5. What if I take an elective that has been designated as a SL module and it is four weeks long (160 hours at 40 hours/week), but I can only count 56 hours of those 160 hours to fulfill part of my B1 SL requirement? What happens to the other hours?

The maximum number of hours you can count for any one SL module is 56 hours. In order to get academic elective credit for any of the remainder of hours you would need to complete a separate SIE application for the elective credit from the remaining hours.

6. What if I take an elective that has been designated as a SL module and it is six weeks long (240 hours at 40 hours/week)—can I use 56 hours for a SL module, and then get two regular elective credits (160 hours) all from the one elective?

Across the three required B1 electives (one SL and two others) students have to have at least two different kinds of experience. So one six week elective cannot fulfill all three required B1 electives, because one six week elective is only one kind of experience.

7. Is the Template for a SL Module Syllabus to be used for both a faculty developed SL Module and a Student Initiated Elective SL Module?

Yes, the Template for a SL Module Syllabus is to be used both by faculty and by students in designing SL Modules. The Template for a SL Module Syllabus is designed to serve as a guide to assist both faculty and students as they develop SL modules to insure that the SL module meets the criteria required to demonstrate that an elective meets SL requirements.

8. If I want to do a Student Initiated SL Module, do I have to complete both the SIE proposal and the Template for a SL Module Syllabus?

No, the Template for a SL Module Syllabus can be used in the place of the SIE proposal; however, all of the other required documentation associated with an SIE must be completed as well.

Template for a Service Learning (SL) Module Syllabus  
Wright State University Boonshoft School of Medicine

(Parentheses around a sentence or phrase indicate that the language used is meant to serve as a model identifying general elements to be included, and may be more specific to a particular SL module.)

1. TITLE:
2. DEPARTMENT:
3. DIRECTOR & FACULTY:  
Academic Faculty:  
(Should be primarily employed by Wright State University Boonshoft School of Medicine, and be faculty of record for WSU/BSOM for the SL module)  
  
Community Faculty:  
(Should be not primarily employed by Wright State University, and should serve as faculty of record for the community site hosting the SL module)  
  
Community Site Supervisor: TBD  
(Should be a person who is mutually determined by the academic and community faculty to be appropriate to provide on site day-to-day coordination/supervision of students)
4. TIME & LOCATION:  
(Should be the community site location(s) where students will complete the SL module)
5. NUMBER OF STUDENTS:
6. SERVICE LEARNING MODULE DESCRIPTION:  
(The SL Module description should include information related to how students will work on site in community-based settings completing service projects that also meet identified learning objectives. Additionally, if the SL module is part of a larger course/experience, this should be articulated and explanation provided as to how the course/experience has been modified/enhanced to make it fit the criteria for SL module.)
7. LEARNING METHODS:
  - a. (This is a SL module with substantial **orientation** for the students to the site specific patient population and services, integrated systems of care, and health policy issues, in addition to ancillary/complimentary community resources; and for the community site to the current educational preparation and skill level of the students.)
  - b. (**Direct service** provision will be provided as a part of the site specific services/treatment team.)

- c. **(Non-direct services and policy discussion and synthesis** will address public health and commercial health systems integration for optimal community health development.)
- d. **(Readings/internet research** as assigned/needed.)
- e. **(Reflection exercises** to foster integration of didactic and applied learning experiences and to highlight the ethic of service in professional practice.)

## 8. LEARNING OBJECTIVES

### a. Learning Objectives

Learning Objectives common to B1 SL modules

Three general categories of learning objectives in B1 SL modules would include:

- 1) (skills related to interacting with patients from diverse cultural backgrounds;)
- 2) (knowledge related to barriers and facilitative factors to accessing health care and establishing a medical home;)
- 3) (site and patient/client specific learning objectives.)

### b. Service Objectives

Service Objectives common to B1 SL modules

Three general categories of service objectives in B1 SL modules would include:

- 1) (providing health education;)
- 2) (assessing the need for and accessing services;)
- 3) (site and patient/client specific service objectives.)

### c. Service Learning Objectives

Examples:

Students completing the SL module will learn (insert appropriate learning objective) while (insert appropriate service objective) at the (insert community based site).

Typically, there should be is a pretty good match between learning objectives and service objectives, and there should be no less than three.

## 9. EVALUATION:

- a. (Student will complete a minimum of XXX of hours in the SL module, which will include XXX hours of site specific orientation, XXX hours of direct service, XXX of non-direct service, XXX hours of readings/reflection.)
- b. Students will complete program level pre- and post-test measurements documenting changes in knowledge and attitude as a result of participation in SL modules. (Faculty may also elect to have students complete pre- and post-test measurements related to a specific SL module.)
- c. Students will both answer in writing on-line the general reflection questions for their class and participate in structured and module specific reflective exercises orally and/or in writing which are designed to integrate the didactic, learning and service components of the SL module, with particular emphasis on the ethic of service in professional practice.
- d. Students will complete assignment related to public policy and its impact on the health of the population served.

## PROCEDURES FOR DEVELOPING A STUDENT INITIATED ELECTIVE

Students may design and seek approval for Student Initiated Electives (SIEs). This may include a variety of experiences; for example, preceptorships, research projects, international travel, and independent study. For Student Initiated Electives, the following process shall apply.

- a. A written proposal must be submitted to the B1 Electives Subcommittee by the deadline established for each elective period and should follow the format identified in the *Instructions for Completing a Biennium One Student-Initiated Elective Proposal* below. A research protocol or description submitted to WSU from an external agency for funding or for some other purpose is **not** to be substituted for an SIE proposal, though these documents can accompany a completed SIE proposal packet.
- b. SIE proposals must also include a Departmental Sponsor Form and a Preceptor Form, found below. Additionally, SIE proposals that include international travel must have the above two documents plus: an International Elective Sponsor Form, and an International Elective Agreement with Wright State University Boonshoft School of Medicine Form, both found below.
- c. After the B1 Elective Subcommittee has approved an SIE proposal, notification will be sent to the department identified on the Departmental Sponsor Form, the faculty identified on the Preceptor Form and the student.
- d. Preceptor Evaluation Forms for three types of SIEs –clinical experience, international experience and research can be found in the Forms Section of the B1 Elective Catalogue.
- e. For SIEs internal to Wright State University Boonshoft School of Medicine, the WSU/BSOM department identified on the Departmental Sponsor Form will be responsible for working with the faculty member identified on the Preceptor Form to insure that the course objectives are met and that the student is appropriately evaluated.
- f. For SIEs external to Wright State University Boonshoft School of Medicine, the WSU/BSOM department identified on the Department Sponsor Form will be responsible for coordinating with the faculty member identified on the Preceptor Form to insure that the course objectives are met and that the student is appropriately evaluated. In the case of SIEs that involve international travel, the department identified on the Departmental Sponsor Form will coordinate with the faculty member identified on the Preceptor Form and with the sponsoring organization identified on the International Electives Sponsor Form to insure that the course objectives are met and that the student is appropriately evaluated.
- g. A grade for an SIE must be submitted to the Office of Student Affairs within **two weeks** of the conclusion of the elective.
- h. Students will not be permitted to do elective work under the direction of a family member or a person closely associated with a family member. Students are responsible for reporting potential nepotistic relationships with preceptors to the subcommittee or a BSOM staff member.

- i. **No** retroactive credit will be given under **any** circumstance.
- j. All SIE work must be completed by the end of the academic quarter following the elective period.
- k. A student wanting to obtain elective credit for military experience related to medical education must submit an SIE proposal documenting the military service proposed along with all accompanying documentation described above to the B1 Electives Subcommittee by the deadline below. The subcommittee may grant tentative approval contingent upon the receipt of final documentation.
- l. SIE proposals and all required documentation must be submitted with the Elective Options Form. The SIE must be ranked as the student's first choice.

**SUBMISSION DEADLINE FOR SIE PROPSOALS  
CLASS OF 2012**

Winter Elective Options Form: Due December 1, 2008

Summer Elective Options Form: Due February 18, 2009

## INSTRUCTIONS FOR COMPLETING A STUDENT INITIATED ELECTIVE PROPOSAL

Listed below are the steps the student should perform when preparing to do a Student-Initiated Elective (SIE).

1. The student:
  - a) should consult with the faculty member with whom he/she is interested in performing the SIE;
  - b) should work with the faculty member to develop a SIE proposal outlining what the student will be doing during the elective (See Format of a Student Initiated Elective Proposal);
  - c) should, when developing the SIE proposal keep in mind: that time spent during the elective should be 35-40 hours of contact time per elective week; and that when elective placements require special orientation, or immunizations, these should be completed prior to the beginning of the elective;
  - d) should have the faculty member complete the Preceptor Form (see appendix) which must be submitted with the SIE to the B1 Electives Subcommittee for approval;
  - e) should have the department complete the Departmental Sponsor Form (see appendix) which must be submitted with the SIE to the B1 Electives Subcommittee for approval;
  - f) should submit a copy of the SIE Proposal, the Preceptor Form, the Departmental Sponsor Form, and in the case of international travel electives, the International Elective Sponsor Form and the Agreement with Wright State University Boonshoft School of Medicine Form to Gwen Sloas, Ed.D.
2. The Student-Initiated Proposal packet including all the documentation is reviewed by the B1 Electives Subcommittee.

FORMAT FOR A BIENNIUM ONE STUDENT-INITIATED ELECTIVE PROPOSAL

1. **Name(s) of Student(s)**
2. **Title of Elective** -not more than 23 letters/spaces
3. **School of Medicine Sponsoring Department**
  - a. Attach Departmental Sponsor Form signed by department chair or his/her representative indicating that the proposal has been reviewed and approved. (See Forms.)
  - b. An approval signature on the proposal will not be sufficient.
4. **Faculty Preceptor: Person directly responsible**
  - a. Attach Preceptor Form signed by preceptor in which preceptor indicates that s/he has reviewed the proposal, will direct the student's SIE, and will complete an evaluation form at the end of the experience. (Faculty can access Preceptor Evaluation of Student Performance Forms through the B1 Electives Catalogue.)
  - b. An approval signature on the proposal will not be sufficient.
5. **Time and Location**
  - a. State the dates and hours during the day when involved in the SIE.
  - b. State the location(s) where the SIE will take place.
6. **Rationale, Goals, and Relevant Prior Experiences**
  - a. Indicate the reasons for wanting to complete the SIE.
  - b. List specifically the goals or objectives that will be achieved.
  - c. List prior experiences that relate to the SIE.
7. **Elective Description**
  - a. If possible, give a detailed schedule of each day's activities.
  - b. Describe how each elective activity is related to the goals or objectives listed in 6.b.
8. **Content Categories**

List specifically the knowledge that will be learned, skills acquired, and/or personal attitudes examined.
9. **Learning-Teaching Methods**
  - a. List specific learning methods that will be part of the SIE.
  - b. List specific reading assignments for the SIE (e.g., chapters and \_\_\_\_\_ in \_\_\_\_\_'s textbook entitled \_\_\_\_\_ August 2006 review article on \_\_\_\_\_ in the New England Journal of Medicine.)
10. **Evaluation Methods**
  - a. Indicate the criteria for a pass grade.
  - b. List the products the student must provide to be evaluated (e.g., log or journal for a clinical SIE; report or paper for a research SIE.)
  - c. Indicate which Preceptor Evaluation of Student Performance Form will be completed by the preceptor.

## **EXAMPLE OF STUDENT-INITIATED ELECTIVE PROPOSAL**

NAME OF STUDENT: Student name

TITLE: Introduction to Obstetrics/Gynecology

DEPARTMENT: Obstetrics/Gynecology

DIRECTOR/PRECEPTOR: Jean Smith, M.D.

TIME AND LOCATION:

June 10-21 at Miami Valley Hospital, Kettering Medical Center, and Dr. Smith's private office, Dayton, Ohio. Minimum contact hours per week will be 40

RATIONALE, GOALS, AND RELEVANT PRIOR EXPERIENCE:

1. I am interested in a career in OB/Gyn and would like some exposure to a general practice of Ob/Gyn. I have been devoting all of my extra reading time to Ob/Gyn textbooks, journals, etc., and now I would like some practical clinical applications. Also, I believe in educating the population about health care, and an Ob/Gyn practice is a good place to start because the future health of an individual is a direct reflection of the quality of prenatal care and education (e.g., nutrition, exercise) that was given to that individual's mother. Women are a good population to educate since one-third of all women seen at the Dayton Health Department Prenatal Clinic have been abused during their pregnancy or within the past year.
2. The goal of this elective is to provide me the opportunity to gain exposure to the clinical practice of Ob/Gyn and to begin to build those skills necessary to evaluate care for Ob/Gyn patients. I will also learn to appreciate the health care services provided by an Ob/Gyn, the need for continuing medical education, and the demands and rewards of an Ob/Gyn practice from the physician's and the physician's family's perspective.
3. I spent two days with an Ob/Gyn at his/her office during a prior elective. Also, I observed a C-section when my child was born.

ELECTIVE DESCRIPTION:

The student will be introduced to Ob/Gyn patients, problems, and procedures through close observation and participation in a general Ob/Gyn practice.

