



BIENNIUM 1 ELECTIVES CATALOG

2016

Revised November 6, 2015

Table of Contents

Philosophy of the Biennium 1 Electives Program	4
Biennium 1 Elective Requirement.....	5
Biennium 1 Elective Time Periods	6
Biennium 1 Service Learning	8
Student Initiated Electives (non-service learning)	
The B1 Student Initiated Elective (SIE).....	10
Steps to Prepare a B1 SIE Proposal	12
Format of a B1 SIE Proposal	13
Example of a B1 SIE Proposal	15
Service Learning Student Initiated Electives	
The B1 Service Learning Student Initiated Elective (SL SIE).....	17
Steps to Prepare a B1 SL SIE Proposal	19
Format of a B1 SL SIE Proposal	20
Example of a B1 SL SIE Proposal	23
Completing the B1 SL SIE Proposal Cover Page	25
Biennium 1 Faculty Directed Electives	
Electives Course List	26
Course Descriptions by Department	
Community Health (CMH).....	29
Emergency Medicine (EMD)	37
Family Medicine (FMD).....	39
Geriatrics (GER).....	48
Medicine (MED).....	50
Pediatrics (PED).....	59
Psychiatry (PYC).....	71
SMD (inter-departmental electives)	73
Surgery (SUR).....	93
Women’s Health (WOH)	105

Table of Contents

Biennium 1 Forms109

Electronic copies of forms are available on the Electives page of the BSOM web site:

<http://medicine.wright.edu/student-life/curriculum/electives>

Biennium 1 Faculty Directed Elective Forms

Winter Elective Options Form

Summer Elective Options Form (subject to change)

Fall Elective Options Form (subject to change)

Biennium 1 Student Initiated Elective Forms

B1 Departmental Sponsor

B1 International Elective Agreement with Wright State University BSOM

International Elective Sponsor

B1 International Elective Student Evaluation

B1 Preceptor

B1 Preceptor Evaluation of Student Performance

B1 SIE Proposal Format

B1 SL SIE Proposal Format

B1 Service Learning SIE Proposal Cover Page

B1 Service Learning Acknowledgment of Medical Risk and Consent for Medical Treatment

B1 SL Verification

PHILOSOPHY OF THE BIENNIUM 1 ELECTIVES PROGRAM

The Biennium 1 (B1) Electives Program is one of the unique features of Wright State University Boonshoft School of Medicine. The electives available for selection by students are not intended to duplicate or replace the core courses, but to supplement and complement the required curriculum. Content varies widely among electives. Some electives expand the basic science offering; others offer early exposure to clinical medicine; still others address psychosocial, multicultural or population health issues, and social determinants of health.

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. Some electives involve classroom activities, usually in relatively small groups, accompanied by reading assignments or other out-of-class responsibilities. Other electives involve community service with local health and human services organizations.

Although the style of the electives program is intended to provide some variation 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 clinical and non-clinical experiences and research projects 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 B1 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; and
- f) promote interdisciplinary and interprofessional understanding and cooperation.

BIENNIUM 1 ELECTIVE REQUIREMENT

1. Students in Wright State University Boonshoft School of Medicine are required to complete **three electives** during Biennium 1, **one of which must be a service learning elective**.

Electives, whether two weeks in length or longitudinal, must be comprised of a minimum of **60 hours**.

The service learning elective requirement may be met through participation in one service learning faculty-directed or Student Initiated Elective (SIE) experience or through a combination of service learning experiences with a minimum of 16 hours per service learning experience.

2. In order to encourage a variety of experiences, students are prohibited from completing all of their elective requirements in one location or site. Students may complete up to two electives in one location or site.
3. Students are required to take and receive a passing grade for three (3) Biennium 1 electives as described above. The grading system employed for Biennium 1 electives will consist of Pass/Fail.
4. No remediation requirement may be substituted for an elective.
5. A subcommittee of the Faculty Curriculum Committee directs the Biennium 1 Electives Program.
6. As noted in the Student Policy and Procedures Guide, a student must complete all required Biennium I courses and electives within three (3) academic years.
7. Administrative support of the Biennium 1 Electives Program is provided by:

Katherine Cauley, Ph.D., B1 Electives Subcommittee Chair and Director of International Education, Research Park Tech Center IV, Ste 200, 937-258-5546, katherine.cauley@wright.edu

Carla Lachecki, M.A., Research Park Tech Center IV, Ste 200, 937-258-5554, carla.lachecki@wright.edu

BIENNIUM 1 ELECTIVE TIME PERIODS

TIME PERIODS FOR ELECTIVES: Students have three time periods in which they may fulfill the B1 elective requirement:

1. During the Scheduled Elective Period – A two-week elective period is scheduled in B1 in the summer following first year during which students may participate in faculty-directed electives or Student Initiated Electives (SIE).
 - a. Faculty Directed Electives: The B1 Electives Catalog lists a number of faculty-directed electives designed to be completed during the two-week elective period in the summer following first year.
 - b. Student Initiated Electives (SIE): Additionally, students have the option of developing Student Initiated Electives to be completed during the scheduled elective period. For additional information related to Student Initiated Electives, please see the discussion of student initiated electives in this catalog.
2. During the Academic Year – Some faculty-directed electives offered are completed during the academic year across a full term. Additionally, students may choose to complete a Student Initiated Elective (SIE) during the academic year. Faculty-directed electives scheduled during the academic year typically meet weekly in the evenings throughout the term.

During B1, a student may enroll for elective credit in courses or SIEs occurring during the academic year if he or she has:

- a weighted average of 76 percent or higher
- a satisfactory remediation record, and
- no schedule conflict between the course or SIE taken for elective credit and the schedule of core courses.

3. During Summer, other than the Scheduled Elective Period – Some faculty-directed electives and Student Initiated Electives (SIE) during the summer following the first year may occur after the regular two-week elective period.

International travel electives, either faculty-directed or SIEs during the summer following the first year, need to be scheduled after the Scheduled Elective Period.

SELECTION OF CATALOG ELECTIVES: Students are invited to submit their choices for faculty-directed electives in rank order either on an Elective Options Form (see Forms section of this catalog and BSOM Electives web page) or via an electronic selection system. Since there are limitations on the number of students who can enroll in the electives, course assignments are done randomly, taking into consideration the rank order of the student choices.

ELECTIVE SUBMISSION DEADLINES CLASS OF 2019

Winter Elective Options Form	Due December 4, 2015
Summer Elective Options Form	Due March 4, 2016
Fall Elective Options Form	Due August 5, 2016

BIENNIUM 1 SERVICE LEARNING

A. Introduction

Wright State University Boonshoft School of Medicine includes multiple opportunities for students to learn and work in partnership with the broader community. One of those opportunities is through the Service Learning Program (SL). During Biennium 1 (B1), students complete one of the three required B1 electives using the SL pedagogy.

B. Requirements

A. In Biennium 1, students are required to:

1. Complete a **general orientation** to the SL curriculum requirement that will include the following content areas:
 - a. The service learning pedagogy and reflection as learning method
 - b. Ethic of service in professional practice
 - c. Review of service learning requirements and how to fulfill them
2. Participate in a minimum of **sixty (60) SL hours of SL**. Students can complete these hours through faculty-directed electives listed in the BI Elective Catalog or through Student Initiated SL electives (SL SIE). Students may complete their entire B1 service learning requirement in one experience that is a minimum of 60 hours or through several experiences that add up to a total of at least 60 hours. **A single SL experience must be a minimum of sixteen (16) hours.**
3. Use the **SL SIE Proposal Format** to prepare a service learning student initiated elective proposal. The SL SIE Proposal Format and instructions for completing the SL SIE proposal are included in the B1 Electives Catalog to assist faculty and students in developing SL elective modules.
4. Submit any SL electives developed by faculty or any student **to the B1 Electives Subcommittee for review**, to be approved for academic credit.

B. Reflection

Students are expected to engage in reflection activities, either individually or in a group, while completing their required service learning experiences.

C. Evaluation

1. For each SL elective, the following evaluation will be completed:
 - a. At the conclusion of each faculty-directed SL elective, **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.
 - b. At the conclusion of each faculty-directed SL elective, the **academic faculty will complete a standardized, on-line evaluation** of the student.
 - c. Faculty may also conduct pre and post test assessments on a **specific SL elective basis**.
 - d. At the conclusion of each SL Student Initiated Elective, **students must submit a signed B1 Preceptor Evaluation of Student Performance form**, unless otherwise specified.
 - e. Basic standardized participation criteria are specified in the SL SIE Proposal guidelines; however, faculty or students may also develop additional evaluation assessments.

THE B1 STUDENT INITIATED ELECTIVE (SIE) (non-service learning)

Biennium 1 (B1) students may design their own elective experience subject to departmental sponsorship and routine approval process. Student Initiated Electives (SIE) may encompass a variety of experiences – for example, shadowing, experiences at community sites, research projects, international travel, and independent study. **SIEs must be a minimum of 60 hours.**

For non-service learning SIEs, the following process shall apply:

1. A written SIE proposal must be submitted to the B1 Electives Subcommittee for approval at least 60 days before the start of the SIE if it is domestic, and at least 90 days before the start of the SIE if it is international.
2. SIE proposals shall follow the format identified in the section “Format of a B1 Student Initiated Elective Proposal (Domestic or International)” 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.
3. **SIE proposals submitted to the B1 Electives Subcommittee without all required paperwork will not be considered for approval.** Students are to submit the following:

Domestic SIE:

- SIE proposal
- Departmental Sponsor Form
- Preceptor Form

International SIE:

- SIE proposal
- Departmental Sponsor Form
- Preceptor Form
- International Elective Sponsor Form
- International Elective Agreement with Wright State University Boonshoft School of Medicine Form

Forms for SIEs, domestic and international, can be found on the BSOM Electives web page and in the Forms section of the B1 Electives Catalog.

4. The WSU/BSOM faculty, by signing the Departmental Sponsor form, has agreed that the SIE meets academic standards for credit.
5. The Preceptor, by signing the Preceptor Form, has agreed to supervise and evaluate the student in the SIE.

6. Within thirty (30) days of the conclusion of a **domestic** SIE, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form to the Office of Student Affairs and Admissions, to receive academic credit for the SIE.
7. Within thirty (30) days of the conclusion of an **international** SIE, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form and the B1 International Elective Student Evaluation Form to Katherine Cauley, PhD, Chair, B1 Electives Subcommittee, to receive academic credit the the SIE.
8. Students are not 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.
9. **No retroactive credit will be given under any circumstance for participation prior to the date the SIE was approved by the B1 Elective Subcommittee.**

SUBMISSION DEADLINE FOR SIE PROPOSALS

Domestic SIEs – 60 days prior to start of SIE
International SIEs – 90 days prior to start of SIE

STEPS TO PREPARE A B1 STUDENT INITIATED ELECTIVE PROPOSAL

Listed below are the steps the student should perform when preparing to do a B1 Student Initiated Elective (SIE).

1. Consult with the faculty member with whom they are interested in performing the SIE.
2. Work with the faculty member to develop a SIE proposal outlining what the student will be doing during the elective (See "Format of a B1 Student Initiated Elective Proposal" below).
3. Hours spent during the elective should be 35-40 hours of contact time per elective week. When elective placements require special orientation, or immunizations, these should be completed prior to the beginning of the elective.
4. The faculty member completes the Preceptor Form, which is submitted with the SIE proposal to the B1 Electives Subcommittee for approval.
5. List of SIE paperwork to be submitted to the B1 Electives Subcommittee:
 - SIE Proposal
 - Preceptor Form
 - Departmental Sponsor Form
 - If international, International Elective Sponsor Form and International Elective Agreement with Wright State University Boonshoft School of Medicine Form

Forms for SIEs, domestic and international, can be found on the BSOM Electives web page and in the Forms section of the B1 Electives Catalog.

The SIE proposal packet including all required documentation is reviewed by the B1 Electives Subcommittee for approval.

**FORMAT OF A B1 STUDENT INITIATED ELECTIVE PROPOSAL
(Domestic or International)**

- 1. Name(s) of Student(s)**
- 2. Title of Elective** – The title of the elective should be succinct and as descriptive as possible.
- 3. WSU/BSOM Departmental Sponsor**
 - a. Attach Departmental Sponsor Form signed by a faculty member of the department indicating that they have reviewed and approved the proposal for BSOM academic credit.
 - b. An approval signature on the proposal will not be sufficient.
- 4. Faculty Preceptor**
 - a. Attach Preceptor Form signed by preceptor indicating that they have reviewed the proposal, will direct the student's SIE, and will complete an evaluation form at the end of the experience.
 - 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 the student is 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. As much as possible, provide 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.

10. Evaluation Methods

- a. Indicate the criteria for a passing 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 that a B1 Preceptor Evaluation of Student Performance Form for an SIE will be completed by the preceptor.

EXAMPLE OF A B1 STUDENT INITIATED ELECTIVE PROPOSAL

NAME OF STUDENT: Student Name

TITLE: Introduction to Obstetrics/Gynecology

DEPARTMENT: Obstetrics/Gynecology

DIRECTOR/PRECEPTOR: Jean Smith, M.D.

TIME & LOCATION:

June 11-22, 2013 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 I 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. In addition, 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 that individual's mother received. 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. In addition, 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. audio visuals

EVALUATION:

1. observation of student in clinical setting
2. oral discussions with preceptor
3. critique of patient work-ups or assignments given by preceptor
4. completion of B1 Preceptor Evaluation of Student Performance

THE B1 SERVICE LEARNING STUDENT INITIATED ELECTIVE (SL SIE)

Biennium 1 (B1) students may design their own service learning elective experience (SL SIE), subject to departmental sponsorship and the approval process. SL SIEs encompass a variety of experiences in community sites, and may be either domestic or international. **SL SIEs must be a minimum of 16 hours.**

For service learning SIEs, the following process shall apply:

1. A written SL SIE proposal must be submitted to the B1 Electives Subcommittee for approval at least 60 days before the start of the SL experience if it is domestic, and at least 90 days before the start of the SL experience if it is international.
2. SL SIE proposals shall follow the format identified in the section, "Format of a B1 Service Learning Student Initiated Elective Proposal (Domestic or International)" 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.
3. **SL SIE proposals submitted to the B1 Electives Subcommittee without all required paperwork will not be considered for approval.** Students are to submit the following:

Domestic SL SIE:

- SL SIE proposal
- SL SIE Proposal Cover Page
- Service Learning Acknowledgment of Risk and Consent for Medical Treatment Form

International SL SIE:

- SL SIE proposal
- Departmental Sponsor Form
- Preceptor Form
- International Elective Sponsor Form
- International Elective Agreement with Wright State University Boonshoft School of Medicine Form

Forms for SL SIEs, domestic and international, can be found on the BSOM Electives web page and in the Forms section of the B1 Electives Catalog.

4. The WSU/BSOM department faculty, by signing either the SL SIE Proposal Cover Page or the Departmental Sponsor Form, has agreed that the SL SIE meets academic standards for credit.
5. The Community Faculty or Preceptor, by signing the SL SIE Proposal Cover Page or Preceptor Form, has agreed to supervise and evaluate the student in the SL SIE.

