

2023-2024 M4 Elective- Selective Course Descriptions

SENIOR SELECTIVES

Class of 2024

<ul style="list-style-type: none"> •Students are limited to two selectives in any one specialty/ subspecialty area. 	Revised: 11/29/22	*No selectives offered Blocks 7 or 8 otherwise all rotations are offered all periods unless noted
<ul style="list-style-type: none"> •All RPCT students are required to fulfill their Ambulatory Care selective in a rural location via RPCT 4310. 		*If a selective has a corresponding elective, the rotation can ONLY be taken once
		*If a course is flagged as “prior approval needed” student should contact academic affairs and they will seek approval

Selective Name	Course #	Slots	Same as elective/ shared slots /notes*
Internal Medicine-Intensive Care (A) Selective	IMED4601	2	Not offered Blocks 1, 7, 8, or 12 Block 9- 1 student only Direct Patient Care
Pediatric Critical Care (A) Selective	PEDS4602	1	Not offered Blocks 7, 8, or 12 Direct Patient Care
Pediatrics-Neonatology (A) Selective	PEDS4601	1	Not offered Blocks 7, 8, or 12 **Same as elective PEDS5007 Direct Patient Care
Surgery-Critical Care (A) Selective - JCMC	SURG4602	2	Not offered Blocks 7, 8, or 12 Direct Patient Care
Family Medicine-Inpatient Sub-internship (B) Selective	FMED4701	3	Not offered Blocks 1, 2, 3, 7, 8, or 12 **same as elective FMED5027 Direct Patient Care
Internal Medicine-Inpatient Sub-internship (B) Selective	IMED4701	4	Not offered Blocks 1, 7, 8, 12 Block 9- 4 students only Night-float Required Direct Patient Care
OB/GYN Labor & Delivery Nights-Inpatient Sub-internship (B) Selective	OBGY4701	1	Not offered Blocks 1, 7, 8, or 12 **ONLY for students going into OBGYN Direct Patient Care
Pediatrics Inpatient Sub-internship (B) Selective	PEDS4701	1	Not offered Blocks 1, 7, 8, or 12 **Same as elective PEDS 5006 Direct Patient Care
Surgery-Inpatient Sub-internship (B) Selective	SURG4701	1	Not offered Blocks 1, 7, 8, or 12 **Same as elective Surg 5027 Direct Patient Care
Family Medicine-Addiction Medicine (D) Selective	FMED4902	1	Not offered Blocks 2, 3, 7, 8, or 12 **Same as elective FMED 5029 Direct Patient Care
Family Medicine-Ambulatory Care (D) Selective	FMED4901	3	Not offered Blocks 1, 2, 3, 7, 8, or 12 **Same as elective FMED 5030 Direct Patient Care
Internal Medicine-Ambulatory Care (D) Selective	IMED4901	1	Not offered Blocks 7, 8, or 12 **Same as elective IMED5001 Direct Patient Care
OB/GYN-Ambulatory Care (D) Selective	OBGY4901	1	Not offered Blocks 7, 8, or 12 **Same as elective OBGY5001 Direct Patient Care
OB/GYN-Maternal-Fetal Ambulatory Care (D) Selective	OBGY4902	1	Not offered Blocks 7, 8, or 12 **Same as elective OBGY5005 ** Rotation only for students going into OBGYN. Direct Patient Care
Pediatrics-Ambulatory Care (D) Selective	PEDS4901	1	Not offered Blocks 1, 2a, 7, 8, or 12 **Same as elective PEDS 5001

			Direct Patient Care
Psychiatry-Ambulatory Care (D) Selective	PSYH4901	1	Not offered Blocks 3, 7, 8, or 12 **Same as elective PSYH 5001 Direct Patient Care
RPCT-Underserved Area (D) Ambulatory Care Selective (RPCT ONLY)	RPCT4310	2	Not offered Blocks 7, 8, or 12 (Sites and types of rotations listed below) Direct Patient Care
Rural Ambulatory Care (D) Selective (Non-RPCT ONLY)	RURL4901	2	Not offered Blocks 7, 8, or 12 (Sites and types of rotations listed below) Direct Patient Care
			Not offered Blocks 7, 8, or 12
Surgery-Ambulatory Care Clinic (D) Selective	SURG4901	2	Current VA credentials Required Direct Patient Care
Rural Primary Care Medicine (D) Selective (for non-RPCT) RURL 4901 sites			
Advanced Family Medicine Procedures, Athens, TN			
Elder Care in a Changing World, Johnson City, TN			
Emergency Medicine, Erwin, TN			
Sports Medicine Ballad Health Family Medicine, Greeneville, TN			
Rural Family Medicine, Rural Health Services Consortium – Rogersville, TN			
Rural Family Medicine, Rural Health Services Consortium – Kingsport, TN			
Rural Family Medicine, Summit Medical Group – Greeneville, TN			
Rural Public Health and Practice, Madison County Health Department – Marshall, NC			

SENIOR ELECTIVES

Class of 2024

22 weeks of electives required

Updated
11/29/2022

Maximum of 16 weeks in any one specialty area
(combines selectives and electives).

If a course is flagged as "prior approval needed" student should contact academic affairs and they will seek approval

Rotation Name by Department	Course#	Duration/ weeks**	# of Slots	Blocks offered /Shared slots /Notes
Advanced Anatomy for Gynecologic Surgery Elective	MEDU5024	4	15	Not offered Block 1 Non-Direct Patient Care
Advanced Medical Spanish	MEDU5018	Longitudinal	10	Offered July 24- November 3, 2023 Longitudinal Non-Direct Patient Care
Advanced Wilderness Life Support	MEDU5025	2	6	Offered Block 11A ONLY Non-Direct Patient Care
Anatomy-CT & Cross-Sectional Elective	ANTY5002	2	4	Offered Blocks 1-11A Non-Direct Patient Care
Anatomy-Orthopedic Elective	ANTY5003	2	4	Offered Blocks 1-11A Non-Direct Patient Care
Anatomy-Surgical Elective	ANTY5004	2	4	Offered Blocks 1-11A Non-Direct Patient Care
Anatomy-Ultrasound	ANTY5005	2	6	Offered 2a, 4b, 5a, 5b, 6b,7a,8a,8b, 11a, 11b Non- Non-Direct Patient Care
Anatomy and Pharmacology for Anesthesia and Emergency Respiratory Interventions	MEDU5020	2	10	Offered All Blocks, Online Course Non-Direct Patient Care
Anesthesia Applied Anatomy: Airway, Extremity blocks, Neuraxial Blocks	MEDU5010	2	10	Offered All Blocks, Online Course Non-Direct Patient Care
Business of Medicine	MEDU5016	2	10	Offered Blocks 1-11A Non-Direct Patient Care
Clinical Correlations in Hematology	MEDU 5012	2	4	Offered 5A and 9A ONLY Online Course Non-Direct Patient Care
Essentials in Clinical Simulations	MEDU5014	2	10	Offered Blocks 2b, 3a, 7b, 8b, 9a, 11b Online Course Non-Direct Patient Care
Global Healthcare: Perspectives & Practice	MEDU5027	Longitudinal	15	online interdisciplinary-longitudinal exact dates TBD **provided by College of Pharmacy Non-Direct Patient Care
Global Health Elective	MEDU5009	2 or 4		Offered All Blocks Prior approval Required before participation Non-Direct Patient Care
Hand Surgery	MEDU5023	2	15	Offered All Blocks Non-Direct Patient Care
Health Literacy for Future Health Professionals	MEDU5015	4	5	Offered All Blocks, Online Course Non-Direct Patient Care
High- Yield Emergency Medicine	MEDU5028	2	6	Only offered 2B Non-Direct Patient Care
Medical Humanities	MEDU5002	2	10	Offered All Blocks, Online Course Non-Direct Patient Care

Microbiologic Principles &Pharmaco-therapy of Immunologic & Infectious Disorders: A literature evaluation course	MEDU5011	Longitudinal	10	Longitudinal, January 15-March 22, 2024 Online course Non-Direct Patient Care
Minor Invasive and Surgical Procedures for General Practice	MEDU5019	2	20	Offered All Blocks, Online Course Non-Direct Patient Care
Neuraxial Blocks for Regional Anesthesia and the Associated Pharmacology	MEDU5021	2	15	Offered All Blocks, Online Course Non-Direct Patient Care
Surgical Essentials for Medical Students (Core Content for Surgical Clerkships)	MEDU5026	4	12-15	Offered Block 11 ONLY Non-Direct Patient Care
USMLE Step 2 Study Skills	INDP4100	4	80	Offered Blocks 1-5, Online Course This course will not count towards the 22 weeks of elective requirements.

Advanced Physical Diagnosis Elective	MEDU5001	2	3 min/ 5 max	Offered Blocks 5b, 6, 7, 8a ONLY Current VA Credentials Required Direct Patient Care
Emergency Medicine Elective-JCMC	EMED5003	2	1	Offered All Blocks - shares slot with M3 *Can ONLY be taken once in M3 or M4 year Direct Patient Care
Orthopedic Surgery Elective-ETSU	ORTHO5002	4-8	4	Offered Blocks 2 – 8 **Limited to those going into Orthopedic surgery Direct Patient Care
Palliative Medicine Elective	MEDU5006	2	1	Not Offered 3b and 8b Prior Approval Required Direct Patient Care
Radiation Oncology-Clinical Elective	RADI5001	4	1	Offered All Blocks Prior Approval Required Direct Patient Care
Radiology-Introduction to Clinical Elective-VAMC	RADI5004	2	1	Offered All Blocks except 2a Current VA credentials required Prior Approval Required **Limited to those going into Radiology Direct Patient Care

Family Medicine-Ambulatory Care elective	FMED5030	2	1	Not offered Blocks 1, 2, 3, 7, 8, or 12 **Same as selective FMED 4901 Direct Patient Care
Family Medicine-Addiction Medicine ETSU	FMED5029	2	1	Not offered Blocks 2 and 3 **same as selective FMED 4902 Direct Patient Care
Family Medicine-Addiction Medicine	FMED5021	2	1	Offered All Blocks Prior Approval Required- Only for those interested in Addiction Medicine Direct Patient Care
Family Medicine-Direct Primary Care Elective	FMED5028	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Family Medicine-Inpatient Elective	FMED5027	2	3	Not offered Blocks 1, 2 and 3 **same as selective FMED4701 Direct Patient Care
Family Medicine-Research Elective	FMED5024	4	2	Not offered Blocks 1, 2, 6, 11 Non-Direct Patient Care
Family Medicine-Senior Family Med Elective	FMED5025	2	3	Not Offered Block 1, 2 and 3 Direct Patient Care

Internal Medicine-Ambulatory Care Elective	IMED5001	2	1	Offered ALL blocks **Shares slots with Selective IMED 4901 Direct Patient Care
Internal Medicine-Cardiology Elective	IMED5002	4	2	Offered ALL Blocks Direct Patient Care
Internal Medicine- Endocrinology Elective	IMED5012	2	1	Offered ALL Blocks Direct Patient Care
Internal Medicine- Gastroenterology Elective	IMED5004	2	2	Offered ALL Blocks Current VA credentials Required Direct Patient Care
Internal Medicine- Hematology/Oncology Elect	IMED5005	2	2	Offered ALL Blocks Direct Patient Care
Internal Medicine-Infectious Disease Elective	IMED5006	2	2	Offered All Blocks Current VA credentials Required Direct Patient Care
Internal Medicine-Clinical Neurology Elective	IMED5008	4	1	Not offered Block 3 Direct Patient Care
OB/GYN-Clinical Laboratory Elective	OBGY5004	4	1	Offered ALL Blocks Non-Direct Patient Care
Pathology Elective-JCMC	PATH5001	2	1	Not Offered in July Requires prior approval Non-Direct Patient Care
Pathology Elective-VAMC	PATH5002	2	1	Not offered in June or July Requires prior approval Current VA credentials Required Non-Direct Patient Care
Pathology-Fine Needle Aspiration Biopsy Elective	PATH5003	2	1	Offered All Blocks Requires prior approval Non-Direct Patient Care
Pathology-Forensic Elective	PATH5004	2	1	Not offered in July and December Requires prior approval Non-Direct Patient Care
Pediatrics-Adolescent Medicine	PEDS5014	2	1	Not offered Blocks 1 and 2 Prior approval Required Direct Patient Care
Pediatrics-Ambulatory Care Elective	PEDS5001	2	1	Not offered Blocks 1, 2a **Shares slots with Selective PEDS 4901 Direct Patient Care
Pediatrics-Endocrinology Elective	PEDS5009	4	1	Not offered Blocks 2, 3, and 8 Prior approval Required Direct Patient Care
Pediatrics – Clinical Medical Genetics	PEDS5013	4	1	Offered All Blocks Direct Patient Care
Pediatrics-GI & Nutrition Elective	PEDS5012	2	1	Offered All Blocks Direct Patient Care

Pediatrics Hematology/Oncology Elective	PEDS5004	2	1	Offered All Blocks after July Direct Patient Care
Pediatrics-Infectious Disease Elective	PEDS5005	2	1	Not offered block 1, 2a,8a Prior Approval Required Direct Patient Care
Pediatrics-Inpatient Elective	PEDS5006	4	1	Offered All Blocks **Shares slots with Selective PEDS 4701 Direct Patient Care
Pediatrics-Neonatology Elective	PEDS5007	4	1	Offered All Blocks **Shares slots with Selective PEDS 4601 Direct Patient Care
Pediatrics- Pulmonology Elective	PEDS5011	4	1	Not offered block 8 Direct Patient Care
Rural Advanced Family Med Procedures Elect	RURL5001	2	1	Based on Availability Prior Approval Required Direct Patient Care
Rural Ambulatory Care Family Medicine Elective - Greeneville	RURL5020	2	1	Based on Availability Prior Approval Required Direct Patient Care
Rural Eldercare in a Changing World Elective	RURL5002	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Rural Emergency Medicine Elective - Erwin	RURL5005	2	2	Offered All Blocks **RPCT Students only Cannot be taken again if taken in M3 year Prior Approval Required Direct Patient Care
Rural Family Medicine Elective - Rogersville or Kingsport	RURL5010	2	2	Based on Availability Prior Approval Required Direct Patient Care
Rural Maternal Child Health Elective	RURL5022	4	1	Offered All Blocks RPCT STUDENTS ONLY Prior Approval Required Direct Patient Care

**ALL SURGERY ELECTIVES
BELOW
REQUIRE PRIOR APPROVAL**

Surgery - Anesthesiology Elective-BRMC	ANES5001	2	1	Offered All Blocks **Limited to those going into Anesthesiology Prior Approval Required Direct Patient Care
Surgery - Anesthesiology Elective-Anesthesia Consultants	ANES5004	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery - Anesthesiology Elective- VAMC	ANES5003	2	1	Offered All Blocks Prior Approval Required Current VA credentials Required Direct Patient Care
Surgery - Anesthesiology-AnesthesiaPain Associates Elective	ANES5005	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-Basic Research Elective	SURG5001	4	2	Offered All Blocks Prior Approval Required

				Direct Patient Care
Surgery- Cardiovascular/thoracic Elective-JCMC	SURG5028	4	2	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-General Surgery Elective-BRMC	SURG5003	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-General Surgery Elective-ETSU	SURG5004	2	3	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-General Surgery Elective-Rural	SURG5020	4	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-General Surgery Elective-VAMC	SURG5021	4	1	Offered All Blocks Current VA Credentials Required Prior Approval Required Direct Patient Care
Surgery-Neurosurgery Elective	SURG5006	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-OphthalmologyElective	SURG5007	4	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-Orthopedic Elective-VAMC	SURG5009	2	1	Offered All Blocks Current VA Credentials Required Prior Approval Required Direct Patient Care
Surgery-Orthopedic Elective-Watauga	SURG5010	4	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-Pediatric Surgery Elective- JCMC	SURG5024	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-Plastic SurgeryElective	SURG5013	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery- Inpatient Subl elective	SURG5027	2	1	Offered June 12-23,2023, July 31- August 11, September 18-29, November 6-17, January 8-19, 2024 **Same as Surg 4701 selective
Surgery-Urology Elective-Johnson City	SURG5017	2	1	Offered All Blocks Prior Approval Required Direct Patient Care
Surgery-Urology Elective-VAMC	SURG5018	2	1	Offered All Blocks Current VA Credentials Required Prior Approval Required Direct Patient Care
Surgery-Vascular Surgery Elective	SURG5025	4	1	Offered All Blocks Prior Approval Required Direct Patient Care

Selectives

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Intensive Care Selective (A)	Sponsoring Department: Internal Medicine	
Course Number:	IMED 4601		
Rotation type & duration:	Selective: Critical/Intensive Care (A) 2 weeks		
Blocks Offered	All EXCEPT: Blocks 1, 7, 8, and 12 (off cycle students may be accepted during these blocks per attendings approval)	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	2 MS4 Students MAX at BRMC Block 9 – 1 student only
Location(s):	Inpatient Site(s)		
	Bristol Regional Medical Center		100 %
Rotation Director:	BRMC: Dr. Hoskere—ghoskere@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	Yvette Font – 423-439-6381 – font@etsu.edu BRMC: Kathy Olinger 423-224-5075 Lead Fellow – will be provided.		
Initial Meeting-Place & Time:	BRMC-MICU at 7:45 a.m. on first day of rotation- (Dial 0 from hospital phone and ask them to page ICU Fellow or Attending on call)		
Goal:	To develop a solid foundation of medical knowledge regarding the care of critically ill patients. This will include practical and critical care thinking, diagnosis, patient care, therapeutic procedures, basic life support interventions and post-recovery care. To effectively participate as a Team Member, in a professional manner including communication with fellow students, residents, attending physicians, patients and patients' family members.		
Topics to be covered/activities student expected to participate:	This rotation is conducted in the Medical Intensive Care unit of the Bristol Regional Medical Center. The patients in these environments are cared for by a special critical care team that is composed of an attending, a critical care fellow, and at least 2 internal medicine students. A course syllabus is provided to augment daily rounds, recorded lectures on CD are provided for mechanical ventilation, and an internally developed computerized bank of test questions is employed for self-assessment. Topics of the rotation include, but are not limited to:1). Understanding and managing shock states		

	2.) Understanding and managing respiratory failure 3.) Understanding and managing mechanical ventilation 4.) Understanding Acid-base and oxygenation parameters 5.) Understanding and managing cardiovascular emergencies 6.) Understanding and managing renal emergencies 7.) Understanding and managing hepatic emergencies 8.) Understanding and managing CNS emergencies 9.) Understanding and managing poisonings and overdose10.Understanding life support interventions
Proposed rotation schedule	M-F 8-4
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	45 hours
Additional Notes about the rotation, if any	

Objectives <i>At the conclusion of this rotation the student will be able to:</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities?	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Communicate effectively with Patients, family members, and the health care team in a respectful and professional manner while receiving and giving feedback during H&P's, ICU rounds, and case presentations</i>	EPA 1, 2, 5, 6, 9 1.3 2.1 2.4 2.8 3.1 4.1 4.3 4.5 5.1 5.2 5.3 5.6 5.7	1. Reflection 2. Peer Teaching 3. ICU Rounds 4. Demonstration 5. Clinical Experience – Inpatient	1. Clinical Performance Rating 2. Clinical Document Review 3. Oral Patient Presentations 4. Self-Assessment
<i>Identify the physiologic Derangements accompanying organ dysfunction in the critically ill, after requesting and interpreting appropriate diagnostic tests to include laboratory studies.</i>	EPA 1, 2, 3, 4, 10 1.1 2.2 2.3 2.5 3.2 4.2 6.5	1. Case Based Instruction 2. Clinical Experience 3. Conferences 4. ICU Rounds 5. Patient Presentations 6. Clinical Experience – Inpatient	1. Oral Patient Presentations 2. Clinical Performance Rating 3. Clinical Document Review
<i>Derive a differential diagnosis and patient treatment plan that includes appropriate initial stabilizing therapy as well as reversal of organ dysfunction to its most viable level.</i>	EPA 2, 3, 4, 9, 10 1.1 2.1 2.2 2.3 2.4 2.5 2.6 2.8 3.1 3.2 6.5 6.7	1. Case Based Instruction 2. Clinical Experience 3. Conferences 4. ICU Rounds 5. Patient Presentations	1. Clinical Document Review 2. Oral Patient Presentations 3. Clinical Performance Rating 4. Clinical Correlation
<i>Gather, interpret, and record an accurate history and physical examination for presentation on ICU work rounds and attending rounds.</i>	EPA 1, 2, 5, 6, 9 2.2 2.3 4.1 4.2 4.3 4.4 5.5 5.6 5.7	1. ICU Rounds 2. Patient Presentations 3. Case Based Instruction 4. Clinical Experience - Inpatient	1. Oral Patient Presentations 2. Clinical Performance Rating 3. Clinical Document Review

Assess, choose, and demonstrate learned patient care activity that confirms to your health care team, your knowledge of the interventions used to support organ function during critical illness	EPA 7, 8, 9, 10 1.1 1.2 6.3 6.7	1. Demonstration 2. Clinical Experience 3. Case Based Instruction 4. Clinical Experience – Inpatient	1. Clinical Performance Rating 2. Clinical Correlation 3. Self-Assessment
Associate and communicate the physiologic responses to critical illness and its therapies to your health care team during patient encounters and ICU rounds	EPA 5, 6, 7 5.6	1. Case Based Instruction 2. Clinical Experience 3. Conferences 4. ICU Rounds 5. Patient Presentations 6. Clinical Experience – Inpatient 7. Peer Teaching 8. Demonstration	1. Clinical Document Review 2. Oral Patient Presentations 3. Clinical Performance Rating 4. Clinical Correlation
Recognize and discuss the proper sequences of endotracheal intubation, mechanical ventilation, weaning from ventilator support, central line placement, thoracentesis, paracentesis, and maintenance of mean arterial blood pressure	EPA 3, 11, 12 2.7	1. Clinical Experience 2. Clinical Experience – Inpatient 3. Peer Teaching 4. Demonstration 5. Case Based Instruction	1. Clinical Performance Rating 2. Clinical Correlation 3. Self-Assessment

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Pediatric Critical Care (A) Selective PEDS 4602	Sponsoring Department	Pediatrics
Rotation type & duration:	Selective: Critical/Intensive Care (A) 2-week rotation		
Periods Offered	All Blocks Except: Block 7 and 8 No selective scheduled during this time per AA. October 23-December 16	Will third year students also be accepted for a two-week rotation as an M3 elective? No	No No other M3 students outside of the M3 Pediatric clerkship will be allowed to rotate because of limited space/teaching.
Shared Slots:	Yes. Pediatric M3 Clerkship, Peds Residents, visiting students and Ecuador international exchange Students.	Maximum Students per Period:	1
Location(s):	Facility name and complete physical location address		% time 100%
	Ambulatory Site(s) Ballad Health Niswonger Children's Hospital		
	• N/A		%
	Inpatient Site(s)		
	Niswonger Pediatric Intensive Care Unit 3 rd floor, Niswonger Children's Hospital, 400 N State of Franklin Rd, Johnson City, TN 37604		100%
	Other type of site(s)		
• N/A		%	
Rotation Director: <i>The one who will be responsible for completing the student's evaluation.</i>	Joshua Henry, 864-546-8685, josh.henry@balladhealth.org; joshua.m.henry@gmail.com		
Additional faculty who will be participating in the rotation:	Riwaaj Lamsal 857-253-1373 lamsalr@etsu.edu; riwaaj.lamsal@balladhealth.org Priyamvada Chaudhary 813-454-7693 chaudhary@etsu.edu Priyamvada.chaudhary@balladhealth.org		
Contact Person: <i>(Who should students contact if they cannot reach the rotation director?)</i>	Joshua Henry, 864-546-8685, joshua.m.henry@gmail.com Gina McGee Williams MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu Students: All information for this rotation is located on LEO. Please read before your rotation starts. Feel free to contact me for assistance.		
Initial Meeting-Place & Time:	Niswonger 3 rd floor PICU, 9 am first day of rotation		
Goal:	Gain an understanding of the evaluation, diagnosis, and treatment of critically ill pediatric patients		

Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will learn basic pediatric critical care. 2. The student will be expected to follow and evaluate their own patients, document patient encounters, and present assigned patients. This will be done under the supervision of the PICU attending and pediatric resident. 3. The student will attend mini lectures on critical care topics
Proposed rotation schedule	<i>Students are expected to be present by 0800 on weekdays to prepare for rounds and can leave following checkout at 1700</i>
# of hours per week the student expected to be involved in this rotation	<i>45 hours per week</i>
Additional Notes about the rotation, if any	<i>Students may be assigned to do up to a few Night shifts (13 hour shift) or weekend days (11 hour shift), on a case-by-case basis.</i>

Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy::</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
EPA 1 Gather a history and perform a physical examination	<i>Perform history and physical on assigned patients</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Patient presentation – learner 3. Demonstration 	<ol style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Participation
EPA 2 Prioritize a differential diagnosis following a clinical encounter	<i>Formulate differential diagnosis on each of their patients with attending</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Oral Patient Presentation 4. Participation
EPA 3 Recommend and interpret common diagnostic and screening tests	<i>recommend testing, interpret the studies and tests obtained on their patients</i>		<ol style="list-style-type: none"> 1. inpatient 2. Ward Rounds 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Oral Patient Presentation 4. Participation
EPA 4 Enter and discuss orders and prescriptions	<i>Create their own orders and prescription recommendations and discuss with their patients</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation – learner 4. Demonstration 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Oral Patient Presentation 3. Participation
EPA 5 Document a clinical encounter in the patient record	<i>write complete and appropriate daily notes for their patients</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 	<ol style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Participation

EPA 6 Provide an oral presentation of a clinical encounter	<i>Present all of their patients on daily rounds, as well as presenting any new patients they see during the day</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Oral Patient Presentation 2. Clinical Performance Rating 3. Participation
EPA 7 Form clinical questions and retrieve evidence to advance patient care	<i>Formulate a clinical question on 2 patients, perform a literature search, and discuss findings</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Self-directed learning 3. Discussion, Small Group 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Oral Patient Presentation
EPA 8* Inpatient only Give or receive a patient handover to transition care responsibility	<i>perform the handoff for their patient with resident backup</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Oral Patient Presentation 2. Participation
EPA 9 Collaborate as a member of an interprofessional team	<i>Collaborate with RT, child life, etc and serve as the point person for interprofessional interactions in providing care for their patient</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Team building 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation
EPA 10 Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<i>participate in the evaluation of a critically ill patient to prioritize life threatening conditions and begin basic treatment</i>		<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Discussion, Small Group 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation
EPA 11 Obtain informed consent for tests and/or procedures	<i>participate in the care of a patient requiring informed consent for tests and/or procedures</i>	1.	<ol style="list-style-type: none"> 2. Clinical experience – inpatient 3. Demonstration 	<ol style="list-style-type: none"> 1. Participation
EPA 12 Perform general procedures of a physician (Demonstrate the technical skills required for performance of procedure.)	<i>participate in the care of a patient requiring procedures</i>	1.	<ol style="list-style-type: none"> 2. Clinical experience – inpatient 3. Demonstration 4. Discussion, Small Group 	<ol style="list-style-type: none"> 1. Participation
EPA 13 Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).)	<i>Identify at least one area of care for a patient that can be improved</i>	1.	<ol style="list-style-type: none"> 2. Clinical experience – inpatient 3. Discussion, Small Group 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation

*Not required for Ambulatory rotation

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Pediatric Neonatology Selective		Sponsoring Department: Pediatrics
Course Number:	PEDS 4601		
Rotation type & duration:	selective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No. No other M3 students outside of the M3 Pediatric Clerkship will be allowed to rotate because of limited space/teaching locations.
Shared Slots:	Yes, with Peds Residents, M3 students, visiting students and Ecuador exchange students	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Niswonger Children’s Hospital • Ballad Health/Johnson City Medical Center NICU 		100 %
Rotation Director:	Jack Owens, MD Director of Neonatology		
Additional faculty who will be participating in the rotation:	Des Bharti, MD - 423-677-2818 bharti@etsu.edu Jack Owens, MD (Director) 601-540-7097 owensjd2@etsu.edu Rachel Miller, MD 276-791-8986 millerra2@etsu.edu Darshan Shah, MD - 423-431-6343 shahd@etsu.edu		
Contact Person:	Gina McGee Williams MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu STUDENTS: email all four doctors, including Tawana Holland @ tawana.holland@balladhealth.org (423-431-6431) a week before your rotation begins. Follow the instructions below on where to meet your first day of your rotation. Additional information is on LEO. You will need to read this information prior to the start of your rotation. Feel free to reach out to me for assistance.		
Initial Meeting-Place & Time:	8:00am, NICU 3rd Floor Johnson City Medical Center - First Day of Rotation Pick up JCMC ID Badges from Tawana Holland, 7 th floor JCMC (Johnson City Medical Center- 423-431-6431)		
Goal:	To develop a comprehensive understanding of the practice of Neonatal Medicine, as it relates to primary care.		
Topics to be covered/activities student expected to participate:	The student will: <ul style="list-style-type: none"> • be assigned to and will be supervised by the ETSU neonatologist in the NICU 		

	<ul style="list-style-type: none"> function at an intern equivalent role, and will be responsible for the daily care, documentation, and presentation of patients (3-6) participate in weekly conferences, including perinatal rounds on Thursday mornings, bi-weekly neonatology conferences and case presentations, and other pertinent didactic sessions show evidence of outside reading or resource use regarding their patient's disease processes and management maintain an effective interaction with the parents of their NICU patients, including routine updates in person or by phone 		
Proposed rotation schedule	Mon through Friday, daily hospital care, 8:00 am - 4:00 pm		
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40-45		
Additional Notes about the rotation, if any	Night call from home will be assigned, in compliance with College of Medicine guidelines for student call		
<p>Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i></p>	<p>Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i></p>	<p>Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i></p>	<p>Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i></p>
Compile a history on a well and ill term and preterm infant, including a review of pertinent maternal and delivery histories, and post-partum history	EPA 1, 5, 6, 9, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Perform a detailed physical exam of the well and sick neonate	EPA 1, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Recognize and discuss standard delivery room management and resuscitation of the sick newborn	EPA 9, 10, 12, 13	Clinical experience - inpatient Peer teaching Concept Mapping	Oral Patient Presentation Clinical Performance Rating/Checklist Stimulated Recall
Explain indications for invasive procedures in sick neonates, including umbilical arterial and venous catheter placement, endotracheal intubation, arterial puncture, peripheral IV access	EPA 3, 9, 10, 11, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching Demonstration Concept Mapping	Oral Patient Presentation Clinical Performance Rating/Checklist Stimulated Recall

Formulate a problem-based plan of care for the NICU patient, including respiratory management, fluid and nutrition support, common infectious disease problems, common neurologic disease processes, care of the surgical neonate, and well child care	EPA 2, 3, 4, 5, 6, 7, 9, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching Conference Discussion, Small Group	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Integrate with a multidisciplinary team for inpatient care, emphasizing proper utilization of team resources, including interaction with the perinatology services	EPA 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13	Clinical experience - inpatient Peer teaching Discussion, Small Group	Oral Patient Presentation Clinical Performance Rating/Checklist
Formulate an appropriate discharge plan for the NICU patient, including specific problem follow-up, use of community resources and services	EPA 4, 5, 7, 8, 9, 12, 13	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Assess the outpatient NICU graduate, and participate in a multidisciplinary clinic, including nutrition, audiology, speech therapy, physical therapy, developmental screening and physician evaluations	EPA 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13	Clinical experience - outpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Surgery-Critical Care (A) Selective-JCMC		Sponsoring Department: <i>Surgery</i>
Course Number:	SURG 4602		
Rotation type & duration:	Selective: Critical/Intensive Care (A) 2 weeks		
Blocks Offered:	All Except: Blocks 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes Surgery-Critical Care Medicine Elective-JCMC SURG 5016	Maximum Students per Period:	2
Location:	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • <i>Blue Ridge Surgical Associates, 310 N. State of Franklin, Johnson City, TN.</i> 		%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • <i>Johnson City Medical Center, 400 N. State of Franklin, Johnson City, TN</i> 		%
Rotation Director:	Dr Landis Landisr@etsu.edu		
Additional faculty who will be participating in the rotation:	Bracken Burns D. O. - Trauma Director Christy Lawson, MD, FACS Ryan Landis, MD Keelin Roche, MD Sheree Bray MD Ben Yarger MD Lou Smith, MD, FACS.		
Contact Person:	<i>Please email, text or call Dr Landis the week before you start. Cell 732-289-8215</i>		
Initial Meeting-Place & Time:	Student is to make contact with the identified contact(s) listed above prior to the start of the rotation to confirm preceptor availability, meeting location, and meeting time for the first day of rotation.		
Goal:	To develop an in-depth exposure to the management of Trauma/Surgical Critical Care patients through close attending contact and supervision. Emphasis will be placed on the general approach to injured patients rather than treatment of specific injuries, therefore this elective is suitable not only for students planning to enter a surgical career, but also for students planning a career in primary care.		

<p>Topics to be covered/activities student expected to participate:</p>	<ol style="list-style-type: none"> 1. The student will be introduced to an in-depth exposure of the management of Trauma/Surgical Critical Care patients. Emphasis will be placed on the general approach to injured patients as well as treatment of specific injuries. 2. The student will assume clinical responsibility for selected patients admitted to the Trauma/Surgical Intensive Care Unit at JCMC. There is close attending contact and supervision. 3. The student will function as an integral part of the Trauma/Surgical Critical Care Team and expected to round with the team as well as be on call with the team as identified by the instructor(s) and/or resident(s). 4. The student is to be prepared to present their assigned patients, or other patients as indicated by the instructor(s) and/or primary resident(s). 5. The student will be assigned Trauma/Surgical Critical Care topics by the instructor(s) and/or resident(s) to be covered in brief lectures once or twice each week. The lectures will be presented at rounds to the student and resident staff in order to facilitate learning of new Trauma/Surgical Critical Care concepts. 6. The student is required to attend routinely scheduled Surgery Department conferences and clinics as identified by the instructor(s) and/or residents(s).
<p>Proposed rotation schedule</p>	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds with the resident staff in the AM. 2. Students will follow up with monitoring of assigned patients throughout the day. 3. Students will participate in Trauma/CC Outpatient clinics as assigned by preceptor(s). 4. Students will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend Surgical Grand Rounds and other identified conferences as scheduled.
<p># of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)</p>	<p>60-72 hours per week</p>
<p>Additional Notes about the rotation, if any</p>	<p>There is a Trauma manual provided to the student which the student is expected to be familiar with and utilize during the first week of the rotation.</p>

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
--	--	---	---

1. Apply acquired skill in initial evaluation and resuscitation of injured patients.	<i>EPA 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
2. Apply acquired skill in acute treatment of immediate life-threatening injuries and critical care.	<i>1.1, 1.2, 1.4, 1.5</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
3. Apply acquired knowledge of the general principles applicable to evaluation and care of all injured patients.	<i>EPA 10, 12</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
4. Apply acquired skill to read radiologic exams pertinent to the evaluation of trauma/surgical critical care patients and to interpret relevant laboratory and clinical findings.	<i>1.1, 1.2, 1.4, 1.5</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
5. Apply acquired skill and knowledge of Hemodynamic monitoring: especially the use of arterial line, CVP and Swan Ganz catheters and the interpretation of various hemodynamic changes associated with abnormal clinical conditions.	<i>EPA 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

6. Apply acquired skill of ventilation monitoring: Interpretation of blood gases, use of volume respirator, PEEP,all low IV strategies, etc.	<i>EPA 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
7. Apply acquired skill of monitoring renal, liver, and GI functions.	<i>EPA 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
8. Apply acquired knowledge of nutritional and metabolic failure of trauma/surgical critical care patients, and the need of nutritional support based on metabolic demands.	<i>EPA 4, 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
9. Apply acquired knowledge of the concept and management of multisystem organ failure.	<i>EPA 7, 8, 9, 10</i>	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Proposed Rotation title:	Family Medicine – Inpatient Sub-Internship Selective (B)		Sponsoring Department:
Course Number:	FMED 4701		Family Medicine
Rotation type & duration:	Selective Inpatient Sub-I (B) 4 weeks		
Blocks Offered:	All Except : Blocks 1, 2, 3, 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	3 – one at each site
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Bristol Regional Medical Center - 1 Medical Park Blvd., Bristol, TN • Holston Valley Medical Center - 130 W. Ravine Rd., Kingsport, TN • Add Indian Path also? • Johnson City Medical Center - 400 N. State of Franklin Rd., Johnson City, TN 		100 %
Rotation Director:	<i>Bristol: Dr. Jason Moore – Course Director</i> moorej@etsu.edu 423-990-3020 <i>Johnson City: Dr. Chris Bridges – Responsible Faculty</i> bridgesc@etsu.edu 423-952-6472 <i>Kingsport: Dr. Greg Cooper – Responsible Faculty</i> coopergj@etsu.edu 423-245-9638		
Additional faculty who will be participating in the rotation:	clinical faculty and senior residents assigned to the hospital service		
Contact Person:	<i>Caitlin McBride</i> Box 70621, Family Medicine 423-439-6740 mcbridecp@etsu.edu		
Initial Meeting-Place & Time:	<i>Student notified via email 1-2 weeks prior to start of rotation by Caitlin McBride .</i> CLINICS: Bristol – 208 Medical Park Blvd., Bristol, TN. Kingsport – 102 E. Ravine Rd., Kingsport, TN.		

	Johnson City – 917 W. Walnut St., Johnson City, TN.
Goal:	<ol style="list-style-type: none"> 1. Develop a comprehensive knowledge of primary care principles as they apply to hospitalized patients, 2. Develop skills necessary to manage patients in the hospital setting 3. Coordinate with an inter-professional team to transition care to the outpatient setting
Topics to be covered/activities student expected to participate:	<p>The Sub-internship allows the fourth-year medical student to take on the role of an intern, albeit with a smaller number of patients, ideally following 3-5 patients daily, with preference to cases they work-up on admission. There is to be close supervision by an attending physician or assigned senior resident and the student should be completely integrated into the team structure, including taking Night call with the residents on the service. Students on this rotation will be exposed to patients with a wide range of medical issues unrestricted by age, gender, disease, or organ system.</p> <p>The emphasis of the rotation is about learning professionalism and responsibility, not just increasing one's knowledge base. Students have a professional duty to be available for all new clinical developments of their patients. The Sub-internship is to be a rigorous rotation that prepares the student to enter residency. The student's volume of admissions and patient load managed on the service will be appropriate to their level of training and ability</p> <p>Student should expect to:</p> <ul style="list-style-type: none"> - serve as the "first evaluator" of patients - perform complete history and physical examinations on new admissions - independently establish a differential diagnosis - write admitting and daily patient diagnostic and therapeutic orders, under the supervision of a resident and/or attending physician - evaluate patients on a daily basis on morning rounds, and serve as the principle care giver, under the direct supervision of a resident and attending physician. - serve as part of an inter-professional team during Transitions of Care Clinics. These clinics are designed to coordinate care of recently discharged patients.
Proposed rotation schedule	Sub Interns are expected to be present for daily hospital rounds, M-F, from 6:45am to handoff (typically 5pm). Additionally, one call a week is required

# of hours per week the student expected be involved in this rotation	60		
Additional Notes about the rotation, if any			
<p style="text-align: center;">Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy</p>	<p style="text-align: center;">Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i></p>	<p style="text-align: center;">Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i></p>	<p style="text-align: center;">Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i></p>
Perform an initial admission history, physical exam, assessment and plan	EPA 1, 3 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.7, 4.1, 4.2, 4.3,	Clinical experience – inpatient; Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
Enter admission and discharge records and review these with the senior resident and attendings	EPA 4, 5 1.2 2.6 2.8 2.6 4.2 4.3 5.4 5.6 6.7	Clinical experience - inpatient	Clinical performance rating/checklist Clinical documentation review. Oral presentation
Develop increasing competence in differential diagnosis, especially on the common medical, surgical, pediatrics and gynecological reasons for hospital admissions, on admission.	EPA 2,3,10 2.3 2.4 2.5 2.7 3.1 4.4 6.5	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
Develop skills in communicating with other family members and team members through clear and concise written notes and through regular verbal contact with attendings and the consultants.	EPA 4,5,6,8,9 1.2 1.3 2.1 2.4 2.6 2.7 2.8 4.1 4.2 4.4 4.5 5.1 5.3 5.6 5.8 6.1 6.7	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
Integrate patient management skills with the appropriate medical, diagnostic, assessment and treatment plan suggestions offered by the medical team.	EPA 3,4,11 1.4 2.4 2.5 2.6 3.2 4.1 4.5 5.1 5.6 6.2 6.3 6.5 6.7	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation
Develop increasing sophistication in medical diagnosis and treatment working within an interprofessional team.	EPA 4, 9 1.1 1.2 1.3 2.2 2.3 2.8 4.1 5.1 6.2	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation

Demonstrate use point of care resources and ability to form evidence-based inquiries.	EPA 7 3.1 3.2	Clinical experience – inpatient. Patient presentation-learner	Clinical documentation review. Oral presentation
Demonstrate understanding of medical ethics and professionalism, as well as the role of the physician within a team.	EPA 9,13 5.1 5.2 5.3 6.7	Clinical experience – inpatient. Patient presentation-learner	Clinical documentation review. Oral presentation
Perform routine medical procedures (lumbar puncture, thoracentesis, paracentesis) employing sterile technique and universal precautions	EPA 12	Clinical Experience- inpatient. Demonstration	Demonstration/ performance

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Internal Medicine- Inpatient Subinternship (B) Selective		Sponsoring Department: <i>Internal Medicine</i>
Course Number:	<i>IMED 4701</i>		
Rotation type & duration:	Selective: Inpatient Sub-I 4 weeks		
Periods Offered	All Except: Blocks 1, 7, 8, 12, and 13 Off cycle students may be accepted per attendings approval	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	TOTAL 5, (2 @ HVMC and 3 @ JCMC) Students split between Day/Night shifts <i>Block 9a- 4 students only</i>
Locations:	Inpatient Site(s)		
	<ul style="list-style-type: none"> • <i>JCMC, 400 N. State of Franklin Rd, Johnson City, TN</i> • <i>Holston Valley Medical Center, 130 W. Ravine Rd, Kingsport, TN</i> 		100 %
Rotation Director:	HVMC: Drs. Melania Bochis, Diana Nunley-Gorman, Venkat Vedantam, Diedre Pierce, Matthew Finniss. JCMC: Drs. Rupal Shah, Debalina Das, Blair Reece, Bhavesh Gajjar		
Additional faculty who will be participating in the rotation:	Any of the above faculty: HVMC: Assigned attendings JCMC: Assigned attendings		
Contact Person:	<p>Yvette Font – 423-439-6381 – font@etsu.edu</p> <p>Lamis Ibrahim, Course Director- lbrahiml@etsu.edu</p> <p>HVMC: Pat Jessee-423-246-7931—jessee@etsu.edu</p> <p>JCMC: Tawana Holland, 7th floor #7306-(computer access) 423-431-6431—tawana.holland@balladhealth.org</p>		
Initial Meeting-Place & Time:	HVMC: ETSU Medical Resident conference room, main floor at 8 a.m. first day, or 8pm if on night float. JCMC: 7 th floor Internal Medicine Work Room 8am or 8pm for nightfloat.		
Goal:	To develop comprehensive understanding of General InternalMedicine principles as it applies to the practice of caring for hospitalized patients.		

<p>Topics to be covered/activities student expected to participate:</p>	<ul style="list-style-type: none"> - Students will participate in the General Internal Medicine service at JCMC/HVMC under the supervision of the attending physicians. <u>-Students will participate in 2 weeks of night float and 2 weeks of day shifts at all locations.</u> - Students will obtain history and perform physical examinations of patients that are to be admitted to their assigned team and patient on which the team has been consulted by other services. -The student will be responsible for presenting these patients directly to the resident team and attending physician. A diagnostic testing and treatment plan formulated by the student will be discussed. Thereafter, students are responsible for updating the resident team and attending physician of any changes in clinical status or the results of diagnostic testing as it become available. <u>- Sub-Intern Expectations:</u> Sub-interns will be assigned between sites: JCMC and HVMC - HVMC & JCMC: Sub-interns under direct supervision of senior resident/ lead resident, acting as interns. - Sub-interns are expected to have more responsibility as senior students, than in their junior clerkship. They should be more involved in-patient care. In addition to writing H & P's and daily notes, they need to have opportunities to write orders, answer floorcalls and do discharge summaries. -Sub-Interns should follow 3-5 patients daily depending on complexity of the patients and census and the number of sub-interns. - Students are expected to round on patients with their assigned team which includes the attending, senior resident, and interns. Students are also expected to attend the scheduled Academic Half Day conference that will be provided by the Department of Internal Medicine. At the end of the rotation, the student will be evaluated according to their performance in the above activities. - Common topics to be encountered to during this rotation include but not limited to chest pain, congestive heart failure, stroke, abdominal pain, hypertension, diabetes, chronic obstructive pulmonary disease, pneumonia, and urinary tract infections.
<p>Proposed rotation schedule</p>	<p>JCMC and HV: All Student will be doing 2 weeks of night float and 2 weeks of days.</p> <p>Students are expected to round on their patients before 8am morning report and have notes on the chart at that time. They are expected to stay until sign out rounds and expected to attend academic half day, on Tuesday</p>

	mornings, unless on Nigh Float at Votaw Auditorium, 325 North State of Franklin Road – adjacent to ETSU Physicians. Also responsible for other duties as assigned by preceptors and residents.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	JCMC/HVMC: average 45 hrs/week
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<p>Medical knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the epidemiology, natural history and pathophysiology of common medical problems such as heart disease, chronic obstructive pulmonary disease, diabetes and apply them to clinical problems and patient care. • Describe mechanism of action, side effects and uses of common medications such as anti-hypertensives, glucose-lower agents, inhalers, and antimicrobials and gain knowledge in utilizing this information in patient management. 	<p>EPA 2 & 3</p> <p>1.1 1.2 1.3</p>	<p>Patient presentation-learner conference, lecture self-directed learning, discussion, small group</p>	<p>clinical documentation review, oral patient presentation</p>
<p>Patient care:</p> <ul style="list-style-type: none"> • Gather data from patient's medical and social history and perform physical examination as indicated by patient's presentation • Obtain and interpret information from laboratory and radiology resources. • Utilize gathered data to formulate a differential diagnosis to the patient's problem and assist in the management of patients and discuss impact/risks/cost of plans with patient/family • Participate in the management and follow up of patients in both 	<p>EPA 1,2,3,5,6, 9,11 & 12</p> <p>2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8</p>	<p>patient presentation-learner clinical experience-inpatient, case based instructional learning, discussion, small group</p>	<p>clinical documentation review, oral patient presentation</p>

<p>oral and written format to maximize these skills</p> <ul style="list-style-type: none"> Effectively work with health care professionals in a team setting, including other disciplines 			
<p>Practice based learning:</p> <ul style="list-style-type: none"> Retrieve and utilize appropriate learning resources and technology including provided articles about common General Internal Medicine problems for updated decision making and better patient care Utilize evaluations and feedback for continued improvement throughout training 	<p>EPA 7 & 13</p> <p>3.1 3.2</p>	<p>patient presentation-learner, clinical experience-inpatient, case based instructional learning, discussion, small group, conference, lecture</p>	<p>clinical documentation review, oral patient presentation</p>
<p>Interpersonal communication</p> <ul style="list-style-type: none"> Establish ethical relationship with patients and their families Improve communication skills with patients taking into consideration socio-economic and cultural barriers work effectively with other members of the health care team Demonstrate accurate and comprehensive verbal patient case presentations Demonstrate accurate and timely documentation in the patient record Work well and effectively with other members of the healthcare team Demonstrate empathy and compassion to patients and families 	<p>EPA 1,4,5,6 & 8</p> <p>4.1 4.2 4.3 4.4 4.5</p>	<p>patient presentation-learner, clinical experience-inpatient, case based instructional learning, discussion, small group,</p>	<p>clinical documentation review, oral patient presentation</p>
<p>Professionalism:</p> <ul style="list-style-type: none"> Demonstrate punctuality and availability on daily rounds Demonstrate reliability to attend conferences and lectures Demonstrate responsibility, compassion and respect towards patients and their families. Demonstrate professionalism and respect towards fellow students, residents, fellows, faculty and also 	<p>EPA 1, 5 & 9</p> <p>5.1 5.2</p>	<p>patient presentation-learner, clinical experience-inpatient, case based instructional learning, discussion, small group</p>	<p>clinical documentation review, oral patient presentation</p>

nursing, pharmacy and administrative staff			
<p>System based learning</p> <ul style="list-style-type: none"> • Demonstrate understanding of the role of resources such as skilled nursing facilities and outpatient home health agencies in providing outpatient therapies in individualized patients • Learn about the role of non-physician members in patient care including pharmacy experts and home health agencies 	<p>EPA 9 & 13</p> <p>6.7</p>	<p>clinical experience- inpatient, case based instructional learning, discussion, small group,</p>	<p>clinical documentation review, oral patient presentation</p>