1. Morning Activities:
  - a. with physician (hospital rounds, conferences, committee meetings, etc.)
  - b. with outpatients
2. Afternoon Activities:

- a. physician's office or hospital activities
  - b. discussions with preceptor
3. Evening Activities:
    - a. on call for obstetrical or gynecological cases or emergencies, as selected by the preceptor
  4. Reading assignments or activities as indicated by clinical material or preceptor

#### CONTENT CATEGORIES:

1. Gain experience in:
  - a. obtaining an Ob/Gyn history
  - b. physical examination (general/obstetrical/gynecological)
  - c. the interpretation of lab reports (ultrasound, etc.)
  - d. planning a diagnostic and therapeutic course of action
  - e. relating to patients in a professional manner
2. Observe common Ob/Gyn surgical procedures

#### LEARNING METHODS:

1. hospital rounds with preceptor
2. observation and participation in clinical examination of patients in both physician's office and hospital
3. observation of surgical procedures in hospital and/or outpatient setting
4. review of pertinent lab work or test results with preceptor
5. discussion with preceptor
6. assigned reading as indicated by clinical material or preceptor
7. audiovisuals

#### EVALUATION:

- observation of student in clinical setting
- oral discussions with preceptor
- critique of patient work-ups or assignments given by preceptor
- completion of WSU/SOM preceptor evaluation form for clinical experience SIE
- student log of the elective experience to be submitted and reviewed at the completion of the elective by a member of the B1 Electives Subcommittee

BIENNIUM ONE ELECTIVES

<u><b>Department and Elective</b></u>	<u><b>Director</b></u>	<u><b>Course #</b></u>	<u><b>Offered</b></u>
<u><b>COMMUNITY HEALTH</b></u>			
Intervention and Treatment in Substance Abuse	Cole	CMH 606	June
Ethics in an Interprofessional Context	Cauley	CMH 607	Y1, Term 2
Community Safety-Net Services for the Medically Uninsured in Dayton, Ohio	Sherlock	CMH 608	Each Quarter
<u><b>EMERGENCY MEDICINE</b></u>			
Emergency Medicine Preceptorship	Ballester	EMD 602	June
<u><b>FAMILY MEDICINE</b></u>			
FM Preceptorship-AHEC*	Bell	FMD 602	Summer **
Medical Student FM Summer Externship Program Dayton Area	Zyrd/TBA	FMD 603	Summer
Family Practice in the Community Hospital & Extended Care Facility	Bell/Olsen	FMD 611	June
Behavioral Health in Family Medicine	Olsen	FMD 612	June
Family Medicine Preceptorship	Bell	FMD 614	June
<u><b>MEDICINE</b></u>			
Primary Care-Internal Medicine	Kirkham	MED 601	June
Kettering Summer Externship	Hoeffel	MED 603	Summer**
<u><b>PEDIATRICS</b></u>			
Gastroenterology & Nutrition in Infants & Children	Carvalho	PED 601	June
Child Maltreatment	Vavul-Roediger	PED 602	June
Infections in Infants & Children	Alter	PED 603	June
General Pediatrics	Nanagas	PED 604	June
Respiratory Diseases in Infants & Children	Mueller	PED 605	June
*Offers Service Learning Hours			
**Application to Program Required			
<u><b>SMD ELECTIVES (inter-departmental electives)</b></u>			
Horizons in Medicine	Taylor	SMD 601	June**
Prematriculation Program	Taylor	SMD 602	June**

Multiprofessional Community-Based Primary Care*	Cauley	SMD 610	Y1, Term 2
Pediatric Health Promotion and Screening in an Urban Environment*	Cauley/ Walbroehl	SMD 611	Y2, Term 1
Health Care in Developing Countries	White	SMD 612	Y1, Term 2
Getting to Know Your Patients Through Longitudinal Geriatric Patient Encounters	Bell/Lawhorne	SMD 613	Y1, Term 2
Health Care in the Global Community	Cauley	SMD 614	Y2, Term 1
Medical Spanish		SMD 615	Y1, Term 2

**SURGERY**

Introduction to General Surgery	Bailey/ Nedelman	SUR 605	June
Introduction to Cardiac Surgery	Brown	SUR 606	June
Introduction to Anesthesiology	Reddy	SUR 607	June
Introduction to Plastic & Reconstructive Surgery	Rak	SUR 608	June
Introduction to Anesthesiology	McCornack/	SUR 609	June
Trauma	Saxe	SUR 610	June
Introduction to Urology	Russell	SUR 614	June

**WOMEN'S HEALTH (OBSTETRICS / GYNECOLOGY)**

Introduction to Obstetrics/ Gynecology	Barhan	WOH 601	June
Women and Medicine	Barhan	WOH 609	Y1, Term 2

\*Offers Service Learning Hours

\*\*Application to Program Required

TITLE: Intervention and Treatment in Substance Abuse

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Phyllis Cole, Director  
Asst. Professor, Department of Community Health

LOCATION:

WSU/SOM. Additional time will be spent at alcoholism and drug abuse facilities throughout the community. Weekend intervention exercise will take place in the Weekend Intervention Program, sponsored by Wright State University Boonshoft School of Medicine and occurring on the campus during the elective period.

NUMBER OF STUDENTS: 1 - 4

PREREQUISITES: None

COURSE DESCRIPTION:

This course will provide the student with an overview of various treatment modalities in substance abuse intervention and treatment. The student will participate in an intensive weekend intervention program, learning about group counseling, individual counseling, and client-oriented alcohol education. The student will have a maximum contact with substance abusers especially in the weekend intervention setting; students will also visit with patients/clients undergoing treatment in other settings.

The student will be exposed to several different models of substance abuse etiology and treatment. Treatment settings to be considered will be inpatient alcoholism services, outpatient alcoholism services, a therapeutic community for the treatment of drug abusers and short term, high intensity, intervention setting.

Completion of this elective does not waive or fulfill the W.I.P. requirement in MS-3.

CONTENT CATEGORIES:

During the course of this elective the student will do the following:

1. Site visit an inpatient alcoholism treatment center.
2. Site visit an outpatient alcoholism treatment facility.
3. Participate intensively in a weekend intervention program for alcoholic people.
4. Consider and evaluate etiological models of substance abuse.

5. Consider and evaluate various models for the treatment of substance abusers such as outpatient group counseling, inpatient treatment, a therapeutic community approach, psychological approaches, and biopsychologic approaches (aversion therapies).
6. Student will be able to interact sufficiently with substance abusers to obtain a relevant useful psychosocial history. The student will have developed the attitude formation necessary to provide enough rapport with substance abusers so that a meaningful referral for treatment can be provided.

#### LEARNING METHODS:

Student will screen movies, read scientific and technical articles, site visit treatment centers, interview staff and administration at various treatment centers, and participate in group therapy process. Student will engage in regular tutorials with faculty and director.

#### EVALUATION:

Student will be evaluated by conferences with faculty and counselors and oral examination on readings and audio-visual materials.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 12/08

TITLE: Ethics in an Interprofessional Context

DEPARTMENT: Department of Community Health

DIRECTORS & FACULTY:

Kate Cauley, Ph.D., Course Director  
Associate Professor, Department of Community Health and School of Professional Psychology

Robert Reece, Ph.D., Co-director  
Professor (Retired), Department of Community Health

Various physicians, psychologists, and clergy will be participating in individual sessions.

LOCATION:

Thursday evenings, 6-9 p.m., March 19-May 21, 2009 at WSU Kettering Center, 140 East Monument Avenue, Dayton, Ohio.

NUMBER OF STUDENTS: 4 - 10

PREREQUISITES: Cumulative weighted grade point average of 76% or above at time of enrollment

COURSE DESCRIPTION:

Physicians must interact with a variety of professionals in their daily practice and in their roles as community leaders. This course is intended to promote conversation among students preparing for the professions of medicine, ministry, and psychology. Up to ten Wright State medical students will meet with approximately ten psychology students and ten theological students from the United Theological Seminary. The course will address ethical issues of common concern to these professional groups. Discussing these issues in an interprofessional context should increase understanding of the issues themselves as well as increasing appreciation for the task and problems of professional partners.

CONTENT CATEGORIES:

1. The nature of "professionalism" and the implications for professional responsibility. How should students preparing for the professions understand their future roles and responsibilities?
2. Professional practice in a pluralistic society. How should professionals deal with "clients" and other professionals who do not share the same "worldview"?

3. The social responsibility of professionals. To what extent should professionals have a responsibility as professionals to be concerned with social issues beyond their immediate responsibilities to their "clients?"
4. Interprofessional cooperation. How can professionals help one another? How can we help one another?

LEARNING METHODS:

Reading assignments  
Seminar discussions  
Videotapes

EVALUATION:

Students will attend all class sessions, unless there is an approved absence, and will demonstrate knowledge and understanding of assigned readings by participating in class discussions.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

**CMH 608**  
**Service Learning Hours**

Reach Out of Montgomery County is a 501-C-3 healthcare organization and commits to partnering with Wright State University, Boonshoft School of Medicine for the purpose of providing service learning opportunities to 1<sup>st</sup> and 2<sup>nd</sup> year medical student. Reach Out offers to the Boonshoft School of Medicine student an awareness of concerns and issues surrounding the medically uninsured, disparities of health, clinical hands on assessment skills, observation of medical exams by volunteer primary care providers and/or practice developing and implementing health promotional programs for high school students.

TITLE: Community Safety-Net Services for the Medically Uninsured in Dayton, Ohio

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Academic Faculty: Sharon Sherlock, DHA, RN

Community Faculty: TBD

Community Site Supervisor: TBD

TIME & LOCATION:

Orientation: Classroom and site TBA

Patient Care: Reach Out of Montgomery County 25 E. Foraker, Dayton, Ohio  
5:30 pm to 8:30 pm options of evenings Monday, Wednesday, or Thursday

(Optional) Adolescent Health Promotional Program: Life Skills Charter High School  
1721 N. Main St. Dayton, Ohio 10:00 am to 12:00 noon, Tuesdays or Thursdays

Case Management: Reach Out of Montgomery County 25 E. Foraker, Dayton, Ohio 10 to  
5:00pm Monday, Wednesday, or Thursday

Readings & Reflection: Weekly Email correspondence

NUMBER OF STUDENTS: 10 per quarter

SERVICE LEARNING MODULE DESCRIPTION:

BSOM Students will gather knowledge about the medically uninsured comparing the gaps in health care services nationally to local resources and access to care. Students will participate in the delivery of quality healthcare through free clinics by learning hands on triage skills and medical record review. Students will reflect upon the impact of disparities in health from a provider's perspective as well as from an uninsured consumer's point of view. This module of service learning experiences offers an option for hosting a health seminar to adolescents for the purpose of reducing health risk behaviors. BSOM Students will reflect weekly on

these experiences with the medically uninsured and scholarly readings then respond to email questions.

### LEARNING METHODS:

1. **Orientation: (2 hours)** will include an introductory session on access to care and barriers to access (insurance, affordability, literacy, cultural, disparities) as it relates to this Dayton, Ohio, comparing and contrasting resource availability and cultural barriers. Students will be asked to take responsibility for self-scheduling, transportation and attendance.
2. **Patient Care: (12 hours)** will include participation at 3 evening clinics 5-9 pm (Mondays, Wednesdays, or Thursdays) assisting teams of health professionals with vital signs (BP, Temp, pulse) along with office diagnostic testing such as urine dipsticks, pregnancy testing, hemoglobin screenings, electrocardiogram, pulse oximetry, auscultation of breath sounds and aerosol treatments along with proper medical record documentation of intake findings.
3. **(optional) Adolescent Health Education: (4 hours)** will include (pairs) of students electing to substitute one evening clinic for a preventive health seminar at a local charter high school. Poster presentation will include research on a healthcare topic, developing learning objectives for adolescents, initiating interactive sessions that gaining insight into health literacy and creativity to motivate healthy behaviors among this age group.
4. **Case Management: (2 hours)** students will spend 2 hours at the clinic site (M-F anytime between 10 to 5:30pm, experiencing the role of follow-up case-management emphasizing the referrals and medical record review for quality of care and preventive health opportunities.
5. **Readings/internet research: (2 hours)**  
Exploration of the following WEB sites for reflection  
<http://www.nchc.org/facts/coverage.shtml>  
<http://aspe.hhs.gov/health/reports/05/uninsured-cps/index.htm>  
<http://www.commonwealthfund.org/>  
<http://p.kaiser-permanente.org/m/p/kp/QHealthCare.html>  
<http://www.cdc.gov/HealthyYouth/yrbs/>  
[http://www.medscape.com/viewarticle/547417\\_2](http://www.medscape.com/viewarticle/547417_2)  
<http://www.cdc.gov/omhd/Topic/HealthDisparities.html>  
<http://www.healthypeople.gov/default.htm>
6. **Reflection Exercises:** will foster integration of didactic and applied learning experiences to safety-net clinical services for the uninsured in the Dayton community. Students will be required to reflect weekly in an email journal responding to questions initiated by community health faculty.

### LEARNING OBJECTIVES:

- 1) Students will gain overall knowledge related to the medically uninsured

- 2) Students will gain insight on the impact that access, disparities of health, culture differences, and language barriers has on the medical uninsured population within this community.
- 2) Student will acquire triage skills and office diagnostic testing skills available in a free clinic setting.
- 3) Student will practice communication/presentation skills on healthcare topics to adolescents.

SERVICE OBJECTIVES:

- 1) Community members need medical services provided through the Reach Out Clinic including diagnostic testing services.
- 2) Reach Out patients need referral services following clinic appointments have no medical home and need medical care provided at the clinic.
- 3) Adolescent students in the Dayton Public School need health education focused on prevention.

SERVICE LEARNING OBJECTIVES:

- 1) Students will acquire triage skills and office diagnostic testing skills available in a free clinic setting as they assist Reach Out staff in providing diagnostic testing for community members who come to the clinic.
- 2) Students will gain overall knowledge related to the medically uninsured as they assist Reach Out staff with case management services referring Reach Out patients of needed resources.
- 3) Students will demonstrate skills in oral and written presentations as they provide health prevention education through posters and interactions with students of Dayton Public Schools.

EVALUATION:

- a. Student will complete a minimum of 18 **hours** in this Service Learning elective/module, which will include 2 hours of orientation, 12 hours of direct patient care (or 8 hours of direct patient care and 4 hours of health promotional presentation to adolescents), 2 hours of indirect patient case management, 2 hours of readings/reflection.
- b. Students will self-schedule for patient care rotations, determine the date of poster presentation (optional), answer weekly readings and email questions documenting changes in their knowledge and attitude as a result of this service learning module by the end of the quarter.

THIS ELECTIVE COUNTS AS 18 HOURS (MINIMUM) OF THE REQUIRED 60 SERVICE LEARNING HOURS.

Approved 12/08

TITLE: Emergency Medicine Preceptorship

DEPARTMENT: Emergency Medicine

DIRECTOR & FACULTY:

Michael Ballester, M.D., Course Director  
Assistant Professor, Department of Emergency Medicine

LOCATION:

The student will rotate through the Emergency Departments at Miami Valley Hospital, Children's Medical Center, Good Samaritan Medical Center and Kettering Medical Center.