6. Within thirty (30) days of the end of a **domestic** SL experience, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form, unless otherwise specified, to the Office of Student Affairs and Admissions to receive academic credit for the SL SIE.
7. Within thirty (30) days of the end of an **international** SL experience, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form and the B1 International Elective Student Evaluation Form to Katherine Cauley, PhD, Chair, B1 Electives Subcommittee, to receive academic credit for the SL SIE.
8. **No retroactive credit will be given under any circumstance for participation prior to the date the SL SIE was approved by the B1 Electives Subcommittee.**

SUBMISSION DEADLINE FOR SL SIE PROPOSALS

Domestic SL SIEs – 60 days prior to start of SL SIE
International SL SIEs – 90 days prior to start of SL SIE

STEPS TO PREPARE A B1 SERVICE LEARNING SIE (SL SIE) PROPOSAL

Listed below are the steps the student should perform when preparing to do a B1 Service Learning Student Initiated Elective (SL SIE).

1. Contact the community site where they are interested in performing the SL SIE and explore service needs for a SL SIE project.
2. Identify the appropriate BSOM department and faculty member and invite the faculty member to sponsor the SL SIE.
3. Work with the BSOM faculty and Community Site faculty to develop the SL SIE proposal outlining what the student will be doing during the elective, and determine the learning, service, and service learning objectives (See "Format of a B1 SL SIE Proposal" below).
4. Hours spent during the elective should be a **minimum of 16 hours**. Total hours can include orientation, non-direct, direct and reflection activities, but not travel.
5. List of SL SIE paperwork to be submitted to the B1 Electives Subcommittee:

Domestic SL SIE:

- SL SIE proposal
- Proposal Cover Page
- Service Learning Acknowledgment of Risk and Medical Consent

International SL SIE (same as non-SL SIE):

- SL SIE proposal
- Departmental Sponsor Form
- Preceptor Form
- International Elective Sponsor Form
- International Elective Agreement with Wright State University Boonshoft School of Medicine Form

The SL SIE proposal packet including all required documentation is reviewed by the B1 Electives Subcommittee for approval.

**FORMAT OF A B1 SL SIE PROPOSAL
(Domestic or International)**

1. **Title of SL SIE**
2. **School of Medicine Sponsoring Department**
Name of BSOM department that houses the Academic Faculty for your SL SIE
3. **Director and Faculty**
 - a. Academic Faculty (BSOM faculty; is Departmental Sponsor if SIE is international)
 - b. Community Faculty (Person at community site who will supervise your work or will evaluate you; Preceptor if SIE is international)
4. **Time and Location**
State the dates when the student is involved in the SL SIE and location(s)
5. **Total Number of Service Learning Hours**
Note the total number of hours of SL that will be completed by end of SL SIE experience. This can be the **minimum of 16 hours to 60 plus hours** of credit.
6. **Number of Students**
Note the number, names and e-mail addresses of all students who will be participating in this SL SIE.
7. **SL SIE Description**
Provide a general description of the community site, the service project, and the service activities the student(s) will be doing at the site to meet learning, service, and service-learning objectives described in the proposal.
8. **Learning Methods**
 - a. Describe how the student(s) will be **oriented** to the site-specific client/patient population and services, integrated systems of care, health policy issues, and ancillary/complimentary community resources available to clients/patients at the community site where the SL SIE will take place. Describe how will the community site staff be **oriented** to the current educational level and/or skill sets of the student(s).
 - b. Describe the specific activities the student(s) will engage in when providing **direct service** to the client/patient population of the community site where the SL SIE will take place.
 - c. Describe what activities the student(s) will engage in and/or what resources the student(s) will review (**non-direct services**) as they prepare for the direct service component or provide follow-up to the direct service component of SL SIE.

- d. Describe how the student(s) will conduct **reflection activities** throughout the SL SIE. Please include any reflection questions will you ask yourselves to assist in the integration of didactic and applied learning experiences and to highlight the ethic of service in professional practice? Describe how will the reflection be conducted...orally, in writing, virtually, individually or as a group. Describe any arrangements for review of the reflections by Academic or Community Faculty or Site Supervisor.

9. Learning Objectives

Describe the learning, service, and service learning objectives for the service project. See the example of a SL SIE in this catalog for guidance.

a. Learning Objectives:

- 1) Identify some skills used when interacting with patients from diverse cultural/economic backgrounds that you expect to learn about during your SL SIE.
Example: Student will gain an understanding of the social services challenges facing homeless individuals.
- 2) Identify some knowledge about particular population of people or set of health /social services, or service utilization practices, or public policy issues that you expect to learn about during your SL SIE.
Example: Student will learn about the day-to-day functioning of a food pantry in an underserved area of the greater Dayton community.
- 3) Work with your Academic and Community Faculty members to identify additional learning objectives that are site and/or client/patient specific to the community site where your SL SIE will take place.

b. Service Objectives:

- 1) Identify what kind of educational or other services the client/patient population needs at the community site where your SL SIE will take place.
Example: Clients need assistance identifying and accessing health and human services resources available to them in the greater Dayton area.
- 2) Work with your Academic and Community Faculty members to identify additional service objectives that are site and/or client/patient specific to the community site where your SL SIE will take place.

c. Service Learning Objectives:

- 1) Format of Service Learning Objective: Students completing the SL module will learn (insert appropriate learning objective) while (insert appropriate service objective) at the (insert community based site). *Example: Students will gain an understanding of the social services challenges facing homeless individuals while working with clients at community site who need assistance accessing health and human services resources.*
- 2) Typically, there should be a good match between learning objectives and service objectives, and there should be **at least three** objectives in each category.

10. **Evaluation**

- a. Report the total number of SL hours to be completed in your SL SIE and specify how many of the hours will be for the **orientation** component, how many hours for the **non-direct service** component, how many hours for the **direct service** component and how many hours for the **reflection** component of your SL SIE.
- b. Within thirty (30) days of the end of a **domestic** SL experience, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form, unless otherwise specified, to the Office of Student Affairs and Admissions to receive academic credit for the SIE.
- c. Within thirty (30) days of the end of an **international** SL experience, the student must submit a signed B1 Preceptor Evaluation of Student Performance Form and the B1 International Elective Student Evaluation Form to Katherine Cauley, PhD, Chair, B1 Electives Subcommittee, to receive academic credit for the SIE.
- d. Working with Academic and/or Community Faculty, the student(s) may identify additional evaluation activities of the SL SIE experience.

EXAMPLE OF A B1 SL SIE PROPOSAL

1. TITLE OF SL SIE: STEPS Service Learning
2. SCHOOL OF MEDICINE DEPARTMENT: Department of Family Medicine
3. DIRECTOR & FACULTY:
Academic Faculty: Dr. Paul Hershberger
Community Faculty: Lakais Bailey and Carmel Scott-Emuakpor
Community Site Supervisor: STEPS Executive Committee Chair
4. TIME & LOCATION: Saturdays, 8:00am-12:00pm
5. TOTAL NUMBER OF SERVICE LEARNING HOURS: 18 minimum
6. NUMBER OF STUDENTS: this is a group activity – students will submit SL Acknowledgement of Risk Form to initiate their participation in the SIE.
7. SERVICE LEARNING ELECTIVE DESCRIPTION:

Students Teaching Educational Plans for Success, also known as STEPS, is an interdisciplinary initiative that brings together students from different professional disciplines. STEPS participants currently serve residents at the St. Vincent de Paul Gateway Men's Shelter and St. Vincent de Paul Gateway Women and Family Shelter. Participants provide shelter residents with an opportunity to get their vital signs checked as well as discuss health goals. STEPS uses motivational interviewing to work with the residents to develop strategies to reach their goals.

8. LEARNING METHODS:
 - a. Orientation: Students will be required to participate in an orientation that introduces them to STEPS. At this time logistics of the morning session and a review of interviewing skills will be conducted. Students will also be oriented to the facilities of the St. Vincent de Paul shelters on their first visit to the shelter.
 - b. Direct Service: Students will volunteer at St. Vincent de Paul Gateway Men's Shelter and St. Vincent de Paul Gateway Women and Family Shelter where they will:
 1. Take residents' weight, calculate BMI, take blood pressure, and measure glucose levels.
 2. Interview residents using a motivational interviewing approach.
 3. Discuss with residents examples of healthy lifestyle choices.
 4. Discuss with and provide residents a healthy snack recipe.
 - c. Non-Direct Services: Prior to attending a STEPS session, volunteers will need to read through the volunteer packet provided to them. This will discuss St. Vincent de Paul and some commonly asked questions. They will also need to attend one of the motivational interviewing training sessions that are offered throughout the year.

- d. Reflection Activity: Students will write a reflection paper after completing 12 hours of direct service. The paper is to include what the student experienced while volunteering at STEPS and how they feel this experience might make them a better physician in the future.

9. LEARNING OBJECTIVES:

a. Learning Objectives

- 1) Students will learn the techniques of motivational interviewing and begin to apply them to resident encounters.
- 2) Students will gain experience working with a vulnerable population and better understand the difficulties they face in meeting their health goals.
- 3) Students will learn about the importance of preventative health and ways to facilitate conversations about preventive health.

b. Service Objectives

- 1) Residents at the St. Vincent de Paul shelters often do not have access to medical professionals in order to voice their health concerns and would benefit from time spent with someone able to listen to those concerns.
- 2) St. Vincent de Paul is looking for people to positively interact with their residents and encourage them to continue working towards the goal of moving out of the shelter. The residents may benefit from someone encouraging them to reach their goals.
- 3) Residents at the St. Vincent de Paul shelters often have concerns and stressors that take precedent over planning for their future health. The residents may benefit from having conversations about preventative health to best prepare for a healthy life upon moving from the shelter.

c. Service Learning Objectives

- 1) Students will gain experience with motivational interviewing and will help the residents of the shelter by listening to their health goals and needs.
- 2) Students will gain experience working with a vulnerable population and learn more about the difficulties residents face in reaching their health goals while providing encouragement to residents.
- 3) Students will learn the importance of and ways to facilitate conversations about preventative health while helping the residents of the St. Vincent de Paul shelters develop and understand preventative health goals.

10. EVALUATION:

a. Total SL hours= 18

Orientation (introduction) = 1

Direct Service= 12

Non Direct Service (motivational interviewing training, handbook) = 3

Reflection (reflection paper)= 2

- b. Students will submit Service Learning Verification form to Student Affairs when they have completed their participation in the STEPS Service Learning.
- c. Students will submit a written reflection upon completion of their participation.

**COMPLETING THE B1 SL SIE PROPOSAL COVER PAGE
(for domestic SL SIEs only)**

1. **Name of BSOM Medical Student** – if a group SL SIE, leave blank
2. **Student E-mail address** – if group SL SIE, leave blank
3. **Title of SL SIE**
4. **Dates of SL SIE** – Indicate as closely as possible (minimum information = month and year) the dates for the SL SIE.
5. **Total Service Learning Hours** – expected total of hours to be earned by completing the SL SIE
6. **Mailing Address of SL SIE Community Site**
7. **BSOM Academic Faculty Name, Department and E-mail Address**
To receive academic credit from WSU/BSOM, the Academic Faculty member listed should be primarily employed by Wright State University Boonshoft School of Medicine. They will be the faculty of record. This person must sign the proposal cover page for your SL SIE proposal to indicate that the proposal has been reviewed and approved. Proposals without signatures will not be considered by the B1 Electives Subcommittee.
8. **Community Faculty Name, E-mail Address and Contact Information**
The Community Faculty member should not be primarily employed by Wright State University. They will provide on-site coordination/supervision of students during the SL SIE. This person can be the preceptor if the experience is international. This person can also sign the B1 Preceptor Evaluation of Student Performance Form (unless otherwise specified) after the student has completed the SL SIE.
9. **Signature of Boonshoft School of Medicine Academic Faculty and Date**
10. **Signature of Community Faculty and Date**

BIENNIUM 1 FACULTY DIRECTED ELECTIVES 2016

Department and Elective	Course Director	Course Number	Term Offered	Comments
Community Health – CMH				
Nutrition in Medicine	White	CMH 611	M1, Term 2 Summer M2, Term 1	Online Course
Introduction to Reach Out of Montgomery County	Sherlock	CMH 615	M1, Term 2 Summer M2, Term 1	Service Learning
Breastfeeding and Human Lactation	Smith	CMH 616	M1, Term 2 Summer M2, Term 1	
Emergency Medicine – EMD				
Emergency Medicine Preceptorship	Poznanski	EMD 602	Summer elective term	June 6-17
Family Medicine – FMD				
Area Health Education Center Summer Preceptor Program (AHEC)	Leeds	FMD 602	Summer	Application Required
Family Medicine Preceptorship	Donnelly	FMD 614	Summer	Pre-approval required
Project C.U.R.E., Inc.: An Urban Community Based Addiction Treatment Center	Painter	FMD 615	M1, Term 2, Summer M2, Term 1	Service Learning
Geriatrics – GER				
Alzheimer’s Association Miami Valley Chapter Helpline and Support Group	Lawhorne	GER 601	M1, Term 2 Summer M2, Term 1	Service Learning
Medicine – MED				
Kettering Summer Externship	Dicken	MED 603	Summer	Application Required
Jamaica Trip	Herchline	MED 604	Summer	
Jamaica Trip	Herchline	MED 605	Summer	Service Learning
Boonshoft School of Medicine Rural Swaziland Experience	VanderWal	MED 607	Summer	
Boonshoft School of Medicine Rural Swaziland Experience	VanderWal	MED 608	Summer	Service Learning

BIENNIUM 1 FACULTY DIRECTED ELECTIVES 2016

Department and Elective	Course Director	Course Number	Term Offered	Comments
Pediatrics – PED				
Gastroenterology and Nutrition in Infants and Children: An Introduction	Rick	PED 601	Summer elective term	June 6-17
Infections in Infants and Children: An Introduction	Alter	PED 603	Summer elective term	June 6-17
General Pediatrics	Nanagas	PED 604	Summer elective term	June 6-17
Respiratory Diseases in Infants and Children: An Introduction	Mueller	PED 605	Summer elective term	June 6-17
Introduction to Adolescent Medicine	Dritz/Stewart	PED 606	Summer elective term	Pre-approval required
Care of the Critically Ill Child	Abboud	PED 607	Summer elective term	June 6-17
Psychiatry – PYC				
Psychiatry in the College Counseling Center	Houseknecht	PYC 601	M1, Term 2 Summer M2, Term 1	Pre-approval required
School of Medicine Inter-departmental Electives – SMD				
Horizons in Medicine	Gray	SMD 601	Summer	Application Required
Prematriculation Program	Gray	SMD 602	Summer	Application Required
Pediatric Health Promotion and Screening in an Urban Environment	Cauley	SMD 611	M1, Term 2 M2, Term 1	Service Learning
Health Care in Developing Countries	White	SMD 612	M1, Term 2	IHP Track
Getting to Know Your Patients Through Longitudinal Geriatric Patient Encounters	Lawhorne/ Scott	SMD 613	M1, Term 2	Course Director Permission
Health Care in the Global Community	Cauley/ Herchline	SMD 614	M2, Term 1	IHP Track Course director permission
Research Learning Community 1	McCurdy	SMD 616	M1, Term 2	Interview Required
Research Learning Community 2	McCurdy	SMD 617	M2, Term 1	Interview Required

BIENNIUM 1 FACULTY DIRECTED ELECTIVES 2016

Department and Elective	Course Director	Course Number	Term Offered	Comments
Intermediate Spanish I for the Medical Profession	Cipriano	SMD 618	M2, Term 1	
Intermediate Spanish II for the Medical Profession	Cipriano	SMD 619	M1, Term 2	
The Physician as a Professional	Houseknecht/ Neeley	SMD 621	M1, Terms 1&2	longitudinal
Surgery – SUR				
Introduction to General Surgery	Furay/Keller/ Nedelman	SUR 605	Summer elective term	June 6-17
Introduction to Cardiac Surgery	Anstadt	SUR 606	Summer elective term	June 6-17
Introduction to Anesthesiology (VAMC)	High	SUR 607	Summer elective term	June 6-17
Introduction to Anesthesiology	Underwood	SUR 609	Summer elective term	June 6-17
Trauma	Ekeh	SUR 610	Summer elective term	June 6-17
Introduction to Ophthalmology	Liston	SUR 612	Summer elective term	June 6-17
Introduction to Urology	Pence	SUR 614	Summer elective term	June 6-17
Women’s Health – WOH				
Introduction to Obstetrics/Gynecology	Barhan	WOH 601	Summer elective term	June 6-17
Women and Medicine	White	WOH 609	M1, Term 2	

TITLE: Nutrition in Medicine

DEPARTMENT: Community Health

DIRECTOR & FACULTY: Mary T. White, Ph.D., Professor, Department of Community Health

TIME & LOCATION: This course is on-line. Time and location determined by student, within the specified blocks.