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	OB/GYN Labor and Delivery Nights-Inpatient Sub- internship (B) Selective	Sponsoring Department: <i>OB/GYN</i>	
Course Number:	OBGY 4701		
Rotation type & duration:	Selective: Inpatient Sub-I (B) <i>4-week duration</i>		
Periods Offered	All Blocks Except: Blocks 1, 7, 8, or 12 Only for students going into OB/GYN	Will third year students also be accepted for a two-week rotation as an M3 elective?	No
Shared Slots:	Yes <i>this elective and selective</i>	Maximum Students per Period:	1
Location(s):			% time
	Inpatient Site(s)		
	• Johnson City Medical Center		100 %
Rotation Director:	<i>Dr. Timothy B. Wood, MD woodtb@etsu.edu</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	Tyler Scott- SCOTTTC1@etsu.edu Brandi Nave- NAVEBR@etsu.edu		
Initial Meeting-Place & Time:	<i>Tyler Scott will send info out via e-mail prior to start date</i>		
Goal:	<i>This rotation is designed for the fourth year student who plans to make OB/GYN his/her specialty. The elective will involve primarily intrapartum management of low-risk obstetric patients but will also involve diagnosis and management of antepartum, intrapartum, and postpartum complications involving both high-risk and low-risk obstetric patients in addition to diagnosis and management of common inpatient gynecologic issues.</i>		
Topics to be covered/activities student expected to participate:	<p><i>Student will work at the level of an intern as a team member in the care of obstetric and gynecologic patients at JCMC in a night float setting.</i></p> <p><i>Students are expected to participate in both evening and morning sign-out and present any new patients admitted overnight. They will perform histories and physicals for patients presenting to triage as well as transfers from outside facilities and inpatient consults. They will assist in common obstetric procedures including but not limited to vaginal and operative deliveries, ultrasound, laparoscopic and open gynecologic procedures.</i></p> <p><i>Additionally they will be expected to attend any didactic sessions attended by the residents.</i></p>		
Proposed rotation schedule	<i>5 pm – 8 am</i>		
# of hours per week the student is expected be involved in this rotation	<i>75 hours per week</i>		

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	How will you teach/ expose students to educational opportunities?	How will you determine Mastery?
EPA 1	Gather a history and perform a physical examination	<i>Perform a targeted obstetric/gynecologic history focused on the initial presenting complaint and perform a physical exam focused on the specific obstetric/gynecologic complaint under supervision of resident and attending</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Concept mapping - organize and discuss knowledge of the obstetric/gynecologic patient - learner 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation 4. Peer teaching
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>Generate a differential diagnosis for the obstetric/gynecologic patient</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Evaluate initial laboratory findings, fetal heart rate tracings, obstetric and gynecologic ultrasound images and ultrasound reports</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 4	Enter and discuss orders and prescriptions	<i>Discuss necessary medications and laboratory testing with patient</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 5	Document a clinical encounter in the patient record	<i>Document history, physical exam, assessment and plan in the medical record</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Participation
EPA 6	Provide an oral presentation of a clinical encounter	<i>Clinical case presentation on a selected patient</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Independent learning 	<ol style="list-style-type: none"> 1. Participation 2. Demonstration of concepts - learner
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Analyze the literature on the patient's suspected diagnosis and apply to the patient's history and physical exam</i>	<ol style="list-style-type: none"> 1. Clinical experience - inpatient 2. Concept mapping - organize and discuss knowledge of the obstetric/gynecologic patient - learner and care team 3. Patient presentation - learner and care team 	<ol style="list-style-type: none"> 1. Participation 2. Demonstration of concepts - learner 3. Discussion small group - oral 4. Reflection 5 Self directed learning.

EPA 8*	<i>Give or receive a patient handover to transition care responsibility</i>	<ol style="list-style-type: none"> 1. <i>Initiate history and physical exam on hand off from nursing</i> 2. <i>Transition care to care team after initial evaluation</i> 	<ol style="list-style-type: none"> 1. <i>Clinical experience - ambulatory</i> 2. <i>Patient presentation - learner</i> 	<ol style="list-style-type: none"> 1. <i>Clinical documentation review</i> 2. <i>Demonstration of concepts - learner</i> 3. <i>Peer teaching</i> 4. <i>Participation</i>
EPA 9	Collaborate as a member of an interprofessional team	<ol style="list-style-type: none"> 1. <i>Perform and present a targeted obstetric/gynecologic history and physical exam</i> 2. <i>Review fetal heart rate tracings with care team</i> 	<ol style="list-style-type: none"> 1. <i>Clinical experience - inpatient</i> 2. <i>Concept mapping - organize and discuss knowledge of the obstetrical/gynecologic - learner and care team</i> 3. <i>Patient presentation - learner and care team</i> 	<ol style="list-style-type: none"> 1. <i>Participation</i> 2. <i>Demonstration of concepts - learner</i> 3. <i>Discussion small group - oral</i> 4. <i>Reflection</i>
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<ol style="list-style-type: none"> 1. <i>Perform a targeted obstetric/gynecologic history and physical exam</i> 2. <i>Review fetal ultrasound images with care team</i> 3. <i>Assess fetal heart monitoring</i> 	<ol style="list-style-type: none"> 1. <i>Clinical experience - ambulatory</i> 2. <i>Concept mapping - organize and discuss knowledge of the high risk pregnancy - learner</i> 3. <i>Patient presentation - learner</i> 	<ol style="list-style-type: none"> 1. <i>Clinical experience - ambulatory</i> 2. <i>Concept mapping - organize and discuss knowledge of the high risk pregnancy - learner</i> 3. <i>Patient presentation - learner</i>
EPA 11	Obtain informed consent for tests and/or procedures	<i>Perform patient counseling for common inpatient obstetric/gynecologic procedures</i>	<ol style="list-style-type: none"> 1. <i>Clinical experience - inpatient</i> 2. <i>Patient presentation - learner</i> 	<ol style="list-style-type: none"> 1. <i>Participation</i> 2. <i>Demonstration of concepts - learner</i> 3. <i>Discussion small group - oral</i>
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Demonstrate proficiency in performing and interpreting non stress testing</i>	<ol style="list-style-type: none"> 1. <i>Clinical experience - inpatient</i> 2. <i>Patient presentation - learner</i> 	<ol style="list-style-type: none"> 1. <i>Participation</i> 2. <i>Demonstration of concepts - learner</i> 3. <i>Discussion small group - oral</i>
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).)	<ol style="list-style-type: none"> 1. <i>Monitor process of patient evaluation by care team</i> 2. <i>Analyze process of patient care</i> 	<ol style="list-style-type: none"> 1. <i>Clinical experience - ambulatory</i> 2. <i>Concept mapping - organize and discuss knowledge of the high risk pregnancy - learner</i> 3. <i>Patient presentation - learner</i> 	<ol style="list-style-type: none"> 1. <i>Clinical documentation review</i> 2. <i>Demonstration of concepts - learner</i> 3. <i>Participation</i> 4. <i>Mentorship</i>

*Not required for Ambulatory rotation

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Rotation title:	Pediatric Inpatient Selective PEDS 4701	Sponsoring Department:	Pediatrics
Rotation type & duration:	Selective: <i>Inpatient Sub-Internship (B)</i> 4-week rotation		
Periods Offered	All Blocks NOTE: only Quillen M4 students will be accepted in June & July.	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, PEDS elective 5006	Maximum Students per Period: Only 1 MS4 student at a time	1
Location(s):	<i>Facility name and <u>complete</u> physical location address</i>		% time
	Ambulatory Site(s)		
	• N/A		
	Inpatient Site(s)		
	• Niswonger Children's Hospital 400 N State of Franklin Rd, Johnson City, TN 37604		100%
	Other type of site(s)		
• N/A			
Rotation Director:	Varun Kumar, MD		
Additional faculty who will be participating in the rotation:	Priya Jain, MD (Course Director) 464-263-9449 jainpn@etsu.edu Rachel Lindsey, MD 423-367-0007 lindseyr@etsu.edu Varun Kumar, MD 202-361-0591 kumarv1@etsu.edu John Schweitzer, MD 423-794-6040 schweijw@etsu.edu Lexie Selzer, MD 423-833-5371 selzer@etsu.edu Lauren Swift, MD 918-519-8160 swiftln@etsu.edu Andy Wilt, MD 423-430-2296, wiltas@etsu.edu		
Contact Person:	Varun Kumar, MD kumarv1@etsu.edu Clerkship Director Gina McGee Williams, MS4 Course Coordinator 423-439-6228, Williamsgm3@etsu.edu All course material information is on LEO. Please read		
Initial Meeting-Place & Time:	JCMC Niswonger Children's Hospital, 1 st floor, Resident Workroom, 6:00 am.		
Goal:	To acquire advanced skills in evaluation, diagnosis, and establishment of treatment plans for hospitalized pediatric patients at Johnson City Medical Center/Niswonger Children's Hospital		

Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will participate in daily multi-disciplinary family-centered inpatient rounds under the supervision of senior pediatric residents and the attending pediatric hospitalist. Participation will include pre-rounding with the residents, case presentations in patient rooms, and discussion of management plans in family-friendly terms. 2. The student will perform and write histories and physical examinations on assigned patients under the supervision of residents and the attending pediatric hospitalist. 3. The student will formulate a management plan for each assigned patient and discuss this plan with the residents and the attending pediatric hospitalist. In order to form a thorough management plan, information-gathering skills (such as consultations and literature searches) will be required. 4. The student will write daily progress notes on all hospitalized patients under the direction of the residents and the attending pediatric hospitalist. 5. The student will evaluate and interpret laboratory reports, diagnostic imaging, consultation reports, and other results and discuss this information with the residents and the attending pediatric hospitalist. 6. The student will assist residents and the attending pediatric hospitalist in accumulating the information necessary to produce an appropriate discharge summary on each patient to whom he/she was assigned. 7. The student may participate in consultations or procedures required in the care of pediatric patients at the discretion of the pediatric residents and attending pediatric hospitalists. Procedures may include Emergency Department consultation, transfer for a higher level of care, urinary catheter placement, intravenous access placement, venipuncture, and lumbar puncture. 8. The student may provide care for hospitalized pediatric patients overnight on 1-2 dedicated overnight shifts. Care will include performing histories and physical examinations, evaluating changes in patients' conditions, and triaging night-time patient care issues under the supervision of the pediatric residents and the attending pediatric hospitalist.
Proposed rotation schedule	<p>Students are expected to be present for hospital duties from 6:00am until 5:30pm.</p> <p>Students may be asked to perform a couple "night shifts" from 5:00pm until 6:30am while on the rotation. "Night shift" duties will take the place of the usual daytime schedule and the student will get 24 hours off whenever switching between day & night.</p>
# of hours per week the student expected be involved in this rotation	<p>60</p>
Additional Notes about the rotation, if any	

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will demonstrate mastery of the EPA? <i>(can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	How will you teach/expose students to educational opportunities? <i>(Educational Methods: Utilizing MedBiquitous terms)</i>	How will you determine Mastery? <i>(Assessment Methods: utilizing MedBiquitous terms)</i>
EPA 1	Gather a history and perform a physical examination	<i>Perform history and physical on assigned patients</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Patient presentation – 	<ol style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance

			<ul style="list-style-type: none"> learner 3. Demonstration 4. Case-Based Instruction/Learning 5. Preceptorship 	<ul style="list-style-type: none"> Rating 3. Participation 4. Narrative Assessment
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>Formulate differential diagnosis on each of their patients with senior resident & attending</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation – learner 4. Case-Based Instruction/Learning 5. Preceptorship 	<ul style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Oral Patient Presentation 4. Participation 5. Narrative Assessment
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Recommend testing, interpret the studies and tests obtained on their patients</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation – learner 4. Case-Based Instruction/Learning 5. Preceptorship 	<ul style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Oral Patient Presentation 4. Participation 5. Narrative Assessment
EPA 4	Enter and discuss orders and prescriptions	<i>Create their own orders and prescription recommendations, and discuss with their patients & with the medical team</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation – learner 4. Demonstration 5. Case-Based Instruction/Learning Preceptorship 	<ul style="list-style-type: none"> 1. Clinical Performance Rating 2. Oral Patient Presentation 3. Participation 4. Narrative Assessment
EPA 5	Document a clinical encounter in the patient record	<i>Write complete but focused daily notes for each of their patients. Write Admission H&Ps for all new admits assigned to them.</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Case-Based Instruction/Learning 3. Preceptorship 	<ul style="list-style-type: none"> 1. Clinical Documentation review 2. Clinical Performance Rating 3. Participation 4. Narrative Assessment
EPA 6	Provide an oral presentation of a clinical encounter	<i>Present all of their patients on daily rounds, as well as presenting any new patients they see during the day.</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Patient presentation – learner 4. Case-Based Instruction/Learning 5. Preceptorship 	<ul style="list-style-type: none"> 1. Oral Patient Presentation 2. Clinical Performance Rating 3. Participation 4. Narrative Assessment
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Formulate a clinical question on 1 patient per week, perform a literature search, and discuss findings with the entire medical team</i>	<ul style="list-style-type: none"> 1. Clinical experience – inpatient 2. Self-directed learning 3. Discussion, Small Group 4. Case-Based Instruction/Learning 5. Preceptorship 	<ul style="list-style-type: none"> 1. Clinical Performance Rating 2. Oral Patient Presentation

EPA 8* Inpatient only	<i>Give or receive a patient handover to transition careresponsibility</i>	<i>Perform the handoff for their patients with senior resident backup.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Patient presentation – learner 3. Case-Based Instruction/Learning 4. Preceptorship 	<ol style="list-style-type: none"> 1. Oral Patient Presentation 2. Participation
EPA 9	Collaborate as a member of an interprofessional team	<i>Collaborate with Nursing, RT, PT, Speech, Child Life, Consultants, etc and serve as the point person for interprofessional interactions in providing comprehensive care for their patient.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Ward rounds 3. Team building 4. Case-Based Instruction/Learning 5. Preceptorship 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation 3. Narrative Assessment
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<i>Participate in the evaluation of a clinically deteriorating patient to understand warning signs and begin basic treatment.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Discussion, Small Group 3. Case-Based Instruction/Learning 4. Preceptorship 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation 3. Narrative Assessment
EPA 11	Obtain informed consent for tests and/or procedures	<i>Participate in the care of a patient requiring informed consent for tests and/or procedures.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Demonstration 3. Case-Based Instruction/Learning 4. Preceptorship 	<ol style="list-style-type: none"> 1. Participation
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Participate in the care of a patient requiring procedures.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Demonstration 3. Discussion, Small Group 4. Case-Based Instruction/Learning 5. Preceptorship 	<ol style="list-style-type: none"> 1. Participation
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).	<i>Identify at least one area of care for a patient that can be improved.</i>	<ol style="list-style-type: none"> 1. Clinical experience – inpatient 2. Discussion, Small Group 	<ol style="list-style-type: none"> 1. Clinical Performance Rating 2. Participation

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Surgery Inpatient Sub-Internship (B) Selective		Sponsoring Department: Surgery	
Course Number:	SURG 4701 Surg 5027 - elective			
Rotation type & duration:	Selective: Inpatient Sub-I <i>4-week duration- selective</i> <i>2- week duration- elective dates: June 12-23,2023; July 31- August 11; September 18-29; November 6-17; January 8-19, 2024</i>			
Periods Offered	All Blocks Except: Blocks 1, 7, 8, or 12	Will third year students also be accepted for a two-week rotation as an M3 elective?	No	
Shared Slots:	No	Maximum Students per Period:	1	
Location(s):				% time
	Ambulatory Site(s)			
	• Trauma Clinic, Bldg. 408, JCMC			20%
	Inpatient Site(s)			
• Johnson City Medical Center			80%	
Rotation Director:	Ryan Landis MD, MS cell: 732-289-8215			
Additional faculty who will be participating in the rotation:				
Contact Person:	Brenda Holt holtb@etsu.edu Ryan Landis MD,MS landisr@etsu.edu			
Initial Meeting-Place & Time:	Dr Landis will put you in contact with the resident staff for starting location at JCMC.			
Goal:	The fourth-year sub-internship rotation in surgery is an opportunity for medical students to function as an integral member of the surgery team with responsibilities commensurate with a surgical intern.			
Topics to be covered/activities student expected to participate:	Students will become comfortable with the preparation of a patient for surgery and the routine management of post-operative care. During the rotation the sub-intern should expect to perform (under direct supervision) suturing of incisions, suture and drain removal, abscess drainage and dressing changes. Student will be reliable, keep track of all clinical events and participate on daily rounds, be primarily responsible for 2-3 patients at a time, attend an outpatient clinic 1 day/week with a designated faculty member.			
Proposed rotation schedule	AM rounds with the residents, 7:15 a.m. signout and then until the student is released by the rotation director at the end of the day			
# of hours per week the student expected be involved in this rotation	70-80			
Additional Notes about the rotation, if any	On call roughly once a week			

Rotation Objectives

		Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods:	Assessment Methods:
EPA 1	Gather a history and perform a physical examination	<i>Perform an efficient and thorough history and physical examination.</i>	<i>Clinical Experience - Inpatient</i>	<i>Clinical Documentation Review</i>
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>Based on the findings of the history and physical exam, the sub-intern should be able to define and initiate an appropriate care plan.</i>	<i>Clinical Experience - Inpatient</i>	<i>Clinical Documentation Review</i>
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Interpret basic indications for various radiologic studies. Interpret basic laboratory evaluation of emergent and elective patients.</i>	<i>Clinical Experience - Inpatient Self-Directed Learning</i>	<i>Clinical Documentation Review</i>
EPA 4	Enter and discuss orders and prescriptions	<i>Enter error-free orders and discuss prescriptions with patient.</i>	<i>Clinical Experience - Inpatient</i>	<i>Clinical Documentation Review</i>
EPA 5	Document a clinical encounter in the patient record	<i>Maintain thorough medical records by writing medically appropriate, error-free orders.</i>	<i>Clinical Experience - Inpatient</i>	<i>Clinical Documentation Review</i>
EPA 6	Provide an oral presentation of a clinical encounter	<i>Provide an oral presentation of a surgical patient.</i>	<i>Patient Presentation - Learner Self-Directed Learning</i>	<i>Oral Patient Presentation</i>
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Participate in the evaluation of surgical literature for credibility and applicability to assigned patients.</i>	<i>Clinical Experience - Inpatient Self-Directed Learning</i>	<i>Participation</i>
EPA 8* Inpatient only	<i>Give or receive a patient handover to transition care responsibility</i>	<i>Work closely with interns, residents and fellows during transitions of patient care of hospitalized patients including admission, giving and receiving patient handovers within the service to/from another physician or to/from another service; discharge from the hospital; and interacting with specialists, families, and colleagues utilizing established protocols.</i>	<i>Clinical Experience - Inpatient</i>	<i>Oral Patient Presentation Clinical Participation</i>
EPA 9	Collaborate as a member of an interprofessional team	<i>Participate in discussions and become an effective part of the surgical team.</i>	<i>Clinical Experience - Inpatient</i>	<i>Participation</i>
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<i>Implement the fundamentals of evaluating surgical risk in both elective and emergent settings.</i>	<i>Clinical Experience - Inpatient</i>	<i>Participation</i>

EPA 11	Obtain informed consent for tests and/or procedures	<i>Participate as a surgical team member in: -discussions of ethical and end of life issues; -gathering informed consent.</i>	<i>Clinical Experience - Inpatient</i>	<i>Participation</i>
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Perform (under direct supervision) suturing of incisions, suture and drain removal, abscess drainage and dressing changes. Perform basics of tissue handling, suturing techniques and operating room procedures. Use instruments appropriately. While scrubbed in the operating room, implement various exposure techniques, and become facile with suctioning, cutting and retraction techniques.</i>	<i>Clinical Experience - Inpatient</i>	<i>Participation</i>
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).	<i>Participate in outcomes analysis, quality improvement and cost-benefit considerations of patient care. Practice evidence-based medicine through the use of practice guidelines and clinical pathways. Assess patient care as a result of discussions during rounds and the weekly M&M conferences.</i>	<i>Clinical Experience - Inpatient Conference</i>	<i>Participation</i>

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Proposed Rotation title:	Family Medicine Addiction Medicine-ETSU (D) Selective		Sponsoring Department: <i>Family Medicine</i>	
Course Number:	<i>FMED 4902</i>			
Rotation type & duration:	Selective: (D) - Ambulatory 2 weeks			
Blocks Offered:	All Blocks except 5-2, 5-3 and Blocks 2 and 3	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	No	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • Family Medicine Johnson City 917 W Walnut St. Johnson City, TN 37604 			100 %
Rotation Director:	<i>Dr. Joyce Troxler 423-952-6478 troxlerj@etsu.edu</i>			
Additional faculty who will be participating in the rotation:				
Contact Person:	<i>Rebecca Mahar 423-952-6478 maharr@etsu.edu</i>			
Initial Meeting-Place & Time:	Family Medicine Johnson City 917 W Walnut St. Johnson City, TN 37604 10am Mondays, 8am Tues-Thursday			
Goal:	The primary purpose/goal of this rotation is to increase medical student knowledge of the care of patients with substance use disorder and decreasing stigma around this disease. A secondary goal is to give students experience in the specialty of Addiction Medicine, which may be of interest to them as possible future career.			
Topics to be covered/activities student expected to participate:	The student will participate in clinic activities which will include seeing patients who have a primary diagnosis of Substance Use Disorder with ADM Fellows and Faculty, engage in behavioral health screening and intake assessments with BH staff. The student will also obtain histories and physicals on patients in the ADM clinic, contributing to the medical record as appropriate for the student's level of training. The student will also have a variety of educational materials to support learning and understanding of substance use disorders. Materials will be provided to the student by ADM staff throughout the rotation. The student will also participate in ADM Fellows Didactic sessions and any ECHO sessions that occur during their rotation.			
Proposed rotation schedule	Monday - 8am-6:30pm Tuesday - 8am-5pm Wednesday -1pm-5pm Thursday - 8am-5pm Friday -8am-12pm			

# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	32-35
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
The student will describe the distinctive features of this specialty and the specialty's role within the health care system	3.3	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will identify the procedures commonly involved in the specialty	1.1	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will explain appropriate referrals to the specialty	1.8	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will assess the fit of the specialty to their interests and abilities	8.1	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will explain the clinical presentation of the most common problems seen by this specialty	2.1 2.2	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Family Medicine Ambulatory Care Selective (D)		Sponsoring Department: <i>Family Medicine</i>
Course Number:	<i>Selective: FMED 4901</i> <i>Elective: FMED 5030</i>		
Rotation type & duration:	Selective Ambulatory 2 weeks		
Blocks Offered:	All Except: Blocks 1, 2, 3, 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	3 – one per site
	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Family Medicine Associates of Johnson City – 917 W. Walnut St. Johnson City, TN • ETSU Family Physicians of Bristol – 208 Medical Park Blvd. Bristol, TN • ETSU Family Physicians of Kingsport –102 E. Ravine Rd. . Kingsport, TN 		100 %
Rotation Director:	Jason Moore, MD moorej@etsu.edu 423-439-6740		
Additional faculty who will be participating in the rotation:	Instructors include all of the full-time COM Family Medicine faculty in the clinics in Bristol, Kingsport and Johnson City, as assigned. Also, the senior residents on service in each of these programs will provide supervision and teaching.		
Contact Person:	<i>Caitlin McBride , Coordinator</i> mcbridecp@etsu.edu (423) 439-6740		
Initial Meeting-Place & Time:	Initial meeting: 8:00am, at assigned clinic location		
Goal:	To develop skills, knowledge and ability to examine and treat and manage patients in the ambulatory (clinic) setting.		
Topics to be covered/activities student expected to participate:	The ambulatory rotation involves a majority of time working in the Family Medicine clinic. Students will be assigned as the clinician of first contact for walk-in patients or follow-up patients. After performing a history, physical exam and appropriate lab testing, the student will present the case to the provider who will see the patient along with the student. The attending will review selected aspects of the history and physical. Together, they will determine a plan and follow-up care. Students will see an average of one patient per hour, rarely seeing more than four patients per half-day.		