NUMBER OF STUDENTS: 2-4

PREREQUISITES: Completion of Winter Quarter

COURSE DESCRIPTION:

In this course, the student will be exposed to emergency medicine as a specialty. The student will observe emergency medicine physicians at the above locations. During the rotation, the student will also become exposed to the subspecialties of prehospital care. The student will gain insight into the specialty of emergency medicine by observing emergency physicians treating critically ill or injured patients, as well as those presenting with less acute problems. Airway and suture laboratory experiences are both included.

CONTENT CATEGORIES:

This elective will expose the student to the role of the emergency physician. The student will be introduced to:

- a. ill and/or injured adult patients;
- b. ill and/or injured pediatric patients;
- c. Prehospital care.
- d. airway intervention
- e. suturing techniques

LEARNING METHODS:

- A. Direct observation of patient care by an emergency physician.
- B. Attendance at scheduled conferences.
- C. Presentation before the group.
- D. Airway and suture laboratories.

EVALUATION:

A. Evaluation of student

1. Mandatory attendance per schedule as decided by course director.
2. An appraisal of the student's interest level, attitude, and understanding of emergency medicine as a specialty.
3. Critique of patient presentation made before the group.

B. Evaluation of the elective

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

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Area Health Education Center Summer Preceptor Program (AHEC)

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Academic Faculty: Amanda Bell, M.D., Director of Predoctoral Education  
Department of Family Medicine

Community Faculty: Private family practitioners  
(members of the voluntary clinical faculty)

Community Site Supervisor: (if different from Community Faculty)

TIME & LOCATION:

This elective takes place over four out of nine possible weeks in the summer between Year One and Year Two. The student will work with his or her preceptor for a total of at least 120 hours over these four weeks.

Specific location will be private physicians' offices and their associated hospital and health services facilities, often in outlying communities. (In some instances, it may be necessary to arrange for temporary residence in the community to which assigned, since the daily commuting may be impractical due to the distance from the Dayton-Fairborn area).

NUMBER OF STUDENTS: 30-35

PREREQUISITES:

In good standing having completed Year 1. Student will work with Director and Department Coordinator 8-12 weeks in advance to determine preceptor assignment. Any specific preferences for preceptor choice should be noted on the application to the program, e-mailed to [amanda.bell@wright.edu](mailto:amanda.bell@wright.edu) and [nancy.bates@wright.edu](mailto:nancy.bates@wright.edu), and/or called to the department at 775-8289.

COURSE DESCRIPTION:

The student will participate in the daily practice of family medicine with the assigned preceptor in practices identified as serving underserved members of the community or located in a health professions shortage area, including evening hours and after-hours call activities. Student's individual experiences will vary, depending upon whether the practice includes obstetrics, newborn care, surgery or geriatric extended care. In each instance, the depth of involvement will depend upon the student's level in the curriculum and the student's prior experience and/or training in health related disciplines.

## CONTENT CATEGORIES:

This elective will expose the student to the role of the family physician in a community practice setting, the patient population of the community, and community based health and social services typically accessed by patients outside of the physician office. This experience will stimulate an appreciation for the scope, demands, and rewards of a family practice. Specifically, the student should be able to:

### Learning Objectives:

- A. Appreciate the breadth of health care services provided by the family practitioner.
- B. Identify specific physician roles as a health care provider and community leader.
- C. Understand the family practitioner's leadership role in matching available health resources to community health care needs.
- D. Evaluate office management procedures; especially problem-oriented medical records.
- E. Appraise the need for and appropriateness of continuing medical education opportunities available to family practitioners.
- F. Appreciate the demands and rewards of a family practice from the physician's and the physician's family's perspective.
- G. Understand the patient population in terms of morbidity and mortality issues, health disparities and access to care.
- H. Develop skills required to interact effectively with patients from diverse backgrounds.

### Service Objectives:

- A. Students will gather health information from patients at initial intake.
- B. Assess the need to refer patients to appropriate community resources.
- C. Educate patients regarding health topics and community resources.
- D. Evaluate the needs of the community to recommend service projects aimed at improving the overall health of the community.

### Service-Learning Objectives:

- A. Students will learn basic skills related to intake and diagnosis, and about the role of the family physician in the office and the community while assisting physicians in their family medicine practice as they provide care for their patients.

- B. Students will gain knowledge of community resources and an understanding of the family physicians' role in matching health resources with community needs while assisting patients with referrals to additional resources in the community.
- C. Students will develop an aggregate understanding of health and disease processes, health beliefs and practices typical of the patient population served while assisting with patient care and completing the community service project.

#### LEARNING METHODS:

- A. Direct involvement in ambulatory office practice including history taking, patient examination and, as deemed appropriate by preceptor, involvement in diagnostic or therapeutic procedures.
- B. Participation in other aspects of medical care including hospital rounds, surgery, obstetrics, home visits, emergency calls, and/or community medicine activities.
- C. Attendance at medical society activities as well as local continuing medical education programs.
- D. Possible individual project assignments from the preceptor including assigned readings. Other examples may include (but are not required):
  - 1. Case studies of specific clinical problems observed during the elective period, including an assessment, a management plan, and recommended follow-up, including references if appropriate.
  - 2. Records audit of a series of patients receiving care for a particular medical problem, with a discussion of that particular approach to management as well as alternative approaches.
  - 3. Other pertinent subjects, relevant to student experiences, as determined by the preceptor.
- E. Individual community service-focused project.

#### EVALUATION:

- A. The preceptor will submit, on the form provided, an appraisal of the student's attitude, attendance, relationships with patients, clinical awareness, general proficiency and demonstrated understanding of the philosophy, roles, and responsibilities of the family practitioner.
- B. The student will submit, on the form provided, an appraisal of the effectiveness of the preceptor in accomplishing the indicated teaching skills and performance.
- C. The student will submit, on the form provided, an Evaluation of the Elective.

- D. The student will complete, on the form provided, the Basic Science and Experience Assessment and review this form with the preceptor at the beginning of the elective. At the end of the elective, the student and the preceptor will again review this form, and the student will indicate, in an alternate color, the changes in level of experiences (numbers of procedures observed or performed, etc.) accomplished during the elective. The student will then submit this form (appropriately signed by the preceptor) for review at the completion of the elective.
- E. The student will keep a one day per week log of his/her activities, to be turned in upon completion of the elective.
- F. The student will design, implement, and document a community service project related to his/her preceptor's patient population, and submit a report describing the design, methods, and results of the project to the department upon completion of the elective.
- G. Students will engage in verbal and/or written reflection exercises integrating their field experience with their general medical school education.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES PLUS 56 HOURS OF THE REQUIRED 60 SERVICE LEARNING HOURS.

Revised 10/08

TITLE: Medical Student Family Medicine Summer Externship Program  
Dayton Area

DEPARTMENT: Family Medicine

DIRECTORS:

Teresa Zryd, MD – Dayton Community Family Medicine Residency  
TBA– Miami Valley Family Practice Residency

TIME & LOCATION:

Offered for 2 week intervals during the summer between Year I and Year II.

\*There is a stipend available for the rotation.

Locations will include any of the Family Medicine Residency sites at Good Samaritan Hospital, Miami Valley Hospital or private offices affiliated with their residencies. Application updates will be distributed to student mailboxes during the elective enrollment period.

NUMBER OF STUDENTS:

GSH site - Total of 3 students (1 per 2 week interval).  
MVH site - Total of 3 students (1 per 2 week interval).

PREREQUISITES: Completion of Year I

COURSE DESCRIPTION:

Students will primarily participate in outpatient care in the Family Health Centers and occasionally in private offices with Family Medicine physicians in the community. Additional experiences may be available on the Family Practice inpatient service and other inpatient services such as OB/Gyn, Surgery and Internal Medicine.

CONTENT CATEGORIES:

The student will:

1. experience history taking and physical diagnosis
2. become exposed to the wide spectrum of patient care provided by specialists in family medicine
3. gain first hand knowledge of roles, duties, accomplishments and stresses of residents in family medicine

4. recognize some of the interplay between medical, psychological, social and legal aspects of health care.

LEARNING METHODS:

Observation/participation in the daily activities of family practice physicians in office and hospital settings. Group discussion regarding content of experience.

EVALUATION:

The student will maintain a log of daily activities, commenting on his/her educational value.

Grading will be Pass/No Pass record based on the student's attendance and participation.

NOTE: Enrollment for this elective will be handled by the Department of Family Medicine. If more than the maximum number of WSU/BSOM students permitted respond, enrollment will be determined by lottery and participants will be notified in time to enroll in other electives.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 10/08

TITLE: Family Practice in the Community Hospital and the Extended Care Facility

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Amanda Bell, M.D. Director of Predoctoral Education Department of Family Medicine	Cynthia G. Olsen, M.D. Executive Vice Chair Department of Family Medicine (Geriatrics)
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Physicians and PA-Cs at University Family Physicians, Yellow Springs, OH.

Hospitalist Coordinator/Contact: Michele Torres, M.D., MTorres@greenehealth.org

TIME & LOCATION:

The rotation will take place at Greene Memorial Hospital, a 210 bed, privately owned, not-for-profit community hospital in Xenia, OH, and extended care and assisted living facilities in the Xenia and Yellow Springs areas.

NUMBER OF STUDENTS: 1-2

PREREQUISITES: Good standing in Year 1 and/or Year 2

COURSE DESCRIPTION:

The student will round in the hospital in the mornings with the attending. The student will learn how to write admitting orders and perform a hospital history and physical and write progress notes. Medical consults will be performed on patients admitted to the Mental Health Unit. Handling of after hours phone calls will be discussed. Afternoons will be spent evaluating patients presenting via the emergency room and/or seeing patients in the extended care facilities. Annual Mini-Mental Status Exams and examinations will be performed in this setting under the direction of Dr. Olsen-board certified in Family Practice and Geriatrics. The hospital follow-up visit in the office of patients seen in the hospital will be done as scheduling permits.

CONTENT CATEGORIES:

This elective will expose the student to more of the non-office activities performed by the family physician.

- a. Appreciate the role of the family physician in the community hospital and extended care facilities.
- b. Witness the continuity of office/hospital interface.

- c. gain first hand knowledge of roles, duties, accomplishments and stresses of residents in Family medicine.
- d. recognize some of the interplays between medical, psychological, social and legal aspects of health care.

LEARNING METHODS:

- a. Direct involvement of care of hospitalized patients and residents of ECF from evaluation, admission through hospital stay and discharge.
- b. Utilizing resources to write orders, performing medical consultations, and develop treatment plans on an in-patient mental health unit.
- c. Performance of Mini-Mental Status Exam.
- d. Case specific readings.
- e. Review of lab studies and x-rays and old patient records.

EVALUATION:

1. The attendings will submit a composite evaluation of student based on: attitude, attendance, relationships with patients, professionalism, clinical curiosity and problem solving, data gathering abilities, clinical knowledge and application, and progress made during the selective.
2. The student will submit a log of patients seen and a summary of the most interesting patient encounter during the selective.
3. The student will complete evaluation of rotation and effectiveness of teaching of the attendings.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Behavioral Health in Family Medicine

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Cynthia G. Olsen, M.D.  
Executive Vice Chair  
Department of Family Medicine

Various departmental faculty; clinical instructors, community partners

TIME & LOCATION:

Based at the Yellow Springs Family Health Center, students will meet and have access to resources Monday-Friday. Various activities to take place in the facility outpatient clinic, and off site locations, which include but are not limited to: Inpatient Psychiatric Unit at Greene Memorial Hospital, Women's Recovery Center, Children's Services Board of Greene County, Friend's Care Center Nursing Home. Some evening activities may be required, such as attending family conferences or group therapy.

NUMBER OF STUDENTS: 1-6

PREREQUISITES: Good standing in Year 1 and/or Year 2

COURSE DESCRIPTION:

The course will be taught by both small group and individual interactions, preparing the student to begin a basic understanding of the myriad of behavioral issues that the family physician encounters on a daily basis. The student will participate in the daily practice of medicine in diverse settings (outpatient, in-patient, etc.) and explore community resources and agencies that support patients with mental illness and social challenges. The student's level of involvement will depend on their prior experience and level in the curriculum.

CONTENT CATEGORIES:

This elective will expose the student to the role the family physician plays in evaluation and treating mental illness and addressing common behavioral issues in daily practice. Specifically the student should be able to:

- a. Appreciate the role of the family practitioner performs in identifying behavioral and mental health issues in the community, offering assessment, office counseling and referral.

- b. Understand the family physician's leadership in collaborating with various community agencies that provide services to patients that enhance and maintain mental health and well-being.
- c. Gain early knowledge of the identification and practical management of common problems such as mood disorders, anxiety, bereavement, situational stress, chronic mental illness, dementia, sexual dysfunction, alcoholism, and chemical dependency. Apply this information to the whole patient, considering other medical co-morbidities.
- d. Appreciate how knowledge of the family unit and community impacts the overall mental health of the patient, involving significant persons in the care of the individual.
- e. Develop basic interviewing skills of the average patient to assess social and mental health history as it pertains to the practice of medicine. Explore at least one area and develop greater expertise and comfort in patient assessment.
- f. Understand the impact of physical illness and pharmacological agents in the patient's mental health and recovery, focusing on physical examinations, drug review and assessment of common comorbidities.

#### LEARNING METHODS:

- a. Direct involvement in ambulatory office practice, in-patient rounds, psychiatric in-patient consultation, and nursing home rounds. Activities such as interview and physical examination, and involvement in diagnostic and therapeutic intervention as deemed appropriate by preceptor and student.
- b. Be assigned to one patient, developing a family genogram and understanding the role of the family systems in the patient's health and well-being. Report is required for completion.
- c. Visitation to agencies and community partners that work with patients and their families in treatment and supportive roles concerning mental health, substance abuse and social issues.
- d. Small group preparation and discussion.
- e. Meet with attending physician, clinical psychologist and preceptors individually to discuss cases and review individual case project.