Winter: MS1 January-May – must complete elective by May 23, 2016

MS2 January-March – must complete elective by March 31, 2016

Summer: MS1 Summer – must complete elective by July 22, 2016

Fall: MS2 August-December – must complete elective by December 31, 2016

NUMBER OF STUDENTS: unlimited

PREREQUISITES: None

COURSE DESCRIPTION:

Proper nutrition is widely recognized as critical to disease prevention and treatment, and yet it is typically underrepresented in the medical school curriculum. This elective offers an opportunity for medical students to learn about nutrition and its relevance to health and disease through 29 online modules developed by the Nutrition in Medicine Program at the University of North Carolina. <http://www.nutritioninmedicine.org/>

This curriculum is currently in use by over 90 out of 156 medical and osteopathic schools in the USA. Topics covered include the biochemical basis of nutrition, nutrition epidemiology, clinical nutrition including nutrition assessment, and nutrition-related preventive health care. Each module contains unique learning objectives, key concepts, exams, case practices and other opportunities for self-assessment. Presentation formats include audiovisual narrative, videos, pop quizzes in USMLE format, and interactive interfaces.

The online setup of this course allows for students to complete the required material on their own time within the span of one semester. Each module contains an exam that students may take any time. Students wishing to take this elective will work with the course director prior to starting the course to ensure each student is properly registered on the website and understands the course requirements.

CONTENT CATEGORIES:

1. Students who take this course will gain an understanding of the impact of nutrition on the management and treatment of:

- a. Anemias
- b. Cancer
- c. Cardiovascular Disease
- d. Diabetes
- e. Obesity
- f. Developmental Stages
- g. Aging
- h. Micronutrients
- i. Dietary Supplements
- j. Sports Nutrition

2. Students will be able to apply this knowledge when presented with clinical scenarios.

LEARNING METHODS:

- 1. Complete the 29 online modules for each health care topic
- 2. Review and understand the objectives for each module
- 3. Review relevant case studies for each module
- 4. Discuss the presented material with fellow students

EVALUATION:

- 1. Students must attend the introductory session for this elective course.
- 2. In order to receive credit for this elective, students must achieve a minimum average of 70% on the module exams (each module exam may only be taken once).
- 3. Completion of an Elective Survey for continued course development.

Modules:

Nutritional Anemias Part 1& Part 2	Dietary Supplements: Reality Check
Cancer Nutrition: Molecular Mechanisms	Dietary Supplements: Use in Practice
Cancer Nutrition: Prevention & Treatment	Obesity: Basic and Clinical
CVD: Hypertension & Other Risk Factors	Nutrition and Aging: Body and Mind
CVD: Lipoproteins	Nutrition and Aging: Chronic Disease
Diabetes: Nutritional Mechanisms	Nutrition and Aging: Special Needs
Diabetes: Dietary Management	Pediatric Overweight: Etiology & Screening
Nutrition for Young Children	Pediatric Overweight: Assessment & Intervention
Nutrition for School Aged Children	Sports Nutrition: Health Effects
Nutrition in Pregnancy	Sports Nutrition: Fuel Metabolism
Nutrition during Infancy	Sports Nutrition: Hydration & Supplements
Infants with Special Needs	Metabolic Stress & Starvation
Nutrition during Lactation	Nutrition Support
Dietary Supplements: Decision Making	Micronutrients Review

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

CMH 615
Service Learning Hours (22-60)

TITLE: Introduction to Reach Out of Montgomery County

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Academic Faculty: Sharon Sherlock, R.N., B.S.N., M.S.A., D.H.A. course director

Community Faculty: Volunteer physicians

Community Site Supervisor: Volunteer physicians, clinical nurses

TIME & LOCATION: All terms
Community Affiliation sites as announced
Reach Out of Montgomery County
25 E. Foraker St., Dayton, OH 45409

NUMBER OF STUDENTS: To be determined by Reach Out clinical schedule and affiliated sites. Contact current Reach Out scheduler or course director for scheduling information and electronic scheduling.

PREREQUISITES: MS1 and MS2 students in good academic standing. A triage/orientation session must be successfully completed prior to starting clinical and community rotations.

COURSE COMPLETION

REQUIREMENTS: Orientation/Triage training session = (6hrs), Pilot SL 615 Review (1 hour), #3 Reflection papers (3 hours); 3- clinics (#4 hours each), EMS ride along – 4 hours each, community events varied hours = **minimum of 22 SL hours, maximum 60, volunteer unlimited**

SERVICE LEARNING ELECTIVE DESCRIPTION:

BSOM MS1/MS2 will participate in a triage orientation session (6hrs) to participate in any Reach Out of Montgomery County community programs. Students will work with a volunteer interdisciplinary team of physician/provider, nurses, and pharmacists within clinic/pharmacy offering, EMS personnel during EMS ride along and either directed or accompanied by medical professionals for community specific events. By interviewing and interacting with patients from the underserved and uninsured communities in Dayton, Ohio, students will gain an understanding of barriers to accessing medical care, cultural diversity and interdisciplinary response to securing good health outcomes for vulnerable populations.

Reach Out of Montgomery County's mission is to provide access to healthcare services for the underserved/uninsured population in Montgomery County, without restraints, utilizing the professional skills of volunteer physicians, nurses and other healthcare professionals.

LEARNING METHODS

1. Triage Training/Orientation (6 hrs.) will consist of hands on practice and competency checks for skills such as vital signs, chief complaint, social history, allergy recording, EMR documentation, outpatient diagnostic procedures; UA, pulse O2, Accu v, EKG, aerosol treatments and review of safety procedures such as HIPAA, fire safety, CPR equipment, hazardous waste, conflict management etc...
2. Direct Clinical Service provision (minimum 3 experiences for 12 SL clinical hours - up to 60 SL hours) will be offered at the Reach Out clinic location for the MS1 & MS2 student in good standing with BSOM. Clinical scheduling for MS1 & MS2 will fluctuate to maximize the ratio between medical providers and students. Clinical observation will be offered through EMS ride along to gain an understanding of environmental safety and vulnerable populations. Special events will help to gain an understanding about the complexity of the healthcare system its structure, services, cost, quality and delivery system interactions.
3. Reflection activities (3 reflections, each 1 hour) will include maintaining a journal in which students will answer questions/perceptions about their experience of working with underserved and uninsured patients (see PILOT for details). Following the completion of each of the first three rotations in a Reach Out sponsor activity (excluding triage training) students will prepare a 1 page (12 pt. font, single-spaced) reflection to be submitted via Pilot Dropbox within one week of clinical experience. Students participating in more than 3 rotations are not required to submit additional reflections however tracking of hours will be required by the student and documented by the location of the community service experience.
4. PILOT SELF STUDY: (1 hour) is required to complete SL requirement, sessions will include discussion on current HealthCare topics for example; the Affordable Care Act, healthcare insurance, safety-net services, etc.

LEARNING OBJECTIVES:

1. Students will apply introductory clinical assessment skills learned in the classroom and transfer to a live patient based setting.
2. Students will gain an understanding of and appreciation for the unique aspects of caring for medically underserved and uninsured patients who are at risk for poor medical outcomes.
3. Students will gain valuable experience as they interact with a volunteer interdisciplinary team of nurses, doctors, and pharmacists in a clinical and community settings.

SERVICE OBJECTIVES:

1. The medically underserved and uninsured in Montgomery County need free/affordable access to healthcare services.
2. The medically underserved and uninsured in Montgomery County need information about healthcare financial options for assistance with medical and pharmaceutical bills incurred.
3. Reach Out of Montgomery County relies on volunteer healthcare professionals to meet the needs of the medically underserved and uninsured in Montgomery County

SERVICE LEARNING OBJECTIVES:

1. Students will complete WSU-SL acknowledgement, risk management agreements along with HIPAA forms at orientation triage session
2. Students will apply introductory clinical assessment skills in a patient centered setting as they assist in the provision of free/affordable healthcare services to the medically underserved and uninsured in Montgomery County.
3. Students will gain an understanding of and appreciation for the unique aspects of caring for medically underserved and uninsured patients as they learn about access issues to healthcare resources that potentially result in poor health outcomes.
4. Students will gain valuable experience as they interact with a multicultural population
5. Students will gain insight as a member of the volunteer interdisciplinary team of healthcare professionals at Reach Out while meeting the needs of the medically underserved and uninsured in Montgomery County.

EVALUATION:

1. Students will attend required sessions documented by site facilitators or sign in sheets; triage/orientation/clinics/Fire Department/EMS personnel or other community service experiences
2. Students will complete a minimum of 6 hour triage for all community experiences and an additional minimum of 22 SL hours with documentation of attendance
3. Students will submit #3 reflections (one page minimum, 12 pt. font, name, title of course, date of community experience) within one week of each session, reflections will include questions posted in PILOT for each session 1st session Mirror, 2nd session Microscope, 3rd Session Binoculars and uploaded on PILOT SL 615 website
4. Students will receive a grade of pass/ incomplete by this course director based on completion of course requirements and feedback from community site facilitator

Revised 9/2015

**THIS ELECTIVE COUNTS AS A MINIMUM OF 22 OF THE 60 REQUIRED
SERVICE LEARNING ELECTIVE HOURS.**

TITLE: Breastfeeding and Human Lactation

DEPARTMENT: Community Health

DIRECTOR AND FACULTY: Linda J. Smith, MPH, IBCLC, Adjunct Instructor, Center for Global Health, Department of Community Health

TIME AND LOCATION: The course is offered twice during the year at White Hall:

- a. Winter M1, January-April, 2016. The class will meet Tuesday evenings from 6-9:00PM: Jan. 5, 12, 19, 25 (Monday); Feb. 2, 9, 16, 23; March 1, 8, 29; April 5, 19 and 26, 2016
- b. Additionally, there may be periodic site visits to community based sites at mutually convenient times.
- c. Spring M1 Summer Elective Block, June 6-17, 2016. The class will meet M-F of each week from 9:00AM-5:00PM.

NUMBER OF STUDENTS: minimum 5; up to a maximum of 25

COURSE DESCRIPTION:

This course is designed to prepare medical students to manage and support breastfeeding mother-baby dyads from preconception through at least two years of breastfeeding/lactation as recommended by the World Health Organization. Topics will include the physiology of lactation; infant suck; biochemistry of human milk; behavioral aspects of mother and baby during breastfeeding; and political, economic and public health facets of infant and young child feeding from a global perspective. A variety of teaching formats will be used including faculty lectures, guest speakers, student presentations, videos, small group activities, skill development using simulation models, and field trips to community lactation/breastfeeding clinics.

Pediatrics, Obstetrics/Gynecology, and Family Medicine specialties are highly relevant to course content. The US breastfeeding initiation rates currently exceed 75% (2014), therefore nearly every medical specialty is likely to encounter nursing mothers or breastfed babies at some point. Every baby has to be fed, and almost everyone has a woman in his or her life.

CONTENT CATEGORIES:

- a. Breastfeeding as a global public health priority
- b. Anatomy of the lactating breast and physiology of lactation
- c. Infant oral anatomy; impact of birth practices on infant feeding, development of feeding skills
- d. Assessing and correcting feeding techniques and expectations
- e. Biochemistry of human milk with implications to neurodevelopment; complementary feeding; short and long term impact of infant dyad and feeding methods
- f. Donor human milk banking, clinical uses of donor milk, adult uses of donor milk
- g. Lifecycle of the breastfeeding mother-baby dyad through 2+ years: developmental, emotional, and interdependent aspects; controversies and barriers
- h. International political, legal and ethical aspects of infant and young child feeding including the International Code of Marketing of Breastmilk Substitutes; the Baby-friendly Hospital Initiative; WHO growth standards; other WHO and UNICEF initiatives
- i. Counseling and communication skills specific to the breastfeeding mother-baby dyad; conducting a clinical lactation consult; case studies of complex breastfeeding problems
- j. Professional and inter-disciplinary relationships with allied and lay lactation care providers; “alphabet soup” of lactation credentials
- k. Maternal illness impacting and affected by lactation including reproductive health
- l. Infant anomalies, illness and prematurity impacting and affected by breastfeeding
- m. Implications of research to clinical support of breastfeeding/lactation

LEARNING OBJECTIVES

- a. Explain the biological processes involved in breastfeeding and human lactation
- b. Describe psychological, sociological, and cultural issues affecting breastfeeding families
- c. Explain pharmacological principles affecting the breastfeeding dyad
- d. Interpret research findings that pertain to lactation and the mother-baby breastfeeding dyad
- e. Discuss legal, ethical, and professional issues of breastfeeding and human lactation
- f. Describe public health policies, aspects, and implications related to breastfeeding
- g. Explain normal and abnormal variations and conditions pertinent to the course of lactation
- h. Demonstrate appropriate counseling skills that support breastfeeding women
- i. Demonstrate clinical assessment, management skills, and use of breastfeeding equipment
- j. Demonstrate test-taking strategies by completing a simulated examination (optional)

LEARNING-TEACHING METHODS:

- a. Faculty didactic lectures; videos/DVDs
- b. Role-playing, group learning activities; small-group problem-management case studies
- c. Self-directed clinical exercises

- d. Field trips to lactation providers in the community; guest speakers from community

EVALUATION:

This is a pass/fail course.

- a. 80 hours total = 45 hours didactic (classroom) + 35 hours application in community settings
- b. Daily subjective evaluations and reflections
- c. Multiple-choice / essay examination with self-grading and analysis
- d. Preceptor evaluation of student performance on skills and case presentations
- e. Short paper on implications of this elective to student's future clinical practice

Reviewed 10/2015

THIS COURSE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

TITLE: Emergency Medicine Preceptorship

DEPARTMENT: Emergency Medicine

DIRECTOR & FACULTY: Stacey Poznanski, D.O., Assistant Professor, Course Director
Department of Emergency Medicine

LOCATION:

The student will rotate through the Emergency Departments at Miami Valley Hospital, Good Samaritan Medical Center and Kettering Medical Center. In addition, the student will attend scheduled educational activities at Wright State University's Department of Emergency Medicine.