	Students will perform common ambulatory procedures, including pelvic exams and dermatologic surgery.
Proposed rotation schedule	Students are expected to be present during clinic hours, except asexused by the rotation director
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform a focused history and physical exam on a patient with a singular chief complaint	EPA 1, 3	Clinical experience with attendings	Faculty assessment
Developing skills in the assessment of patients with the 25 most frequent office diagnoses and presenting problems	EPA 2, 3, 10	Clinical experience with attendings, teaching	Faculty assessment
Incorporating prevention into a busy ambulatory practice	EPA 4, 9	Clinical experience with attendings, teaching	Faculty assessment
Integrating patient-centered skills with diagnostic and management skills identified above	EPA 3, 4, 11	Clinical experience with attendings, patient contact	Faculty assessment
Increasing expertise in ambulatory procedures	EPA 9, 13	Clinical experience with attendings, teaching	Faculty assessment
Developing expertise in, when and how, to refer patients from Primary Care to subspecialty care	EPA 4, 5, 6, 8, 9	Clinical experience, patient contact	Faculty assessment

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Internal Medicine- Ambulatory Care (D) Selective		Sponsoring Department: <i>Internal Medicine</i>	
Course Number:	<i>IMED 4901</i>			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	Yes, Ambulatory Care Elective	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • ETSU Physicians and Associates, Internal Medicine Clinic, Clinical Education Building, 2nd Floor, Johnson City, TN 			100 %
Rotation Director:	Becky Copeland, MD			
Additional faculty who will be participating in the rotation:	Drs. Becky Copeland, Rupal Shah, Debalina Das, Blair Reece			
Contact Person:	Yvette font @ 423-439-6381 font@etsu.edu Melissa Sells @ 423-439-7280			
Initial Meeting-Place & Time:	ETSU Physicians and Associates, Internal Medicine Clinic, Clinical Education Building, 2 nd floor at 8:00 a.m. Not available in Kingsport or Bristol			
Goal:	Ambulatory medicine requires different skills from hospital medicine. This elective will introduce the senior medical student to the out-patient practice of primary care internal medicine.			
Topics to be covered/activities student expected to participate:	<p>Students will participate in primary care internal medicine clinics. Careful triage of patients appropriate for medical students will be essential to an optimal outpatient experience.</p> <p>Students will keep a log of all patients for which they have made a note in the patient's chart. Ambulatory care preceptors will review these entries on a weekly basis.</p> <p>The Ambulatory care educators have designed a curriculum which is available in the conference room and also a copy is available with Dr. Copeland.</p> <p>Recommend reading textbook and Gorral textbook of Ambulatory Medicine.</p> <p>The concept of patient centered home model will be emphasized throughout this rotation.</p>			
Proposed rotation schedule	M-F: 8am-4:30pm			
# of hours per week the student expected be involved in this rotation	40			
Additional Notes about the rotation, if any	<i>No Visiting Students</i>			

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
1. To evaluate and treat illnesses not encountered by inpatient experience.	EPA 1, 2, 3, 4, 5, 6 1.3	Clinical experience ambulatory, case-based instruction	Clinical performance rating/checklist, oral patient presentation
2. To gain experience with diseases and their natural history.	EPA 7 1.2	Clinical experience ambulatory, case-based instruction self-directed learning	Clinical performance rating/checklist, oral patient presentation
3. To develop skills not emphasized by inpatient experience, including a. limited, focused history and b. physical exam health maintenance and promotion c. consultation and referral processes in a timely outpatient setting	EPA 1, 2, 3 1.3 2.1 2.2 2.4 2.6	Clinical experience ambulatory, case-based instruction	Clinical performance rating/checklist, oral patient presentation, clinical documentation review
4. To emphasize patient centered care over the patient "as disease" model and appreciate that, at times, hospitalization is the result of poor patient relationships	EPA 13 2.8 4.5 5.6	Clinical experience- ambulatory, case-based instruction, self- directed learning,	Clinical performance rating/checklist, oral patient presentation
5. Expose students to successful primary care role models whose work is performed primarily in an outpatient setting.	EPA 9, 13 5.6 6.3 6.7	Clinical experience- ambulatory, case-based instruction, self- directed learning,	Clinical performance rating/checklist, oral patient presentation

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Proposed Rotation title:	OB/GYN Ambulatory Care (D) Selective	Sponsoring Department:	
Course Number:	OBGY 4901	OB/GYN	
Rotation type & duration:	Selective: Ambulatory (D) 2 weeks		
Blocks Offered:	All Except: Blocks 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s) ETSU Physicians and Associates, Obstetrics & Gynecology Office, 1505 W Elk Ave #1, Elizabethton, TN 37643		100 %
Rotation Director:	Brad Wood, MD423- 439-6262 woodtb@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	Tyler Scott- SCOTTTC1@etsu.edu Brandi Nave- NAVEBR@etsu.edu		
Initial Meeting-Place & Time:	ETSU Physicians and Associates, Obstetrics & Gynecology Office, 1505 W Elk Ave #1, Elizabethton, TN 37643 8:00 am		
Goal:	To introduce students to the sub-specialty of Ambulatory Care and teach them to apply the pathology to the clinical management of the patient.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1) The student will function as an OB/GYN consultant, obtaining histories and physicals on assigned patients, gathering data, performing, or observing procedures such as ultrasounds, and determining, in written form, a diagnostic, therapeutic and patient education plan. 2) Student will be expected to read about his or her particular patient's problem and be able to discuss appropriate evaluation and therapy. 3) The student will attend at least 6 clinics per week. 4) The student will actively participate in conferences, presenting any assigned patients if they are to be discussed 		
Proposed rotation schedule	Students will participate in Ambulatory clinics in the OB/GYN offices on a schedule designed by the Course Director on the first day of the rotation. When students are not in clinic, they will be expected to read about problems they have encountered on the rotation		

# of hours per week the student expected be involved in this rotation	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Complete a limited, focused history and physical exam	EPA 1, 6	Bedside teaching, Reading Assignments	Observation of Clinical Performance
Manage routine and complicated pregnancies	EPA 2, 3	Bedside teaching, Reading Assignments	Observation of Clinical Performance
Request a consultation and initiate the referral processes in a timely manner in the outpatient setting for complications noted in pregnancy	EPA 9, 10	Bedside teaching, Reading Assignments	Observation of Clinical Performance
Diagnose and manage common obstetric and gynecological problems in the outpatient setting	EPA 2, 3, 7, 12	Bedside teaching, Reading Assignments	Observation of Clinical Performance

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	OB/GYN Maternal Fetal Ambulatory Care (D) Selective OBGY 4902	Sponsoring Department:	OB/GYN
Rotation type & duration:	Selective: Ambulatory (D) 2-week duration		
Periods Offered	All Blocks Except: Blocks 7, 8, or 12	Will third year students also be accepted for a two-week rotation as an M3 elective?	No
Shared Slots:	Yes, this elective and selective	Maximum Students per Period:	1 (Can be offered if clerkship student number is no more than 10)
Location(s):			% time
	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • High Risk Obstetrical Consultants • 2335 Knob Creek Road, Suite 100 Johnson City, TN 37604 		75%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • JCMC 		25%
Rotation Director:	Dr. Kevin Visconti, MD kvisconti@hi-roc.com		
Additional faculty who will be participating in the rotation:			
Contact Person:	Tyler Scott- SCOTTTC1@etsu.edu Brandi Nave- NAVEBR@etsu.edu		
Initial Meeting-Place & Time:	Schedule will be emailed out prior to start of rotation		
Goal:	This rotation is designed for the fourth-year student who plans to make OB/GYN his/her specialty. The elective will involve evaluation of prenatal genetic issues in addition to antepartum, intrapartum, and postpartum diagnosis and management of high-risk patients.		
Topics to be covered/activities student expected to participate:	<p>Student will work at the level of an intern as a team member in the care of high-risk obstetrical patients at JCMC.</p> <p>Students are expected to round on assigned high risk patients weekday mornings and present their patients during morning signout. They will follow these patients until discharge from the hospital. Students will then proceed to the outpatient clinic for high risk obstetric and ultrasound clinics.</p> <p>In the ambulatory office, students will be assigned patients to see and evaluate including obtaining history and physical, performing or observing procedures, and determining a diagnostic, therapeutic, and patient education plan.</p> <p>Additionally, they will be expected to attend any didactic sessions and OB/NICU conferences attended by the residents.</p>		
Proposed rotation schedule	7 am – 5 pm		
# of hours per week the student expected be involved in this rotation	50 hours per week		

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will do to demonstrate mastery of the EPA? <i>(can be multiple methods)</i> <i>Refer to Bloom Taxonomy</i>	How will you teach/ expose students to educational opportunities? <i>(Educational Methods: Utilizing MedBiquitous terms)</i>	How will you determine Mastery? <i>(Assessment Methods: utilizing MedBiquitous terms)</i>
EPA 1	Gather a history and perform a physical examination	<i>Perform a targeted high-risk pregnancy history focused on the unique history of pregnancy related complication and perform a physical exam focused on specific pregnancy changes and fetal findings</i>	1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner 3. Patient presentation - learner	1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation 4. Peer teaching
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>Generate a differential diagnosis for the high-risk pregnancy patient</i>	1. Clinical experience - ambulatory 2. Patient presentation - learner	1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Evaluate fetal ultrasound images and ultrasound reports</i>	1. Clinical experience - ambulatory 2. Patient presentation - learner	1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 4	Enter and discuss orders and prescriptions	<i>Discuss necessary medications with patient</i>	1. Clinical experience - ambulatory 2. Patient presentation - learner	1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation
EPA 5	Document a clinical encounter in the patient record	<i>Document history, physical exam, assessment and plan in the medical record</i>	1. Clinical experience - ambulatory 2. Patient presentation - learner	1. Clinical documentation review 2. Participation
EPA 6	Provide an oral presentation of a clinical encounter	<i>Clinical case presentation on a selected patient</i>	1. Clinical experience - ambulatory 2. Independent learning	1. Participation 2. Demonstration of concepts - learner
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Analyze the literature on the patient's suspected diagnosis and apply to the patient's history and physical exam</i>	1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner and care team 3. Patient presentation - learner and care team	1. Participation 2. Demonstration of concepts - learner 3. Discussion small group - oral 4. Reflection 5. Self-directed learning.
EPA 8*	<i>Give or receive a patient handover to transition care responsibility</i>	1. <i>Initiate history and physical exam on hand off from nursing</i> 2. <i>Transition care to care team after initial Evaluation</i>	1. Clinical experience - ambulatory 2. Patient presentation - learner	1. Clinical documentation review 2. Demonstration of concepts - learner 3. Peer teaching 4. Participation

EPA 9	Collaborate as a member of an interprofessional team	<ol style="list-style-type: none"> 1. Perform a targeted high-risk pregnancy history and physical exam 2. Review fetal ultrasound images with care team 	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner and care team 3. Patient presentation - learner and care team 	<ol style="list-style-type: none"> 1. Participation 2. Demonstration of concepts - learner 3. Discussion small group - oral 4. Reflection
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<ol style="list-style-type: none"> 1. Perform a targeted high-risk pregnancy history and physical exam 2. Review fetal ultrasound images with care team 3. Assess fetal heart monitoring 	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner 3. Patient presentation - learner
EPA 11	Obtain informed consent for tests and/or procedures	Perform patient counseling for genetic testing	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Participation 2. Demonstration of concepts - learner 3. Discussion small group - oral
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	Demonstrate proficiency in performing and interpreting non-stress testing	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Participation 2. Demonstration of concepts - learner 3. Discussion small group - oral
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).	<ol style="list-style-type: none"> 1. Monitor process of patient evaluation by care team 2. Analyze process of patient care 	<ol style="list-style-type: none"> 1. Clinical experience - ambulatory 2. Concept mapping - organize and discuss knowledge of the high-risk pregnancy - learner 3. Patient presentation - learner 	<ol style="list-style-type: none"> 1. Clinical documentation review 2. Demonstration of concepts - learner 3. Participation 4. Mentorship

*Not required for Ambulatory rotation

**East Tennessee State
University Quillen College of
Medicine Senior Selective**

Proposed Rotation title:	Pediatric Ambulatory Care Selective (D)		Sponsoring Department:
Course Number:	PEDS 4901		Pediatrics
Rotation type & duration:	Selective: Ambulatory 2 weeks		
Blocks Offered:	All Blocks Except: All blocks except 1, 2a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No No other M3 students allowed outside of the M3 Pediatric clerkship will be allowed because of limited space/teaching locations.
Shared Slots:	Yes, Ambulatory Elective, M3 Clerkship students, and pediatric residents.	Maximum Students per Block:	1 No visiting students
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> ETSU Physicians and Associates, Pediatric Clinic, Ground Floor 325 N. State of Franklin Road, Johnson City, TN 		100 %
Rotation Director:	Debra Mills, MD 423-677-7543; millsd@etsu.edu		
Additional faculty who will be participating in the rotation:	Will Dodd, MD 423-218-0090 zwsd2@etsu.edu Jodi Gage, MD 423-426-2765 gagejb@etsu.edu Jennifer Gibson, MD 423-557-5236; gibsonjd1@etsu.edu Gayatri Jaishankar, MD 423-384-2077; balasubg@etsu.edu Stephanie Layne, MD 937-430-6659 albracht@etsu.edu Demetrio Macariola, MD 423-677-3213; maciriol@etsu.edu Debra Mills, MD (Director of clinic) 423-677-7543; millsd@etsu.edu Nadia Sabri, MD 512-983-6461 sabrin@etsu.edu Dawn Tuell, MD (Chair of Department) 423-833-5067 tuell@etsu.edu		
Contact Person:	Gina McGee Williams MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu Students please information on LEO. Follow instructions. Feel free to reach out to me for assistance. Email Dr. Deb Mills, at email address above, a week before you start your rotation. She will give you your schedule on the first day of your rotation.		
Initial Meeting-Place & Time:	8:30 am ETSU Physicians and Associates-Pediatric Clinic, Ground Floor		

Goal:	The student will develop expanded knowledge concerning the evaluation and management of routine pediatric problems and well child care as seen in the ambulatory pediatric clinic.	
Topics to be covered/activities student expected to participate:	<ul style="list-style-type: none"> The student will become part of the pediatric ambulatory care service at ETSU Pediatrics under close supervision of the pediatric attending(s). Independent study materials will be developed and required reading topics will be assigned. One-on-one ambulatory clinical experiences; instruction and precepting by rotation faculty and selected readings, lecture/discussion, didactics sessions, and conferences/lectures. 	
Proposed rotation schedule	Students are expected to participate daily from 8:30 am to 5:00 pm in the Pediatric outpatient clinic.	
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	40	
Additional Notes about the rotation, if any		

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Students are expected to participate daily from 8:30 am to 5:00 pm in the Pediatric outpatient clinic.	EPA 1, 2, 3, 6	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation
The student will demonstrate particular skills in interviewing the pediatric patient and his/her parents and in communicating findings to the child and his/her parents.	EPA 1, 2, 3, 6, 7	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation
The student will integrate the currently accepted diagnostic routines and therapeutic programs for common acute illnesses of childhood, particularly otitis media, respiratory tract infections, gastroenteritis, obesity, failure to thrive, behavioral problems and nutritional problems in pediatrics.	EPA 1, 2, 3, 6, 7	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	Psychiatry Ambulatory Care Selective (D)	Sponsoring Department: Department of Psychiatry & Behavioral Sciences	
Course Number:	PSYH 4901		
Rotation type & duration:	Selective: Ambulatory 2 weeks		
Blocks Offered:	All Except: Blocks 3, 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> VAMC Bldg. 160 (Domicillary), 4th floor, N-Side Veterans Affairs Medical Center Mountain Home, TN 37684 		100 %
Rotation Director:	<i>Thomas Stoss, M.D.</i> 859-533-2207 (Text Preferred) Thomas.Stoss@va.gov		
Additional faculty who will be participating in the rotation:	Thomas Stoss, M.D.		
Contact Person:	Nicole Fisher, <i>Coordinator</i> (423)439-2244 fishernl@mail.etsu.edu		
Initial Meeting-Place & Time:	Student is instructed to contact Dr. Stoss before initial meeting date at 859-533-2207 for instructions on meeting location/time. TEXT message is preferred. See above: 'Location'		
Goal:	To enable students to increase their awareness of the models, levels of care and practices in outpatient psychiatry including diagnosis, observation, consultation, treatment, intervention, and rehabilitation services; and, to develop a comprehensive knowledge of the range of treatment options in psychiatry.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to the outpatient service under direct supervision of the attending physician. 2. The student will function as a consultant with the attending physician, interviewing patients and participating in follow-up med checks while attending the 4 or 5 assigned clinic sessions. 3. The student will be required to read about a particular patient's problem and discuss what they learned with the attending. 4. The student will attend Grand Rounds each Friday as scheduled during the assigned rotation. Students will be exposed to various psychiatric topics. 5. The student will be required to read about a particular aspect of the practice of psychiatry (illness, practice, treatment, etc.) and write a brief (1-2 pp) summary, including references. 		
Proposed rotation schedule	Students are expected to present daily from 8:00 - 4:30. There is no assigned on-call for this rotation.		
# of hours per week the student	35 – 40 hours per week		

expected be involved in this rotation	
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Identify the role of outpatient psychiatry in the treatment of psychiatric disorders and management of patients with mental illness.	<i>EPA 1</i> 1.2 1.9 2.2 4.2 4.6	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation
2. Discuss the special diagnostic and treatment considerations relevant in outpatient psychiatric practice.	<i>EPA 2</i> 1.2 1.8	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation
3. Write a brief report on a selected topic relevant to outpatient treatment of patients with mental illness.	<i>EPA 7</i> 2.3	1. Research	1. Research of Project Assessment
4. Demonstrate professionalism and patient centeredness in psychiatric care of patients.	<i>EPA 1, 12</i> 2.5 3.3 4.7 5.4	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	RPCT-Underserved Area (D) Ambulatory Care Selective (RPCT Only)		Sponsoring Department: Rural Programs
Course Number:	RPCT 4310		
Rotation type & duration:	Selective: Ambulatory 2 Weeks		
Blocks Offered:	All Except: Blocks 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, Non-RPCT Selective, Rural Elective, Jr. Elective	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s) Advanced Family Medicine Procedures, Athens, TN Elder Care in a Changing World, Johnson City, TN Emergency Medicine, Erwin, TN Sports Medicine Ballad Health Family Medicine, Greeneville, TN Rural Family Medicine, Rural Health Services Consortium – Rogersville, TN Rural Family Medicine, Rural Health Services Consortium – Kingsport, TN Rural Family Medicine, Summit Medical Group – Greeneville, TN Rural Public Health and Practice, Madison County Health Department – Marshall, NC		100 %
Rotation Director:	Dr. Melissa Robinson robinsonmd@etsu.edu 423-439-2423		
Additional faculty who will be participating in the rotation:	Instructors may be selected from ETSU core or voluntary faculty. Requests for rotations with non-ETSU faculty must be approved by Academic Affairs per current policy. To request approval, describe the proposed site, clinical faculty involved, and the community of patients that are served and send to Sarah Orick who will then forward to Dr. Melissa Robinson. Upon her approval, she will forward to Academic Affairs for consideration.		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	Develop an advanced understanding of Rural practice in an exemplary community health center or hospital setting		

Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will work primarily with the Responsible Faculty and colleagues and become part of the health care team. 2. The student will function as a primary care provider, obtaining histories and physical exams on assigned patients, gathering data, performing, assisting or observing procedures, and determining, in written form, a diagnostic, therapeutic and patient education plan under supervision of a licensed clinician. 3. The student will be expected to obtain and share evidence-based materials appropriate to the patient's evaluation and management. 4. The students will be expected to work in community settings outside the clinic and gain experience with the clinic's outreach programs and gain experience with the unique aspects of providing health care in a rural community setting. 5. The student will participate in conferences, team meetings, community meetings as available.
Proposed rotation schedule	Students are expected to be present during routine working hours of their supervising clinician. Work hours are limited to the current policy and standards of the college of medicine.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35-50 hours
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Gather, present and document a history and perform a physical evaluation on a patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical Experience – Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Prioritize a differential diagnosis following a clinical encounter: including development of a management plan using evidenced based resources.	EPA 2, 4, 7	Clinical Experience- Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Develop a considerate rapport with patients with unique health issues pertaining to their access to care, cultural background, diversity, and/or community	EPA 1, 4, 9	Clinical Experience - Ambulatory Clinical Experience – Inpatient	Clinical Performance Rating/Checklist Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Selective

Proposed Rotation title:	RPCT-Underserved Area (D) Ambulatory Care Selective (Non-RPCT Only)		Sponsoring Department: Rural Programs
Course Number:	RURL 4901		
Rotation type & duration:	Selective: Ambulatory 2 Weeks		
Blocks Offered:	All Except: Blocks 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, RPCT Selective, Rural Electives, Jr. Clinical Experience	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s) Advanced Family Medicine Procedures, Athens, TN Elder Care in a Changing World, Johnson City, TN Emergency Medicine, Erwin, TN Rural Family Medicine, Rural Health Services Consortium – Kingsport, TN Rural Family Medicine, Rural Health Services Consortium – Rogersville, TN Rural Family Medicine, Summit Medical Group – Greeneville, TN		100 %
Rotation Director:	Dr. Melissa Robinson robinsonmd@etsu.edu 423-439-2423		
Additional faculty who will be participating in the rotation:	Various		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	Develop an advanced understanding of Rural practice in an exemplary community health center or hospital setting		
Topics to be covered/activities student expected to participate:	<p>1. The student will work primarily with the Responsible Faculty and colleagues and become part of the health care team.</p> <p>2. The student will function as a primary care provider, obtaining histories and physical exams on assigned patients, gathering data, performing, assisting or observing procedures, and determining, in written form, a diagnostic, therapeutic and patient education plan under supervision of a licensed clinician.</p> <p>3. The student will be expected to obtain and share evidence-based materials appropriate to the patient's evaluation and management.</p>		

	<p>4. The students will be expected to work in community settings outside the clinic and gain experience with the clinic's outreach programs and gain experience with the unique aspects of providing health care in a rural community setting.</p> <p>5. The student will participate in conferences, team meetings, community meetings as available.</p>
Proposed rotation schedule	Students are expected to be present during routine working hours of their supervising clinician. Work hours are limited to the current policy and standards of the college of medicine.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35-50 hours
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Gather, present and document a history and perform a physical evaluation on a patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical Experience–Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Prioritize a differential diagnosis following a clinical encounter: including development of a management plan using evidenced based resources.	EPA 2, 4, 7	Clinical Experience-Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Collaborate as a member of an interprofessional team	EPA 9	Clinical Experience -Ambulatory Clinical Experience – Inpatient	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Develop a considerate rapport with patients with unique health issues pertaining to their access to care, cultural background, diversity, and/or community	EPA 1, 4, 9	Clinical Experience -Ambulatory Clinical Experience – Inpatient	Clinical Performance Rating/Checklist Oral Patient Presentation Participation

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Proposed Rotation title:	Surgery Ambulatory Care Clinic Selective (D)		Sponsoring Department: <i>Surgery</i>
Course Number:	SURG 4901		
Rotation type & duration:	Selective: Ambulatory 2 weeks		
Blocks Offered:	All Except: Blocks 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Veterans Administration Medical Center (VAMC), Mountain Home, TN 		100 %
Rotation Director:	Greg Champney greg.champney@va.gov		
Additional faculty who will be participating in the rotation:	Greg Champney greg.champney@va.gov		
Contact Person:	<i>Brenda Holt</i> 423-439-8870 holtb@etsu.edu		
Initial Meeting-Place & Time:	Student will meet at 7:45 a.m., on the first day in E1 of the VAMC for preceptor and clinical assignment.		
Goal:	<ul style="list-style-type: none"> • To provide practical experience in surgical outpatient clinic care. There will be exposure to surgical oncologic, vascular, and general surgical clinic patients, as well as surgical primary care patients which will provide the basis for learning. • Students will also have an opportunity, based on student interest, to participate in surgical subspecialty clinics such as ENT, Orthopedics, Urology, Gynecology, or Podiatry, through arrangements with identified preceptors. 		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be exposed to a variety of new patients in an out-patient setting to include follow up scheduled visits. 2. The student will present cases upon request to the staff, concisely and accurately. 3. The student will function as an integral part of the surgical clinic service team. 4. The student will attend Surgical Grand Rounds and other identified conferences as scheduled. 		
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily clinics beginning at 7:45 a.m. and until released by preceptor and/or the last patient is seen. 		