#### EVALUATION:

1. The course director will submit on the form provided, an appraisal of the student's attitude, attendance, self-preparation, relationships with patients and staff, clinical awareness and contribution, general proficiency, and demonstrated understanding of the philosophy, roles and responsibilities of the family practitioner.
2. The student is responsible for completing provided assessments and evaluations.
3. The student is responsible for the successful and satisfactory completion of the course guidelines and individual project, which includes assessment of an assigned patient/family, brief presentation, and written report.

4. A succinct diary of daily patient contacts of the students is to be turned in upon course completion of the elective.
5. Visitation and brief report of one community resource important in the care of the patient is required.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Family Medicine Preceptorship

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Amanda Bell, M.D.  
Director of Predoctoral Education  
Department of Family Medicine

Private family practitioners (members of the voluntary clinical faculty)

TIME & LOCATION:

Specific location will be private physicians' offices and their associated hospital and health services facilities whenever possible in greater Dayton, but quite often in outlying communities. (In the latter instances, it may be necessary to arrange for temporary residence in the community to which assigned, since daily commuting may be impractical due to the distance from the Dayton-Fairborn area).

NUMBER OF STUDENTS: 1 - 8

PREREQUISITES: Year 1 or Year 2 student in good standing. Student **must contact** Director and Department Coordinator 8-12 weeks in advance to determine preceptor assignment. Preferences for preceptor choice should be emailed as soon as known to amanda.bell@wright.edu and/or called to the department at (937) 775-8289.

COURSE DESCRIPTION:

The student will participate in the daily practice of medicine with the assigned preceptor, including evening hours and after-hours call activities. Student's individual experiences will vary, depending upon whether the practice includes obstetrics, newborn care, surgery or geriatric extended care. In each instance, the depth of involvement will depend upon the student's level in the curriculum and the student's prior experience and/or training in health related disciplines.

CONTENT CATEGORIES:

This elective will expose the student to the role of the family physician in a community practice setting, stimulating an appreciation for the scope, demands and rewards of a family practice. Specifically, the student should be able to:

- A. Appreciate the breadth of health care services provided by the family practitioner.

- B. Identify specific physician roles as a health care provider and community leader.
- C. Understand the family practitioner's leadership role in matching available health resources to community health care needs.
- D. Evaluate office management procedures; especially problem-oriented medical records.
- E. Appraise the need for and appropriateness of continuing medical education opportunities available to family practitioners.
- F. Appreciate the demands and rewards of a family practice from the physician's and the physician's family's perspective.

#### LEARNING METHODS:

- A. Direct involvement in ambulatory office practice including history taking, patient examination and, as deemed appropriate by preceptor and student, involvement in diagnostic or therapeutic procedures.
- B. Participation in other aspects of medical care including hospital rounds, surgery, obstetrics, home visits, emergency calls and/or community medicine activities.
- C. Attendance at medical society activities as well as local continuing medical education programs.
- D. Possible individual project assignments from the preceptor including assigned readings. Other examples may include (but are not required):
  1. Case studies of specific clinical problems observed during the elective period, including an assessment, a management plan, and recommended follow-up, including references if appropriate.
  2. Records audit of a series of patients receiving care for a particular medical problem, with a discussion of that particular approach to management as well as alternative approaches.
  3. Other pertinent subjects, relevant to student experiences, as determined by the preceptor.

#### EVALUATION:

- A. The preceptor will submit, on the form provided, an appraisal of the student's attitude, attendance, relationships with patients, clinical awareness, general proficiency and demonstrated understanding of the philosophy, roles, and responsibilities of the family practitioner.
- B. The preceptor will submit, on the form provided, an appraisal of the student's attitude, attendance, relationships with patients, clinical awareness, general proficiency and

demonstrated understanding of the philosophy, roles and responsibilities of the family practitioner.

- C. The student will submit, on the form provided, an appraisal of the effectiveness of the preceptor in accomplishing the indicated teaching skills and performance.
- D. The student will submit, on the form provided, an Evaluation of the Elective.
- E. The student will complete, on the form provided, the Basic Science and Experience Assessment and review this form with the preceptor at the beginning of the elective. At the end of the elective, the student and the preceptor will again review this form, and the student will indicate, in an alternate color, the changes in level of experiences (numbers of procedures observed or performed, etc.) accomplished during the elective. The student will then submit these 2 forms (appropriately signed by the preceptor) for review at the completion of the elective.
- F. The student will keep a succinct daily diary or "journal" of her/his activities (including brief case reports and other pertinent information), to be turned in upon completion of the elective.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Office Based-Internal Medicine

DEPARTMENT: Internal Medicine

DIRECTOR & FACULTY:

Karen Kirkham, M.D., Director  
Professor, Department of Medicine

Full and part time clinical faculty members of the General Internal Medicine Division.

LOCATION: Department of Medicine and preceptors' offices.

NUMBER OF STUDENTS: 1 - 5

PREREQUISITES: Completion of Fall Quarter

COURSE DESCRIPTION:

Each student will be assigned to one internist from the Dayton community for the duration of the elective. The first day of the elective, the students will meet as a group at Miami Valley Hospital where they will meet and have an opportunity to ask questions of several current residents and faculty. The student will spend the remainder of the elective with the preceptor, observing and participating in the preceptor's activities, which may include hospital rounds, conferences, emergency room, and office practice. Students will meet again as a group at the conclusion of the elective to share their experiences.

CONTENT CATEGORIES:

At the end of this elective the student will have an increased knowledge of the following aspects of the field of General Internal Medicine:

1. the knowledge, skill, and attitudes necessary for resolving medical problems;
2. the tasks and functions performed by the office based internist;
3. the spectrum of medical illnesses and problems seen by the office based internist;
4. the role of the internist in health maintenance.

LEARNING METHODS:

The student will observe the varied activities and roles of the preceptor throughout the elective. At the preceptor's discretion, the student will have an opportunity to examine selected patients with abnormal physical findings and observe selected procedures.

EVALUATION:

Student evaluation will be based on the extent of participation in all components of this course.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 10/08

TITLE: Kettering Summer Externship

DEPARTMENT: Medicine

DIRECTOR & FACULTY:

Contact: Amy Hoeffel, Kettering Medical Center, [Amy.Hoeffel@khnetwork.org](mailto:Amy.Hoeffel@khnetwork.org) or 937-298-3399 (ext. 55599)

TIME & LOCATION:

Two-week periods, June-August, Kettering Hospital, Sycamore Hospital, and Sycamore Primary Care Group.

NUMBER OF STUDENTS: Determined by the program (Application to Program Required)

PREREQUISITES: Completion of Year 1 at LCME Approved School

COURSE DESCRIPTION:

This course will provide the student with exposure to clinical medicine early in their careers, and to explore diverse and innovative practice/educational opportunities that include various specialties.

Students will attend morning conferences and then round with Internal Medicine physicians and residents. The schedule will be: five half-days per week with General Internal Medicine teams; and five half-days per week will be spent with Internal Medicine Sub-Specialties and/or additional learning opportunities. The course is a two-week rotation beginning in June and continuing through August.

CONTENT CATEGORIES:

During the course of this elective the student will do the following:

1. Attend morning conferences.
2. Attend rounds with Internal Medicine physicians and residents.
3. Participate with General Internal Medicine teams.
4. Participate with Internal Medicine Subspecialties (acute care, cardiology/cath lab, EKG/ECHO, gastroenterology/endoscopy, HIV clinic/infectious disease, hematology/oncology, nephrology/dialysis, neurology, and pulmonary/ICU).
5. Explore additional learning opportunities such as emergency medicine, Good Neighbor House (indigent clinic), labor & delivery, nuclear medicine, pediatrics clinic, sports medicine, surgery observations, and Sycamore Primary Care.

LEARNING METHODS:

Student will participate in conferences and rounds. Student will engage in regular tutorials with physicians and residents.

EVALUATION:

Student will be evaluated by conferences with physicians.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVES.

Revised 10/08

TITLE: Gastroenterology and Nutrition in Infants and Children:  
An Introduction

DEPARTMENT: Pediatrics

DIRECTOR: Ryan Carvalho, M.D.

TIME & LOCATION: Dayton Children's Hospital Gastroenterology Div. inpatient and  
outpatient centers  
  
2 weeks in June

NUMBER OF STUDENTS: One

PREQUISITES: Completion of Year 1

COURSE DESCRIPTION:

The gastrointestinal and hepatobiliary group of disorders are some of the most common, as well as diverse, diagnoses in the pediatric population. This elective will introduce the student to the physiology, clinical presentation, diagnostic methods, interventional procedures and approach to diagnosis and treatment. The department of gastroenterology and lipid disorders is the busiest outpatient medical clinic at the hospital.

Students will gain experience in physical exam and history taking in both the inpatient and outpatient settings. Introductory exposure to diagnostic and therapeutic endoscopy, capsule endoscopy and newer pH devices will be part of this experience.

CONTENT CATEGORIES:

Review the pathophysiology and clinical manifestations of some commonly encountered pediatric GI/liver/Nutrition disorders (Possible encounters are listed, but not limited to).

- Vomiting
- Diarrhea
- Constipation
- Failure to thrive
- Abdominal pain
- Jaundice in infancy
- Gastro esophageal reflux
- Celiac disease
- Inflammatory bowel disease
- Irritable bowel syndrome
- Hepatitis (A-E, EBV)
- Medical morbidities of obesity

1. Introduction to the pediatric history and physical exam
2. Introduction to the basics of gastrointestinal physiology and the application to diagnosis and management
3. Review of common diagnostic testing
4. Awareness of nutritional requirements for infants and children.

LEARNING METHODS:

- Attend daily outpatient gastroenterology clinic
- Attend patient rounds with the attending physician on hospital inpatients (M-Fr)
- Spend ½ day in the gastroenterology procedures (Friday).
- Clinical discussions with attending.
- Self reading (material provided)

EVALUATION:

Evaluation will be based on the observation of the student in the clinical setting, oral discussions with the preceptor, critique of patient work-ups and assignments given by attending physician.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 12/08

TITLE: Child Maltreatment Elective

DEPARTMENT: Pediatrics

DIRECTOR & FACULTY:

Lori Vavul-Roediger, MD- Medical Director, Department of Child Advocacy  
Destry Fallen, MSSW, LISW-Manager, Department of Social Work  
Letha Lee, MSW, LSW- Medical Social Worker  
Libby Nicholson, MSSW, LISW- Director, CARE House  
Amber Lee, MSW, LSW- Coordinator- CARE House / Forensic Interviewer

TIME & LOCATION: June (2 weeks)

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

2-week rotation at Dayton Children’s Medical Center. Elective may include travel to other sites in the community, e.g., other agencies and courthouses.

NUMBER OF STUDENTS: 1 in each elective period

PREREQUISITES: Student in good standing in Biennium I at WSU BSOM.

COURSE DESCRIPTION:

The student will work closely with Dr Vavul-Roediger and Ms Lee in the outpatient CARE clinic at Dayton Children’s Medical Center and at the Warren County Child Advocacy Center where patients are evaluated for non-acute sexual abuse and physical abuse concerns. In addition, inpatient and Emergency Department consultation will be conducted with Dr Vavul-Roediger for cases of suspected physical abuse, neglect, and sexual abuse. The student will accompany Dr Vavul-Roediger to civil and/or criminal court and to any relevant lectures or meetings (CARE team, Child Death Review) as available. Opportunities to observe forensic interviews at the CARE House (child advocacy center) and to accompany social work staff on Emergency Department and inpatient consultation may occur. The student may also spend a day at Montgomery County Children Services and with a local law enforcement agency to gain better insight into the roles of these agencies.

CONTENT CATEGORIES:

After completing this elective, the student will:

- a) Improve ability to appropriately obtain a medical history in cases of suspected child abuse and neglect,
- b) Understand clinical findings that suggest possible child physical abuse, sexual abuse, and neglect;

- c) Understand how physicians appropriately document historical and physical findings in cases of suspected maltreatment;
- d) Gain insight regarding the Ohio reporting statute regarding child abuse and neglect applies to physicians;
- e) Observe roles of other professionals in cases of suspected child maltreatment
- f) Understand the role of physician involvement in the legal proceedings concerning child abuse and neglect cases; and
- g) Learn prevention strategies that may be useful in a medical practice and community.

#### LEARNING METHODS:

1. Clinical experience in direct patient care with close supervision per Dr Vavul-Roediger in outpatient and inpatient settings with pediatric patients undergoing evaluation for possible maltreatment (NOTE: student will NOT evaluate patients independently given the nature of presenting concerns)
2. Observation of select forensic interviews at CARE House as available
3. Assigned reading list of articles relevant to topics in child maltreatment
4. Other activities as available:
  - Montgomery County Child Death Review Committee
  - Montgomery County Child Death Prevention Committee
  - American Academy of Pediatrics, Ohio Chapter, Committee on Child Abuse and Neglect
  - Physician child abuse peer review activities
5. One-on-one lectures/discussions with Dr Vavul-Roediger regarding selected issues in child maltreatment as time permits
6. Completion of a pre-test and a post-test

#### EVALUATION:

- Observation per involved faculty regarding clinical skills and attitude
- Attendance at daily activities
- Professionalism
- Completion of test

Student will complete evaluation of the elective for WSU BSOM.

Final grade of Pass or No Record will be assigned after above completed.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 12/08

TITLE: Infections in Infants and Children – An Introduction

DEPARTMENT: Pediatrics

DIRECTOR: Sherman J. Alter, M.D.

TIME & LOCATION: June (2 weeks)

Dayton Children's Medical Center inpatient, outpatient, and microbiology laboratory

NUMBER OF STUDENTS: 1-2

PREREQUISITES: Completion of Year 1

COURSE DESCRIPTION:

Infectious Diseases are very common in the pediatrics population. This elective will introduce the student to the epidemiology, clinical presentation, diagnostic methods, and approach to management of the common infectious diseases in infants and children.

Students will gain experience in physical examination and history taking in both inpatients and outpatients. The student will learn appropriate diagnostic methods used in special diseases. Experience in prevention and treatment modalities will be introduced.