NUMBER OF STUDENTS: 2 - 4

PREREQUISITES: Completion of Winter Term

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, gaining insight into the management of a wide variety of patient presentations, from critically ill or injured to those with less acute problems. During the rotation, the student will also be exposed to airway/procedure lab experiences, as well as the subspecialty of prehospital care.

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. procedural skills;
- e. focused patient presentation skills.

LEARNING METHODS:

- A. Direct observation of patient care by an emergency physician
- B. Attendance at scheduled conferences
- C. Interactive didactics and discussions
- D. Procedure laboratories

EVALUATION:

A. Evaluation of the 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. Completion of any required assignments.

B. Evaluation of the elective

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

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

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

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Academic Faculty: F. Stuart Leeds, M.D., M.S., Department of Family Medicine, course director

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

TIME & LOCATION:

This elective takes place over four out of eight 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: 1-35

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 fstuart.leeds@wright.edu and tanya.ledesma@wright.edu, and/or called to the department at 937-245-7226.

COURSE DESCRIPTION:

The student will participate in the daily practice of family medicine with the assigned preceptor. Some practices are identified as serving underserved members of the community or located in a health professions shortage area. Evening hours and after-hours call activities may be included. 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.
- I. Have the opportunity to engage in meaningful and relevant research experience at selected sites.

Service Objectives:

- A. 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 physician's 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 3 REQUIRED ELECTIVES. ANY HOURS OVER 60 WILL BE APPLIED TOWARD THE 60-HOUR SERVICE LEARNING ELECTIVE REQUIREMENT.

Revised 11/2014

TITLE: Family Medicine Preceptorship

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY: John Donnelly, M.D., Department of Family Medicine

Private family practitioners (members of the voluntary clinical faculty)

TIME & LOCATION:

Elective will be 2 weeks. 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: In good standing with Year 1 or Year 2. 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 john.donnelly@wright.edu and/or called to the department at (937) 245-7226.

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 3 REQUIRED ELECTIVES.

Revised 10/2014

TITLE: Project C.U.R.E., Inc.: An Urban Community Based Addiction Treatment Center

DEPARTMENT: Family Medicine

DIRECTOR & FACULTY:

Academic Faculty: Albert F. Painter, Psy.D., Associate Professor Family Medicine
Community Faculty: Gideon Adegible, M.D., Clinical Professor Family Medicine

TIME & LOCATION: Winter, summer, and fall terms
Project C.U.R.E., Inc. 1800 N. James H. McGee Blvd.
Dayton, OH 45427

Students will participate in clinical and educational activities at the center for a range of 18 to 40 hours.

NUMBER OF STUDENTS: 1-3 per term

SERVICE LEARNING MODULE DESCRIPTION:

Project C.U.R.E. Inc. is a not-for-profit health care organization affiliated with the Wright State University Boonshoft School of Medicine for the purpose of providing service learning opportunities for 1st and 2nd year medical students. The center is committed to the comprehensive treatment of individuals who are chemically dependent on opiates or related drugs.

BSOM students will learn the multivariate components of chemical dependency and addiction in the individual including physiological, psychological, social, and community aspects in a disease model. Learners will participate with a multispecialty team in the health care of chemically dependent patients in an urban setting and understand the special needs related to that population. Students will reflect upon the role of the physician and the health care team in intervention with patients and service to the urban community in addiction treatment.

LEARNING METHODS:

Orientation: Students will participate in 2 hours of orientation to the philosophy of the center and overall interaction with the community in treatment of the addicted patient. The various stages of addiction intervention will be discussed and the modalities of treatment and functioning of the health care team will be presented. Project C.U.R.E. staff will be oriented to the level of each student and clinical background relevant to participation in patient care as supplied by the BSOM

Offices of Academic Affairs and Student Affairs and Admissions. Students will negotiate scheduling with the Academic Faculty and Site Supervisors and be responsible for transportation and meals.

DIRECT SERVICES:

1. Participate in the intake process that facilitates the admission of the chemically dependent patient.
2. Participate in group counseling sessions with center clients and the treatment team.
3. Assist center staff in the administration and monitoring of methadone to selected patients.
4. Participate in staffing of patients in evaluating the progress or obstacles to treatment and planning for follow up.
5. Engage with identified community resources in the identification, treatment, and rehabilitation of clients.
6. Meet with families to facilitate the successful recovery of the identified patient in the home environment and their required adjustment to support that objective.

NON DIRECT SERVICES:

1. Students will review the literature on addiction and its prevalence and impact in the urban environment prior to the SL experience.
2. Students will follow up with the center supervisors and staff after the experience regarding the recovery of patients with whom they have provided service.

REFLECTION ACTIVITIES:

1. Students will keep a periodic blog on their learning experiences during the SL module. This electronic reflection will be reviewed by the academic faculty, site supervisors and other interested parties and comments posted with feedback to the learners.
2. Questions to consideration in the blog include:
 - a. What are your emotional reactions to the patients and how do they change over the experience?
 - b. What interventions seem to help what kind of patients in treatment?
 - c. How do you seem to fit in the treatment team and what role do you feel most comfortable?
 - d. What are the biggest obstacles to recovery for what kinds of patients?
 - e. How will you interact with chemically dependent patients in your own practice?

LEARNING OBJECTIVES:

1. Students will gain skills in intervening with chemically dependent patients in the urban environment.
2. Students will obtain knowledge of resources in the community to support the treatment and recovery of clients in the urban environment.

3. Students will obtain greater skills in working with the health care team in the urban environment in treating chemically dependent individuals
4. Students will gain understanding of the role of public policy in intervening in community prevalence of chemical dependence.

SERVICE OBJECTIVES:

1. Project C.U.R.E. needs help with client intake and physical examinations.
2. Families need guidance and direction in the support of the recovery of patients from chemical dependence.
3. The urban community needs more physicians involved on the team to providing high quality services to treat chemically dependent patients and reduce the incidence and recidivism of addiction.

SERVICE LEARNING OBJECTIVES:

1. Students will gain skills in interviewing with chemically dependent patients in the urban environment while conducting intakes and physical exams of chemically dependent patients at Project C.U.R.E., Inc.
2. Students will gain knowledge of resources in the community to support treatment and recovery of chemically dependent clients in the urban environment while assisting families in the support of the recovery of patients from chemical dependence.
3. Students will obtain greater skills in working with the health care team in the urban environment in treating chemically dependent individuals while contributing to high quality services to treat chemically dependent patients.

EVALUATION:

Students will complete an 18 to 30 hours in this service learning experience:

- a. 2 hours of orientation.
- b. 12 to 24 hours of direct patient care
- c. 2 hours of indirect patient care management.
- d. 2 hours of reading and reflection.

Students will identify a public policy relevant to urban chemical dependence intervention and prevention and write a two page paper evaluating its impact on this population and the community both positively and negatively. Suggestions for policy modification to reduce the incidence and improve rehabilitation of chemically dependent clients will be considered.

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

Reviewed 10/2015

TITLE: Alzheimer's Association Miami Valley Chapter Help Line and Support Group

DEPARTMENT: Geriatrics

DIRECTOR & FACULTY:

Academic Faculty: Larry Lawhorne, M.D., Chair and Professor, Dept. of Geriatrics
Steven Swedlund, M.D., Assistant Professor, Dept. of Geriatrics

Community Faculty: Eric VanVlymen, Executive Director, Alzheimer's Association Miami Valley Chapter

TIME & LOCATION: January-December 2016, Monday through Thursday evening at the Alzheimer's Association Miami Valley Chapter
31 W. Whipp Rd., Dayton, OH 45459

NUMBER OF STUDENTS: 1-8 Students

SERVICE LEARNING MODULE DESCRIPTION:

This service learning activity is one component of an emerging academic-community partnership between the Department of Geriatrics at the Boonshoft School of Medicine and the Miami Valley Chapter of the Alzheimer's Association. The chapter has requested assistance from faculty members in the department to provide guidance for its help line program and to assist in the development and delivery of community education for its early stage dementia support groups. In addition to these operational issues, the department will participate in conducting needs assessments and in strategic planning.

LEARNING METHODS:

1. **Orientation (2 hours)** will take place at the Alzheimer's Association chapter office, at which time the students will be introduced to staff members who manage the help line and oversee the support groups. Students will review policies relating to all chapter activities, including an overview of HIPAA policies.
2. **Direct service provision (12 hours)** will be provided through the help line and support group activities.
3. **Non-direct services** will include evaluation of current needs assessments in the Miami Valley, especially in regard to the needs of those with early stage Alzheimer's disease.
4. **Readings** to be completed will include The 36 Hour Day by Peter Rabins and Nancy Mace, the Alzheimer's Association website (www.alz.org), and selected articles to be named
5. **Reflection exercises** will foster integration of didactic and applied learning experiences and highlight the ethic of service in professional practice.

LEARNING OBJECTIVES:

1. Students will be able to describe the pathophysiology of Alzheimer's disease and other dementias.
2. Students will be able to describe the clinical course of Alzheimer's disease and other dementias.
 - a. Identify the seven stages of Alzheimer's disease.
 - b. Describe the approaches to managing a patient at each stage of the disease.
 - c. Recognize when hospice referral is indicated
3. Students will be able to describe the socioeconomic effects of Alzheimer's disease and other dementias.
 - a. Recall the epidemiology of Alzheimer's disease and the projected prevalence of Alzheimer's disease by 2030 and 2050.
 - b. Discuss the economic impact of Alzheimer's disease for the person, the family, and society as a whole.
 - c. Describe the role of the Alzheimer's Association and other community agencies and organizations in helping people with Alzheimer's disease and their families.

SERVICE OBJECTIVES:

1. Provide information, suggestions, and recommendations regarding a caregiver's management of a family member with Alzheimer's disease based on current literature and mentoring from academic and community faculty.
2. Determine the needs of those with Alzheimer's disease and their families and help them access appropriate services based on current literature and mentoring from academic and community faculty.
3. Provide information and advice on the help line and help facilitate support groups based on current literature and mentoring from academic and community faculty.

SERVICE LEARNING OBJECTIVES:

1. Students completing the SL module will learn the pathophysiology and clinical course of Alzheimer's disease and other dementias while providing information, suggestions, and recommendations regarding a caregiver's management of a family member with Alzheimer's disease at the Alzheimer's Association Miami Valley Chapter.
2. Students completing the SL module will learn about the socioeconomic effects of Alzheimer's disease and other dementias while determining the needs of those with Alzheimer's disease and their families and help them access appropriate services at the Alzheimer's Association Miami Valley Chapter.
3. Students completing the SL module will learn the pathophysiology and clinical course of Alzheimer's disease and other dementias while providing information and advice on the help line and helping facilitate support groups at the Alzheimer's Association Miami Valley Chapter.

EVALUATION:

1. Students will complete a minimum of twelve (12) hours in the SL module, which will include two (2) hours of site-specific orientation, eight (8) hours of direct service, and two (2) hours of readings/reflection.
2. Students will participate in a program level pre- and post-Service Learning interview with Dr. Lawhorne documenting changes in knowledge and attitude as a result of participation in SL modules.
3. Students will answer online 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. Examples of reflection questions are:
 - Many of the people with newly diagnosed early stage Alzheimer's disease report that their health care providers often did not use the "A" word when discussing the diagnosis. Some people indicated that the extent of the interaction went something like this: "Here is a prescription for a pill for your memory. Make an appointment to see me in 4 months." Why do you think this is, and what can be done to improve the way physicians present this diagnosis to patients?
 - Let's say that you are a member of a small primary care group in a city of 150,000 on the east coast and are invited by the local chapter of the Alzheimer's Association to help present programs to people with early Alzheimer's disease and their families. The chapter wants you to present a two-hour session on warning signs, diagnostic work up, and treatment on the 4th Tuesday of each month. Over the next year, many of the people who attend the sessions ask you to become their primary care physician because they see you as a caring physician with a keen interest in Alzheimer's disease. How do you respond?
4. Students will complete an assignment related to public policy and its impact on the health of the population served. Examples of assignments are:
 - How should day care programs for people with Alzheimer's disease be funded?
 - How should respite care programs for people with Alzheimer's disease be funded?
 - What outcome measures should be used to determine the effectiveness of day care programs for people with Alzheimer's disease?

THIS ELECTIVE COUNTS AS 16 OF THE 60 REQUIRED SERVICE LEARNING ELECTIVE HOURS.

Reviewed 10/2015

<u>TITLE:</u>	Kettering Summer Externship
<u>DEPARTMENT:</u>	Medicine
<u>DIRECTOR & FACULTY:</u>	Contact: Julie Dicken, Kettering Medical Center, Julie.Dicken@khnetwork.org or 937-395-8063.
<u>TIME & LOCATION:</u>	Two-week periods, June-August, Kettering Hospital, Sycamore Primary Care Group
<u>NUMBER OF STUDENTS:</u>	Determined by the program (Application to Program Required)
<u>PREREQUISITES:</u>	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 noon conferences and then round with Internal Medicine physicians and residents. The schedule will be a total of 10 half-days rotating with General Internal Medicine teams and 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 noon 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, neurology, and pulmonary/ICU).
5. Explore additional learning opportunities such as emergency medicine, Good Neighbor House (indigent clinic), labor & delivery, nuclear 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.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Jamaica Trip

DEPARTMENT: Medicine

DIRECTOR & FACULTY: Thomas Herchline, M.D., Professor, Department of Internal Medicine

TIME & LOCATION:

July – exact dates updated annually; Galina, St Mary, Jamaica. Clinics will be set up daily in local villages with great need. Students may also work in nursing home and hospitals

NUMBER OF STUDENTS: 1-24

PREREQUISITES: MS1, successful completion of SMD 612, Health Care in Developing Countries

COURSE DESCRIPTION:

The student will be introduced to care in a developing country through patients, problems and procedures through close observation and participation. Students will have the opportunity to work with and under the supervision of volunteer physicians and nurses. This will provide the opportunity to learn about health care needs of the population served, and access to care and services typical for people in this developing country.

CONTENT CATEGORIES:

The students will gain experience in:

1. Obtaining an accurate patient history
2. Performing a complete physical exam
3. Establishing a positive patient/physician relationship
4. Recognizing the impact of social, economic and political systems on health care
5. Setting up and running a mobile rural clinic

LEARNING METHODS:

1. Reading prior to arrival on the health, political environment, economy and culture of Jamaica, including common health conditions that are likely to be encountered
2. Observation and participation in clinical examinations of patients in rural settings of Jamaican Communities
3. Interaction with Jamaicans in non-clinical environments
4. Review of diagnosis and treatment with preceptor and pharmacist

EVALUATION:

1. Completion of WSU/BSOM B1 Elective Preceptor Evaluation form by preceptor
2. Completion of the International Travel Elective Student Evaluation Form by student

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Jamaica Trip

DEPARTMENT: Medicine

DIRECTOR & FACULTY:

Academic Faculty: Thomas Herchline, M.D., Professor, Department of Internal Medicine
Community Faculty: Marla Fitzwater

TIME & LOCATION:

July – exact dates updated annually; Galina, St Mary, Jamaica. Clinics will be set up daily in local villages with great need. Students may also work in nursing home and hospitals.