	2. Students may choose to participate in surgical subspecialty clinics after routine surgical clinic patients are completed and subspecialty preceptor permission is given.
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	40 – 50 hours per week
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Communicate effectively with patients, family members, and the health care team in a respectful and professional manner while receiving and giving feedback during the surgical clinics.	1.1 1.2 2.1 2.2 2.3 2.4 2.7 2.8 4.1 4.2 4.3 4.4 4.5 5.1 5.2 5.6 5.7 5.8 6.5 6.7	1. Reflection 2. Peer Teaching 3. Ward Rounds 4. Preceptorship 5. Demonstration 6. Clinical Experience – Ambulatory	1. Clinical Performance Rating 2. Clinical Document Review 3. Oral Patient Presentations 4. Self-Assessment
Identify routine surgical oncologic outpatient problems, follow up care, diagnostic workup and modality treatment of common surgical malignancies.	1.1 1.2 2.2 2.4 2.5 2.7 2.8 3.2 4.2 6.5	1. Case Based Instruction 2. Clinical Experience 3. Conferences 4. Lectures 5. Ward Rounds 6. Patient Presentations 7. Clinical Experience – Ambulatory	1. Exam-Institutionally Developed, Clinical Performance 2. Exam – Institutionally Developed, Written/ Computer-based 3. Exam-Licensure, Written/ computer-based 4. Clinical Document Review 5. Oral Patient Presentations 6. Clinical Performance Rating 7. Clinical Correlation
Derive a differential diagnosis and patient treatment plan for pre and post-operative patients, especially those with malignant disease.	1.1 1.2 2.25 2.4 2.5 2.7 2.8 3.2 4.2 6.5	1. Case Based Instruction 2. Clinical Experience 3. Conferences 4. Lectures 5. Ward Rounds 6. Patient Presentations 7. Clinical Experience – Ambulatory	1. Exam-Institutionally Developed, Clinical Performance 2. Exam – Institutionally Developed, Written/ Computer-based 3. Exam-Licensure, Written/ computer-based 4. Clinical Document Review 5. Oral Patient Presentations 6. Clinical Performance Rating 7. Clinical Correlation
Gather, interpret, and record an accurate history and physical examination in the outpatient setting.	1.1 1.2 2.2 2.4 2.5 2.7 2.8 3.2 4.2 6.5	1. Ward Rounds 2. Patient Presentations 3. Case Based Instruction 4. Clinical Experience – Ambulatory	1. Oral Patient Presentations 2. Clinical Performance Rating 3. Clinical Document Review

Recognize and demonstrate effective procedural maneuvers utilized in the outpatient settings.	1.1 1.2 2.2 2.4 2.5 2.6 2.7 2.8 3.2 4.2 5.1 6.5 6.7	1. Clinical Experience – ambulatory 2. Peer Teaching 3. Demonstration 4. Case Based Instruction	1. Clinical Performance Rating 2. Clinical Correlation 3. Self-Assessment
---	--	--	---

ELECTIVES

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Advanced Anatomy for Gynecologic Surgery	Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	<i>MEDU 5024</i>		
Rotation type & duration:	Elective: 4 weeks		
Periods Offered	All Except: Block 1	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	15
Location(s):	<i>Facility name and <u>complete</u> physical location address</i>		% time
	Ambulatory Site(s)		
	• <i>Gross Anatomy Lab</i>		<i>Up to 50%</i>
	Inpatient Site(s)		
	Other type of site(s) or format: i.e on-line		
	• <i>Online</i>		<i>50-100%</i>
Rotation Director:	<i>Dr Leon Dumas, dumasl@etsu.edu</i>		
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>		
Contact Person:	<i>Leon Dumas</i>		
Initial Meeting-Place & Time:	<i>Online the first assigned day</i>		
Goal:	<i>The elective is intended to specifically provide an introduction to Gynecologic surgery.</i>		
Topics to be covered/activities student expected to participate:	<p><i>The elective is intended to serve as a re-visitation of advanced anatomy essential to the successful completion of various gynecological procedures, and to prepare the sub-intern for entrance into a surgical internship. Thiel cadavers will be utilized to optimize the teaching of anatomically relevant and surgically important structures. This will simultaneously be integrated with lectures and academic material to maximize the teaching experience and prepare the candidate to successfully transition into their chosen surgical specialty.</i></p> <p>This four-week dedicated M4 elective has been created specifically for students intending to transition into OBGYN residency. The elective comprehensively reviews the relevant anatomy of the female pelvis and reproductive organs Before proceeding to explain how this anatomy is involved in various gynecologic surgical procedures. In this regard, an in-depth overview of the pelvic vascular supply and nerve innervation is discussed, before a detailed discussion of ovarian anatomy the anatomy of the fallopian tubes, and the anatomy of the uterus, vagina, and pelvic floor.</p> <p>A specific surgical overview of the most performed procedures of each region is subsequently discussed, followed by illustration using a surgical Atlas as well as procedural videos.</p> <p>Surgical modules included in the elective are:</p> <ul style="list-style-type: none"> ○ Oophorectomy, ovarian cystectomy, And polycystic ovarian syndrome ○ Salpingectomy and tubal ligation 		

		<ul style="list-style-type: none"> ○ Endometriosis, uterine myomectomy, Endometrial ablation, ○ Uterine prolapse and ventro-suspension ○ Hysterectomy (Open, vaginal, and laparoscopic) ○ Dilatation and curettage ○ Cervical procedures (LEEP / trachelectomy) ○ Vaginal vault surgery and episiotomy ○ Surgery of the introitus (Bartholin cyst resection and vulvectomy) ○ Cesarean section ○ Nerve blocks for gynecology ○ Pelvic floor health <p>On completion of the elective, the student should have an introductory but broad scope of Gynecologic practice and be able to transition into residency with a far greater degree of confidence and a basic understanding of gynecologic surgery.</p>		
Proposed rotation schedule		8:00 am-5:00 pm, M-F		
# of hours per week the student expected to be involved in this rotation		40 hrs		
Additional Notes about the elective if any		<i>This elective introduces a completely new approach to the formal teaching surgery, by revisiting surgically relevant anatomy on Thiel cadavers, with the simultaneous integration of this knowledge of proposed surgical procedures. The simulation is designed to be as realistic as possible for the aspirant candidate surgeon.</i>		
	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/ expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 1	Gather a history and perform a physical examination	<i>Develop an in-depth anatomic knowledge of gynecology and apply this to pre-operative physical examinations.</i>	<i>Independent learning Lecture (recorded didactic) Academic material appropriate to course Power Point presentations Demonstration (procedural videos) Demonstration (in gross lab)- if possible</i>	<i>Exam institutionally developed, written / computer-based</i>
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Identify and summarize all anatomy and surgical landmarks relevant to Gynecologic Surgery (both by way of academic overview and cadaver instruction)</i> <i>Achieve an intern-level mastery anatomy that is relevant to common gynecological procedures (both by academic overview and by way of cadaver dissection instruction)</i> <i>Develop advanced dissection skills necessary for gynecological procedures and surgery</i>	<i>Independent learning Lecture (recorded didactic) Academic material appropriate to course Power Point presentations Demonstration (procedural videos) Demonstration (in gross lab)- if possible</i>	<i>Exam institutionally developed, written / computer-based</i>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Advanced Medical Spanish for 4th Year Students	Sponsoring Department: <i>Academic Affairs QCOM</i>	
Rotation type & duration:	Elective: <i>Longitudinal</i>		
Periods Offered	July 24 – November 3, 2023 (15 weeks)	Will third year students also be accepted for a two-week rotation as an M3 elective?	No
Shared Slots:	No	Maximum Students per Period:	10
Location(s):	Other type of site(s) or format: i.e on-line		
	<ul style="list-style-type: none"> • <i>Online</i> 		100%
Rotation Director:	<i>Holly Melendez, 423-946-9085, melendeh@etsu.edu</i>		
Additional faculty who will be participating in the rotation:	NA		
Contact Person:	<i>Sandy Greene, 423-439-8002, greensesl@etsu.edu</i>		
Initial Meeting-Place & Time:	<i>Online Zoom Session (recorded and posted to D2L) and/or Online assignment beginning on Friday, July 21, 2023 through October 27, 2023</i>		
Goal:	<i>This course is designed for students who have a conversational understanding of Spanish language. The goal of the course is to learn and practice using Spanish in a healthcare setting while being introduced to important cultural competencies through a variety of readings and supplemental materials.</i>		
Topics to be covered/activities student expected to participate:	<i>Students will learn vocabulary and sentence structure related to medical interviews and health care in general. They will learn how to discuss healthcare-related topics in Spanish such as health history, symptoms, diet/nutrition, pediatric interview, diabetes, physical exam, family planning, pregnancy, childbirth/women's health, emergency medicine, cancer, heart disease/cardiac care, etc.</i>		
Proposed rotation schedule	<i>Fall 2023 Students will be expected to watch Zoom video and/or complete related online activities throughout the week.</i>		
# of hours per week the student expected be involved in this rotation	<i>4.5 hours per week for 15 weeks</i>		
Additional Notes about the rotation, if any	<i>My schedule is flexible, so I'm very open to modifying this to best fit students' needs. Example: If they prefer to Zoom another time, I can arrange that.</i>		

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/ expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 1	Gather a history and perform a physical examination		<i>We will review a health history form in Spanish and a step-by-step physical examination video (IM08 Small group discussion via video conferencing)</i>	<i>AM12 participation AM11 Oral patient presentation</i>

EPA 4	Enter and discuss orders and prescriptions	<i>Competently ask questions related to allergies and prescription drugs.</i>	<i>Online instructional videos IM08 Discussion, small-group via video conferencing; IM13 Lecture)</i>	<i>AMO4 Exam-- Institutionally Developed, Written/Computer based AMO5 Exam-- Institutionally Developed, oral</i>
EPA 11	Obtain informed consent for tests and/or procedures	<i>Use proper terminology seeking informed consent.</i>	<i>I will record a demonstration of explanation of informed consent and discuss the various culturally-appropriate forms in which it can be sought. (IM08 Discussion, small group via online video conferencing IM06 Demonstration)</i>	<i>AMO4 Exam-- Institutionally Developed, Written/Computer based</i>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Rotation title:	Advanced Wilderness Life Support	Sponsoring Department: <i>Academic Affairs</i>	
Course Number:	MEDU 5025		
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	11A February 26 – March 8	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	6
Location(s):			% time
	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Stanton Gerber Building 178 • Buffalo Mountain 		60% 20%
	Other type of site(s) or format: i.e on-line		
	<ul style="list-style-type: none"> • Online 		
Rotation Director:	Brock Blankenship, blankenshisb@etsu.edu		
Additional faculty who will be participating in the rotation:	Andrew Berry, berryam1@etsu.edu		
Contact Person:	Andrew Berry, (423)737-7240, berryam1@etsu.edu		
Initial Meeting-Place & Time:	Stanton Gerber, Building 178, Simulation Classroom. 9:00am		
Goal:	<p>The Advanced Wilderness Life Support course's primary goal is to apply current medical knowledge and critical thinking for use in remote/resource challenged patient care settings. Advanced Wilderness Life Support is targeted toward advanced care medical practitioners. The course involves rescue, mass casualty, and remote outdoor environments or urban areas in disaster or crisis.</p> <p>All students will be trained using the Advanced Wilderness Life Support curriculum. Students will be authorized to test out on AWLS and receive a 4-year certification (\$175 fee). Certification is not required, and the course is otherwise free.</p>		
Topics to be covered/activities student expected to participate:	Animal, Insect, Arthropod, Bites & Stings, Wound & Musculoskeletal Injuries Management, Patient Packaging & Evacuation, Patient Assessment in the Wilderness Setting, High Altitude Related Problems, Hypothermia & Frostbite, Hyperthermia, Head, Eye, Ear, Nose, Throat, Skin, Infectious Disease		
Proposed rotation schedule	<i>Students are expected to be present for daily wilderness medicine activities starting at 9:00 a.m., and participate until 5:00pm</i>		
# of hours per week the student expected be involved in this rotation	35		
Additional Notes about the rotation, if any	<i>The possibility to end the rotation with an AWLS certification.</i>		

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Executing concepts in Advanced Wilderness Life Support</i>	<i>EPA 1: Perform a clinically relevant, appropriately thorough physical exam in the wilderness setting</i>	<i>1.1, 4.7, 8.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Design a process for effectively executing water procurement, rescue signaling, and fire starting</i>	<i>EPA 7, 12: Perform general wilderness rescue procedures and tasks</i>	<i>3.1, 3.2</i>	<i>IM28 tutorial IM30 workshop</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Demonstrate the ability to stop the bleed (Improvised, devices, scenarios)</i>	<i>EPA 7,10, 12: Perform general procedures of an advanced wilderness rescuer EPA 9: Collaborate as a member of an interprofessional team</i>	<i>1.1, 1.5, 5.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation AM13 Peer assessment AM17 Self-Assessment</i>
<i>Perform patient assessments (scenarios), packaging and evacuation in the wilderness setting</i>	<i>EPA 1: Perform a clinically relevant, appropriately thorough physical exam in the wilderness setting</i>	<i>1.1, 4.7, 8.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Demonstrate Compass and Land Navigation</i>	<i>EPA 9: Collaborate as a member of an interprofessional team</i>	<i>4.2, 8.1</i>	<i>IM06 Demonstration IM28 tutorial IM30 workshop</i>	<i>AM09 Multisource assessment</i>
<i>Demonstrate the ability to treat for animal, insect and arthropod bites and stings</i>	<i>EPA 7, 10, 12: Perform general procedures of an advanced wilderness rescuer</i>	<i>1.1, 1.5, 5.1</i>	<i>IM13 Lecture IM28 tutorial</i>	<i>AM01 Clinical documentation review AM18 Stimulated Recall</i>
<i>Perform splinting to musculoskeletal injuries</i>	<i>EPA 12: Perform general procedures as a physician</i>	<i>1.1, 1.3</i>	<i>IM06 Demonstration IM28 tutorial</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anatomy - CT Cross Sectional Elective		Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	ANTY 5002			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	Blocks 1 through 11a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	4	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • QCOM, JCMC, VAMC 			%
Rotation Director:	James W. Denham, MD, MBA, FCAP			
Additional faculty who will be participating in the rotation:	James W. Denham, MD, MBA, FCAP Thomas Kwasigroch, Ph.D.			
Contact Person:	Dr. Denham denham@etsu.edu			
Initial Meeting-Place & Time:	Stanton Gerber A207 Dr. Denham's office Please email Dr. Denham prior to beginning the elective			
Goal:	To review cross sectional and radiographic anatomy from an imaging approach as it applies to the students future career plans.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will choose areas of imaging and cross-sectional anatomy to review, pertaining to his/her future career plans (chest, abdomen, neuro, etc...). The majority of the rotation will be based on CT anatomy. 2. Review of the chosen topic(s) in imaging anatomy will depend on the chosen area and will include various cases to work through on an iPad app. In addition, the student may utilize dissections in the gross lab, relevant radiographic and CT anatomy texts, X-ray/CT films, etc... 3. The student may observe practicing radiologist at JCMC and/or VA hospital, or other approved clinical site. 4. The student may assist the instructors in the lab in teaching current anatomy students, as it pertains to imaging/CT anatomy. 5. The student may assist in other laboratory opportunities, demonstrations, conferences, teaching rounds, etc... 			
Proposed rotation schedule	<i>Variable</i>			
# of hours per week the student expected be involved in this rotation	30			
Additional Notes about the rotation, if any				

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
<p>Given a case study, the student will be able to effectively analyze the pertinent clinical data and findings, discuss appropriate imaging to order, formulate a differential diagnosis based on imaging findings, and formulate a diagnosis.</p>	<p>PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 ICS 2-4 P 1, 2, 4, 6 SBP 3, 4 IC 2 PPD 1, 4, 5, 7</p>	<ol style="list-style-type: none"> 1. Case based learning 2. Discussion, small group 3. Patient Presentation-Learner 4. Patient Presentation-Faculty 5. Peer teaching 6. Self-directed learning 	<ol style="list-style-type: none"> 1. Oral Patient Presentation 2. Participation 3. Clinical Performance Rating 4. Clinical Correlation 5. Self-Assessment
<p>The student will be able to discuss the pertinent imaging modalities and imaging findings in relation to disease/injury of the chosen area of review for the elective.</p>	<p>PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 SBP 3,4</p>	<ol style="list-style-type: none"> 1. Case based learning 2. Discussion, small group 3. Patient Presentation-Learner 4. Patient Presentation-Faculty 5. Peer teaching 6. Self-directed learning 	<ol style="list-style-type: none"> 1. Oral Patient Presentation 2. Participation 3. Clinical Performance Rating 4. Clinical Correlation 5. Self-Assessment

East Tennessee State University
Quillen College of Medicine
Senior Selective & Elective

Proposed Rotation title:	Anatomy – Orthopedic Elective		Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	ANTY 5003			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	Blocks 1 through 11a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	4	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • QCOM, JCMC, VAMC 			%
Rotation Director:	James W. Denham, MD, MBA, FCAP			
Additional faculty who will be participating in the rotation:	<i>James W. Denham, MD, MBA, FCAP</i> <i>Thomas Kwasigroch, Ph.D</i> <i>Caroline Abercrombie, MD</i>			
Contact Person:	<i>Dr. Denham</i> denham@etsu.edu			
Initial Meeting-Place & Time:	Stanton Gerber A207 Dr. Denham's office Please email Dr. Denham prior to beginning the elective			
Goal:	To review human anatomy from an orthopedic surgical approach as it applies to the students future career plans.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will choose areas of orthopedic anatomy to review, from a surgical perspective, pertaining to his/her future career plans (Spinal cord, shoulder, knee, etc...) 2. Review of the chosen topic(s) in orthopedic surgical anatomy will depend on the chosen area and may include, but is not limited to, dissections in the gross lab, relevant orthopedic surgery anatomy texts, relevant surgical anatomy iPad apps, etc... 3. The student may observe/assist in orthopedic surgical procedures or physical/occupational therapy at JCMC and/or VA hospital, or other approved clinical site. 4. The student may arrange laboratory time with physicians or physical/occupational therapists to review orthopedic surgical anatomy and surgical procedures or rehabilitation. 5. The student may assist the instructors in the lab in teaching current anatomy students. 6. The student may assist in other laboratory opportunities, demonstrations, conferences, teaching rounds, etc... 			
Proposed rotation schedule	Variable			
# of hours per week the student expected be involved in this rotation	30			

Additional Notes about the rotation, if any			
Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Given a case study, the student will be able to effectively analyze the pertinent clinical data and findings, formulate a differential diagnosis, discuss pertinent workup, musculoskeletal imaging and tests ordered, formulate a diagnosis and discuss a course of action.	PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 ICS 2-4 P 1, 2, 4, 6 SBP 3, 4 IC 2 PPD 1, 4, 5, 7	1. Case based learning 2. Discussion, small group 3. Patient Presentation-Learner 4. Patient Presentation-Faculty 5. Peer teaching 6. Self-directed learning	1. Oral Patient Presentation 2. Participation 3. Clinical Performance Rating 4. Clinical Correlation 5. Self-Assessment
The student will be able to discuss the pertinent orthopedic surgical anatomy and musculoskeletal imaging in relation to disease/injury of the chosen area of review for the elective.	PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 SBP 3,4	1. Case based learning 2. Discussion, small group 3. Patient Presentation-Learner 4. Patient Presentation-Faculty 5. Peer teaching 6. Self-directed learning	1. Oral Patient Presentation 2. Participation 3. Clinical Performance Rating 4. Clinical Correlation 5. Self-Assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anatomy – Surgical Elective		Sponsoring Department:	
Course Number:	ANTY 5004		Biomedical Sciences	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	Blocks 1 through 11a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	4	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • QCOM, JCMC, VAMC 			%
Rotation Director:	James W. Denham, MD, MBA, FCAP			
Additional faculty who will be participating in the rotation:	James W. Denham, MD, MBA, FCAP Thomas Kwasigroch, Ph.D Caroline Abercrombie, MD			
Contact Person:	Dr. Denham denham@etsu.edu			
Initial Meeting-Place & Time:	Stanton Gerber A207 Dr. Denham's office Please email Dr. Denham prior to beginning the elective			
Goal:	To review human anatomy from a surgical approach as it applies to the student's future career plans.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will choose areas of anatomy to review, from a surgical perspective, pertaining to his/her future career plans (abdomen, pelvic, orthopedic, neuro, etc...) 2. Review of the chosen topic(s) in surgical anatomy will depend on the chosen area and may include, but is not limited to: dissections in the gross lab; relevant surgical anatomy texts; relevant surgical anatomy iPad apps, etc... 3. The student may observe/assist in surgical procedures at JCMC and/or VA hospital, or other approved clinical site. 4. The student may arrange laboratory time with physicians to review surgical anatomy and surgical procedures. 5. The student may assist the instructors in the lab in teaching current anatomy students. 6. The student may assist in other laboratory opportunities, demonstrations, conferences, teaching rounds, etc... 			
Proposed rotation schedule		Variable		
# of hours per week the student expected be involved in this rotation		30		
Additional Notes about the rotation, if any	<ul style="list-style-type: none"> • The Student must be physically present for a minimum of 25% of the rotation. The iPad is a resource for the rotation students may choose to utilize. • The Student can check out an iPad from Anatomy if needed. • A "final" meeting or communication with the course director to discuss the course and make the final case presentation is required. 			

<p>Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i></p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i></p>	<p>Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i></p>
<p>Given a case study, the student will be able to effectively analyze the pertinent clinical data and findings, formulate a differential diagnosis, discuss pertinent workup including labs, imaging and tests ordered, formulate a diagnosis and discuss a course of action.</p>	<p>PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 ICS 2-4 P 1, 2, 4, 6 SBP 3, 4 IC 2 PPD 1, 4, 5, 7</p>	<p>7. Case based learning 8. Discussion, small group 9. Patient Presentation-Learner 10. Patient Presentation-Faculty 11. Peer teaching 12. Self-directed learning</p>	<p>6. Oral Patient Presentation 7. Participation 8. Clinical Performance Rating 9. Clinical Correlation 10. Self-Assessment</p>
<p>The student will be able to discuss the pertinent surgical anatomy in relation to disease/injury of the chosen area of review for the elective.</p>	<p>PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 SBP 3,4</p>	<p>7. Case based learning 8. Discussion, small group 9. Patient Presentation-Learner 10. Patient Presentation-Faculty 11. Peer teaching 12. Self-directed learning</p>	<p>6. Oral Patient Presentation 7. Participation 8. Clinical Performance Rating 9. Clinical Correlation 10. Self-Assessment</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anatomy - Ultrasound Elective		Sponsoring Department: <i>Department of Med Ed</i>	
Course Number:	ANTY 5005			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	Blocks: 2a, 4b, 5a, 5b, 6b,7a,8a,8b, 11a, 11b	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	6	
Location(s):	Ambulatory Site(s)			
	• ETSU Quillen College of Medicine Simulation & Anatomy Labs			50 %
	Other type of site(s) or format: i.e on-line			
	• On-Line			50 %
Rotation Director:	Caroline Abercrombie, MD E-mail: abercrombiec@etsu.edu Office phone: 423-439-2106			
Additional faculty who will be participating in the rotation:	Caroline Abercrombie, MD Tom Kwasigroch, PhD Brock Blankenship, MD Andy Berry			
Contact Person:	Caroline Abercrombie, MD abercrombiec@etsu.edu			
Initial Meeting-Place & Time:	All information can be found on the course site. This is a self-directed elective and no scheduled meetings are required. Coordinate scanning sessions with the lab managers. Contact faculty with any questions or to scheduled faculty to work with you during your scheduled scanning times. Also: please see notes section below			
Goal:	To develop a comprehensive understanding of the ultrasound as an imaging modality and apply it for use as a diagnostic as well as procedural tool.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The students will be assigned modules to view that will pair with a hands on scanning task to obtain the assigned images for the thoracic, abdominal, and vascular areas as outlined. 2. Two additional modules will be selected by the student that target areas for their future career path. 3. The students will work independently to obtain the images as outlined in the provided modules. If students do not pair up to take the elective they will be responsible for finding another model to scan in order to obtain their images. 4. The student will label the images they personally obtained as outlined in each of the provided modules. 			