The student will also be exposed to hospital infection control methods and will have some opportunity in working in the diagnostic microbiology & virology laboratories.

CONTENT CATAGORIES:

Review the pathophysiology and clinical manifestations of infectious diseases commonly encountered in the outpatient and inpatient setting, including (but not limited to):

- Otitis Media
- Pharyngitis
- Cellulitis
- Pneumonia
- Viral Exanthems
- Urinary Tract Infection
- Gastroenteritis

- Gain experience in pediatric history taking physical examination.
- Become familiar with the childhood immunization schedule.
- Develop a basic understanding of antibiotics and antimicrobial therapy in select infectious diseases.
- Review basic diagnostic methods used to determine etiologies in infectious disease.

LEARNING METHODS:

- Attend weekly Infectious Disease Clinic/HIV Clinic
- Round with the Pediatric Infectious Disease attending physician in daily hospital rounds/consultations. (M-F)
- Spend ½ day in both the microbiology and virology laboratories.
- Round with the hospital's Infection Control Practitioner –one day.
- Assigned readings as indicated by either clinical material or attending physician.

EVALUATION:

Evaluation will be based on the observation of the student in the clinical setting, oral discussions with the preceptor, critique of patient work-ups and assignments given by attending physician  
Pass/No Record.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 12/08

TITLE: General Pediatrics

DEPARTMENT: Pediatrics

DIRECTOR & FACULTY:

Maria T. Nanagas, M.D., Course Director

Roberta DiLego, MD, Shalini Forbis, M.D., Susan Monk, M.D., Indira Reddy, M.D.

TIME & LOCATION: June (2 weeks)  
Children's Health Clinic, Dayton Children's Medical Center

NUMBER OF STUDENTS: 1

PREREQUISITE: Interest in Pediatrics as a career option

COURSE DESCRIPTION:

This elective is all about the “Generalist “ focus to Pediatrics – an introduction to primary care Pediatrics and to the breadth of general pediatricians’ clinical activities. This course will serve as an instructional base of how this primary care specialty functions to provide children and adolescents with comprehensive medical care needed for optimal growth and development. Through the science of prevention and health promotion, the specialty looks at a bright future for all children by enabling them to adopt themselves to the family, community and society as healthy well-adjusted individuals. Faculty serves as role models who can demonstrate the intellectual, personal and social satisfaction of general pediatric practice.

CONTENT CATEGORIES:

- Observe how a Pediatric practice is run, by attending the General Pediatric clinics and Sick “Dispensary” clinics at the Children’s Health Clinic.
- Focus on the clinical skills and attitudes unique to the care of children and adolescents.
- Gain knowledge in children’s’ health checks, anticipatory guidance, and preventive care strategies to include immunizations, nutrition, developmental assessments, and medical disease screenings.
- Gain exposure to a variety of acute and chronic pediatric medical conditions seen in practice.
- Fewer than 5 % of patient contacts with primary care physician result in hospitalization; make in-patient rounds of the practice’s patients with the physician-on-call for the week.

LEARNING METHODS:

- Attend daily clinics
- Round admitted CHC inpatients with doctor –on-call.
- Assigned readings as indicated by clinical material or attending physician

EVALUATIONS:

- Evaluations will be based on the observation of the student in the clinical setting, and oral discussions with the attending.
- Final grade of Pass or No Record will be assigned after completion of the elective.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 12/08

TITLE: Respiratory Diseases in Infants and Children: An Introduction

DEPARTMENT: Pediatrics

DIRECTOR: Gary A. Mueller, M.D.

TIME & LOCATION: June (2 weeks); Dayton Children's Hospital Pulmonary Division inpatient and outpatient centers.

NUMBER OF STUDENTS: 2

COURSE DESCRIPTION:

Respiratory system disorders are some of the most common, as well as diverse, diagnoses in the pediatric population. This elective will introduce the student to the physiology, clinical presentation, diagnostic methods, and approach to diagnosis and treatment.

Students will gain experience in physical exam and history taking in both the inpatient and outpatient settings. Experience in pulmonary function testing and flexible bronchoscopy will also be introduced.

CONTENT CATEGORIES:

Review the pathophysiology and clinical manifestations of some commonly encountered pediatric respiratory disorders (Possible encounters are listed, but not limited to. Items noted with an \* will be required content review).

- Asthma \*
- Cystic Fibrosis\*
- RSV Bronchiolitis (seasonal)
- The Technology Dependent Child
- Lung disease related to premature birth
- Pneumonia\*
- Cough\*
- Croup (seasonal)
- Obstructive airway disorders\*
- Congenital disorders of the lung and respiratory tract

5. Introduction to the pediatric history and physical exam
6. Introduction to the basics of pulmonary physiology and the application to diagnosis and management
7. Review of common pulmonary diagnostic testing
8. Awareness of smoking cessation methods and programs

LEARNING METHODS:

- Attend weekly Cystic Fibrosis Clinic
- Attend patient rounds with the attending physician on hospital inpatients (M-Fr)

- Attend general pulmonary outpatient clinic
- Spend ½-1 day in the pulmonary diagnostics laboratory
- Attend flexible bronchoscopies (as available)
- Assigned readings

EVALUATION:

Evaluation will be based on the observation of the student in the clinical setting, oral discussions with the preceptor, critique of patient work-ups and assignments given by attending physician.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 12/08



TITLE: Horizons in Medicine

DEPARTMENT: Student Affairs

DIRECTOR: Contact: Charlotta Taylor, Student Affairs/Admission  
937-775-2934

TIME & LOCATION: Summer, WSU Boonshoft School of Medicine

NUMBER OF STUDENTS: 3-4

PREREQUISITES: Completion of Year 1, Interview  
(Application to Program Required)

COURSE DESCRIPTION:

This course will provide the student with exposure to working with high school students interested in science and health care. Horizons in Medicine is a six-week summer program.

CONTENT CATEGORIES:

During the course of this elective the student will do the following:

1. Instruct high school students in medical terminology.
2. Guide students in the development and writing of a research paper.
3. Assist students with questions regarding faculty topics of biochemistry, gross anatomy, histology, physiology, and pharmacology and toxicology.
4. Accompany students to special activities such as tours of medical facilities, presentations by area health care professionals, and training in first aid and CPR.

LEARNING METHODS:

Student will develop and deliver curriculum to high school students. Student will explore methods of sharing information and teaching.

EVALUATION:

Student will be evaluated by program director.

**THIS ELECTIVE COUNTS AS 2 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.**

Reviewed 10/08

TITLE: Prematriculation

DEPARTMENT: Student Affairs

DIRECTOR: Contact: Charlotta Taylor, Student Affairs/Admission  
937-775-2934

LOCATION: WSU Boonshoft School of Medicine

NUMBER OF STUDENTS: 3-4

PREREQUISITES: Completion of Year 1, Interview  
(Application to Program Required)

COURSE DESCRIPTION:

This course will provide the student with exposure to working with students who will be matriculating at WSU Boonshoft School of Medicine. The student will facilitate supplemental instruction sessions, cultivate critical thinking skills in the program participants, and train participants in study skills. Prematriculation is a four-week summer program.

CONTENT CATEGORIES:

During the course of this elective the student will do the following:

1. Facilitate supplemental instruction sessions.
2. Guide participants in human structure.
3. Assist participants in developing critical thinking skills.
4. Provide participants with training in study skills.

LEARNING METHODS:

Student will be trained in supplemental instruction. Student will explore methods of sharing information and teaching.

EVALUATION:

Student will be evaluated by program director.

**THIS ELECTIVE COUNTS AS 2 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.**

Reviewed 10/08

**SMD 610**  
**Service Learning Hours**

**TITLE:** Introduction to Multiprofessional Team Practice in Community-based Care With Service Learning

**DEPARTMENT:** Community Health

**FACULTY:**

Kate Cauley, PhD Director, Center for Healthy Communities Associate Professor WSU, School of Professional Psychology Phone: 775-1120 E-mail: <a href="mailto:Katherine.cauley@wright.edu">Katherine.cauley@wright.edu</a>	William Spears, PhD Associate Professor WSU, School of Medicine Phone: 775-1117 E-Mail: <a href="mailto:william.spears@wright.edu">william.spears@wright.edu</a>
Kathy Dierker, Director 123 Riverside Dr., Suite 100 Dayton, OH 45405 (937) 586-0545 <a href="mailto:kdierker@lifeessentials.org">kdierker@lifeessentials.org</a>	Abbey Schafer Activities Coordinator 409 Lewiston Road Kettering, OH 45429 (937) 609-2719 CHEERS Hotline: 848-4698 <a href="mailto:abbymyschaefer@yahoo.com">abbymyschaefer@yahoo.com</a>
Lynn Wright, RN Clinical Care Coordinator 165 Edwin C. Moses Blvd. Dayton, OH (937) 558-0107 <a href="mailto:Lynn.wright@kmcnetwork.org">Lynn.wright@kmcnetwork.org</a>	

**TIME & LOCATION:** Fridays, 1:00-4:00 PM (January – March)  
 WSU Kettering Center, Center for Healthy Communities  
 140 E. Monument Avenue, Dayton, OH 45402  
 (937) 775-1114

**NUMBER OF STUDENTS:** 10-15

**PREREQUISITES:** Permission of course director. Cumulative weighted grade point average of 76% or above at time of enrollment

**COURSE DESCRIPTION:**

Students from health professions disciplines will learn about models of multiprofessional (MP) practice in community settings, components of teamwork, and the role of clinical and community resources as they impact the health of the community and individuals within the community.

## LEARNING METHODS:

Students will be engaged in experiential learning exercises, didactic presentations, and interactions with community site staff which will include learning about the client/patient population, services provided both at community based site and in the larger community, and project planning and evaluation. Students will work in multiprofessional teams to complete a service project as a part of the course, and will use resources provided by the academic and community faculty as well as ones discovered through independent research. Students will engage in active reflection integrating the classroom and the community based experiences of the course.

## CREDIT ALLOCATION/SERVICE HOURS:

**As determined by the specific health professions school or department. Students will be in class for 30 hours and be expected to complete a group service learning project in the community that will take approximately 30 hours. For Boonshoft School of Medicine Students, this course can be counted either as one of the two required regular electives or as 20 hours of the required 60 SL elective.**

## COURSE OBJECTIVES:

### Learning Objectives

1. Students will demonstrate knowledge in multiprofessional team approaches to community based health and social services.
2. Students will develop awareness of barriers to health, well-being, and primary health care access for patients from diverse cultural backgrounds with a variety of health beliefs and practices.
3. Students will identify, discuss and apply knowledge of community resources in maintaining individual, family and community health.
4. Students will understand ways in which the ethic of service can be a part of professional practice.

### Service Objectives

The service objectives for this course are determined anew each year in partnership with the community site partners who participate in the course, and these community sites vary from year to year. The partnership of students academic and community faculty will develop the service objectives in the first half of the course as a part of the multiprofessional service project.

### Service-Learning Objectives

The service-learning objectives for this course are determined anew each year in partnership with the community site partners who participate in the course, and these community sites vary

from year to year. The partnership of students academic and community faculty will develop the service objectives in the first half of the course as a part of the multiprofessional service project.

### REQUIRED READINGS

These articles are available on Course Studio.

### EVALUATION:

**30%** Course attendance and participation are required and students who miss more than one class are in jeopardy of being dropped from the class.

**20%** Assigned readings, in class exercises and reflections should be completed-- readings completed before class, and exercises and reflections completed in class and through electronic communications.

**50%** Multiprofessional Team Service Learning Project: Community partners will be invited to the second class to present information about their agency/organization to students. The focus of the presentation will be a service opportunity appropriate for implementation by a MP team of students. Students will work in MP teams, partnering with community partner organizations to develop and implement a service learning project.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

or

THIS ELECTIVE COUNTS AS 20 HOURS OF THE REQUIRED 60 SERVICE LEARNING HOURS.

Revised 10/08

**SMD 611**  
**Service Learning Hours**

TITLE: Pediatric Health Promotion and Screening in an Urban Environment

DEPARTMENT: Community Health

FACULTY:

Academic	Community
Kate Cauley, Ph.D.	Marianne Urban, RN
Associate Professor, Community Health	Dir. Health Services Dayton Public Schools

Community Site Supervisor  
School Nurse at participating school

TIME AND LOCATION: **Fall 2009 only** Dayton Public Schools TBD

NUMBER OF STUDENTS: 2-10

PREREQUISITES: None

COURSE DESCRIPTION:

Medical students will work with Dayton Public School nurses providing a variety of screenings including vision, hearing, dental, and developmental, and follow-up services for elementary school students.

COURSE CONTENT:

The students will get hands on experience in health screenings and physiological assessments of a pediatric population. Interviewing and patient interaction, knowledge and skills will be enhanced when working with a broad and diverse patient population. Program development and management experiences on multiprofessional care teams will enhance student knowledge of the health care delivery system through public schools and health and human services agencies.

LEARNING METHODS:

Through a combination of didactic presentations, experiential learning activities and hands on experience students will receive orientation to: the elementary school children, their families, the communities where they live, and the school health services; and the physical assessment skills and equipment required to complete the screenings. Students will then providing physical assessment and health screening for pediatric population, and reflect on these experiences as they relate to their broader medical education and future practice. Additionally, through directed and independent research students will explore policy issues related to child health.

## LEARNING OBJECTIVES

### Learning Objectives

1. Students will gain an understanding of the health needs and health care seeking behavior of Dayton Public School children, 70% of whom are Medicaid eligible.
2. Students will demonstrate knowledge of health services available in the public school setting, as well as resources available in the community related to follow-ups required after health screenings.
3. Students will be capable of distinguishing between normal and abnormal findings on vision and hearing tests with elementary school children.

### Service Objectives

1. DPS students need to gain experience physicians in a non-threatening environment.
2. DPS elementary school children need health and developmental screenings.
3. DPS elementary school children and their families need assistance in identifying health and social services resources available to them in the community.