NUMBER OF STUDENTS: 1-24

PREREQUISITES: MS1, successful completion of SMD 612, Health Care in Developing Countries

COURSE DESCRIPTION:

Students will work, under the direction of both American and Jamaican supervisors, with underserved members of rural communities. Activities will include setting up and breaking down mobile clinics, working with patients in areas such as taking a history and physical, and physical examination, and providing recreation opportunities for disabled patients, and/or orphaned children. During the experience, students will be exposed to cultural, economic, health and social issues typical of rural Jamaican people.

LEARNING METHODS:

1. Students will engage in extensive organization prior to traveling to Jamaica, meeting as a group, gathering medical supplies and medications to be transported and learning about Jamaican culture.
2. While in Jamaica, students will engage in activities associated with providing patient care through mobile clinics in rural villages. They will also work with disabled patients and orphaned children providing education/recreation; and they will have opportunities to observe and work in hospital settings.
3. Students will engage in active oral reflection with small groups and maintain regular written journal entries related to their experiences.

LEARNING OBJECTIVES:

1. Students will learn about Jamaican culture and how to interact appropriately with Jamaican people in educational and recreational settings.
2. Students will learn how to set up, run and tear down mobile health clinics.
3. Students will gain experience with taking a history and physical, and conducting a basic physical examination.
4. Students will gain understanding about typical health issues among rural Jamaican people.

SERVICE OBJECTIVES:

1. Rural Jamaicans need regular physical examinations.
2. Rural Jamaicans need basic primary health care services.
3. Rural Jamaicans need educational and recreational experiences.

SERVICE LEARNING OBJECTIVES:

1. Medical students will learn about Jamaican culture and how to interact appropriately with Jamaican people while engaging in educational and recreational experiences with rural Jamaicans.
2. Medical students will learn how to set up, run and tear down mobile health clinics while providing basic primary health care services in rural villages of Jamaica.
3. Medical students will gain experience with taking a history and physical, conducting a basic physical examination and learn about typical health issues among rural Jamaicans while providing physical examinations and taking histories and physicals for patients at mobile clinics in rural villages.

EVALUATION:

1. Orientation: students will complete pre-trip reading assignments and take part in pre-trip meetings under the direction of the Academic Faculty—6 hours
2. SL Experience, Direct Service: students will work in Jamaica at least seven days at an average of 8 hours a day—up to 52 hours that count for SL requirement, and additional hours documented in transcript
3. Reflection: Students will engage in on-site oral reflection as well as individual written reflection—2 hours
4. Completion of the WSU/BSOM B1 Elective Preceptor Evaluation form by preceptor
5. Completion of the International Travel Elective Student Evaluation Form by student

THIS ELECTIVE COUNTS AS A 60-HOUR SERVICE LEARNING ELECTIVE.

Reviewed 10/2015

TITLE: Boonshoft School of Medicine Rural Swaziland Experience

DEPARTMENT: Medicine

DIRECTOR & FACULTY: Harry VanderWal, Jr. M.D., Chief Medical Officer
Associate Faculty, Boonshoft School of Medicine, Wright State University; Executive Director, The Luke Commission (TLC)

TIME & LOCATION: Summer – exact dates updated annually

The student will attend scheduled mobile hospital outreaches with The Luke Commission in rural Swaziland. The student may rotate through the various departments at fixed health facilities in Swaziland as scheduled by TLC as outreach schedule permits.

NUMBER OF STUDENTS: 4-10 (Subject to approval by TLC)

PREREQUISITES: Completion of Health Care in Developing Countries, SMD 612

COURSE DESCRIPTION:

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

Daily activities will vary based on each location, and will require flexibility on the part of the student. While participating with The Luke Commission comprehensive healthcare, mobile hospital outreaches, the student will observe and assist with patient triage, diagnosis and treatment, minor surgical procedures, mobile laboratory procedures, mobile x-ray, pharmaceutical distribution and additional clinic needs, as determined by the course director. The student will also spend additional time at the campus of The Luke Commission.

CONTENT CATEGORIES:

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

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

- c. Malnutrition
- d. Discrepancies in health care between urban and rural populations

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

- a. Procedural skills
- b. Interpersonal clinic skills

LEARNING METHODS:

- A. Direct observation and participation in mobile comprehensive outreach activities with course director and TLC personnel.
- B. Review of lab work and/or radiology studies with TLC personnel of The Luke Commission.
- C. Performance of triage (including the taking of vital signs and performance of rapid HIV testing) assisting in minor surgical procedures, phlebotomy, mobile laboratory and mobile x-ray procedures at rural medical outreach clinics with The Luke Commission.

EVALUATION:

- A. Evaluation of the student
 - 1. Observation of student's engagement by Harry VanderWal, Jr., M.D., Executive Director of The Luke Commission.
 - 2. Completion of Preceptor Evaluation of Student Performance
 - 3. Mandatory attendance per schedule as decided by course director.
- B. Evaluation of the elective

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

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

TITLE: Boonshoft School of Medicine Rural Swaziland Experience

DEPARTMENT: Medicine

DIRECTOR & FACULTY:

Academic Faculty: Harry VanderWal, Jr. M.D., Chief Medical Officer
Associate Faculty, Boonshoft School of Medicine, Wright State
University; Executive Director, The Luke Commission

Community Faculty: Echo VanderWal

TIME & LOCATION: Varies – exact dates updated annually
Sidvokodvo, Swaziland

NUMBER OF STUDENTS: 4-10 (Subject to approval by TLC)

PREREQUISITES: Completion of Health Care in Developing Countries, SMD 612

SERVICE LEARNING MODULE DESCRIPTION:

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

Daily activities will vary based on each location, and will require flexibility on the part of the student. While assisting with preparation for outreach clinics students will equip the mobile hospital unit for outreaches. When working in around the campus, students may assist with other operational activities. When working with the community, students may be involved in recreational activities with children or educational activities with community members.

LEARNING METHODS:

Orientation: Prior to travel students will review socio/cultural/economic aspects of Swaziland and the Swazi people. Once on site, students will receive extensive orientation to the work of The Luke Commission, services provided and population served through shadowing experiences, direct observation and discussion with TLC staff. Students will be clear about their educational and experience levels as they relate to potential responsibilities on site.

Direct Service Provision: Students will be involved in direct service with community members associated with TLC as described above.

Reflection: Reflection activities will occur on multiple levels. Students are encouraged to keep personal journals; students will engage in oral/group reflection in a grand rounds style several times during the experience; and students will be invited to complete an evaluation of the experience which includes specific reflection questions.

LEARNING OBJECTIVES:

1. Students will gain experience interacting with people from different cultures.
2. Students will gain experience working as a part of several different kinds of teams.
3. Students will develop skills related to mobile hospital outreach service delivery.

SERVICE OBJECTIVES:

1. Swazi people benefit from social interaction with people from other countries.
2. Swazi people will benefit from additional workforce assisting with needed projects.
3. Swazi people will benefit from health care provided through mobile hospital outreaches.

SERVICE LEARNING OBJECTIVES:

1. While engaged in social interaction with Swazi people, students will gain skills interacting with people from other cultures.
2. While assisting The Luke Commission and Swazi community members with completion of various projects, students will gain experience working as a part of several different kinds of teams.
3. While assisting in preparation for and implementation of mobile hospital outreaches, students will develop skills related to mobile health care service delivery.

EVALUATION:

Preceptor will complete a Preceptor Evaluation Form

Students will complete a Student Evaluation Form of International Experience

Students will submit a policy paper related to the experience

Orientation=4 four hours; direct service=at least 52 hours; reflection=4 hours; TOTAL=60

THIS ELECTIVE COUNTS AS A 60-HOUR SERVICE LEARNING ELECTIVE.

Revised 10/2015

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

DEPARTMENT: Pediatrics

DIRECTOR: James Rick, M.D.

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

NUMBER OF STUDENTS: 1

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 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Infections in Infants and Children: An Introduction

DEPARTMENT: Pediatrics

DIRECTOR & FACULTY: 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 the diagnostic microbiology and 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 Infectious Disease Clinics
- Round with the Pediatric Infectious Disease attending physician in daily hospital rounds/consultations (M-F)
- Attend daily antibiotic stewardship rounds held jointly with laboratory, infection prevention, and pharmacy personnel.
- 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/Fail.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

<u>TITLE:</u>	General Pediatrics
<u>DEPARTMENT:</u>	Pediatrics
<u>DIRECTOR & FACULTY:</u>	Maria T. Nanagas, M.D., Course Director Sara Guerrero-Duby, MD Laura Hutchison, MD Melissa King, DO Mary Tanaka, MD
<u>TIME & LOCATION:</u>	June (2 weeks) Children's Health Clinic, Dayton Children's Medical Center
<u>NUMBER OF STUDENTS:</u>	1
<u>PREREQUISITE:</u>	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 a general pediatrician's 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 adapt themselves to the family, community and society as healthy, well-adjusted individuals. Faculty serve 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; join in-patient teams as they make rounds on hospitalized patients.

LEARNING METHODS:

- Attend daily clinics; observe and participate in patient care.
- Learn assigned readings as indicated by clinical material or attending physician.

EVALUATION:

- Evaluations will be based on the observation of the student in the clinical setting, and oral discussions with the attending.
- Final grade of Pass/Fail will be assigned after completion of the elective.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

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: 1

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

1. Introduction to the pediatric history and physical exam
2. Introduction to the basics of pulmonary physiology and the application to diagnosis and management
3. Review of common pulmonary diagnostic testing
4. Awareness of smoking cessation methods and programs

LEARNING METHODS:

1. Attend weekly Cystic Fibrosis Clinic
2. Attend patient rounds with the attending physician on hospital inpatients (M-Fr)
3. Attend general pulmonary outpatient clinic
4. Spend ½-1 day in the pulmonary diagnostics laboratory
5. Attend flexible bronchoscopies (as available)
6. 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 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Introduction to Adolescent Medicine

DEPARTMENT: Pediatrics

DIRECTOR & FACULTY: Michele Dritz, MD USAF, Civilian
Heather Stewart, MD USAF, Maj

TIME & LOCATION: June (2-weeks)
Pediatric Department, 88th Medical Group, Wright-Patterson AFB,

Lead time required to DROP/ADD elective – 30 days

NUMBER OF STUDENTS: 1

PREREQUISITES: Completion of Year 1
Must gain prior approval from Dr. Dritz or Dr. Stewart (937-522-4722)

COURSE DESCRIPTION AND RESPONSIBILITIES:

The purpose of this course is to provide an Introduction to Adolescent Medicine. The focus will be on performing a comprehensive psychosocial assessment (“HEADSSS”) on all patients in a manner that makes the adolescent feel comfortable sharing “confidential” information.

CONTENT CATEGORIES:

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

- a. Differentiate between normal adolescent behavior, growth and development and deviations from the norm
- b. Diagnose and manage common conditions in adolescents which generally do not require referral or consultation.
- c. Be able to state the evaluation for a patient with a variety of menstrual disorders including evaluation for hyperandrogenism.
- d. Know about the various forms of hormonal medications available for menstrual dysfunction and birth control, to include indications, contraindications, and side effects and their management
- e. Recognize the indications for screening for sexually transmitted infections and the common presentations. Be able to treat STI’s by being able to locate current treatment recommendations.

- f. Recognize the various substances used by and abused by adolescents, and common toxidrome presentations. Be able to counsel patients on use of tobacco products, alcohol, and marijuana using “stages of change” motivational counseling.
- g. Be able to identify common mental health problems in adolescents, and list resources available for evaluation and treatment. Recognize the anti-depressant medications available and the indications, contraindications, and side effects.
- h. Diagnose common sports injuries in adolescents and be able to differentiate which condition need orthopedic referral

LEARNING METHODS:

- a. Direct patient care: The student will obtain a history and perform an appropriate physical exam for each patient. She/he will precept each patient and formulate a diagnosis and plan with the attending who will then see the patient with the student.
- b. General medical education: For this two-week elective, students will prepare 3 of 9 cases given to them involving adolescent medicine topics and answer about 125 open book multiple choice questions.

EVALUATION:

The attending will evaluate the performance of the student throughout the rotation and complete an evaluation at the end of the month using the WSU-BSOM assessment for BI student electives.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Care of the Critically Ill Child

DEPARTMENT: Pediatrics

DIRECTOR & FACULTY: Patricia Abboud MD

Other Pediatric Intensivists that may be covering the PICU during this time frame

- Vipul Patel MD
- Amit Vohra MD
- Aniket Joshi MD
- Hemanth Lingadevaru MD
- Rasika Venkatraman MD

TIME & LOCATION: June (2 weeks)

2-week rotation at Dayton Children's Medical Center in the Pediatric Intensive Care Unit

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

NUMBER OF STUDENTS: 1

PREREQUISITES: Student in good standing in Biennium 1 at WSU BSOM.

COURSE DESCRIPTION:

Early recognition, resuscitation, and stabilization of the critically ill or injured child is of paramount importance in improving mortality and limiting morbidity in our most vulnerable population. Recognizing that a child is in extremis or has the potential for significant adverse events requires a working fund of knowledge into the physiology of the disease and early detection of the signs and symptoms of impending adversity. In order to achieve the best possible outcome, ideally, stabilization should occur before the onset of organ failure. This 2 week elective will give the participant exposure to the management of critically ill children with a variety of disease process (see below). Pediatric critical care medicine is a relatively young subspecialty. The participant will be introduced to the subspecialty of pediatric critical care and the responsibilities of a pediatric intensivist.

CONTENT CATEGORIES:

After completing this elective, the student will obtain exposure (whether through lecture/discussion, independent reading, or direct patient contact) to children with the following diagnoses:

- Diabetic ketoacidosis
- Septic Shock
- Acute Lung Injury/Acute Respiratory Distress Syndrome
- Traumatic Brain Injury
- Status Asthmaticus
- Status Epilepticus
- Respiratory insufficiency/failure
- Care of the child with technology (ventilator dependence)
- Multiple Trauma
- Toxic ingestions

LEARNING METHODS:

1. Clinical experience in direct examination of the critically ill child
2. Observation of the multidisciplinary team rounds in the PICU
3. Assigned reading list of articles of common pediatric critical care diagnoses
4. Lectures/discussions by Pediatric Intensivist and other members of the multidisciplinary team (pharmacists, dietician, respiratory therapist)

EVALUATION:

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

Student will complete evaluation of the elective for WSU BSOM. Final grade of Pass/Fail will be assigned after above completed.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

TITLE: Psychiatry in the College Counseling Center

DEPARTMENT: Psychiatry

DIRECTOR & FACULTY: Valerie E. Houseknecht, MD – Course Director

TIME & LOCATION: Offered longitudinally August-December, Jan- April;
two-week periods, June-July

NUMBER OF STUDENTS: 1 per longitudinal or two-week block

PREREQUISITES: MS1 or MS2 in good academic standing; student must contact course director prior to registering for course to confirm availability.

COURSE DESCRIPTION:

The purpose of this course is to introduce students to the practice of psychiatry in an outpatient setting. They will understand young adults within a developmental and bio-psycho-social framework and become familiar with common mental health concerns in a college population, including adjustment to college life, relationship concerns, anxiety and depression. Students must complete a minimum of 60 hours to receive full credit for this elective.