	<p>5. In addition to submitting the required images, the student will also identify procedure(s) and/or applications relevant to their field of interest and deliver a presentation and/or demonstrate the procedure(s) for the assigned faculty member.</p> <p>6. The student will be expected to discuss information on the evidence behind the utility, risks, benefits and uses of the procedure(s)/applications and be able to discuss appropriate concerns & relevant anatomy.</p>
<p>Proposed rotation schedule</p>	<p>Students will begin each section by working through the provided introductory to prepare for the hands-on scanning session. The student is expected to communicate with at least 24 hours notice to schedule hands-on scanning time, and at least a week in advance to schedule their presentation time (live or recorded virtual presentation is also acceptable). All images obtained should be completed & labeled by each student independently as they work through the different modules.</p>
<p># of hours per week the student expected be involved in this rotation</p>	<p>40</p>
<p>Additional Notes about the rotation, if any</p>	<p>Notice this is best if taken in pairs so you have a dedicated "model" to scan. If you take the rotation independently you will be responsible for finding a "model" to scan.</p> <p>Prior to the first day of the elective you will be enrolled in the course site with a guide to completing the assigned modules and assignments. Contact Dr. Abercrombie at ABERCROMBIEC@etsu.edu with any questions. Students will work the lab coordinators to schedule scanning sessions. The modules will lead you through the technique and also what labels are necessary to place on the images you are required to obtain.</p> <p>Each student must record their own set of images independently to ensure competency and increased confidence in using the technology and recording and labeling the images. You will record the images, label them as instructed and save them for submission.</p> <p>There is also a final project that you will focus on the a procedure or application of ultrasound in the area you plan to enter. This is simply a 10-15 minute presentation or demonstration delivered in-person or virtually.</p> <p>The rubric in D2L clearly outlines the expectations for the project and the images. This project and your images will be presented live (contact Dr. Abercrombie to schedule at least one week out) OR in a recorded, narrated presentation. Many students have found PowerPoint narration and other platforms helpful for this project to allow more schedule flexibility.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Discuss common uses of ultrasound as an imaging modality.	1.2, 2.3	Peer Teaching Independent Learning Demonstration	Clinical Documentation Review Oral Patient Presentation
Recognize the normal and common or critical abnormal findings on basic ultrasound studies.	1.1, 1.2, 1.4	Peer Teaching Independent Learning Demonstration	Clinical Documentation Review Oral Patient Presentation
Demonstrate how to obtain, access, label & view basic ultrasound images.	1.1, 1.2, 4.5	Peer Teaching Independent Learning Demonstration	Clinical Documentation Review Oral Patient Presentation
Present use(s) of ultrasound in a fluent, concise format to demonstrate understanding.	1.1, 1.2, 1.5, 2.3,	<i>Patient Presentation – learner</i>	Oral Patient Presentation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anatomy and Pharmacology for Anesthesia and Emergency Respiratory Interventions.		Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	MEDU 5020			
Rotation type & duration:	Elective: 2 weeks			
Periods Offered	All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Period:	10	
Location(s):	Ambulatory Site(s)			
	• <i>Online 100%</i>			%
	Other type of site(s) or format: i.e on-line			
	• <i>May be converted to in-class room</i>			%
Rotation Director:	<i>Leon Dumas, dumasl@etsu.edu</i>			
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>			
Contact Person:	<i>Leon Dumas, dumasl@etsu.edu</i>			
Initial Meeting-Place & Time:	<i>Online on the first assigned day</i>			
Goal:	<i>Revisit applied anatomy and pharmacology applicable to Anesthesia. Advanced study into Airway, Breathing and Emergency Surgical interventions</i>			
Topics to be covered/activities student expected to participate:	<p><i>Revisitation of academic material, videos of lectures and surgical/ interventions procedures. Completion of assigned assessments.</i></p> <p>This two-week senior elective reviews the essential anatomy required for safely performing general anesthetic procedures And is designed for the student intending to pursue a career in anesthesia. The elective focuses on the management of acute airway emergencies, such as tracheal intubation, the use of a laryngeal mask, And the management of a patient with an unexpectedly difficult airway.</p> <p>The second component of the elective focuses on the management of a patient with acute breathing problems and their management. Specific attention is provided to the performance of emergency procedures to ensure a successful outcome of these acute complications, and in this regard, the elective comprehensively addresses the performance of needle cricothyroidotomy, emergency surgical cricothyroidotomy, and the placement of an intercostal drain for the management of tension pneumothorax. The use of bronchoscopy as an adjunct in anesthesia is also discussed. An entire section of the elective is dedicated to the use of conscious sedation for anesthesia, as well as the drugs and relevant pharmacology that is used during these techniques. Several procedural videos are included to provide the student with a brief overview of the essential techniques, and procedures available for these purposes. As a final assignment, the student should be able to put together their anesthetic plan to perform conscious sedation on a hypothetical patient.</p>			
Proposed rotation schedule	<i>8:00 until 17:00 Monday-Friday</i> Students are expected to be present for daily online communication starting at 08:00 and to participate in the program until 17:00.			
# of hours per week the student expected be involved in this rotation	40 hrs			
Additional Notes about the rotation, if any	<i>Interventional modules in accordance with ATLS</i>			

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<p><i>Develop an understanding of the medication regularly used for conscious sedation, as well as the recommended dosages.</i></p> <p><i>Describe the sequence and procedural steps required for the induction of anesthesia, and conscious sedation.</i></p> <p><i>Develop an understanding of the depth of anesthesia and be able to differentiate between the indications and requirements for the different types of anesthesia available.</i></p> <p><i>Identify relevant surface anatomy, anatomical landmarks, equipment required for the monitoring for the management of acute airway emergencies.</i></p> <p><i>Identify the clinical signs and symptoms associated with breathing emergencies, as well as the surgical skills required for immediate intervention in acute breathing scenarios.</i></p> <p><i>Develop basic insight into, as well as the indications and basis for bronchoscopy, and its clinical application.</i></p> <p><i>Develop a sense of care and the management required for post operative care of patients who have undergone invasive respiratory procedures.</i></p>	<p><i>Independent learning</i></p> <p><i>Lecture material (both literature and recorded)</i></p> <p><i>Demonstration (multiple procedural videos)</i></p>	<p><i>Exam institutionally developed, written/computer based slide presentation and narrated video recordings.</i></p>

**East Tennessee State
University Quillen College of
Medicine
Senior Elective**

Proposed Rotation title:	Anesthesia Applied Anatomy: Airway, Extremity blocks, Neuraxial Blocks (on-line) MEDU 5010	Sponsoring Department: <i>Biomedical Sciences</i>	
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	10
Location(s):	Ambulatory Site(s)		
	• 100% on-line		0%
Rotation Director:	<i>Leon Dumas, dumasl@etsu.edu</i>		
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>		
Contact Person:	<i>Caroline Abercrombie abercrombiec@etsu.edu</i>		
Initial Meeting-Place & Time	<i>Online the first assigned day</i>		
Goal:	<i>Revisit applied anatomy and evidence based procedures relevant for anesthesia.</i>		
Topics to be covered/activities student expected to participate:	<p><i>View videos of lectures and procedures. Complete assigned assessments.</i></p> <p>The applied anatomy for anesthesia course is a 2-week senior elective designed for students that wish to pursue a future in anesthesia. The elective contains an overview of all relevant respiratory anatomy necessary for anesthesia, including the anatomy of the upper airway as well as the larynx and vocal cords. The course contains an overview of airway management including procedural demonstrations of such as endotracheal and fiber optic intubation as well as the management of the difficult airway. The course then proceeds to identify potential pitfalls with breathing problems including management using needle cricothyroidotomy and the insertion of intercostal drains for pneumothorax.</p> <p>The second primary component of the elective involves an overview the of neuraxial blocks in anesthetic practice. This topic includes an anatomic review of important structures such as the brachial plexus as well as the anatomy of the lumbar spine for the performance of spinal and epidural anesthesia. The course concludes with a variation of different neuraxial blocks that might be useful for lower extremity procedures often utilized in orthopedic surgery and other similar procedures. In short, the elective is meant to provide the student with a basic overview of required anatomy and the ability to get out of trouble during most anesthetic emergencies. The course then continues to provide an overview of multiple different neuraxial blocks that can be applied for both upper and lower limb anesthesia as well as for spinal and epidural anesthesia.</p>		
Proposed rotation schedule	<i>Daily online guided modules Students are expected to be present for daily online communication starting at 08:00 and to participate in the program until 17:00.</i>		

# of hours per week the student expected to be involved in this rotation	40 hrs
Additional Notes about the elective if any	Online Elective

	Students will be expected to accomplish the following EPAs:	how/what students will DO to demonstrate mastery of the EPA	Educational Methods:	Assessment Methods:
EPA 12	Perform general procedures of a physician. (Demonstrates the necessary preparation required for performance of procedures.)	<ol style="list-style-type: none"> 1) Identify relevant surface anatomy, anatomical landmarks, innervation patterns and equipment for airway management in anesthesia. 2) Identify relevant surface anatomy, anatomical landmarks, innervation patterns and equipment for airway, neuraxial, upper extremity & lower extremity blocks. 3) Identify relevant ultrasound anatomy for airway, neuraxial, upper extremity, & lower extremity blocks. 4) Describe the sequence of procedural steps for airway, neuraxial, upper extremity, & lower extremity blocks, including ultrasound imaging. 5) Develop an understanding of the depth of anesthesia and be able to differentiate between the indications and requirements for the different types of anesthesia available. 6) Identify relevant surface anatomy, anatomical landmarks, equipment required for the monitoring for the management of acute airway emergencies. 7) Identify the clinical signs and symptoms associated with breathing emergencies, as well as the surgical skills required for immediate intervention in acute breathing scenarios. 8) Develop basic insight into, as well as the indications and basis for bronchoscopy, and its clinical application. 9) Develop a sense of care and the management required for post operative care of patients who have undergone invasive respiratory procedures. 	<p>Independent Learning Lecture (recorded didactic)</p> <p>Demonstration (procedural videos)</p>	Exam Institutionally Developed, written/ computer-based

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Rotation title:	The Business of Medicine <i>MEDU 5016</i>		Sponsoring Department: <i>Academic Affairs</i>	
Rotation type & duration:	Elective: 2 weeks			
Periods Offered	Blocks 1 through 11a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Period: <i>(M3 & M4 combined/elective/selective)</i>	<i>10, exceptions can be made with course director approval</i>	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • <i>Online/Remote</i> 			100%
Rotation Director:	<i>James Denham, MD, MBA, FCAP denham@etsu.edu 901-210-5079 cell</i>			
Additional faculty who will be participating in the rotation:	<i>TBD</i>			
Contact Person:	<i>Dr Denham denham@etsu.edu 901-210-5079</i>			
Initial Meeting-Place & Time:	<i>Online email Dr. Denham prior to the rotation start date.</i>			
Goal:	<i>To give the student a broad exposure to various aspects of business in healthcare and medicine.</i>			
Topics to be covered/activities student expected to participate:	<i>To introduce the student to the principals of Practice Management:</i> <ul style="list-style-type: none"> - <i>Healthcare Economics</i> - <i>Accounting, Finance and Profitability</i> - <i>Revenue, Coding and Reimbursement</i> - <i>Healthcare Law, Regulations and Contracts</i> - <i>Basics of Personal Finance and Investing</i> - <i>Effective Leadership</i> - <i>Business Ethics, Corporate Governance and Fiduciary Duty</i> 			
Proposed rotation schedule	<i>Various</i>			
# of hours per week the student expected be involved in this rotation	35			
Additional Notes about the rotation, if any				
	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA? <i>(can be multiple methods) Refer to Bloom taxonomy</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
EPA 9	Collaborate as a member of an interprofessional team	<ul style="list-style-type: none"> -<i>The student will define key traits of an effective leader</i> -<i>The student will discuss the importance of establishing trust</i> 	<ul style="list-style-type: none"> <i>Discussion, small group</i> <i>Independent Learning</i> 	<ul style="list-style-type: none"> <i>Participation</i> <i>Self-Assessment</i> <i>Quizzes</i>

		<p><i>and building personal relationships in a team environment</i></p> <p><i>-The student will describe how culture and change influence and effect an organization, teams and individuals</i></p>	<p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p> <p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	
EPA 13	<p>Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).</p>	<p><i>-The student will define key values for deciding ethical issues in healthcare and business</i></p> <p><i>-The student will examine common ethical dilemmas for physicians</i></p> <p><i>-The student will list potential consequences of unethical behavior</i></p>	<p><i>Discussion, small group</i></p> <p><i>Independent Learning</i></p> <p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p> <p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	<p><i>Participation Self-Assessment</i></p> <p><i>Quizzes</i></p>

Optional objectives specific to this rotation linked to IEOs			
Objectives	Institutional Educational Objective(s)	Educational Methods	Assessment Methods
<p><i>-explain gross domestic product and how it relates to healthcare spending</i></p> <p><i>- interpret healthcare spending data from the Organization of Economic Co-operation and Development (OECD)</i></p>	<p><i>3.1 Identify own strengths, as well as limits, in knowledge, skills, and/or attitudes</i></p> <p><i>3.2 Set learning and improvement goals</i></p> <p><i>3.3 Identify personal gaps in knowledge, skills, and/or attitudes</i></p>	<p><i>Discussion, small group</i></p> <p><i>Independent Learning</i></p> <p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p>	<p><i>Participation</i></p> <p><i>Self-Assessment</i></p> <p><i>Quizzes</i></p>
<p><i>-explain healthcare spending trends and compare US spending to other countries</i></p> <p><i>-define cost, quality and access in relation to healthcare economics and policy</i></p> <p><i>-discuss the relationship between cost, quality and access in relation to healthcare economics</i></p>	<p><i>3.4 Systematically analyze practice using quality improvement methods, and identify changes with the goal of practice improvement</i></p> <p><i>3.5 Seek and incorporate feedback into daily practice</i></p> <p><i>3.7 Use information technology to optimize learning</i></p>	<p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	
<p><i>- interpret financial reports and</i></p>	<p><i>4.2 Communicate effectively with</i></p>	<p><i>Discussion, small group</i></p>	<p><i>Participation</i></p>

<p><i>budgets</i></p> <p><i>-use financial reports to identify strengths and weaknesses in a practice</i></p>	<p><i>colleagues within ones profession or specialty, other health professionals, and health related agencies</i></p> <p><i>4.3 Work effectively with others as a member or leader of a health care team or other professional group</i></p> <p><i>4.4 Act in a consultative role to other health professionals</i></p> <p><i>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</i></p>	<p><i>Independent Learning</i></p> <p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p> <p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	<p><i>Self -Assessment</i></p> <p><i>Quizzes</i></p>
<p><i>-discuss the various sources of revenues for a physician and their differences (Medicare, Medicaid, Private Insurance, Self-pay)</i></p> <p><i>-differentiate the basics of Current Procedural Terminology (CPT) and International Classification of Diseases (ICD-10) in regards to coding and reimbursement</i></p> <p><i>-discuss quality initiatives in payment</i></p> <p><i>-define new and emerging payment models (MIPS, Bundled Payments and Alternative Payment Models)</i></p>	<p><i>5.4 Demonstrate accountability to patients, society, and the profession</i></p> <p><i>5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</i></p>	<p><i>Discussion, small group</i></p> <p><i>Independent Learning</i></p> <p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p> <p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	<p><i>Participation Self -Assessment</i></p> <p><i>Quizzes</i></p>
<p><i>-explain how healthcare business transactions are unique because of STARK and Anti-Kickback Statutes</i></p> <p><i>-define the differences between various legal forms of business organization and demonstrate the benefits and drawbacks of each (LLC, PLLC, C-Corp, S-Corp, PC)</i></p> <p><i>-discuss why CLIA was established and how the regulations affect physicians</i></p> <p><i>-interpret the various parts of a legal contract and weigh the benefits of legal counsel</i></p>	<p><i>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</i></p> <p><i>6.4 Advocate for quality patient care and optimal patient care systems</i></p> <p><i>6.5 Participate in identifying system errors and proposing potential systems solutions</i></p> <p><i>6.6 Perform administrative and practice management responsibilities commensurate with ones' role, abilities, and qualifications</i></p>	<p><i>Discussion, small group</i></p> <p><i>Independent Learning</i></p> <p><i>Lecture</i></p> <p><i>Self-Directed Learning</i></p> <p><i>Case Based Instruction</i></p> <p><i>Reflection</i></p>	<p><i>Participation Self -Assessment</i></p> <p><i>Quizzes</i></p>

<p>-describe the various types of investment vehicles in a personal financial portfolio (stocks, mutual funds, ETF's, CD's, Bonds, etc...)</p> <p>- interpret the effects of compounded interest on investments</p>	<p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>7.4 Participate in interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable</p>	<p>Discussion, small group</p> <p>Independent Learning</p> <p>Lecture</p> <p>Self-Directed Learning</p> <p>Case Based Instruction</p> <p>Reflection</p>	<p>Participation Self-Assessment</p> <p>Quizzes</p>
<p>-define key traits of an effective leader</p> <p>- discuss the importance of establishing trust and building personal relationships in a team environment</p> <p>-describe how culture and change influence and effect an organization, teams and individuals</p> <p>- demonstrate leadership skills that enhance team functioning, the learning environment, and the health care delivery system</p> <p>-define key values for deciding ethical issues in healthcare and business</p> <p>- examine common ethical dilemmas for physicians</p> <p>-list potential consequences of unethical behavior</p> <p>-define corporate governance and fiduciary duty</p>	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors in personal and professional situations</p> <p>8.2 Demonstrate healthy coping mechanisms to respond to stress</p> <p>8.3 Manage conflict between personal and professional responsibilities</p> <p>8.4 Demonstrate flexibility and maturity in adjusting to change with the capacity to alter ones behavior</p> <p>8.5 Demonstrate trustworthiness that helps others feel secure when one is responsible for the care of patients</p> <p>8.6 Demonstrate leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>8.7 Demonstrate appropriate self-confidence that puts patients, families, and members of the health care team at ease</p> <p>8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty</p>	<p>Discussion, small group</p> <p>Independent Learning</p> <p>Lecture</p> <p>Self-Directed Learning</p> <p>Case Based Instruction</p> <p>Reflection</p>	<p>Participation Self-Assessment</p> <p>Quizzes</p>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Clinical Correlations in Hematology(<i>on-line</i>) <i>MEDU 5012</i>	Sponsoring Department:	<i>Internal Medicine</i>
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	8/21/23 - 9/1/23 and 1/2/24 - 1/12/24	Will third year students also be accepted for a two-week rotation as an M3 elective?	Yes
Shared Slots:	No	Maximum Students per Period:	4
Location(s):	Other type of site(s) or format:		
	• <i>on-line</i>		100 %
Rotation Director:	<i>Robert T Means Jr MD, 423 439 6499</i>		
Additional faculty who will be participating in the rotation:	<i>None</i>		
Contact Person:	<i>Pamela DeVore devore@mail.etsu.edu, 423 439 6282</i>		
Initial Meeting-Place & Time	<i>8AM first day of rotation, on Zoom</i>		
Goal:	<i>Through on-line case discussions that will move from broad consideration of a problem to patient specific considerations the learner will be exposed to clinical and laboratory presentations of common hematologic disorders,(including disorders that are malignant and nonmalignant, involving abnormalities of the white cell, red cell, and/or platelet lineages as well as disorders of iron metabolism and hemostasis/thrombosis), and develop experience in the use and interpretation of diagnostic tests to develop a management plan for an individual patients.</i>		
Topics to be covered/activities student expected to participate:	<p><i>Course will focus on differential diagnosis of clinical and laboratory presentations of common hematologic disorders, including disorders that are malignant and nonmalignant, involving abnormalities of the white cell, red cell, and/or platelet lineages as well as disorders of iron metabolism and hemostasis/thrombosis.</i></p> <p><i>- clinical and laboratory approach to identifying a final diagnosis, and defend the clinical reasoning that underlies this approach.</i></p> <p><i>-management/treatment plan specific to the patient's situation, utilizing prognostic factors from history and physical examination, laboratory studies, and further diagnostic testing, and defend the clinical reasoning underlying the management plan.</i></p> <p><i>-mechanisms involved in disease pathogenesis that are relevant to clinical management.</i></p>		
Proposed rotation schedule	<i>On first day, present on Zoom at 8A for orientation, lecture. Subsequent days case for day made available at 8AM. Discussions/presentations with faculty on Zoom 1P-4P. Weekdays only</i>		
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	<i>35+; 12-15 hrs discussions/presentation on Zoom; 20 + hrs case workup/presentation, self-directed learning focused on case</i>		

Additional Notes about the rotation, if any	<i>Online</i>
--	---------------

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstratemastery of the EPA	Educational Methods	Assessment Methods
EPA 1	Gather a history and perform a physical examination	<i>list the key points of the history andphysical that support the differentialdiagnosis and management of patients with hematologic disorders</i>	<i>Case based instruction/learning Lecture (on specific findings relevant to hematology on first day of elective- remote delivery)</i>	<i>Oral Patient presentation Participation</i>
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>discuss an initial differential diagnosis</i>	<i>Case based instruction/learning Group Discussion (small) Patient presentation - learner Self directed learning</i>	<i>Oral Patient presentation Participation</i>
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>demonstrate an approach to further refining the diagnosis as additional patient information is provided, anddefend the underlying clinical reasoning</i>	<i>Case based instruction/learning) Group Discussion (small) Patient presentation - learner Self directed learning</i>	<i>Oral Patient presentation Participation</i>
EPA 7	Form clinical questions and retrieveevidence to advance patient care	<i>demonstrate a management and treatment plan specific to the patientsituation and defend the underlying clinical reasoning</i>	<i>Case based instruction/learning) Group Discussion (small) Patient presentation - learner Self directed learning.</i>	<i>Oral Patient presentation Participation</i>

Objectives specific to this rotation linked to Institutional Educational Objectives :

Learning Objective	IEO(s) addressed	Instructional Methods	Assessment methods
<i>evaluate own strengths/weaknesses in the specific clinical question, and idenitfy opportunities to improve knowledge</i>	<i>IEO 3.1. Identify own strengths, as well as limits, in knowledge, skills,and/or attitudes: IEO 32. Set learning and improvementgoals</i>	<i>Reflection Self directed learning</i>	<i>Portfolio-based assessment (brief)</i>

<i>develop a personal algorithm for addressing the presenting hematologic issue</i>	<i>IEO 3.5. Seek and incorporate feedback into daily practice.</i>	<i>Reflection Self-directed learning</i>	<i>Portfolio-based assessment (brief)</i>
---	--	--	---

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Essentials in Clinical Simulations <i>(On-line course)</i>		Sponsoring Department: <i>Academic Affairs</i>	
Course Number:	MEDU 5014			
Rotation type & duration:	Elective: 2 weeks			
Periods Offered	Blocks 2b, 3a, 7b, 8b, 9a, 11b	Will third year students also be accepted for a two-week rotation as an M3 elective?	No	
Shared Slots:	No	Maximum Students per Period:	10	
Location(s):	Other type of site(s) or format: i.e. on-line			
	<i>Online development; pilot in person or virtual depending on project goals</i>		100 %	
Rotation Director:	Caroline Abercrombie abercrombiec@etsu.edu 706-974-8963			
Additional faculty who will be participating in the rotation:	Patti Amadio Andy Berry Perry Butler			
Contact Person:	Caroline Abercrombie abercrombiec@etsu.edu 706-974-8963			
Initial Meeting-Place & Time	Online site first day of the elective & Zoom Meeting 2 nd day			
Goal:	Provide students with key strategies to help understand the foundation of Clinical Simulations with the end goal of designing a simulation exercise and accompanying tools for assessment.			
Topics to be covered/activities student expected to participate:	Participate in course and complete 7 online modules. Use provided templates to design a simulated session.			