### Service Learning Objectives

1. BSOM students will learn to distinguish between normal and abnormal findings on vision and hearing tests while providing vision and hearing screenings for DPS elementary school children.
2. DPS elementary school children will gain experience with (student) physicians, and BSOM students will gain an understanding of the health needs and health care seeking behaviors of DSP students and their families while interacting with each other in the SL project.
3. BSOM students will learn about health and social services available in the school setting and the community while assisting DPS elementary school children and their families identify services related to follow-up to their screenings.

## EVALUATION:

1. Conference with faculty preceptors and elective coordinator
2. Evaluation of student performance by agency directors
3. Preceptor evaluation forms
4. Written reflection synthesizing applicability to future practice of lessons learned.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

or

THIS ELECTIVE COUNTS AS 20 HOURS OF THE REQUIRED 60 SERVICE LEARNING HOURS.

Revised 10/08



TITLE: Health Care in Developing Countries

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Mary White, Ph.D., Course Director  
Associate Professor  
Community Health

The course director will coordinate the participation of faculty members from multiple departments. Faculty currently committed to participate include Dr. Thomas Herchline and Dr. John Czachor (Medicine), Dr. Jan Duke (Women's Health), Dr. Brenda Roman (Psychiatry) and Dr. Kate Cauley (Community Health).

TIME & LOCATION: The course will meet once a week for three hours for a total of 10 weeks, January through early March, 2008, on Thursday evenings, from 6:00-9:00 p.m.

NUMBER OF STUDENTS: 10-30 or more with permission of Course Director

PREREQUISITES: Good Standing in Year 1. Cumulative weighted grade point average of 76% or above at time of enrollment.

COURSE DESCRIPTION:

This course is designed to introduce some of the central issues in global health today and to help prepare medical students for summer travel electives in international health. Each evening will include a mix of faculty or student presentations and small group discussion. Weekly readings are assigned; students will be expected to take responsibility for leading discussions.

CONTENT CATEGORIES:

The student will be introduced to such topics as:

- Ethical and cross-cultural issues in international health
- Principles of public health
- Common infectious diseases (malaria, HIV, TB, etc)
- Malnutrition and maternal/child health
- Women's health
- War, trauma, and displacement
- Refugee health
- International aid
- Travel preparation

LEARNING METHODS:

These will include faculty and student presentations, class discussions, films, assigned readings, reflective writing, and student-led discussion.

EVALUATION:

- A. Evaluation of the students will be based on class attendance, completion of class assignments, and participation in an individual or group presentation.
- B. Evaluation of the elective will be based on written student appraisals and faculty feedback.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Getting to Know Your Patients through Longitudinal Geriatric Patient Encounters

DEPARTMENTS: Family Medicine and Geriatrics

COURSE DIRECTORS:

Amanda L. Bell, MD Assistant Professor Department of Family Medicine	Larry Lawhorne, MD Chair Department of Geriatrics
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LOCATION:

Elective period is five months, January through May. Interactions with patients will occur in their homes. Group sessions will occur on campus or at Elizabeth Place.

NUMBER OF STUDENTS: 2-20

PREREQUISITES: Completion of Introduction to Clinical Medicine I interviewing curriculum and permission of course directors. Cumulative weighted grade point average of 76% or above at time of enrollment

COURSE DESCRIPTION:

This elective is designed to bring students together with elders in our community. Over the five month elective, students will meet in pairs with an assigned patient on a monthly basis. At the start of the elective the student will receive an orientation and review of interviewing skills. During each encounter, the students will have the opportunity to individually interview their patient in six content areas. These encounters will allow students to use interview skills learned in Introduction to Clinical Medicine. After each encounter, the group will meet to discuss these interactions and prepare for the next visit. Throughout the elective, the students will also explore topics relevant to geriatric patient care.

CONTENT CATEGORIES:

1. Module 1: Students will explore the patient's past medical history and previous experiences with our health care system.
2. Module 2: Students will explore the patient's social history and personality traits.
3. Module 3: Students will develop a genogram from information gathered from the patient's family history.
4. Module 4: Students will explore issues of health care access and physician satisfaction.
5. Module 5: Students will explore the patient's method of making medical decisions.
6. Module 6: Students will explore end of life planning with his/her patient.

7. Throughout the elective, the student will gain knowledge of geriatric patient populations through his/her patient interactions, review of patient interactions with their peers, and didactic sessions.

LEARNING METHODS:

1. Patient interviews
2. Small group discussions
3. Lectures
4. Audio-visuals
5. Reading assignments
6. Written assignments

EVALUATION:

Students will meet with their patient in the assigned timeframe and participate in all group sessions. For each module, the student will generate a short reflective paper about each visit and document each history as if it were in a medical record. The student will receive feedback by both the instructors and his/her patient. Grading will be honors/pass/fail.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 10/08

TITLE: Health Care in the Global Community

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Course Co-Director: Tom Herchline, M.D., Medical Director, Combined Health District Montgomery County, and Associate Professor, Department of Internal Medicine, Boonshoft School of Medicine

Course Co-Director: Kate Cauley, Ph.D., Director, Center for Healthy Communities, and Associate Professor, Schools of Medicine and Professional Psychology

TIME & LOCATION: September-May, monthly meetings

NUMBER OF STUDENTS: Maximum 25

PREREQUISITES:

- a. Health Care in Developing Countries
- b. International travel prior to Year 2
- c. Application to the International Health Program track

COURSE DESCRIPTION:

Health Care in the Global Community is designed to build on students' developing knowledge of global health issues through an exploration of current topics at the forefront of international health. Building on the foundation of knowledge from the First Year course, Health Care in Developing Countries, and international travel experiences, students will expand their understanding of impeding and facilitative factors to improving the health of the global community, as well as focus on specific disease and public health issues. Typical topics include natural disasters, disease due to societal issues, and disease due to lifestyle issues, public health, maternal child health, health care delivery, traditional medicine, and disease prevention.

LEARNING METHODS:

- a. This is a seminar style class designed to draw on student experience and student initiated research in areas of interest.
- b. The class will involve guided discussion, case studies, film and a grand rounds approach to addressing multiple topics from the perspective of multiple countries.
- c. Students will each become "country experts" as well as engage in focused research for integration and dissemination to their student colleagues.

### LEARNING OBJECTIVES:

- a. Understand in a practical way the challenges of providing healthcare services in international settings.
- b. Identify and critically utilize pertinent literature on global health issues.
- c. Articulate multiple and integrated factors which have an impact on health status for people around the world.
- d. Formulate a personal philosophy related to the role of western medicine in the international health arena.

### EVALUATION:

- a. Student will receive a grade of Honors/Pass/Fail.
- b. Student will be evaluated by the faculty members related to level of engagement in the discourse of the class, extent of research contributions to the topics addressed in the class, and skill at dissemination and presentation of information to student colleagues.
- c. Students are expected to complete the work associated with each class regardless of absence from class.

Reviewed 10/08

TITLE: Medical Spanish for Healthcare Providers

DEPARTMENT: Community Health

DIRECTOR: Hank Bolton, MD

Contact Sandeep Palakodeti ([sandeep.palakodeti@wright.edu](mailto:sandeep.palakodeti@wright.edu)) for more information.

LOCATION: Offered March – May 2009 at WSU BSOM

NUMBER OF STUDENTS: 20-30

PREREQUISITES: Cumulative weighted grade point average of 76% or above at time of enrollment

COURSE DESCRIPTION:

The ultimate goal of this course is to have a student, who initially was unable to communicate in Spanish, conduct a basic history and physical in Spanish. An emphasis will be placed on learning how to construct sentences and conjugate verbs. The reason for stressing the grammar is so that a student, in a future clinical situation, can correctly build a sentence and, if there are words they don't know, they can look them up in the dictionary. Students will receive a list of 20 vocabulary words to have memorized for the class. The class itself will be comprised of a 45-55 minute lecture that will consist of learning how to conjugate two new verbs and then using the verbs in sentences. The remainder of the class will be spent in small group sessions in which the students will be able to speak and get a better understanding of the day's topics. Each class will begin with a small 10-question quiz that will be graded and recorded. The culmination of the class is going to be a one on one patient interview. The student will have to determine the presenting complaint and the major symptoms of the patient and then answer questions about the patient that will count as the final exam for the class.

CONTENT CATEGORIES:

Participants in this elective will have opportunities to do the following:

1. Learn Spanish by interacting with presenters and each other in question/answer and role-play activities that reflect routine situations in the medical settings.
2. Achieve thorough learning through practicing the pronunciation of Spanish words, simple but indispensable grammatical structures and verb forms, greeting, expressions of courtesy, and phrases or questions they will use repeatedly in serving patients.
3. Expose the students to the culture of the growing Hispanic population in the Miami Valley, this being a need for healthcare workers in order to provide quality patient care.

LEARNING METHODS:

Lecture  
Simulated Patient Interviews  
Group Discussions  
Reading Assignments

EVALUATION:

Students are expected to attend and participate in all classroom experiences. Evaluation will be based on attendance, participation, performance on the final simulated patient interview, and quiz grades.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 11/08

TITLE: Introduction to General Surgery

DEPARTMENT: Surgery

DIRECTORS:

Linda Bailey, M.D.  
244 Wilson Drive  
Xenia, Ohio 45385  
426-1240  
(1 student)

Richard Nedelman, M.D.  
30 W. McCreight Ave. Suite 201  
Springfield, OH 45504  
399-7021  
(1-3 students)

Michael Keller, M.D.  
2150 Leiter Road  
Miamisburg, OH 45342  
859-3294  
(1 student)

TIME & LOCATION: June (2 weeks). Location as indicated per director.

NUMBER OF STUDENTS: 1-3

PREREQUISITES: None

COURSE DESCRIPTION:

The student will be introduced to general surgery problems (e.g. abdominal pain) through the evaluation of patients and participation in the activities of a general surgical service in caring for both ambulatory and hospital patients.

CONTENT CATEGORIES:

- |  |                               |
|--|-------------------------------|
| 1. History and physical exam.              | 3. Operation procedures.      |
| 2. Preparation of the patient for surgery. | 4. Review of pertinent texts. |

LEARNING METHODS:

1. Evaluation of two to three assigned patients per week.
2. Fifteen minute presentation of assigned patients' problems
2. Assigned reading as indicated by patients seen.
3. Attendance in the operating room, on rounds, and in the office.

READING:

1. As assigned by course director, **or**
2. Essentials of Gen. Surgery, P.F. Lawrence, Williams & Wilkins, 1988, supplied by course director.

EVALUATION:

1. Grading of workups and presentations
2. Observation in clinical setting
3. Discussion with course director

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Cardiac Surgery

DEPARTMENT: Surgery

DIRECTOR & FACULTY:

Mark P Anstadt, M.D.  
Associate Professor  
Department of Surgery

Syed A. Zaman, M.D.  
Clinical Assistant Professor  
Department of Surgery

TIME & LOCATION: June (2weeks); Miami Valley Hospital.

NUMBER OF STUDENTS: 1 - 2

PREREQUISITES: None

COURSE DESCRIPTION:

The student will be introduced to cardiothoracic surgical practice by participating with a team of surgeons, residents, physician assistants and others in evaluating and treating cardiac surgical patients. Each week three elective surgical patients will be assigned to the student for:

1. preoperative assessment and review of diagnostic studies.
2. attendance in the operating room for the entire surgical procedure.
3. follow-up postoperatively in the ICU and surgical floor.

CONTENT CATEGORIES:

The student will be exposed to:

1. clinical evaluation of cardiac pathophysiology.
2. multidisciplinary care of the cardiac surgical patients.
3. hemodynamic monitoring of cardiac function during and after cardiac surgery.

LEARNING METHODS:

1. Daily rounds with the cardiothoracic surgical team.
2. Participation in the preoperative, operative and postoperative care of six assigned patients.
3. Didactic conference attendance.
4. Assigned reading.

EVALUATION:

The faculty and director will evaluate the student after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Anesthesiology

DEPARTMENT: Surgery

DIRECTOR & FACULTY:

Sujatha Reddy, M.D., Director  
Syed Ahmed, M.D.,  
Thomas Zimmel, M.D.

TIME & LOCATION: June (2 weeks); Veterans Affairs Medical Center (VAMC)

NUMBER OF STUDENTS: 1-3

PREREQUISITES: None

COURSE DESCRIPTION:

The student will be introduced to the practice of modern clinical anesthesiology with emphasis on:

1. pre-operative assessments of patients.
2. application of basic science knowledge to anesthesiology and preoperative management.
3. acid-base and fluid management.
4. perioperative pain management.
5. role of anesthesiologist in critical care.

CONTENT CATEGORIES:

The student will be exposed to:

1. clinical evaluation of surgical patients.
2. clinical pharmacology.
3. working knowledge of anatomy, physiology and physics.
4. various monitoring - blood gas analysis, hemodynamic monitoring with Swan-Ganz catheter, arterial line and neurological monitoring devices.
5. airway management.

LEARNING METHOD:

1. Student will be assigned to anesthesiologist perioperative rounds and attend operating room.
2. Discussion sessions with semi-formal presentation.
3. Attend regular departmental meetings.

EVALUATION:

The faculty and director will evaluate the student after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Plastic and Reconstructive Surgery

DEPARTMENT: Surgery

DIRECTOR:

Thomas P. Rak, M.D.  
218 Northparke Drive, Suite A  
Springfield, OH 45503  
937-399-9997

TIME & LOCATION: June (2 weeks); Student will be assigned a preceptor from those listed above.

NUMBER OF STUDENTS: 1

PREREQUISITES: None

COURSE DESCRIPTION:

The student will be introduced to plastic surgery through close observation in a plastic surgical practice. Patients, problems and procedures common in plastic surgical practice will be encountered.

CONTENT CATEGORIES:

1. Evaluation of elective plastic surgical patients.
2. Evaluation and care of traumatic wounds.
3. Plastic surgical techniques and procedures.

LEARNING METHODS:

1. Daily office and operating room attendance.
2. Participation in the emergency evaluation and care of patients.
3. Bi-weekly didactic conference attendance.