CONTENT CATEGORIES:

This elective will expose the student to the role of a psychiatrist in an outpatient setting, specifically a university counseling center. The student will be introduced to:

1. The psychiatric interview including a psychiatric mental status exam
2. Diagnosis and treatment of psychiatric illness including:
 - a. Depressive disorders
 - b. Anxiety disorders
 - c. Bipolar disorders
 - d. Attention Deficit Disorder
 - e. Post-traumatic Stress Disorder
3. Psychiatric formulation based on a developmental and bio-psycho-social framework
4. Evaluation of psychiatric emergencies including suicidal thinking
5. Professional relationships and effective communication in a multidisciplinary setting.

LEARNING METHODS:

1. Direct observation of patient care by attending psychiatrist or child and adolescent psychiatry fellow
2. Attendance at scheduled conferences

EVALUATION:

Evaluation of the student

1. Mandatory attendance per schedule as decided by course director.
2. An appraisal of the student's interest level, attitude, and understanding of psychiatry as a specialty.
3. Feedback from professional counseling center staff as appropriate based on contact with the student.
4. Preceptor Evaluation of Student Performance form will be completed by the preceptor.

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 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Horizons in Medicine

DEPARTMENT: Student Affairs and Admissions

DIRECTOR: Contact: Lakia Gray, MPA, Student Affairs/Admissions
937-775-2934

TIME & LOCATION: June 6-July 22, 2016
WSU Boonshoft School of Medicine

NUMBER OF STUDENTS: 3-5

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/presentation.
3. Accompany and assist students with 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 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Prematriculation Program

DEPARTMENT: Student Affairs and Admissions

DIRECTOR: Contact: Lokia Gray, MPA, Student Affairs/Admissions
937-775-2934

TIME & LOCATION: June 20-July 22, 2016
WSU Boonshoft School of Medicine

NUMBER OF STUDENTS: 3-5

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

COURSE DESCRIPTION:

In this course students will work with students who will be matriculating at WSU Boonshoft School of Medicine during the upcoming academic year. The student will facilitate team learning 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 team learning 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 utilizes team-learning methods learned in Year I. Student will explore methods of sharing information and teaching.

EVALUATION:

Student will be evaluated by program director.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

SMD 611
Service Learning Hours (16)

TITLE: Pediatric Health Promotion and Screening in an Urban Environment

DEPARTMENT: Community Health

DIRECTOR & FACULTY:

Academic Faculty: Kate Cauley, Ph.D., Professor, Department of Community Health

Community Faculty: Virginia Noe, R.N., Director, Health Services, Dayton Public Schools

Community Site Supervisor: School Nurse at participating schools

TIME & LOCATION: February, March, April, 2016; October, November 2016
Dayton Public Schools

NUMBER OF STUDENTS: 2-6 students per month

PREREQUISITES: None

SERVICE LEARNING MODULE DESCRIPTION:

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

The students will get hands on experience in the functions of the school health service, 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, web research 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 health education services 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:

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 health status in the pediatric population seeking services through the school health program.

SERVICE OBJECTIVES:

1. DPS students need to gain experience with 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 health status in the pediatric population seeking services through the school health program while assisting with developmental screenings and providing health education 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 care.

EVALUATION:

1. Conference with faculty preceptors and elective coordinator
2. Evaluation of student performance by community supervisor
3. Written reflection synthesizing applicability to future practice of lessons learned.
4. Preceptor Evaluation of Student Performance

THIS ELECTIVE COUNTS AS 16 OF THE REQUIRED 60 SERVICE LEARNING ELECTIVE HOURS.

Revised 10/2015

TITLE: Health Care in Developing Countries

DEPARTMENT: Community Health

DIRECTOR & FACULTY: Mary White, Ph.D., Professor, Department of Community Health

Participating course faculty include members from the departments of Medicine, Ob/Gyn, Family Medicine, Community Health, Surgery, and the Center for Global Health.

TIME & LOCATION: The course will meet on eight Thursday evenings from 5:30-7:30pm: January 7, 14, and 21 and March 31-April 28, 2016.

NUMBER OF STUDENTS: Minimum of 10

PREREQUISITES: Good Standing in Year 1 and acceptance by the Course Director, following completion of a short written assignment.

COURSE DESCRIPTION:

This course is designed to introduce medical students to some of the central trends and concerns in global health today and to prepare them for summer service-learning and scholarship activities in international settings. A variety of teaching formats will be used during class time, including faculty presentations, film, and small group activities, but the majority of work will be done independently by students outside of class. Students will be responsible for completing assignments in small group discussion and for substantial self-directed learning culminating in a scholarly project in global health.

CONTENT CATEGORIES:

Topics to be covered include the following:

- Health determinants, public health, and the Millennium Development Goals
- Global health ethics
- Global health research and scholarship
- Culture and health
- Foreign aid
- Health care for new immigrants and refugees
- Humanitarian assistance
- Travel safety

LEARNING METHODS:

- Assigned readings
- Participation in small group discussion
- Class presentations
- Film
- Independent research

EVALUATION:

- A. Evaluation of the students will be based on class attendance, participation in small group activities, independent research, and completion of a scholarly project.
- B. Evaluation of the elective will be based on student performance in class and on written assignments.

**THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED B1 ELECTIVES FOR THE
INTERNATIONAL HEALTH PROGRAM TRACK.**

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

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

DEPARTMENTS: Geriatrics and Medicine

DIRECTOR & FACULTY: Larry Lawhorne, M.D., Chair, Department of Geriatrics
Bruce Scott, MD, Assistant Professor, Geriatrics & Medicine

TIME & LOCATION:

Elective period is five months, January through May. Interactions with patients will occur in their homes. Group sessions will occur on campus or in the Department of Geriatrics at Miami Valley Hospital.

NUMBER OF STUDENTS: 2-10

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 pass/fail.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Health Care in the Global Community

DEPARTMENT: Community Health and Internal Medicine

DIRECTOR & FACULTY:

Course Co-Director: Kate Cauley, Ph.D., Director, Center for Healthy Communities;
Professor, Department of Community Health

Course Co-Director: Tom Herchline, M.D., Medical Director, Public Health Dayton &
Montgomery County; Professor, Department of Internal Medicine

TIME & LOCATION: September-December, 2016, 6:00-9:00 pm, dates TBD

NUMBER OF STUDENTS: 8-42 maximum

PREREQUISITES: Contact Course Directors for permission to enroll in course

- a. Completion of Health Care in Developing Countries, SMD 612
- b. International travel during B1, or permission of course co-directors
- 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 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, 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 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.

THIS ELECTIVE COUNTS AS 1 OF THE 2 REQUIRED B1 ELECTIVE EXPERIENCES FOR THE INTERNATIONAL HEALTH PROGRAM TRACK.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

<u>TITLE:</u>	Research Learning Community 1
<u>DEPARTMENT:</u>	Research Affairs
<u>DIRECTOR & FACULTY:</u>	Amber McCurdy, Medical Student Research Coordinator, Research Affairs Other faculty to be determined
<u>TIME & LOCATION:</u>	April-May: weekly seminars in White Hall June-July: research experience, location to be determined
<u>NUMBER OF STUDENTS:</u>	5-35
<u>PREREQUISITES:</u>	MS 1 in good academic standing

COURSE DESCRIPTION:

In April-May, students will attend 8 weekly seminars (including the Medical Student Research Symposium) that introduce them to the Research Learning Community (RLC) at Boonshoft School of Medicine. The RLC includes students and faculty engaged in a wide range of biomedical, clinical, translational, and medical education research.

The seminars will include training in basic research skills that will prepare students to contribute to a faculty research project. Topics will cover the responsible conduct of research (CITI), library and reference tools, human subjects research regulations, and strategies for participating in scientific meetings. Seminars will include written assignments, oral presentations, and discussion in a learning community environment.

Students who enroll in SMD 616 are responsible for finding a faculty mentor prior to the beginning of the elective. The elective director should assist in this, please contact them immediately if you do not have a mentor/project. The student and mentor will develop a suitable plan for the elective research experience involving at least 40 hours of contact time. Plans must be finalized by the end of May. Research experiences will be completed in June-July.

For the purposes of this elective, a research experience means participating in some meaningful aspect of a faculty mentor's research project. The research experience might include: conducting a literature search, drafting a human subjects or lab animal protocol, obtaining informed consent from patients, conducting retrospective chart reviews and other kinds of data collection and analysis, or observing and learning specific research procedures. While the experience is not expected to be a fully developed and independent research project, it could provide a pathway for developing such a project later in medical school.

LEARNING METHODS:

- a. Participate in weekly seminars and skills training activities. (20%)
- b. Share and discuss assignments in a research-focused learning community. (30%)
- c. Plan and complete a summer research experience under the supervision of a faculty mentor. (50%)

LEARNING OBJECTIVES:

- a. Survey the kinds of research conducted at WSU Boonshoft School of Medicine
- b. Acquire basic skills and certifications for participation in a research project.
- c. Participate in a research-focused learning community.
- d. Plan and complete a faculty-mentored research experience.

EVALUATION:

- a. Students will receive a grade of Pass/Fail.
- b. Students will be required to attend weekly seminars.
- c. Students will be evaluated by the course director related to completion of assignments, level of engagement with the learning community, and development of the research experience.
- d. Students will be evaluated by the faculty mentor related to completion of the proposed research experience.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/29/2015

<u>TITLE:</u>	Research Learning Community 2
<u>DEPARTMENT:</u>	Research Affairs
<u>DIRECTOR & FACULTY:</u>	Amber McCurdy, Medical Student Research Coordinator, Research Affairs; other faculty to be determined
<u>TIME & LOCATION:</u>	October-April; monthly meetings in White Hall
<u>PREREQUISITES:</u>	SMD 616; MS2 in good academic standing

Enrollment in SMD 617 is by permission of the course director. Please contact Amber McCurdy (amber.mccurdy@wright.edu) to schedule an interview. The enrollment deadline is August 15.

COURSE DESCRIPTION:

The research elective for MS2 students builds on the concepts and activities established in SMD 616 (Research Learning Community 1). The M2 elective provides a supportive environment for continuation or completion of research projects begun in SMD 616, which is a prerequisite.*

Admission to SMD 617 requires ongoing participation in a faculty mentored research project during the second year of medical school. Students will document this work with a research plan, quarterly activity reports, and a final report including future research directions. Student work leading to presentation/publication of research findings is strongly encouraged.

SMD 617 will have monthly meetings including workshops, Research Learning Community seminars, the BSOM Central Research Forum (held in October), and the annual Medical Student Research Symposium (held in April). Students are required to make an oral presentation and lead a discussion at one of these RLC venues.

* Students who have not taken the CITI course on the protection of human subjects included in SMD 616 will need to acquire this certification to be enrolled in SMD 617.

LEARNING ACTIVITIES:

- a. Participate in a faculty-mentored research project. (50%)
- b. Participate in a research-focused learning community organized around monthly seminars, lectures, and other meetings. (10%)
- c. Prepare and lead a seminar or Journal Club discussion on recent research. (10%)
- d. Write timely project management reports. (30%)

LEARNING OBJECTIVES:

- a. Gain further experience with research project management.
- b. Learn collaboration strategies and skills through engagement with a research-focused learning community.
- c. Develop skills in effective oral presentation and discussion.
- d. Develop skills in writing project plans and reports.

EVALUATION:

- a. Students will receive a grade of Pass/Fail.
- b. Students will be evaluated by the faculty mentor related to ongoing research or leadership projects.
- c. Students will be evaluated by the course director related to level of engagement with the Research Learning Community.
- d. Final evaluations for the BSOM records management system will be submitted by the course director.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/29/2015

<u>TITLE:</u>	Intermediate Spanish I for the Medical Profession
<u>DEPARTMENT:</u>	Wright State University - Modern Languages
<u>DIRECTOR & FACULTY:</u>	Michelle Cipriano, M.A., Senior Lecturer of Spanish, Department of Modern Languages, michelle.cipriano@wright.edu
<u>TIME & LOCATION:</u>	August 29-December 16, 2016, 6:30-9:10 pm, Tuesday evenings On campus location TBD
<u>NUMBER OF STUDENTS:</u>	20
<u>PREREQUISITES:</u>	MS2 in good academic standing. SPN 1020 or Placement Test

Enrollment in SMD 618 is by permission of the course director. The enrollment deadline is August 10.

COURSE DESCRIPTION:

SPN 2210 has been created to serve the communication needs of individuals in the medical profession (doctors, nurses, Sports Medicine specialists, pharmacologists, etc.). The course contents prepare informed and civically engaged citizens, capable to serve the needs of communication between the Anglo Saxon and the Hispanic community. Consequently, is opened to participants interested in connecting to the real, Spanish-speaking world. The students will be exposed to practice the Spanish under a communicative approach.

CONTENT CATEGORIES:

1. This course enables the students to communicate effectively in Spanish (oral and written) in contexts specific to the field of medicine.
2. Course content consists of vocabulary acquisition, grammatical accuracy, and cultural appropriateness and sensitivity.
3. Context/environment reflects everyday situations that medical personnel may encounter at work settings such as hospitals, emergency rooms, doctors' offices and clinics when dealing with Spanish speaking patients while taking their personal history.
4. The student will acquire the basic language tools to travel and function in a medical "gira" (trip to communities), meaning that s/he will be able to conduct the main first interview and fill out forms with the information provided by the patient.

5. Students will be expected to produce conversations and writings that demonstrate their understanding and ability to produce the target language.

LEARNING METHODS:

1. The course will be conducted using the Lecture/Communicative Approach/TPR (Total Physical Response) with constant use of the target language. Course handouts cover subjects addressed in the Introduction to Clinical Medicine (ICM) course.
2. Participants will prepare and conduct 2 oral interviews based on the interaction between doctor and patient at the doctor's office.
3. There will be a presentation on public health, prevention or basic medical topics related to different issues and needs of the Hispanic community in Dayton.
4. There will be two (2) reports: one on the experiences during and after the interviews and one on the public presentation.

EVALUATION:

1. Student will receive a grade of Pass/Fail.
2. Student will be evaluated on daily assignments and quizzes, compositions, oral interviews, oral presentations, and final exam.
 - Daily assignments and quizzes (20%)
 - Oral interviews (2), Presentation (1) (30%)
 - Partial exams (2) (20%)
 - Reports (2) (10%)
 - Final exam (20%)
3. Student absences in excess of 1/5 of the class periods are not acceptable and *will automatically result in a failing grade regardless of the reason for the absences.*

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

<u>TITLE:</u>	Intermediate Spanish II for the Medical Profession
<u>DEPARTMENT:</u>	Wright State University - Modern Languages
<u>DIRECTOR & FACULTY:</u>	Michelle Cipriano, M.A., Senior Lecturer of Spanish, Department of Modern Languages, michelle.cipriano@wright.edu
<u>TIME & LOCATION:</u>	January 11-April 29, 2016, 6:30-9:10 pm, Tuesday evenings On campus location TBD
<u>NUMBER OF STUDENTS:</u>	20
<u>PREREQUISITES:</u>	MS1 or MS2 in good academic standing PN 1020 or Placement Test

Enrollment in SMD 618 is by permission of the course director. The enrollment deadline is December 11, 2015.

COURSE DESCRIPTION:

SPN 2220 has been created to serve the communication needs of individuals in the medical profession (doctors, nurses, Sports Medicine specialists, pharmacologists, etc.). The course contents prepare informed and civically engaged citizens, capable to serve the needs of communication between the Anglo Saxon and the Hispanic community. Consequently, is opened to participants interested in connecting to the real, Spanish-speaking world. The students will be exposed to practice the Spanish under a communicative approach.