Proposed rotation schedule	# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	Additional Notes about the rotation, if any
<i>Daily attendance online, Synchronous Pilot at end of 2nd week</i>	35	<i>Asynchronous online exercises</i>

Learning Objectives:

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA	Educational Methods:	Assessment Methods:
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Identify & design simulation case scenarios that are outcomes matched and need based.</i>	<i>Lecture Case-Based Learning Independent Learning Reflection</i>	<i>Project Assessment</i>

Objectives specific to this rotation linked to Institutional Educational Objectives

<i>Objective</i>	<i>IEO addressed</i>	<i>Instructional Methods</i>	<i>Assessment Methods</i>
<i>Design a simulated learning session that is based on educational best practices and evidence based clinical presentations; including incorporation of accurate laboratories, imaging, history & physical exam findings, and likely treatment and management plans.</i>	<i>1.4, 1.5, 1.6, 2.3, 2.4, 3.10</i>	<i>Lecture Case-Based Learning Independent Learning</i>	<i>Project Assessment</i>
<i>Describe the importance of assessment in simulated encounters.</i>	<i>3.3, 3.5, 3.10,</i>	<i>Lecture Case-Based Learning Independent Learning</i>	<i>Project Assessment</i>
<i>Identify logistics to anticipate when delivering various simulation sessions.</i>	<i>4.2, 6.1, 6.6</i>	<i>Lecture Case-Based Learning Independent Learning</i>	<i>Project Assessment</i>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Global Healthcare: Perspectives & Practice.		Sponsoring Department: <i>Academic Affairs</i>
Course Number:	MEDU 5027		
Rotation type & duration:	Elective: Longitudinal - Fall Semester		
Periods Offered	Fall Semester: Dates TBD	Will third year students also be accepted for a two-week rotation as an M3 elective?	No
Shared Slots:	No	Maximum Students per Period:	25-30 inter-professional students, divided among Main Campus, College of Pharmacy, & College of Medicine (~10-15 total student slots, including all years enrolled for COM students)
Location(s):	Other type of site(s) or format: i.e on-line		
	<ul style="list-style-type: none"> • <i>Online Elective</i> 		100 %
Rotation Director:	<i>Emily K. Flores (COP)</i>		
Additional faculty who will be participating in the rotation:	Emily K. Flores (COP), Megan Quinn (COPH), David Wood (COM), Varun Kumar (COM) and others		
Contact Person:	<i>Emily K. Flores, PharmD, BCPS (Course Coordinator) florese@etsu.edu 423-439-6754</i> <i>Students could also contact Module Coordinators listed above</i>		
Initial Meeting-Place & Time:	Online		
Goal:	<i>Global Healthcare: Perspectives & Practice</i> is a blended format, interprofessional course designed to introduce health professional students to global concepts without requiring a passport. Students will actively engage in gaining a global perspective through online modules, mini cultural experiences, technology, discussion, self-reflection, and small and large group exercises. This course has no examinations as it is designed to guide a change in perspective. Students will gain an appreciation of other healthcare systems and other cultures in preparation for their future practice. This course serves as a foundational preparation step for practicing cross-cultural competency as a healthcare professional and for any future short term trips a student may choose to take.		
Topics to be covered/activities student expected to participate:	<i>View videos of lectures and procedures. Complete assigned assessments.</i>		

	<p>Preparation: As a 3-credit hour elective that does not meet synchronously for the full time every week, students are expected to complete online modules and other preparation as well as work with their interprofessional group outside of scheduled class times. Preparation expectations and assignments are delineated on D2L. Online modules may include required readings, watching video clips, writing reflections, preparing for in-class discussions, and/or other activities the Course Coordinator designs to help students achieve course objectives. Students are expected to prepare for each session well enough to be able to discuss the preparation work and contribute to the classroom activities.</p> <p>Participation: As an interprofessional, active-learning course, attendance and participation at all class sessions is required.</p>
Proposed rotation schedule	<i>Daily online guided modules</i>
# of hours per week the student expected to be involved in this rotation	35
Additional Notes about the elective if any	<i>Online Elective</i>

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<p><i>Describe drugs frequently used for regional nerve blocks and the appropriate dosages.</i></p> <p><i>Identify indications for each of the different drugs and their clinical applications, risks and side-effects.</i></p> <p><i>Explain the potential complications associated with these drugs and have the ability to manage these.</i></p> <p><i>Identify relevant surface anatomy, anatomical landmarks, innervation patterns and equipment for neuraxial, head and neck, upper extremity, thoracic, lumbar epidural, and lower extremity nerve blocks.</i></p> <p><i>Identify relevant ultrasound anatomy for neuraxial, head and neck, upper extremity, thoracic, lumbar and lower</i></p>	<p><i>Independent Learning</i></p> <p><i>Lecture (recorded didactic)</i></p> <p><i>Demonstration (procedural videos)</i></p>	<i>Exam Institutionally Developed, written/computer-based</i>

		<i>extremity nerve blocks. Describe the sequence of procedural steps for neuraxial, head and neck upper extremity, thoracic, lumbar epidural and lower extremity nerve blocks, using ultrasound imaging.</i>		
--	--	--	--	--

*Not required for Ambulatory rotation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Global Health Elective		Sponsoring Department: Family Medicine / Internal Medicine /OB/GYN/ Pediatrics/Psychiatry/Surgery
Course Number:	MEDU 5009		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block: 1 per location	Individual sites may limit the number of students they will accept. However, we will have multiple sites available to the students so the elective will accommodate multiple students
Prerequisites	The student is required to meet with the Global Health Initiatives Director prior to application, complete pre-departure training to prepare for the experience and fulfill all requirements of the ETSU BUCS Abroad program through the Office of International Programs		
Location(s):	Ambulatory or Inpatient Site(s)		
	<ul style="list-style-type: none"> The global health elective can be fulfilled in a number of sites internationally, as approved by the Quillen COM Global Health Program. 	100 %	
Rotation Director:	David Wood, MD, MPH 423-439-6779 wooddl@etsu.edu		
Additional faculty who will be participating in the rotation:	TBD		
Contact Person:	Gina Williams 423-439-6228 Williamsgm3@etsu.edu		
Initial Meeting-Place & Time:	This elective will be set up based on the interests and language capabilities of the students. The student can identify a location and organization with which to partner to complete the elective. Alternatively, the student can go to sites that have an established relationship with the Quillen College of Medicine.		
Goal:	<p>The purpose of the elective in Global Health is for medical students:</p> <ol style="list-style-type: none"> to gain a greater understanding of global health issues, especially the principles of health equity and social justice; to demonstrate growing competency in the development and implementation of health/health care programs in low resource settings; demonstrate growing competency in cross cultural communication; gain an appreciation for the differences in disease processes based on settings and resources; and the application of public health principles to underserved populations internationally and in the US. 		

Topics to be covered/activities student expected to participate:	The student will: <ol style="list-style-type: none"> 1. Plan the elective in an international low resource setting by identifying learning objectives, doing background research in preparation for the trip and meeting with the Global Health Initiatives Director. 2. Complete pre-departure training from Boston University entitled: The Practitioner’s Guide to Global Health. 3. Complete a 2-4 week practical clinical, public health or research experience in an international low resource setting that includes working under the supervising physician to provide care in the setting. 4. Upon return complete a summary of the experience in the form of a reflection, presentation or other expression of lessons learned. 	
Proposed rotation schedule	To be determined by the location and structure of the activities during the elective	
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35	
Additional Notes about the rotation, if any	Students will be required to complete an International Individually Arranged Elective form to participate in the elective.	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
The student will be able to collect a history and conduct a physical examination on a patient from a culture different from the students	EPA 1	<ol style="list-style-type: none"> 1. Clinical experience 2. Teaching by supervising physician 3. Demonstration 	<ol style="list-style-type: none"> 1. observation by supervising physicians 2. presentation of findings to supervising physician
The student will develop a differential diagnosis given the conditions encountered locally utilizing the resources available locally and develop a treatment plan based on the diagnosis and resources available.	EPA 2, 3	<ol style="list-style-type: none"> 1. Clinical experience 2. Teaching by supervising physician 3. Demonstration 	<ol style="list-style-type: none"> 1. observation by supervising physicians 2. presentation of findings to supervising physician
The student will comprehend how social determinants drive the structure and function, and available resources within the health care system and observe how providers in these setting maximize resources and adapt their interventions to the setting.	EPA 13	<ol style="list-style-type: none"> 1. Teaching by experienced observers of the local health care system. 2. Visits to outlying clinics and public or governmental institutions over the health care system. 3. Discussions with local health care leaders and administrators. 	<ol style="list-style-type: none"> 1. Reflection on the strengths and weakness of the local health care system and on the social determinants that drive it.

<p>The student will work with professionals from health institutions from low or middle resource settings, exhibiting professionalism and describe the limitations to those teams due to resource constraints.</p>	<p><i>EPA 9</i></p>	<ol style="list-style-type: none"> 1. Teaching by experienced observers of the local health care system. 2. Visits to outlying clinics and public or governmental institutions over the health care system. 3. Discussions with local health care leaders and administrators. 	<ol style="list-style-type: none"> 1. observation by supervising physicians 2. presentation of findings to supervising physician 3. Reflection on the strengths and weakness of the local health care system and on the social determinants that drive it.
--	---------------------	--	---

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Hand Surgery Elective		Sponsoring Department: <i>Biomedical Sciences</i>
Course Number:	<i>MEDU 5023</i>		
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	<input type="checkbox"/> All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	15
Location(s):	Other type of site(s) or format: i.e on-line		
	<ul style="list-style-type: none"> • <i>Online</i> 		100 %
Rotation Director:	<i>Leon Dumas, dumasl@etsu.edu</i>		
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>		
Contact Person:	<i>Caroline Abercrombie</i>		
Initial Meeting-Place & Time:	<i>Online the first assigned day</i>		
Goal:	<i>Revisit applied anatomy, applicable pharmacology, nerve blocks and evidence-based procedures relevant to hand surgery.</i>		
Topics to be covered/activities student expected to participate:	<p><i>Students will be able to identify anatomy of the hand and forearm, anatomical landmarks, common fractures of the hand and wrist, tendon injuries, and equipment and pharmacology for regional & neuraxial nerve blocks of the upper limb. Students will view slide presentations and video recordings of actual hand procedures. Students will complete assigned assessments related to the covered topics.</i></p> <p>This dedicated 2-week senior elective has been designed specifically to cater to students who intend to pursue a career in either hand surgery plastic surgery or orthopedic surgery. This elective intends to provide a smooth transition for the M4 student into residency.</p> <p>A comprehensive and dedicated anatomic overview of the forearm wrist and hand is provided as an introduction to the elective. This overview includes a detailed review of the osseous anatomy, as well as the muscles, tendons, and neural innervation of the hand. Before embarking on a discussion of surgical procedures, the elective incorporates several nerve blocks that can be utilized during hand surgery procedures as well as the appropriate drugs to perform this anesthesia.</p> <p>The hand surgery elective is divided into various modules which address the following specific components:</p> <ul style="list-style-type: none"> ○ Fractures of the forearm wrist and hand ○ Management of flexor tendon injuries ○ Management of extensor tendon injuries ○ Surgery for fingertip injuries ○ Identification and management of the different nerve injuries of the hand 		

	<ul style="list-style-type: none"> ○ Management of entrapment syndromes of the hand and forearm (carpal tunnel, etc) ○ Management of contractures of the hand ○ Treatment of degenerative diseases of the hand (rheumatoid arthritis, etc) ○ Treatment of hand infections and the prevention of complications <p>On completion of the above-mentioned elective, the student should have a broad scope of practice regarding the performance of hand surgery and be able to enter residency with a good degree of confidence and a basic understanding of the most performed hand surgery procedures as well as the management of their complications.</p>
Proposed rotation schedule	<i>Daily schedule (Mon-Fri) : 2 Weeks</i>
# of hours per week the student expected be involved in this rotation	<i>35 hrs</i>
Additional Notes about the rotation, if any	<i>The elective is intended as an adjunct to Orthopedic/Plastic Surgery electives. Online Elective.</i>

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/ expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<ul style="list-style-type: none"> • <i>Identify applied anatomy of the forearm, wrist, and hand.</i> • <i>Describe the pharmacology of the local anesthetic agents and their indications and proper usage in hand surgery.</i> • <i>Identify relevant surface anatomy, anatomical landmarks, inner action patterns and equipment for regional & neuraxial nerve blocks of the upper limb.</i> • <i>Classify fractures of the hand & wrist and their correct management.</i> • <i>Identify the different levels and types of tendon injuries and their correct management.</i> • <i>Identify all the entrapment syndromes and management of the upper limb.</i> • <i>Differentiate contracture types of the hand, and describe their management.</i> • <i>Identify and control hand and finger trauma.</i> • <i>Identify hand infections and develop protocols for the proper management of them.</i> 	<p><i>Independent learning.</i></p> <p><i>Lecture (slide presentation and recorded didactic).</i></p> <p><i>Demonstration (procedural videos).</i></p>	<i>Exam institutionally Developed, written/ computer based.</i>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Health Literacy for Future Health Professionals (on-line)		Sponsoring Department: <i>Learning Resources</i>
	<i>MEDU 5015</i>		
Rotation type & duration:	Elective: 4 weeks		
Periods Offered	All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	5
Location(s):	Other type of site(s)		
	<ul style="list-style-type: none"> • <i>Online, asynchronous via D2L</i> 		100%
Rotation Director:	<i>Rachel R. Walden, MLIS 423-439-6355 waldenrr@etsu.edu</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Rachel R. Walden, MLIS 423-439-6355 waldenrr@etsu.edu Office Manager: Mary Conley, 423-439-2402, conleyma@etsu.edu</i>		
Initial Meeting-Place & Time:	<i>None - online only – an optional 30-min Zoom meeting will be offered at or before the start of the course to review goals and structure of the course and address any student questions</i>		
Goal:	<i>This course will focus broadly on the topic of health literacy, with an emphasis on practical skills for healthcare providers. Module topics will include an introduction to health literacy, the concept of “plain language,” practice revising written text, numeracy, the impact on patient understanding of design, culture, knowledge, and other factors, the relationship between health literacy and informed consent, health literacy as a participatory activity, systems aspects of health literacy, and information skills for health literacy.</i>		
Topics to be covered/activities student expected to participate:	<i>Students will: learn about the concept and importance of health literacy, gain practical experience revising text and numerical statements for improved understanding based on health literacy principles, revise a health information handout, learn to better express risk statements, practice quickly sketching health concepts to aid in explanation to patients, explore teach-back and Ask Me 3 methods, explore systems-based approaches to health literacy interventions, gain exposure to numerous freely available resources for supporting health literacy work throughout their careers, and gain experience locating evidence related to health literacy and its impact on patient populations.</i>		
Proposed rotation schedule	# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	Additional Notes about the rotation, if any	
<i>N/A – online asynchronous</i>			

	Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Clearly communicate numeric data associated with lab and/or other test results, including risk, to patients by addressing barriers to comprehending and action on numbers.</i>	<i>Lecture, Tutorial</i>	<i>Narrative assessment, participation</i>
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Retrieve evidence related to health literacy and its impact on patients</i>	<i>Tutorial</i>	<i>Narrative assessment</i>
EPA 11	Obtain informed consent for tests and/or procedures	<i>Describe the role health literacy plays in obtaining informed consent for healthcare and research participation and evaluate consent documents for appropriate content</i>	<i>Lecture</i>	<i>Reflection</i>
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Implement methods for improved clarity and understanding in patient communications based on health literacy principles</i>	<i>Lecture, Role Play/Dramatization,</i>	<i>Narrative Assessment, Participation, Research or Project Assessment</i>
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).	<i>Review systems-based approaches to health literacy (including use of the AHRQ Health Literacy Universal Precautions Toolkit).</i>	<i>Lecture, Reflection</i>	<i>Narrative Assessment, Participation</i>

Optional objectives specific to this rotation

Objectives	Institutional Educational Objective(s)	Educational Methods:	Assessment Methods:
<i>Explain the concept of health literacy and its importance in the delivery of healthcare</i>	<p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p>	<p>Lecture, Reflection</p> <p>(NOTE for all objectives: all "lectures" for all objectives are short videos generally under 10 minutes in length which introduce a key concept, explain why the concept is important for delivery of healthcare, and lead into the assigned readings which expand on the core concepts in more depth)</p>	<p>Narrative Assessment, Participation</p> <p>(NOTE for all objectives: in most cases there is no single "correct" answer for the required assignments; for example multiple students could each rewrite a sentence differently but each one making it clearer than the original; grading will assess whether they applied the learned principles and completed the exercises and will include narrative feedback.)</p>
<i>Review, revise, and create documents that reflect best practices in health literacy, including attention to writing, numbers, and design.</i>	<p>4.1 Communicate in an appropriate and effective manner with patients, families, and the public, across a broad range of socioeconomic and cultural backgrounds.</p>	<p>Lecture, Reflection</p>	<p>Research or Project Assessment, Participation, Narrative Assessment</p>
<i>Demonstrate knowledge of factors beyond the qualities of written text that affect the communication of health information and the role of health literacy in informed consent.</i>	<p>2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care adherence, and barriers to and attitudes toward care.</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p>	<p>Lecture, Reflection</p>	<p>Narrative Assessment, Self-Assessment</p>

	<p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.</p> <p>5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</p>		
<p>Apply methods of engaging patients in healthcare communication, including teach-back and “Ask Me 3”</p>	<p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p>	<p>Lecture, Role Play/Dramatization, Reflection</p>	<p>Participation, Self-Assessment, Narrative Assessment</p>
<p>Demonstrate awareness of system/practice barriers to understanding and methods for assessing/improving practices</p>	<p>3.4 Systematically analyze practice using quality improvement methods, and identify changes with the goal of practice improvement</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>6.1 Work effectively in various health care delivery settings and systems to benefit the patient</p> <p>6.5 Participate in identifying system errors and proposing potential systems solutions</p>	<p>Lecture</p>	<p>Narrative Assessment</p>

<p><i>Demonstrate information skills needed for keeping up with evidence and other information resources related to health literacy</i></p>	<p><i>3.6 Locate, critically appraise, and assimilate evidence from scientific studies related to patient's health problems</i></p> <p><i>3.7 Use information technology to optimize learning</i></p> <p><i>3.10 Periodically review, analyze, identify and apply new knowledge, guidelines, standards, technologies, products, or services demonstrated to improve outcomes</i></p>	<p><i>Tutorial</i></p>	<p><i>Narrative Assessment</i></p>
<p><i>Demonstrate appreciation for their responsibility as healthcare providers to work toward clear, actionable communication with patients.</i></p>	<p><i>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</i></p> <p><i>5.2 Demonstrate responsiveness to patient needs that supersedes self-interest</i></p>	<p><i>Lecture, Role Play/Participation, Tutorial, Reflection</i></p>	<p><i>Participation</i></p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title: <i>(a new course title may be edited to fit New Innovations naming conventions)</i>	High-yield Emergency Medicine Elective	Sponsoring Department: <i>Academic Affairs</i>	
Course Number: (to be assigned by Academic Affairs, if approved)			
Rotation type & duration: <i>(a rotation can be only one type of selective. A rotation can be both an elective and a selective)</i>	Selective: <input type="checkbox"/> Ambulatory <input type="checkbox"/> Inpatient Sub-I <input type="checkbox"/> Critical/Intensive Care Elective: <input checked="" type="checkbox"/> X-2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> either <input type="checkbox"/> other:		
Periods Offered <i>review current academic calendar on QCOM home page</i>	<input type="checkbox"/> All periods <input type="checkbox"/> All periods except Other: 2B, June 12- June 23	Will third year students also be accepted for a two week rotation as an M3 elective?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Shared Slots: <i>If this rotation shares student slots with a similar rotation, what is the name of the selective/ elective(s)?</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, which rotation(s)?	Maximum Students per Period: (M3 & M4 combined/elective/selective)	6
Location(s): <i>List all facilities/locations in which this rotation takes place and approximate amount of time spent at each type of type of site</i>	Facility name and <u>complete</u> physical location address		% time
	Ambulatory Site(s)		
	• Stanton Gerber Building 178		80%
	Inpatient Site(s)		
	•		%
	Other type of site(s) or format: i.e on-line		
	• Online		20%
Rotation Director: <i>The one who will be responsible for completing the student's evaluation.</i>	<i>Name, phone and e-mail address</i> Brock Blankenship, blankenshisb@etsu.edu		
Additional faculty who will be participating in the rotation:	Andrew Berry, berryam1@etsu.edu		
Contact Person: <i>(Who should students contact if they cannot reach the rotation director?)</i>	<i>Name, phone and e-mail address</i> Andrew Berry, (423)737-7240, berryam1@etsu.edu		
Initial Meeting-Place & Time: <i>Example: JCMC Regional Cancer Center, 3rd floor admin office, 8:00 a.m. on first day of the rotation</i>	Stanton Gerber, Building 178, Simulation Classroom. 9:00am		
Goal: <i>broad, generalized statements about the purpose/intent of the rotation</i>	<i>Provide students with high-yield emergency patient presentations through lectures, practical skills training, and treatment of simulated patients. Additional procedural based training in emergency procedures with cadaver and emergency ultrasound.</i>		
Topics to be covered/activities student expected to participate: <i>Example: function as an OB/GYN consultant; participate in conferences; presenting assigned patients; prepare a 5 minute case presentation; etc.</i>	Chest pain, Abdominal pain, Headache, Back pain, Vomiting, Altered Mental Status, Respiratory emergencies, Head injury (TBI), High Risk Orthopedic Injuries Management, Patient Assessment, Infectious Disease / Sepsis. Emergency Airway, Chest trauma management, Emergency Ultrasound practice and procedures.		
Proposed rotation schedule <i>i.e. Students are expected to be present for daily hospital rounds starting at 7:00 a.m., and participate in the outpatient clinic until 5:00</i>	<i>Students are expected to be present for daily emergency medicine activities starting at 9:00 a.m., and participate until 5:00pm</i>		
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	35		
Additional Notes about the rotation, if any	Exposure to various Ballard physicians for instruction and clinical mentorship.		