EVALUATION:

The student's evaluation will be by observation of the student by the director in the clinical setting.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Anesthesiology

DEPARTMENT: Surgery

DIRECTOR & FACULTY:

Jeffrey L. Lane, M.D., Director  
Director of Education for Anesthesiology

Drs. Cardone, Chambers, Dearmond, Glenn, Hadaway, Haller, Joly, Kietuakis, Khouzm, Kokoropoulos, Kramer, Kwon, Licata, Mitchell, Qureshi, Robert, Shenouda, Srour, Underwood, Wang, Zhang

TIME & LOCATION: June (2 weeks); Miami Valley Hospital

NUMBER OF STUDENTS: 1-2

PREREQUISITES: Student in good standing at Wright State University School of Medicine

COURSE DESCRIPTION:

The student will be introduced to a modern clinical anesthesiology practice with emphasis on preoperative medicine such as the:

- preoperative assessment of the patient
- application of the basic sciences to preoperative management
- management of acid-base and fluid disorders
- management of acute preoperative pain and chronic pain states
- role of anesthesiologists in obstetric care.

CONTENT CATEGORIES:

The student will be exposed to:

- the clinical evaluation of surgical patients in the preoperative period
- clinical pharmacology
- clinical applications of anatomy, physiology and biophysics
- a variety of modalities for monitoring cardiopulmonary and neurologic function
- airway management

LEARNING METHODS:

The student will be paired with a staff anesthesiologist. Together, they will conduct preoperative rounds and manage patients intraoperatively. There will be discussion sessions with semi-formal

presentations. During the elective period the student will attend the department educational meetings.

EVALUATION:

The faculty and director will evaluate the student after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Trauma

DEPARTMENT: Surgery

DIRECTOR & FACULTY:

Jon Saxe, MD Professor Department of Surgery	Randy Woods, MD Assistant Professor Department of Surgery	A. Peter Ekeh, MD Associate Professor Department of Surgery
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Mary McCarthy Professor Department of Surgery	Mbaga Walusimbi Assistant Professor Department of Surgery	Harry L. Anderson, III, MD Professor Department of Surgery
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TIME & LOCATION: June (2 weeks): location as indicated by director.

NUMBER OF STUDENTS: 1-2

PREREQUISITE: Student in good standing at Wright State University Boonshoft School of Medicine

COURSE DESCRIPTION:

This elective in management of the traumatized patient will cover the spectrum from resuscitation of the acutely injured patient through operative management to the rehabilitative techniques and follow-up. The average weekly caseload would be five to ten patients. The student will see and assist in evaluating the patient in the emergency room, scrub on the case in the operating room, assist in management in the intensive care unit and follow-up the patient in clinic. The student will respond to emergency room consultations with the surgery resident, and will help cover the trauma admissions every fourth night.

CONTENT CATEGORIES:

The objective of this elective is to provide an opportunity for the medical student to integrate basic science and clinical practice in caring for the surgical patient. Cognitive skills will include triage and assigning treatment priorities in the injured, recognition of physiologic alternations in shock, and the effects of injury on the various organ systems. (Transfusion therapy and use of blood components are integral to caring for the patients as are cardiac and respiratory support).

LEARNING METHODS:

The medical student will be an integrated member of trauma during this rotation. This will include initial assessment, ordering or observing specific diagnostic procedures and recording a history and physical. She/he will be under the immediate supervision of either attendings or

house staff at all times. The student will attend all surgical conferences and will be supplied with references pertinent to the type of disease or injury she/he is managing. Daily rounds will be made with the attending for bedside teaching.

READING: As assigned by course director

EVALUATION:

The evaluation of the medical student will be based on the observation of his/her day-to-day performance and on periodic oral examination based on the category of patient she/he has managed. Grade: Pass/No Record

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Ophthalmology

DEPARTMENT: Ophthalmology

DIRECTOR:

Richard L. Liston, M.D.  
Chief Division of Ophthalmology  
Clinical Assistant Professor  
Participating Area Ophthalmologists

TIME & LOCATION: June (2 weeks); Physicians' offices.

NUMBER OF STUDENTS: 1 - 2

PREREQUISITE: Completion of Year 1.

COURSE DESCRIPTION:

The student will:

1. be directly involved with both the medical and surgical care of patients with eye disease
2. evaluate and assist in the care of patients with eye complaints
3. observe eye surgery in the operating room
4. learn about the major areas of eye disease.

CONTENT CATEGORIES:

At the end of the elective, the student should be proficient with the direct ophthalmoscope. The student should also be able to screen patients for serious eye disease and be able to manage simple eye problems.

LEARNING METHODS:

Learning methods will include on-hand evaluation of patients with eye complaints and observation and assistance in medical and surgical management of patients with eye problems. The Medical Library has excellent self-teaching slides and learning materials and is available at all times to the student. The student is expected to have read the textbook, Basic Ophthalmology for Medical Students and Primary Care Residents, sixth edition by the end of the elective.

EVALUATION:

The ophthalmologist will evaluate student at the end of the elective period.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Urology

DEPARTMENT: Surgery

DIRECTOR: Raymond S. Russell, M.D.  
Clinical Assistant Professor  
Department of Surgery

TIME & LOCATION: Winter and Fall Quarters. Miami Valley Hospital; Kettering Medical Center; Physician's Private Offices

NUMBER OF STUDENTS: 1

PREREQUISITE: Must be currently a Year I or Year II Medical Student.

COURSE DESCRIPTION:

The course will introduce the field of urology, involving the student in patient contact in conjunction with a practicing urologist and activity in lab and x-ray departments.

CONTENT CATEGORIES:

1. Scope and review of Urology
1. History taking on one patient with urological disorders
2. Physical examination with emphasis on urological problems.
3. Interpretations of Lab reports including Uroradiology.
4. Catheters and some common urological instrumentation.
5. Study assignments
6. Urinary tract infections
7. Trauma to Genito-Urinary tract.
8. Obstructive Uropathy.
9. Benign Prostatic Hyperplasia and Prostatic Cancer.
10. Stone disease
11. Congenital malformation of Urinary Tract and its application in Pediatric Urology.
12. Urological Neoplasia.
13. Neurological bladder

LEARNING METHODS:

1. Observation and participation in clinical examinations of patients with genito-urinary problems in both the physician's office and the hospital.
2. Tutorial sessions with faculty preceptor.
3. Review of x-rays and slides of pathology material.
4. Reading assignments.

EVALUATION:

Observation of student by preceptor in clinical setting and discussions with faculty.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Reviewed 8/07

TITLE: Introduction to Obstetrics and Gynecology

DEPARTMENT: Obstetrics and Gynecology

DIRECTOR: Sheela Barhan, M.D., Course Director  
Department of Ob/Gyn

TIME & LOCATION: June (2 weeks); Multiple Dayton area Ob/Gyn offices

NUMBER OF STUDENTS: 1 - 5

PREREQUISITES: None

COURSE DESCRIPTION:

The student will participate with the preceptor in the daily practice of an Obstetrician/Gynecologist. The student's individual experience may vary, depending on the preceptor, but will include among the following: obstetrical antepartum, peripartum and postpartum care, gynecological office practice, and obstetric and gynecologic surgery.

CONTENT CATEGORIES:

1. Observe and participate in the history, examination, assessment and plan of care for obstetric and gynecologic patients in the office.
2. Review pertinent lab work or test results with the preceptor.
3. Observe and assist in surgical procedures performed by the preceptor.
4. Observe the spectrum of medical problems treated by the Obstetrician/Gynecologist.
5. Observe the role of the gynecologist in health maintenance.
6. Knot tying and suturing

LEARNING METHODS:

1. Interview and evaluate obstetric and/or gynecologic patients.
2. Observe the activities and role of the preceptor.
3. Read or research assignments as indicated by the preceptor.

EVALUATION:

The preceptor will complete the evaluation at the end of the elective period. The evaluation will be based upon:

1. Observation of the student in the clinical setting.
2. Oral discussions with the preceptor.
3. Critique of patient evaluation and of assignments given by preceptor.
4. Professionalism

5. Attendance at daily activities.
6. Student log of the daily experience, i.e., patient clinical presentation and assessment and plan.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 10/08

<u>TITLE:</u>	Women and Medicine
<u>DEPARTMENT:</u>	Women's Health
<u>DIRECTOR:</u>	Sheela Barhan, M.D. Department of Obstetrics and Gynecology
<u>TIME &amp; LOCATION:</u>	Offered longitudinally, March 1- May 30, 2009, Wednesday evenings, 6:00-9:00, for ten weeks.
<u>NUMBER OF STUDENTS:</u>	6 minimum. No maximum.
<u>PREREQUISITE:</u>	Cumulative weighted grade point average of 76% or above at time of enrollment

COURSE DESCRIPTION:

The primary goal of this course is to provide students with an awareness of the unique opportunities and challenges women medical professionals face at this time in our nation's history. Drawing on the expertise of women healthcare professionals in the Dayton area, we will explore many of the core professional and clinical issues for women physicians today, including balancing career and family, differences between clinical practice and academic medicine, open doors and glass ceilings, self-care and professionalism, recent controversies in medical research on women's health, and specific clinical topics such as cancer, diabetes, heart disease, contraception, menopause, STDs, infertility, domestic violence, and mental health. Because studies have repeatedly shown that mentoring relationships facilitates women's professional advancement, a secondary goal of this course is to introduce women medical students to possible mentors within the Dayton community of physicians. Each session will include discussion with medical faculty from different specialties about how they made certain professional and personal choices, and after the first two weeks, student presentations on clinical topics of their choice.

CONTENT CATEGORIES:

Participants in this elective will have opportunities to do the following:

1. Meet and work with outstanding women physicians in the Dayton community.
2. Explore professional issues and lifestyle concerns of women physicians today.
3. Become informed about a range of women's health issues through student presentations and discussions with faculty.

LEARNING METHODS:

Reading assignments  
Informal discussion  
Student presentations

EVALUATION:

Students are expected to attend and participate in all classroom experiences. Evaluation will be based on attendance, participation, and class presentations.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED ELECTIVE EXPERIENCES.

Revised 10/08

## **FORMS**

1. Departmental Sponsor Form
2. Preceptor Form
3. International Elective Sponsor Form
4. International Elective Agreement with Wright State University Boonshoft School of Medicine Form
5. Preceptor Evaluation of Student Performance for Clinical Experience Form
6. Preceptor Evaluation of Student Performance for International Experience Form
7. Preceptor Evaluation of Student Performance for Research Form
8. International Elective Student Evaluation

Wright State University Boonshoft School of Medicine Biennium One Student Initiated Elective  
**DEPARTMENTAL SPONSOR FORM**

Name of Student \_\_\_\_\_

Title of SIE \_\_\_\_\_

Dates of  
Elective \_\_\_\_\_

Preceptor's Name \_\_\_\_\_

Name of BSOM sponsoring department \_\_\_\_\_

I have reviewed the above student initiated elective proposal noting preceptor, objectives, learning methods, and evaluation of the student.

Comments \_\_\_\_\_

\_\_\_\_\_

Department Chair or Designee (please print name) \_\_\_\_\_

Department Chair or Designee (Signature) \_\_\_\_\_

Date of approval by Chair/Designee \_\_\_\_\_

**NOTE:** All students are required to have a faculty preceptor before submitting a student-initiated elective proposal to the Biennium One Electives Subcommittee for review. Therefore, please forward this form to Gwen Sloas, Ed.D., Office of Student Affairs, Boonshoft School of Medicine, Wright State University, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435. If you have any questions, please contact Dr. Sloas (937/775-2934).

Wright State University Boonshoft School of Medicine Biennium One Student-Initiated Elective  
**PRECEPTOR FORM**

Name of Student \_\_\_\_\_

Title of SIE \_\_\_\_\_

Dates of elective \_\_\_\_\_

Preceptor's name \_\_\_\_\_

Preceptor's degree & Board certification (if applicable) \_\_\_\_\_

Mailing address of preceptor \_\_\_\_\_

Preceptor's phone number ( \_\_\_\_ ) \_\_\_\_\_

Preceptor's email address \_\_\_\_\_

1. I have reviewed the above student-initiated elective proposal and agree to direct and evaluate this student if the proposal is approved by the WSUSOM Biennium One Electives Subcommittee.
2. Please list any faculty appointment you have at Wright State University or other institutions.

\_\_\_\_\_

\_\_\_\_\_

Preceptor Signature \_\_\_\_\_

Date of approval by preceptor \_\_\_\_\_

**NOTE:** All students are required to have a faculty preceptor before submitting a student-initiated elective proposal to the Biennium One Electives Subcommittee for review. Therefore, please forward this form to Gwen Sloas, Ed.D., Office of Student Affairs, Boonshoft School of Medicine, Wright State University, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435,. If you have any questions, please contact Dr. Sloas (937/775-2934).