CONTENT CATEGORIES:

1. This course enables the students to communicate effectively in Spanish (oral and written) in contexts specific to the field of medicine.
2. Course content consists of vocabulary acquisition, grammatical accuracy, and cultural appropriateness and sensitivity.
3. Context/environment reflects everyday situations that medical personnel may encounter at work settings such as hospitals, emergency rooms, doctors' offices and clinics when dealing with Spanish speaking patients while taking their personal history.
4. The student will acquire the basic language tools to travel and function in a medical "gira" (trip to communities), meaning that s/he will be able to conduct the main first interview and fill out forms with the information provided by the patient.

5. Students will be expected to produce conversations and writings that demonstrate their understanding and ability to produce the target language.

LEARNING METHODS:

1. The course will be conducted using the Lecture/Communicative Approach/TPR (Total Physical Response) with constant use of the target language. Course handouts cover subjects addressed in the Introduction to Clinical Medicine (ICM) course.
2. Participants will prepare and conduct 2 oral interviews based on the interaction between doctor and patient at the doctor's office.
3. There will be a presentation on public health, prevention or basic medical topics related to different issues and needs of the Hispanic community in Dayton.
4. There will be two (2) reports: one on the experiences during and after the interviews and one on the public presentation.

EVALUATION:

1. Student will receive a grade of Pass/Fail.
2. Student will be evaluated on daily assignments and quizzes, compositions, oral interviews, oral presentations, and final exam.
 - Daily assignments and quizzes (20%)
 - Oral interviews (2), Presentation (1) (30%)
 - Partial exams (2) (20%)
 - Reports (2) (10%)
 - Final exam (20%)
3. Student absences in excess of 1/5 of the class periods are not acceptable and *will automatically result in a failing grade regardless of the reason for the absences.*

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: The Physician as a Professional

DEPARTMENT: School of Medicine

COURSE DIRECTORS: Valerie Houseknecht, MD, WSU Counseling and Wellness Services,
Department of Psychiatry

Sabrina Neeley, PhD, MPH, BSOM Academic Affairs,
Department of Community Health

TIME & LOCATION:

- The course will meet monthly from 6-9pm, August-May.
- TBD White Hall

NUMBER OF STUDENTS: 16 maximum; required for students applying for the Physician Leadership Development Program (PLDP)

PREREQUISITES: MS1 in good academic standing

COURSE DESCRIPTION:

This elective will introduce students to principles of professionalism and professional identity formation for physicians. Students will participate in activities that promote self-awareness, critical thinking, self-directed learning, interprofessional communication and conflict resolution, cultural proficiency, leadership, quality improvement and patient safety, and self-care.

LEARNING OBJECTIVES:

At the end of this course, students will be able to:

1. Define one's own meaning in medicine
2. Identify gaps in knowledge and skills and develop a plan for improvement
3. Deliver effective feedback to peers and integrate formative feedback in order to modify own behaviors
4. Identify factors that affect personal well-being and develop adaptive responses to stress
5. Identify contextual factors that may affect the health status of an individual patient or population and develop strategies to improve cultural proficiency
6. Identify roles within teams as well as characteristics that contribute to a high functioning team
7. Explain the impact of medical error and harm and how medical students, physicians, and other healthcare professionals can improve the quality and safety of healthcare delivery
8. Identify additional opportunities for engagement and involvement in healthcare leadership, including additional professional development and professional organizations, and create an action plan for learning and career development

TOPICS:

- Professional Identity Formation and Career Development
- Critical Thinking and Self-Directed Learning
- Communication and Conflict Resolution
- Self-Care and Personal Well Being
- Cultural Proficiency
- Leadership and Interprofessional Teamwork
- Quality Improvement and Patient Safety

LEARNING METHODS:

1. Small group discussion between students and faculty facilitators.
2. Self-assessment
3. Required readings
4. Tutorials from the Institute for Healthcare Improvement (www.ihl.org)
5. Written and oral reflection

ANTICIPATED STUDENT TIME:

1. In-class discussions and activities = 3 hours/class (30 hrs total)
2. Reading and preparation for class = 3 hours/class (30 hrs total)
3. Reflection papers = 2 hours/paper x 5 (10 hrs total)
4. IHI Tutorials = 6 hours total
5. Self-assessments = 2 hours each x 2 assessments (4 hrs total)

EVALUATION:

This is a pass/fail course. The evaluation components include:

1. Attendance at all sessions
2. Active participation in discussions class activities
3. Completion of reflection papers
4. Completion of action plans
5. Completion of online training

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Introduction to General Surgery

DEPARTMENT: Surgery

DIRECTORS & FACULTY:

Richard Nedelman, M.D.
30 Warder Street, Suite 220
Springfield, OH 45504
(937) 399-7021
(1 student)

Michael Keller, M.D.
2150 Leiter Road
Miamisburg, OH 45342
(937) 859-3294
(1 student)

Faculty TBD
(1 student)

TIME & LOCATION: June, location as indicated per director

NUMBER OF STUDENTS: Number as indicated per director

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
2. Preparation of patients for surgery
3. Operation procedures
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
3. Assigned reading as indicated by patients seen.
4. 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, 4th ed.

EVALUATION:

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

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

<u>TITLE:</u>	Introduction to Cardiac Surgery
<u>DEPARTMENT:</u>	Surgery
<u>DIRECTOR & FACULTY:</u>	Mark P. Anstadt, M.D., Director, Professor
<u>TIME & LOCATION:</u>	June, Miami Valley Hospital
<u>NUMBER OF STUDENTS:</u>	1-2
<u>PREREQUISITES:</u>	None

COURSE DESCRIPTION:

Students 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 cardiothoracic pathophysiology
2. multidisciplinary care of the cardiothoracic surgical patients
3. hemodynamic monitoring of cardiac and pulmonary function during and after cardiac surgery

LEARNING METHODS:

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

EVALUATION:

The student will be evaluated by the faculty and director after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

TITLE: Introduction to Anesthesiology

DEPARTMENT: Surgery

DIRECTOR & FACULTY: Eric High, M.D., Clinical Assistant Professor

TIME & LOCATION: June, Veterans Affairs Medical Center (VAMC)

NUMBER OF STUDENTS: 1-2

PREREQUISITES: None

COURSE DESCRIPTION:

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

1. pre-operative assessment 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 anesthesiologists 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 METHODS:

1. Students 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 student will be evaluated by the faculty and director after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed: 10/2015

TITLE: Introduction to Anesthesiology

DEPARTMENT: Surgery

DIRECTOR & FACULTY: Erin Underwood, D.O., Director
Director of Education for Anesthesiology

Drs. Cardone, Chambers, Davis, Dearmond, Freshwater, Glenn, Hadaway, Hagi, Hamilton, Joly, Khouzm, Kokoropoulos, Kramer, Kwon, Lane, Licata, McMannis, Mitchell, O'Brien, Qureshi, Robert, Sailors, Sanders, Spangler, Srour, Underwood, Wang, Zhang

TIME & LOCATION: June, Miami Valley Hospital and Miami Valley Hospital South

NUMBER OF STUDENTS: 1-2

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

COURSE DESCRIPTION:

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

1. Preoperative assessment of the patient
2. Application of the basic sciences to preoperative management
3. Management of acid-base and fluid disorders
4. Management of acute preoperative pain and chronic pain states
5. Role of anesthesiologists in obstetric care

CONTENT CATEGORIES:

The student will be exposed to:

1. Clinical evaluation of surgical patients in the preoperative period
2. Clinical pharmacology
3. Clinical applications of anatomy, physiology and biophysics
4. A variety of modalities for monitoring cardiopulmonary and neurologic function
5. 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 student will be evaluated by the faculty and director after observation of and discussion with the student.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed: 10/2015

TITLE: Trauma

DEPARTMENT: Surgery

DIRECTOR & FACULTY: A. Peter Ekeh, M.D., Professor, course director

Mary McCarthy, Professor
Mbagwa Walusimbi, Associate Professor
Melissa Whitmill, M.D., Assistant Professor
Randy Woods, M.D., Associate Professor

TIME & LOCATION: 2 weeks in June - location as indicated by director.

NUMBER OF STUDENTS: 1-2

PREREQUISITES: 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 case load 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, and assist in management of patients on the trauma ward. The student will respond to emergency room consultations with the surgery resident, and has the option of accompanying their resident on one trauma call round during the course of the rotation.

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 her/his day to day performance and on periodic oral examination based on the category of patient she/he has managed. Grade: Pass/Fail

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed: 10/2015

TITLE: Introduction to Ophthalmology

DEPARTMENT: Surgery

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

TIME & LOCATION: June, physicians' offices

NUMBER OF STUDENTS: 1-2

PREREQUISITES: 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 onhand 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:

Student will be evaluated by the ophthalmologist at the end of the elective period.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed: 10/2015

<u>TITLE:</u>	Introduction to Urology
<u>DEPARTMENT:</u>	Surgery
<u>DIRECTOR & FACULTY:</u>	Jack Pence, M.D., Clinical Associate Professor
<u>TIME & LOCATION:</u>	June; Veterans Administration Medical Center, Miami Valley Hospital, Kettering Medical Center, Physicians' Private Offices
<u>NUMBER OF STUDENTS:</u>	1-3
<u>PREREQUISITES:</u>	Must be currently a Year 1 or Year 2 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
2. History taking on one patient with urological disorders
3. Physical examination with emphasis on urological problems
4. Interpretations of lab reports including Uroradiology
5. Catheters and some common urological instrumentation
6. Study assignments
7. Urinary tract infections
8. Trauma to genito-urinary tract
9. Obstructive Uropathy
10. Benign Prostatic Hyperplasia and Prostatic Cancer
11. Stone disease
12. Congenital malformation of urinary tract and its application in pediatric Urology
13. Urological neoplasia
14. Neurological bladder

LEARNING METHODS:

1. Observation and participation in clinical examinations of patients with genitourinary 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 3 REQUIRED ELECTIVES.

Reviewed: 10/2015

<u>TITLE:</u>	Introduction to Obstetrics and Gynecology
<u>DEPARTMENT:</u>	Women's Health
<u>DIRECTOR & FACULTY:</u>	Sheela Barhan, M.D., Course Director Associate Professor, Department of Women's Health
<u>TIME & LOCATION:</u>	Offered Summer Elective Period, June 6-17, 2016 Multiple Dayton area Ob/Gyn offices
<u>NUMBER OF STUDENTS:</u>	Maximum of 2
<u>PREREQUISITES:</u>	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:

Evaluation by the preceptor 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

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Reviewed 10/2015

<u>TITLE:</u>	Women and Medicine
<u>DEPARTMENT:</u>	Community Health
<u>DIRECTOR & FACULTY:</u>	Mary White, Ph.D., Course Director, Department of Community Health
<u>TIME & LOCATION:</u>	Offered longitudinally, April-May, 2016 Wednesday evenings, 6:00-9:00PM, for nine weeks Lead time required to DROP/ADD elective – 30 days
<u>NUMBER OF STUDENTS:</u>	6 minimum, 14 maximum
<u>PREREQUISITES:</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. Specific topics will be selected and presented by students. Because studies have repeatedly shown that women's professional advancement is facilitated by mentoring relationships, a secondary goal of this course is to introduce women medical students to possible mentors within the Dayton community of physicians. Sessions will include discussion with medical faculty from different specialties about how they made certain professional and personal choices.

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.

ATTENDANCE:

One absence is permitted. More than that and the student will not receive credit for the course unless prior arrangements for make-up work have been made with the course director.

Due to complex coordination of faculty schedules, the drop/add deadline of thirty days prior to start of the elective will need to be enforced.

THIS ELECTIVE COUNTS AS 1 OF THE 3 REQUIRED ELECTIVES.

Revised 10/2015

BIENNIUM 1 ELECTIVES FORMS

Wright State University Boonshoft School of Medicine
WINTER 2016 CATALOG ELECTIVE OPTIONS FORM (Jan-May 2016)

Due Date: Friday, Dec. 4, 2015

_____ Student (please print name legibly)

-
- You must have a 76% weighted grade point average (excluding ICM) and be in good academic standing in order to participate in an elective concurrently with core courses.
 - Please rank each course you wish to take in order of your preference, beginning with 1.
 - Return this form to Student Affairs by the due date for random matching.
 - Forms received after the due date will be matched in order of receipt.
 - Please see B1 Electives Catalog for course description.

<u>Rank</u>	<u>Course #</u>	<u>Course Title</u>
_____	CMH 611	Nutrition in Medicine (on-line course)
_____	CMH 615	Introduction to Reach Out of Montgomery County (19-60 SL hours)
_____	CMH 616	Breastfeeding and Human Lactation
_____	FMD 615	Project C.U.R.E., Inc. (18 SL hours)
_____	GER 601	Alzheimer's Association Helpline & Support Group (16 SL hours)
_____	SMD 611	Pediatric Health Promotion and Screening in an Urban Environment (16 SL hours)
_____	SMD 612	Health Care in Developing Countries
_____	SMD 613	Getting to Know Your Patients through Longitudinal Geriatric Patient Encounters
_____	SMD 616	Research Learning Community 1
_____	SMD 619	Intermediate Spanish II for the Medical Profession (SPN 2220, Dept. of Mod. Lang.)
_____	WOH 609	Women and Medicine

I would like to take 2 electives this term:

1. _____

2. _____

You may not take more than one elective concurrently with core courses. You may take two electives consecutively with core courses.

Please return to Student Affairs, 190 White Hall or fax: 937-775-3322

**Wright State University Boonshoft School of Medicine
SUMMER 2016 CATALOG ELECTIVE OPTIONS FORM**

Student Name: _____

Student (please print name legibly)

- You must be in good academic standing (no pending remediations) to participate in summer electives.
- Rank each course you wish to take in order of your preference, beginning with 1.
- Return this to Student Affairs **no later than March 31, 2016**.
- Unless noted in the B1 Electives Catalog, all summer elective courses meet **June 6-17, 2016**

<u>Rank</u>	<u>Course #</u>	<u>Course Title</u>
_____	CMH 611	Nutrition in Medicine (on-line course)
_____	CMH 615	Introduction to Reach Out of Montgomery County (19-60 SL hours)
_____	CMH 616	Breastfeeding and Human Lactation
_____	EMD 602	Emergency Medicine Preceptorship
_____	FMD 614	Family Medicine Preceptorship**
_____	FMD 615	Project C.U.R.E, Inc. (18 SL hours)
_____	GER 601	Alzheimer's Association Helpline & Support Group (16 SL hours)
_____	MED 604	Jamaica Trip
_____	MED 605	Jamaica Trip (meets SL requirement)
_____	PYC 601	Psychiatry in the College Counseling Center
_____	PED 601	Gastroenterology and Nutrition in Infants and Children: An Introduction
_____	PED 603	Infections in Infants and Children: An Introduction
_____	PED 604	General Pediatrics
_____	PED 605	Respiratory Diseases in Infants and Children: An Introduction
_____	PED 606	Introduction to Adolescent Medicine**
_____	PED 607	Care of the Critically Ill Child

Continued next page – please submit both pages

SUMMER 2016 CATALOG ELECTIVE OPTIONS FORM Student: _____

- | | | |
|-------|---------|---------------------------------------|
| _____ | SUR 605 | Introduction to General Surgery |
| _____ | SUR 606 | Introduction to Cardiac Surgery |
| _____ | SUR 607 | Introduction to Anesthesiology (VAMC) |
| _____ | SUR 609 | Introduction to Anesthesiology |
| _____ | SUR 610 | Trauma |
| _____ | SUR 612 | Introduction to Ophthalmology |
| _____ | SUR 614 | Introduction to Urology |
| _____ | WOH 601 | Introduction to Obstetrics/Gynecology |

**** Requires Interview. Please contact program directly to interview.**

Two Summer Electives?

You may be able to participate in two electives this summer, depending on the scheduled time of the elective courses, or if you are submitting a Student Initiated Elective. If you wish to be considered for two electives, please initial below.

I wish to participate in two electives this summer. _____

****For Electives Requiring an Interview:**

If you are interested in an elective that requires an interview, please contact the sponsoring department. Ranking the elective on this form does not guarantee acceptance; it merely informs Student Affairs that you wish to participate in the course.

Please return to Student Affairs, 190 White Hall or fax: 937-775-3322

Wright State University Boonshoft School of Medicine
FALL 2016 CATALOG ELECTIVE OPTIONS FORM (Aug-Dec 2016)

Due Date: Friday, August 5, 2016

_____ Student (please print name legibly)

-
- You must have a 76% weighted grade point average (excluding ICM) and be in good academic standing in order to participate in an elective concurrently with core courses.
 - Please rank each course you wish to take in order of your preference, beginning with 1.
 - Return this form to Student Affairs by the due date for random matching.
 - Forms received after the due date will be matched in order of receipt.
 - Please see B1 Electives Catalog for course description.

<u>Rank</u>	<u>Course #</u>	<u>Course Title</u>
_____	CMH 611	Nutrition in Medicine (on-line course)
_____	CMH 615	Introduction to Reach Out of Montgomery County (19-60 SL hours)
_____	CMH 616	Breastfeeding and Human Lactation
_____	FMD 615	Project C.U.R.E., Inc. (18 SL hours)
_____	GER 601	Alzheimer's Association Helpline & Support Group (16 SL hours)
_____	SMD 611	Pediatric Health Promotion and Screening in an Urban Environment (16 SL hours)
_____	SMD 614	Health Care in the Global Community
_____	SMD 617	Research Learning Community 2
_____	SMD 618	Intermediate Spanish I for the Medical Profession (SPN 2210, Dept. of Mod. Lang.)

I would like to take 2 electives this term:

1. _____

2. _____

You may not take more than one elective concurrently with core courses. You may take two electives consecutively with core courses.

Please return to Student Affairs, 190 White Hall or fax: 937-775-3322

**Wright State University Boonshoft School of Medicine
Biennium 1 Student Initiated Elective**

DEPARTMENTAL SPONSOR FORM

Name of Student

Title of Student Initiated Elective (SIE)

Dates of SIE

Departmental Sponsor name and BSOM Department

Departmental Sponsor Degree & Board Certification (if applicable)

Departmental Sponsor Mailing Address

Departmental Sponsor Telephone Number and E-mail Address

I have reviewed the above student initiated elective proposal and I agree to direct and evaluate this student if the WSU BSOM B1 Electives Subcommittee approves the proposal.

Departmental Sponsor Signature

Date of approval by Departmental Sponsor

NOTE: All students are required to have a Boonshoft School of Medicine departmental sponsor before submitting a student initiated elective proposal to the B1 Electives Subcommittee for approval. The Departmental Sponsor Form accompanies the Student Initiated Elective Proposal for domestic non-service learning SIEs and any international SIE proposal.

Please submit all SIE paperwork for consideration by the B1 Electives Subcommittee to Student Affairs and Admissions, Boonshoft School of Medicine, Wright State University, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435. If you have questions about international SIEs, contact Dr. Katherine Cauley at katherine.cauley@wright.edu or (937) 258-5546.

August 2014

**International Elective
Agreement with Wright State University Boonshoft School of Medicine**

Students who wish to receive credit for student-initiated electives that are 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 (applicable only to Biennium I International Electives).
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 carry an immunizations record while traveling.
4. Obtain and provide documentation to the Boonshoft School of Medicine of medical 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 for review all required documentation for the International Elective.

AFTER INTERNATIONAL ELECTIVE IS COMPLETED:

8. Complete and submit all preceptor evaluation materials required for the International Elective.
9. Complete and submit either:
Biennium 1 International Elective Student Evaluation Form **or**
Biennium 2 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.

Printed Name: _____

Signature: _____ Date _____

*Please submit this form to Student Affairs and Admissions, 190 White Hall.
For questions, contact Dr. Katherine Cauley at (937) 258-5546 or katherine.cauley@wright.edu*

August 2014

**Wright State University Boonshoft School of Medicine
INTERNATIONAL ELECTIVE SPONSOR FORM**

Name of Wright State University Student

Name of International Sponsor Organization

Contact Person

Address of Contact Person

Website/E-mail Address

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

Address

Telephone

FAX

Website/E-mail Address

Name of Professional (who will be supervising student in host country)

Address of Professional

Telephone

FAX

E-mail Address

Name of Housing Contact

Address (where student will be living in host country)

Housing Contact Telephone

FAX

Housing Contact E-mail Address

Wright State University Boonshoft School of Medicine
B1 INTERNATIONAL ELECTIVE STUDENT EVALUATION

Please use these questions as a guide to complete your evaluation of your international experience, and submit the answers to Dr. Cauley.

1. How did you learn about this international opportunity?
2. Where did you work? What did you do? Who/what provided the fiscal support for the program in country with which you worked?
3. Describe the population group(s) with whom you worked in terms of their language, living conditions, nutrition, health, the health care system/providers of their community/country, the economy of their community/country, the government/politics of their community/country, what kind of work people do, the ecology of their community/country, their cultural beliefs and practices, their religion, etc.
4. What were the most unusual things you observed?
5. What did you learn about that may have some applicability here in the US?
6. Describe your living conditions (water/hot&cold? electricity/connectivity? food? safety and security? privacy? transportation? translators?)
7. What kind of supervision/support did you get while on site in country?
8. What did you find most difficult about the overall experience?
9. What did you find most significant about the overall experience?
10. What did you learn about yourself as a future physician as a result of the experience?
11. With respect to your interactions with people native to the country in which you traveled, what had the most significant impact on you?
12. How were your previous understandings/beliefs challenged by the experience?
13. Please add any other information you think would be helpful to future students.

EXPERIENCE—GENERAL

Please rate this experience according to the following scale:

	Excellent		OK		Poor
	5	4	3	2	1
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

**Wright State University Boonshoft School of Medicine
Biennium 1 Student Initiated Elective**

PRECEPTOR FORM

Name of Student

Title of Student Initiated Elective (SIE)

Dates of SIE

Preceptor's Name

Preceptor's Credentials (Medical School attended, Residency Training and/or Subspecialty Training and Hospital/Academic Affiliations)

Preceptor's Mailing Address

Preceptor's Telephone Number and E-mail Address

I have reviewed the above student initiated elective proposal and I agree to direct and evaluate this student if the WSU BSOM B1 Electives Subcommittee approves the proposal.

Preceptor Signature

Date of approval by Preceptor

NOTE: All students are required to have a preceptor before submitting a student initiated elective proposal to the B1 Electives Subcommittee for approval. The Preceptor Form accompanies the Student Initiated Elective Proposal for domestic non-service learning SIEs and any international SIE proposal.

Please submit all SIE paperwork for consideration by the B1 Electives Subcommittee to Student Affairs and Admissions, Boonshoft School of Medicine, Wright State University, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435. If you have questions about international SIEs, contact Dr. Katherine Cauley at katherine.cauley@wright.edu or (937) 258-5546.

**Wright State University Boonshoft School of Medicine Biennium 1 Student-Initiated Elective
Preceptor Evaluation of Student Performance**

Title of Student Initiated Elective

Student Name

Preceptor Name & Email Address

Elective Dates

I hereby attest that I do not have a conflict of interest with this student, including but not limited to a consensual relationship, familial relationship, physician-patient (health care) relationship, and/or financial relationship.

_____ *No, I do NOT have a conflict of interest.* _____ *Yes, I DO have a conflict of interest.*

(If you answered YES to the Conflict of Interest question, STOP evaluating the student. Return the evaluation to the address listed at the end of the evaluation with only this question answered.)

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 in the context of your expectation of a first or second year medical student.

- 1 = inadequate performance (does not meet minimum performance expectations)
- 2 = adequate performance (meets performance expectations)
- 3 = superior performance (exceeds performance expectations)
- 4 = not applicable to this elective (not enough information to reach conclusion or not a part of this elective)

_____ 1. Demonstrated professional behavior (responsibility, punctuality, appearance)

_____ 2. Established rapport with other professionals

_____ 3. Established rapport with service recipients

_____ 4. Demonstrated cultural sensitivity and competence

_____ 5. Collected, organized, recorded data and information effectively

_____ 6. Gained knowledge and perspective of what is entailed in the service activities of this facility

_____ 7. Gained knowledge and perspective in the content area of this elective

_____ 8. Participated in assessment and planning as needed

- _____ 9. Demonstrated problem-solving skills and effective teamwork
- _____ 10. Completed assignments
- _____ 11. Participated enthusiastically in the elective
- _____ 12. Demonstrated professional traits appropriate of a future physician (respect for others, empathy, etc.)

Complete only if student took an on-line course:

13. Submitted certificate of completion for on-line course experience: _____ Yes _____ No
14. Content review questions completed when no certificate available: _____ Yes _____ No
15. Please indicate what you believe is (are) the student's greatest asset(s):

16. Please indicate the area(s) that you believe the student needs to develop:

17. Overall grade: _____ Pass _____ Fail _____ Incomplete

18. Total service learning hours completed (if applicable): _____

Additional Comments:

After completing this form, please discuss your observations with the student. Have the student sign the form. Submit the form to Student Affairs and Admissions, Wright State University Boonshoft School of Medicine, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435, (Tel) +1-937-775-2934, (Fax) +1-937-775-3322

Preceptor's Signature

Date

Student's Signature

**Wright State University Boonshoft School of Medicine (BSOM)
Biennium 1 Student Initiated Elective (SIE)**

SIE Proposal Format

NAME OF STUDENT:

TITLE:

DEPARTMENT:

DIRECTOR/PRECEPTOR:

TIME & LOCATION:

RATIONALE, GOALS, AND RELEVANT PRIOR EXPERIENCE:

ELECTIVE DESCRIPTION:

CONTENT CATEGORIES:

LEARNING METHODS:

- a. Learning methods
- b. Reading assignments

EVALUATION:

- a. Grade criteria
- b. Products to be evaluated
- c. B1 Preceptor Evaluation of Student Performance Form

**Wright State University Boonshoft School of Medicine (BSOM) Biennium 1 Service
Learning Student Initiated Elective (SL SIE)**

**Service Learning SIE Proposal Cover Page
(Domestic SL SIEs)**

Name of BSOM Medical Student

Student E-mail Address

Title of SL SIE

Dates of SL SIE

Total Service Learning Hours

Mailing Address of SL SIE Community Site

BSOM Academic Faculty Name, Department and E-mail Address

Community Faculty Name, E-mail Address, Telephone Number

Signature of Boonshoft School of Medicine Academic Faculty

Date

Signature of Community Faculty

Date

Signature of Student Coordinator (only if site is BSOM clinic site)

Date

Note: All students are required to have a BSOM academic faculty and a community faculty before submitting a service learning student initiated elective proposal to the B1 Electives Subcommittee for approval. The SL SIE Proposal Cover Page is required for domestic SL SIEs only.

Please submit all domestic SL SIE paperwork for consideration by the B1 Electives Subcommittee to Student Affairs and Admissions, Boonshoft School of Medicine, Wright State University, 190 White Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435 at least 60 days prior to start of elective.

**Wright State University Boonshoft School of Medicine (BSOM)
Biennium 1 Service Learning Student Initiated Elective (SL SIE)**

SL SIE Proposal Format

1. TITLE OF SL SIE:

2. SCHOOL OF MEDICINE DEPARTMENT:

3. DIRECTOR & FACULTY:
Academic Faculty:
Community Faculty:

4. TIME & LOCATION:

5. TOTAL NUMBER OF SERVICE LEARNING HOURS:

6. NUMBER OF STUDENTS: (*List all students and their e-mail addresses*)

7. SERVICE LEARNING ELECTIVE DESCRIPTION:

8. LEARNING METHODS:
 - a. Site and student orientation
 - b. Direct services
 - c. Non-direct services
 - d. Reflection activities

9. LEARNING OBJECTIVES
 - a. Learning Objectives (at least 3)
 - b. Service Objectives (at least 3)
 - c. Service Learning Objectives (at least 3)

10. EVALUATION:
 - a. Total number of SL hours (# hours orientation, # hours non-direct service, # hours direct service, # hours reflection – min. total hours = 16)
 - b. B1 Preceptor Evaluation of Student Performance form, unless otherwise specified
 - c. Completion of reflection activity or assignment



Service Learning
Acknowledgment of Risk and
Consent for Medical Treatment

Student Name _____ **UID** _____

SL SIE _____ **BSOM Faculty** _____

Email _____ **Phone** _____

Emergency Contact _____ **Phone** _____

Please read and sign this form and return it to BSOM Student Affairs and Admissions before beginning your participation in the service learning student initiated elective.

I assume responsibility for any injury, loss, or damage resulting directly or indirectly from my participation in the service-learning project for the above SL SIE at Wright State University and will not institute any negligence or other claim against Wright State University, its agents, or any other person(s) who could be held liable in either their individual or official capacities and agree to hold the above named parties harmless from liability for any personal or property injury.

I acknowledge that I have no known medical problems or conditions that would prevent me from participating in this service learning student initiated elective.

In case of a medical emergency, I authorize Wright State University or its duly authorized agents to transport me to a health facility/hospital for medical care if it is deemed necessary. I further authorize such physician, health facility, or hospital to perform any emergency procedures necessary to provide me with medical treatment.

I acknowledge that Wright State University does not provide health and accident coverage for service learning participants and agree to be financially responsible for medical bills incurred as a result of emergency medical treatment.

If you will require some physical accommodation or special access in order to carry out your service learning duties, please describe here.

If you have any medical conditions about which emergency medical personnel should be informed or are taking any medications, please list here.

I have read and understood the foregoing and voluntarily sign this release as my own free act and deed.

Signature _____ **Date** _____

**Wright State University Boonshoft School of Medicine
Biennium 1 Service Learning Student Initiated Elective (SL SIE)
SL Verification Form**

Student Name

Community Faculty Name and E-mail address

Service Learning Dates

Service Learning Location

TO BE COMPLETED BY COMMUNITY FACULTY:

Orientation hours completed _____

Direct service hours completed _____

TO BE COMPLETED BY STUDENT:

Non-direct service hours completed _____

Reflection hours completed _____

Other Hours _____

TOTAL SERVICE LEARNING HOURS COMPLETED: _____

COMMUNITY FACULTY EVALUATION OF SL SIE:

1. Did the student complete the service learning objectives to your satisfaction? ____ Yes ____ No
2. Would you invite this student back to work in your community site? ____ Yes ____ No
3. Can we list this site as a future potential participant in the Service Learning program at the Boonshoft School of Medicine? ____ Yes ____ No
4. Additional comments about this service learning participant or experience:

Community Faculty Signature

Date

Student Signature

Date