**INTERNATIONAL ELECTIVE SPONSOR FORM**

Name of Wright State University Student \_\_\_\_\_

Name of Sponsor Organization \_\_\_\_\_

Contact person \_\_\_\_\_

Address \_\_\_\_\_

Website/e-mail address \_\_\_\_\_

Name of Facility \_\_\_\_\_  
(where student will be working in host country)

Address \_\_\_\_\_

Telephone \_\_\_\_\_

FAX \_\_\_\_\_

E-mail address \_\_\_\_\_

Name of Professional \_\_\_\_\_  
(who will be supervising student on site in host country)

Address \_\_\_\_\_

Telephone \_\_\_\_\_

FAX \_\_\_\_\_

E-mail Address \_\_\_\_\_

Name of housing contact: \_\_\_\_\_

Address where student will be living in host country: \_\_\_\_\_

Telephone \_\_\_\_\_

FAX \_\_\_\_\_

E-mail address \_\_\_\_\_

Wright State University/Boonshoft School of Medicine Biennium One Student Initiated Elective  
**International Elective Agreement with Wright State University/Boonshoft School of Medicine**

Students who wish to receive credit for Student Initiated Electives which are also International Electives must agree to the following conditions:

**PRIOR TO DEPARTURE FOR INTERNATIONAL ELECTIVE:**

1. Participate in a course, seminar, or self-study for cultural orientation and preparation for the trip, and provide evidence of this activity to the Boonshoft School of Medicine.
2. Secure visas if necessary, ensure that passport is current, and provide copies of each to the Boonshoft School of Medicine.
3. Obtain appropriate immunizations, provide documentation of such to the Boonshoft School of Medicine, and to carry and immunizations record while traveling.
4. Purchase and provide documentation to the Boonshoft School of Medicine of evacuation insurance that includes provisions for emergency evacuation to the United States.
5. Provide Boonshoft School of Medicine with emergency contact information in host and home countries.
6. Gather information concerning health or political hazards that may place a traveler at risk, by consulting State Department and Centers for Disease Control websites.  
State Department Advisories: <http://www.travel.state.gov>  
Centers for Disease Control: <http://www.cdc.gov/travel/vaccinat.htm>
7. Complete and submit a Student Initiated Elective Proposal.
8. Complete and submit a Student Initiated Elective Departmental Sponsor Form.
9. Complete and submit a Biennium One Student Initiated Elective Preceptor Form.
10. Complete and submit an International Elective Sponsor Form.
11. Sign and submit the International Elective Agreement with Wright State University/Boonshoft School of Medicine

**AFTER INTERNATIONAL ELECTIVE HAS BEEN COMPLETED:**

12. Complete and submit a Biennium One Student-Initiated Elective Preceptor Evaluation of Student Performance, International Experience Form
13. Complete and submit an International Elective Student Evaluation Form

**I have read and understood the above guidelines. I understand that the decision to work and study abroad is mine alone, and that Wright State University bears no responsibility for my health or safety during this elective.**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Preceptor Evaluation of Student Performance Clinical Experience**

Title of Student-Initiated Elective: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name(s): \_\_\_\_\_

Electives Dates: \_\_\_\_\_

Directions: Indicate the level of competence of the student in accomplishing the following tasks or goals. Please consider carefully the experience level of the student in your evaluation, rating him/her against peers. Leave blank any task or goal which is not appropriate or which you cannot evaluate.

- 0 = Inadequate performance
- 1 = Marginally adequate performance
- 2 = Adequate performance
- 3 = Above average performance
- 4 = Superior performance

1. Obtained accurate subjective information (history) from patients (as appropriate for level of training and experience).	0	1	2	3	4
2. Obtained comprehensive objective data by physical exam (as appropriate for level of training and experience).	0	1	2	3	4
3. Organized data and recorded information effectively.	0	1	2	3	4
4. Participated in assessment (diagnosis) and plan (therapeutic regimen).	0	1	2	3	4
5. Established rapport with patients.	0	1	2	3	4
6. Established rapport with other health team personnel.	0	1	2	3	4
7. Carried out assigned tasks.	0	1	2	3	4
8. Participated enthusiastically in the elective.	0	1	2	3	4
9. Demonstrated professional traits (responsibility, punctuality, appearance).	0	1	2	3	4
10. Gained knowledge and perspective of what is entailed in the practice of this specialty.	0	1	2	3	4
11. Exhibited overall potential for medical practice.	0	1	2	3	4
12. Demonstrated problem-solving skills.	0	1	2	3	4

13. Please indicate what you believe is (are) the student's greatest asset(s):

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14. Please indicate the area(s) which you believe the students needs to develop:

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15. Overall grade:    Pass        No Record        Incomplete

Additional Comments:

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After completing this form please discuss your observations with the student. Have the student sign the form. Forward the form to Gwen Sloas, Ed.D. Associate Director, Student Affairs/Admissions, Wright State University Boonshoft School of Medicine, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435, 937 775 2934, [gwen.sloas@wright.edu](mailto:gwen.sloas@wright.edu)

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Wright State University School of Medicine Biennium One Student Initiated Elective

**Preceptor Evaluation of Student Performance International Experience**

Student Name: \_\_\_\_\_

Preceptor Name(s) and Title: \_\_\_\_\_

Electives Dates and Location: \_\_\_\_\_

Directions: Indicate the level of competence of the student in accomplishing the following tasks or goals. Please consider carefully the experience level of the student in your evaluation, rating him/her against peers. Leave blank any task or goal which is not appropriate or which you cannot evaluate.

- 0 = Inadequate performance
- 1 = Marginally adequate performance
- 2 = Adequate performance
- 3 = Above average performance
- 4 = Superior performance

1. Demonstrated professional traits (responsibility, punctuality, appearance).	0	1	2	3	4
2. Established rapport with other health team personnel.	0	1	2	3	4
3. Established rapport with clients/patients.	0	1	2	3	4
4. Demonstrated cultural sensitivity and competence.	0	1	2	3	4
5. Obtained accurate data from clients/patients. (as appropriate for level of training and experience)	0	1	2	3	4
6. Organized data and recorded information effectively.	0	1	2	3	4
7. Gained knowledge and perspective of what is entailed in the scope of practice of this facility.	0	1	2	3	4
8. Participated in assessment and planning for clients/patients served.	0	1	2	3	4
9. Demonstrated problem-solving skills.	0	1	2	3	4
10. Carried out assigned tasks.	0	1	2	3	4
11. Participated enthusiastically in the elective.	0	1	2	3	4
12. Exhibited overall potential for medical practice.	0	1	2	3	4

13. Please indicate what you believe is (are) the student's greatest asset(s):

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14. Please indicate the area(s) in which you believe the students needs to develop:

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15. Overall grade:    PASS                      NO RECORD                      INCOMPLETE

Additional Comments:

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After completing this form please discuss your observations with the student. Have the student sign the form. Forward the form to Gwen Sloas, Ed.D. Associate Director, Student Affairs/Admissions, Wright State University Boonshoft School of Medicine, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435, 937 775 2934, [gwen.sloas@wright.edu](mailto:gwen.sloas@wright.edu)

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Preceptor Evaluation of Student Performance Research**

Title of Student-Initiated Elective: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name(s): \_\_\_\_\_

Electives Dates: \_\_\_\_\_

Directions: Indicate the level of competence of the student in accomplishing the following tasks or goals. Please consider carefully the experience level of the student in your evaluation, rating him/her against peers. Leave blank any task or goal which is not appropriate or which you cannot evaluate.

- 0 = Inadequate performance
- 1 = Marginally adequate performance
- 2 = Adequate performance
- 3 = Above average performance
- 4 = Superior performance

1. Understand the basic research protocol.	0	1	2	3	4
2. Participated actively in the research studies.	0	1	2	3	4
3. Organized data and recorded information effectively and accurately.	0	1	2	3	4
4. Learned about IRB approval and informed consent, what problems may be encountered.	0	1	2	3	4
5. Interacted positively with patients, faculty and staff.	0	1	2	3	4
6. Read appropriate background information concerning the area under study.	0	1	2	3	4
7. Demonstrated problem-solving skills.	0	1	2	3	4
8. Understood the implications of the research regarding the practice of medicine.	0	1	2	3	4
9. Carried out assigned tasks.	0	1	2	3	4
10. Gained understanding of the scientific method as it relates to medical research.	0	1	2	3	4

11. Please indicate what you believe is (are) the student's greatest asset(s):

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12. Please indicate the area(s) which you believe the students needs to develop:

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13. Overall grade:    Pass        No Record        Incomplete

Additional Comments:

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After completing this form please discuss your observations with the student. Have the student sign the form. Forward the form to Gwen Sloas, Ed.D. Associate Director, Student Affairs/Admissions, Wright State University Boonshoft School of Medicine, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435, 937 775 2934, [gwen.sloas@wright.edu](mailto:gwen.sloas@wright.edu)

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Wright State University/Boonshoft School of Medicine  
INTERNATIONAL ELECTIVE  
STUDENT EVALUATION**

**FACILITY**

**DATE UPDATED**

Facility Name:	
City:	Country:
International Sponsor:	
E-mail:	
Address:	
Phone No.: (   )	
Preceptor:	

_____
_____
_____
_____
_____

Facility Sponsorship and amount/%

	YES	NO
Government.....	_____	_____
Private .....	_____	_____
Church based .....	_____	_____
Other.....	_____	_____

**INPATIENT**

**OUTPATIENT**

Number of beds: _____ Male _____ Female _____
Estimated occupancy: ____
Breakdown of inpatient beds (%):                      Private _____
Medicine: ____              Surgery:    _____
Obstetrics: ____              Pediatrics: _____
Inpatient surgical facilities: YES ____ NO _____
Average number of operations performed (per wk): _____

Number of outpatient visits per day: _____
Feeding center:      YES ____ NO ____
Vaccination program:      YES ____ NO ____
Other special programs:      YES ____ NO ____
HIV/AIDS Care      YES ____ NO ____

**STAFF**

Full-time Physicians/Other Health Care Providers

NAME:	SPECIALTY:	NATIONALITY:	≈AGE:
NAME:	SPECIALTY:	NATIONALITY:	≈AGE:
NAME:	SPECIALTY:	NATIONALITY:	≈AGE:
NAME:	SPECIALTY:	NATIONALITY:	≈AGE:

<b>NAME:</b>	<b>SPECIALTY:</b>	<b>NATIONALITY:</b>	<b>≈AGE:</b>
<b>NAME:</b>	<b>SPECIALTY:</b>	<b>NATIONALITY:</b>	<b>≈AGE:</b>
<b>NAME:</b>	<b>SPECIALTY:</b>	<b>NATIONALITY:</b>	<b>≈AGE:</b>

**STUDENT EXPERIENCE—Please describe your experience in as much detail as possible.**

Average number of outpatients seen per day? \_\_\_\_\_

Average number of inpatients seen per day? \_\_\_\_\_

Average number of procedures done/observed per day? \_\_\_\_\_

Typical activities of the day? \_\_\_\_\_

If applicable, five (5) most common procedures performed or assisted:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

Please list the illnesses encountered that should be reviewed prior to a rotation at this site: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please list medications one should become familiar with prior to this rotation or attach list:

\_\_\_\_\_  
\_\_\_\_\_

Were medications available at this site? YES \_\_\_\_\_ NO \_\_\_\_\_

(If no, what were the critical shortages?) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**STUDENT LEISURE/FREE TIME—Please describe your experience.**

How often were you on call at night? \_\_\_\_\_

What were the usual working hours during the week? \_\_\_\_\_

What were the usual working hours during the weekends? \_\_\_\_\_

Was the amount of work: (please circle one)      excessive      about right      too little

What interesting places were/are available to visit?

In a single day \_\_\_\_\_ on the weekend \_\_\_\_\_ for longer periods \_\_\_\_\_  
\_\_\_\_\_

**COMMUNITY—Please describe the community in which you were working.**

Estimated population: \_\_\_\_\_

Estimated population served by facility: \_\_\_\_\_

Estimated walking distance for people to get to facility (include both median and range): \_\_\_\_\_  
\_\_\_\_\_ median  
range

Types of employment (typical of most patients): \_\_\_\_\_

Estimated literacy rate (%): \_\_\_\_\_

Language(s) spoken: \_\_\_\_\_

Were adequate translators available? YES \_\_\_\_\_ NO \_\_\_\_\_

Is potable water available? YES \_\_\_\_\_ NO \_\_\_\_\_ (\*explain water source if no)

\* \_\_\_\_\_

Food available locally: \_\_\_\_\_  
\_\_\_\_\_

Predominant religion(s) of the community: \_\_\_\_\_  
\_\_\_\_\_

Other types of healers present in the community:	YES	NO
Traditional healers	_____	_____
Village health care workers	_____	_____
Village health nurse	_____	_____
Public Health officer	_____	_____
Others _____		

**CLIMATE**

Average daily temperature: Month \_\_\_\_\_ Temp \_\_\_\_\_ °F/° C

Estimated days with rainfall: Month: \_\_\_\_\_ Number of days \_\_\_\_\_

Altitude: \_\_\_\_\_

Other interesting geological or historical features of the community:

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**HOUSING**

Describe your housing while working at this facility: \_\_\_\_\_

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	YES	NO
Did you share space with another person?	_____	_____
Electricity?	_____	_____
Running water?	_____	_____
Hot water?	_____	_____
Cooking facilities?	_____	_____

If yes, please describe

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If no, where did you eat your meals?

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Was food generally available? \_\_\_\_\_

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What was the quality of the food? \_\_\_\_\_

Toilet facilities:

	YES	NO
Indoor?	_____	_____
Outdoor?	_____	_____
Adequate?	_____	_____

Sleeping facilities:

Was your sleeping facility free from Mosquitoes and other insects?	_____	_____
Was your housing facility secure?	_____	_____
Were there concerns for your safety?	_____	_____
Could valuables be locked-up during your absence?	_____	_____

**EXPERIENCE—GENERAL**

Please rate this experience according to the following scale:

	<b>Excellent</b>		<b>OK</b>		<b>Poor</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Educational experience	5	4	3	2	1
Cultural experience	5	4	3	2	1
Work relations	5	4	3	2	1
Living conditions	5	4	3	2	1

**FINANCIAL**

What was the cost of your round-trip plane fare? \_\_\_\_\_

Was this a discounted fare? \_\_\_\_\_

What was the average daily cost of food? \_\_\_\_\_

What was the approximate cost of transportation from the airport to the facility (one way)? \_\_\_\_\_

What was the cost of housing per week? \_\_\_\_\_

Were there other costs associated with working at this site? \_\_\_\_\_

Total cost? \_\_\_\_\_

Total amount of scholarships, loans or other assistance: \_\_\_\_\_

Grand total cash to you \_\_\_\_\_

**REFLECTION QUESTIONS:**

What did you find most difficult about the overall experience?

What did you find most significant about the overall experience?

What did you learn about yourself as a physician as a result of the experience?

With respect to your interactions with peoples native to the country in which you traveled, what had the most significant impact on you? How were your previous beliefs affected by this experience?

Please add any other information you think would be helpful to future students:

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**E-MAIL/phone number:** \_\_\_\_\_

**YEAR OF GRADUATION FROM WSU/BSOM:** \_\_\_\_\_

Adapted from materials developed by the Global Health Education Consortium  
Revised 8/08