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Deliver quality presentations to attending physicians</i>	<i>EPA 1: After performing patient care, students will deliver quality presentations to attendings</i>	<i>1.1, 4.7, 8.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Design a process for effectively executing triage of multiple patients</i>	<i>EPA 7, 12: Perform patient triage and disaster management</i>	<i>3.1, 3.2</i>	<i>IM28 tutorial IM30 workshop</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Demonstrate the ability to stop external hemorrhage and manage orthopedic injuries.</i>	<i>EPA 7,10, 12: Perform general procedures of hemorrhage control EPA 9: Collaborate as a member of an interprofessional team</i>	<i>1.1, 1.5, 5.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation AM13 Peer assessment AM17 Self-Assessment</i>
<i>Perform patient assessments (scenarios), and detect subtle findings.</i>	<i>EPA 1: Perform a clinically relevant, appropriately thorough physical exam.</i>	<i>1.1, 4.7, 8.1</i>	<i>IM06 Demonstration IM13 Lecture IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>
<i>Demonstrate individual performance of emergency ultrasounds concepts and principles.</i>	<i>EPA 7: Perform emergency ultrasound for procedures and diagnostics</i>	<i>3.1, 3.2</i>	<i>IM06 Demonstration IM28 tutorial IM30 workshop</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation AM09 Multisource assessment</i>
<i>Demonstrate the ability to identify and manage high-risk and common emergency complaints (chest pain, abd pain, headache, back pain, etc.)</i>	<i>EPA 7, 10, 12: Perform general assessments and treatments of common complaints</i>	<i>1.1, 1.5, 5.1</i>	<i>IM13 Lecture IM28 tutorial IM25 Simulation</i>	<i>AM01 Clinical documentation review AM12 Participation AM13 Peer assessment</i>
<i>Perform on task trainers and Cadaver multiple procedures including: LP, Airway, Thoracostomy, Suturing, Vascular Access, Arthrocentesis, etc.</i>	<i>EPA 12: Perform general procedures as a physician</i>	<i>1.1, 1.3</i>	<i>IM06 Demonstration IM13 Lecture IM28 tutorial IM25 Simulation</i>	<i>AM02 Clinical Rating/Checklist AM12 Participation</i>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Medical Humanities		Sponsoring Department:	
Course Number:	MEDU 5002		Academic Affairs	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	10	
Locations:	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> Online independent study–Initial contact via email; Meeting optional, dates and times to be determined 			100 %
Rotation Director:	George Ford, MD			
Additional faculty who will be participating in the rotation:	<p>George Ford, MD; FORDGA@mail.etsu.edu Reid Blackwelder, MD; blackwel@mail.etsu.edu Kyle Colvett, MD; kyle.colvett@balladhealth.org Mark McQuain, MD; McquainMT@wtodocs.com Jerald Mullersman, MD; MULLERSM@mail.etsu.edu Tom Townsend, MD; TOWNSENT@mail.etsu.edu Dawn Tuell, MD; TUELL@mail.etsu.edu Randolph Wykoff, MD, MPH; WYKOFF@mail.etsu.edu Keelin Flanner Roche, MD; ROCHEK@mail.etsu.edu</p>			
Contact Person:	George Ford, MD; FORDGA@mail.etsu.edu			
Initial Meeting-Place & Time:	Online independent study–Initial contact via email; Meeting optional, dates and times to be determined			
Goal:	To develop a perspective on the factors influencing physicians, patients and the practice of medicine through the review of a selection of the literature and media pertaining to the practice of medicine.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> The students will select a <u>minimum</u> of two books from the Medical Humanities Reading list and/or 6 videos <u>per week</u> of elective (in any combination, 3 videos equivalent to 1 book). The students will make notes on the literature regarding perspectives they are learning about issues relevant to the practice of medicine and medical professionalism. The students will write a paragraph summary reflection of each book or video based upon their notes, including things they learned that were unexpected, what they found particularly meaningful, and those things that will impact the way they practice medicine in the future. The students will submit written reflections electronically as completed during the elective, and discuss them with their assigned faculty member during or at the end of the elective. 			

Proposed rotation schedule	Independent study. Meetings to be determined on an as- needed basis.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	A minimum of 20 hours/week estimated to read or view, write reflections on the 2 books and/or 6 movie length videos <u>per week</u> of elective, including discussion time with instructor
Additional Notes about the rotation, if any	<i>A Student may not be enrolled in this elective at the same time as any other senior rotation or elective.</i>
Methods of Evaluation:	Evaluation will be dependent on successful completion of the required elements of the elective, the quality of the written reflections and the student's discussion of the information gathered through the review of medically-related literature and media. Feedback will be provided during each online, or in-person, meeting and upon submission of the written reflections.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Conference (informal topic centered meeting, may be online or in person, as determined by preceptor and student)		Discuss medical literature with assigned faculty member	
Self-directed learning- (student sets the topic)		Student selects literature to review from a provided reading and video list and may recommend additional materials to review, based upon course director approval;	Written reflection
Explain influences on the practice of medicine as discovered in literature or film about or related to medical practice, patient and patient family perspectives		Student selects literature to review from a provided reading and video list and may recommend additional materials to review, based upon course director approval;	Written reflection
Discuss the impact of these influences on the individual physician practice, patient-centered care, team-based care and the U.S. health care system		Discuss medical literature with assigned faculty member	Faculty review of written reflections
Reflect upon above influences in writing			Faculty review of written reflections

**East Tennessee State
University Quillen College of
Medicine Senior Elective**

Proposed Rotation title:	Microbiologic Principles and Pharmacotherapy of Immunologic and Infectious Disorders: A literature evaluation course. (online) MEDU 5011		Sponsoring Department: <i>Biomedical Sciences</i>
Rotation type & duration:	Elective: 10 weeks, ~ 1 hour meeting time per week.		
Periods Offered	Other: <i>January 15 – March 22, 2024</i>	Will third year students also be accepted for a two-week rotation as an M3 elective?	Yes
Shared Slots:	No	Maximum Students per Period: (10
Location(s):	Other type of site(s) or format: i.e on-line		
	• <i>On-line</i>		100%
Rotation Director:	<i>Michelle M. Dufffourc, Ph.D., dufffourc@etsu.edu</i>		
Additional faculty who will be participating in the rotation:	<i>Robert V. Schoborg, Ph.D., schoborg@etsu.edu Jennifer Hall, Ph.D., halljl1@etsu.edu J. Russ Hayman, Ph.D., hayman@etsu.edu</i>		
Contact Person:	<i>Robert V. Schoborg; schoborg@etsu.edu</i>		
Initial Meeting-Place & Time:	<i>Zoom meeting</i>		
Goal:	<i>Students will be guided in how to evaluate the primary literature in order to hone skills in evidence-based medicine and life-long learning. Students will refresh their understanding of the basic sciences underlying the clinical presentation, diagnostics, and management of high-yield immunologic and infectious disorders. Will help to prepare students for STEP 2 questions on literature review and foundational aspects of immunology, infection, and pharmacotherapy.</i>		
Topics to be covered/activities student expected to participate:	<i>DAILY TOPICS: 1) Basic biostatistics and paper presentation guidelines; 2) Considerations for literature critique (evaluating authors, evaluating journals, impact factor, types of medical publications, how to assess a publication's hypotheses/methods/conclusion, etc.); 3) type I hypersensitivity and allergy; 4) Autoimmunity I - Rheumatoid Arthritis; 5) Autoimmunity II - Inflammatory Bowel Disease; 6) Abscesses and cellulitis; 7) COVID19 and ARDS; 8) Bacterial pneumonia and SIRS; 9) Bacterial and fungal GU tract infections. ACTIVITIES: Students will present a portion of an article from the primary literature at each day's journal club. Students are required to participate in all discussions, regardless of whether or not they are the presenter. Faculty will provide review materials on the underlying immunology/microbiology and pharmacotherapy on the daily topic; this information informs the experimental background and design of the paper under discussion. In addition, faculty will guide the daily journal club presentations. GENERAL SCHEDULE: On-line Journal club will be held for approximately 1 – 1.5 hours per week. The time of the weekly journal club will be determined by group consensus. All other times are for independent learning and session preparation.</i>		
Proposed rotation schedule	<i>Students are required to participate in all on-line course activities Journal club will held for ~ 1- 1.5 hours per week; time determined by group consensus</i>		
# of hours per week the student expected be involved in this rotation	<i>5 (including prep and meeting time)</i>		

Additional Notes about the rotation, if any		This is an add-on elective to a student's existing rotation.		
	Students will be expected to accomplish the following EPAs:	Specifically how/what students will DO to demonstrate mastery of the EPA	Educational Methods:	Assessment Methods:
EPA 3	Recommend and interpret common diagnostic and screening tests	1. <i>Present and discuss sections of scientific papers relevant to diagnostic testing for infectious disease/immunologic disorders in a small-group setting.</i>	1. IM08: Discussion, Small group (<12) 2. IM10: Independent Learning 3. IM11: Journal Club 4. IM13: Lecture	1. AM10: Narrative Assessment 2. AM12: Participation 3. AM16: Research or project assessment

Optional objectives specific to this rotation linked to IEOs			
Objectives <i>Specifically describe how/what students will DO to demonstrate mastery of the IEO(s)?</i>	Institutional Educational Objective(s) <i>Specify by adding full text which are addressed by this educational experience</i>	Educational Methods: <i>How will you teach/ expose students to educational opportunities?</i>	Assessment Methods <i>How will you determine Mastery?</i>
<i>Discuss and Critique the theory, strengths, and limitations of contemporary diagnostic lab tests</i>	1.4 <i>Interpret laboratory data, imaging studies, and other tests required for the area of practice</i> 1.5 <i>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</i> 3.3 <i>Identify personal gaps in knowledge, skills, and/or attitudes</i>	1. IM08: Discussion, Small group (<12) 2. IM10: Independent Learning 3. IM11: Journal Club 4. IM17: Peer Teaching	1. AM10: Narrative Assessment 2. AM12: Participation 3. AM16: Research or project assessment
<i>Apply commonly used statistical methods to Evaluate the primary literature</i>	1.5 <i>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</i> 3.6 <i>Locate, critically appraise, and assimilate evidence from scientific studies related to patient's health problems</i>	1. IM08: Discussion, Small group (<12) 2. IM10: Independent Learning 3. IM11: Journal Club 4. IM13: Lecture	1. AM10: Narrative Assessment 2. AM12: Participation
<i>Review and Apply the basic biomedical science principles underlying lab diagnostics, pathophysiology, and pharmacotherapy of specific infectious and immunologic disorders</i>	1.5 <i>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</i> 2.2 <i>Apply established and emerging bio-physical principles fundamental to health care for patients and populations</i>	1. IM08: Discussion, Small group (<12) 2. IM10: Independent Learning 3. IM11: Journal Club 4. IM13: Lecture	1. AM10: Narrative Assessment 2. AM12: Participation

<p><i>Succinctly Summarize and Interpret the methods, rationales and conclusions of primary literature related to specific infectious and immunologic disorders</i></p>	<p><i>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</i></p> <p><i>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</i></p> <p><i>2.2 Apply established and emerging biophysical principles fundamental to health care for patients and populations</i></p> <p><i>3.3 Identify personal gaps in knowledge, skills, and/or attitudes</i></p> <p><i>3.6 Locate, critically appraise, and assimilate evidence from scientific studies related to patient's health problems</i></p>	<p><i>1. IM08: Discussion, Small group (<12)</i></p> <p><i>2. IM10: Independent Learning</i></p> <p><i>3. IM11: Journal Club</i></p> <p><i>4. IM13: Lecture</i></p> <p><i>5. IM17: Peer Teaching</i></p>	<p><i>1. AM10: Narrative Assessment</i></p> <p><i>2. AM12: Participation</i></p>
<p><i>Demonstrate professional behaviors during small group discussions</i></p>	<p><i>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</i></p> <p><i>4.3 Work effectively with others as a member or leader of a health care team or other professional group</i></p>	<p><i>1. IM08: Discussion, Small group (<12)</i></p> <p><i>2. IM11: Journal Club</i></p> <p><i>3. IM16: Patient presentation - Learner</i></p> <p><i>4. IM17: Peer Teaching</i></p>	<p><i>1. AM10: Narrative Assessment</i></p> <p><i>2. AM12: Participation</i></p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Minor Invasive and Surgical Procedures for General Practice		Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	MEDU 5019			
Rotation type & duration:	Elective: 2 weeks			
Periods Offered	All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	Yes. M3 Elective	Maximum Students per Period:	20	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • 100% Online 			100 %
Rotation Director:	<i>Leon Dumas, dumasl@etsu.edu</i>			
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>			
Contact Person:	<i>Leon Dumas; dumasl@etsu.edu</i>			
Initial Meeting-Place & Time:	<i>Online on the first assigned day</i>			
Goal:	<i>A structured re-visitation of minor invasive and surgical procedures relevant to general practice.</i>			
Topics to be covered/activities student expected to participate:	<p><i>Students will understand sutures and suturing techniques, local anesthetic agents, skin cancers and the performances of minor surgical procedures. Students will complete assigned assessments on each module of work.</i></p> <p>This two-week senior elective has been designed specifically for students that intend to enter general family practice. The elective has been subdivided into modules which include the appropriate pharmacology and associated oncology with the minor surgical procedures that are performed daily by a family practitioner.</p> <p>The modules included in the elective are:</p> <ul style="list-style-type: none"> ○ An overview of sutures suture materials and suturing techniques ○ The pharmacology indications and contraindications of regularly used local anesthetics ○ The identification and management of cutaneous carcinomas that are regularly seen by A family practitioner ○ The performance of simple skin procedures (cryotherapy, electrocauterization, curettage, and simple excision) ○ The performance of injection techniques (large joint injections, entrapment syndromes, sclerotherapy for varicose veins, and the management of hypertrophic scars and keloids) ○ Incision and excision procedures (excision biopsy excision of nevi, ganglion resection, epidermal cysts, resection of lipomata, and the management of ingrown toenails) ○ Breast biopsy and the management of a breast lump ○ The management and suturing of facial lacerations ○ An introduction to flap surgery of the face ○ Minor operative procedures for general practitioners (circumcision vasectomy appendectomy) ○ Debridement and foreign body removal ○ The management of soft tissue infection and abscess drainage 			

	The procedures included in this elective or regularly performed daily by most general practitioners in family practice, and the elective is designed to provide a foundation for students who intend to pursue a practice of this nature.
Proposed rotation schedule	<i>Students are expected to be present for daily online communication starting at 07:00; and to participate in the program until 17:00.</i>
# of hours per week the student expected be involved in this rotation	40 hours
Additional Notes about the rotation, if any	<i>Online Elective</i>

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/ expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 11	Obtain informed consent for tests and/or procedures	<i>Be able to obtain an informed consent and provide patient information for procedures.</i>	<i>Independent learning Demonstration (procedural videos)</i>	<i>Institutionally developed exam, written/computer base, participation, and/or oral presentation</i>
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Understand different suture materials, suture techniques and their application. Identify pharmacologic agents used or local anesthesia for minor surgical procedures and their proper usage. Revisit the histopathology of commonly occurring skin cancers. Identify the principles and practice of electro-surgery. Describe the indications and correct performance of invasive injection procedures commonly used. Identify and manage soft tissue infections commonly found in day-to-day practice. Identify and understand how to properly perform biopsies and various minor soft tissue resection procedures and correctly interpret and act on the results. Revisit various minor surgical procedures (including indications, atomic landmarks and the correct execution) regularly performed in general practice.</i>	<i>Independent learning Lecture (recorded didactic) Demonstration (procedural videos)</i>	<i>Institutionally developed exam, written/computer based.</i>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Neuraxial Blocks for Regional Anesthesia and the Associated Pharmacology		Sponsoring Department: <i>Biomedical Sciences</i>	
Course Number:	MEDU 5021			
Rotation type & duration:	Elective: 2 weeks			
Periods Offered	All periods	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Period:	15	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • <i>Online Elective</i> 			100 %
Rotation Director:	<i>Leon Dumas</i>			
Additional faculty who will be participating in the rotation:	<i>Caroline Abercrombie, Rob Becker, Tom Kwasigroch</i>			
Contact Person:	<i>Leon Dumas, dumasl@etsu.edu</i>			
Initial Meeting-Place & Time:	<i>Online the first assigned day</i>			
Goal:	<i>Revisit applied anatomy and evidence-based procedures relevant for regional nerve blocks in anesthesia, as well as the applicable pharmacology of local anesthetic drugs.</i>			
Topics to be covered/activities student expected to participate:	<p><i>View videos of lectures and procedures. Complete assigned assessments.</i></p> <p>This two-week senior elective is an advanced anesthesia course that focuses specifically on the use of neuraxial blocks for general anesthesia. With the advent and improvement of ultrasound, there has been a resurgence of the use of regional blocks in anesthesia. The accuracy that ultrasound provides now allows the clinician to block specific nerves with a far greater degree of accuracy. The student is first introduced to a range of local anesthetic agents that are regularly used to perform nerve blocks. The pharmacology of each of these agents is then discussed as well as the indications for their use.</p> <p>The elective proceeds to then apply these blocks to specific regions of the body. A comprehensive overview of all possible blocks of the head and neck region is followed by a review of the brachial plexus and Bier blocks for the upper extremity. A comprehensive overview of both the anatomy drugs and procedural techniques for both epidural and spinal anesthesia is then provided, as well as an overview of functional blocks of the thorax lumbar and inguinal region.</p> <p>The elective concludes with a section on potential nerve blocks that can be utilized for anesthesia of the lower extremity and reviews the indications and contraindications for a range of potential procedures.</p> <p>As a final assignment, the student should be able to put together their anesthetic plan to perform conscious sedation on a hypothetical patient.</p>			
Proposed rotation schedule	<i>Daily online guided modules</i>			
# of hours per week the student expected to be involved in this rotation	35			
Additional Notes about the	<i>Online Elective</i>			

elective if any

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<p><i>Describe drugs frequently used for regional nerve blocks and the appropriate dosages.</i></p> <p><i>Identify indications for each of the different drugs and their clinical applications, risks and side-effects.</i></p> <p><i>Explain the potential complications associated with these drugs and have the ability to manage these.</i></p> <p><i>Identify relevant surface anatomy, anatomical landmarks, innervation patterns and equipment for neuraxial, head and neck, upper extremity, thoracic, lumbar epidural, and lower extremity nerve blocks.</i></p> <p><i>Identify relevant ultrasound anatomy for neuraxial, head and neck, upper extremity, thoracic, lumbar and lower extremity nerve blocks.</i></p> <p><i>Describe the sequence of procedural steps for neuraxial, head and neck upper extremity, thoracic, lumbar epidural and lower extremity nerve blocks, using ultrasound imaging.</i></p>	<p><i>Independent Learning</i></p> <p><i>Lecture (recorded didactic)</i></p> <p><i>Demonstration (procedural videos)</i></p>	<p><i>Exam Institutionally Developed, written/ computer-based</i></p>

*Not required for Ambulatory rotation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Rotation title:	Surgical Essentials for Medical Students <i>(Core Content for Surgical Clerkships)</i>		Sponsoring Department: <i>Department of Medical Education</i>	
Course Number:	MEDU 5026			
Rotation type & duration:	Elective: 4 weeks			
Periods Offered	<i>February 26- March 22, 2024</i>	Will third year students also be accepted for a two-week rotation as an M3 elective?	Yes	
Shared Slots:	No	Maximum Students per Period:	12-15 students	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • QCOM — Lecture Room (Small or large auditorium)/ Online if necessary 			100 %
Rotation Director:	<i>Leon Dumas, dumasl@etsu.edu, 970 977 9988</i>			
Additional faculty who will be participating in the rotation:				
Contact Person:	<i>Kortni Dolinger: lindsayk@mail.etsu.edu</i>			
Initial Meeting-Place & Time:	<i>QCOM — Small Auditorium 08:00 on day 1</i>			
Goal:	<i>The elective is intended as an introduction of the most basic (but essential) aspects of surgical practice for medical students intending to peruse any surgical specialty (i.e., General Surgery, Orthopedic Surgery, OBGYN, Plastic Surgery, Urology). The material covered corresponds to the recommendations by the ACS and ASE.</i>			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. <i>Informed Consent, Communication of bad news, End-of-life issues, Documentation.</i> 2. <i>Suture materials, Suture technique, Instrumentation.</i> 3. <i>Fluids, Fluid therapy and Electrolytes, Acid-Base management.</i> 4. <i>Management of shock.</i> 5. <i>Intra-operative care, Analgesia, Local anesthetics & nerve blocks, Post-op.</i> 6. <i>Trauma: Initial evaluation, Diagnosis / management, Triage (ATLS).</i> 7. <i>Abdominal pain, GI bleed.</i> 8. <i>Abdominal wall and Inguinal path, Intra-abdominal masses, Retro-peritoneal masses.</i> 9. <i>Jaundice, Vomiting, Diarrhea, Constipation.</i> 10. <i>Breast lump, Skin & Soft tissue lesions, Peri-anal pathology.</i> 			
Proposed rotation schedule	08:00 – 16:00.			
# of hours per week the student expected be involved in this rotation	35 - 40 hrs/ week			
Additional Notes about the rotation, if any	<i>The elective is intended to incorporate and expand the material made available by the American College of Surgeons (ACS) division of Medical</i>			

Education, and the Association of Surgical Education's (ACE) resources for medical students.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Differentiate between various clinical diagnosis's.</i> <i>Application of information to new situations</i>	<i>EPA2: Prioritize a differential diagnosis after a clinical encounter</i>	<i>Knowledge for practice. IEO 2.2, 2.3, 2.4</i>	<i>Lecture and large group discussion (interactive)</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Recommend and then proceed to interpret various diagnostic tests.</i> <i>Analyze clinical information and differentiate between diagnostic options</i>	<i>EPA3: Recommend & interpret common diagnostic tests</i>	<i>Knowledge for practice. IEO 2.2, 2.3, 2.4</i>	<i>Lecture and large group discussion</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Discuss orders and prescriptions recommended for treatment.</i> <i>Evaluate clinical input data.</i>	<i>EPA4: Discuss orders and prescriptions</i>	<i>Practice-based learning and patient care. IEO 3.1, 3.7</i>	<i>Small group discussion with Mentorship</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Describe and document a patient encounter</i>	<i>EPA5: Document a clinical encounter in a patient record</i>	<i>Patient Care. IEO 1.4, 1.6</i>	<i>Peer teaching and large group discussion</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Formulate and list pertinent clinical questions</i>	<i>EPA6: Formulate clinical questions and retrieve evidence to advance patient care</i>	<i>Patient care. IEO 1.2</i>	<i>Lecture and Large group discussion</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i>

				<i>rubric-assessment</i>
<i>Describe and explain the hand-over of a clinical encounter</i>	<i>EPA8: Give or receive a patient hand-over to transition care responsibility</i>	<i>Patient care. IEO 1.8</i>	<i>Large group discussion and peer teaching</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Operate as a member of a clinical team</i>	<i>EPA9: Collaborate as a member of an inter-professional team</i>	<i>Interpersonal and Communication Skills. IEO 4.2,4.3</i>	<i>Large group discussion with mentorship</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Identify the characteristics of urgent care</i>	<i>EPA10: Recognize a patient requiring urgent care and initiate evaluation and management</i> <i>EPA11: Obtain informed consent for tests and procedures</i>	<i>Patient care. IEO 1.3, 1.6</i>	<i>Lecture and large group discussion</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>
<i>Identify system errors and suggest improvements</i>	<i>EPA13: Identify system failures and conform to a culture of safety and improvement</i>	<i>Knowledge for practice. IEO 2.1</i>	<i>Small group discussion</i>	<i>Clinical Performance Rating/checklist</i> <i>Peer assessment</i> <i>Oral Patient Presentation</i> <i>rubric-assessment</i>

East Tennessee State University
Quillen College of Medicine
Non-Clinical Course form
Please provide all the information requested.

Sponsoring Department: Academic Affairs	Course title: USMLE Step 2 Study Skills INDP 4100 <i>(a new course title may be edited to fit naming conventions)</i>	
Level of Student who may take this course?	M1 <input type="checkbox"/> M2 <input type="checkbox"/> M3 <input type="checkbox"/> M4 <input checked="" type="checkbox"/>	
Course Director(s): <i>(The one who will be responsible for grading/completing student assessments.)</i>	Name, phone, and email address: Beth Anne Fox	
Additional faculty participating in the course:	Jean Daniels	
Location preference: <i>List preferred facilities for this course (e.g. small classroom, large auditorium, etc.) or mark if course will be online.</i>	Online/Independent Study	Online Asynchronous <input checked="" type="checkbox"/> Online Synchronous <input type="checkbox"/>
Additional Contact Person: <i>(Who should students contact if they cannot reach the responsible faculty or instructors?)</i>	Name, phone and email address: Kortni Dolinger	
Prerequisites?	Completion of the pre-clerkship curriculum and required clinical clerkships.	
Duration:	# weeks: 4 # hours per week?	
Semester(s) Offered:	Spring	
Maximum Students per offering:	80	
Goal: <i>Goals are broad, generalized statements about what is to be learned</i>	To successfully prepare students for the national USMLE Step 2 examination.	
Example: To develop Spanish skills through vocabulary building pertinent to health professionals, health exams and wellness, and to develop conversational skills and cultural competency.		
Course Outline: What topics are to be covered and/or types of activities which students will be involved?	The student will: - Work with an Academic Support Counselor to create a study plan. - Take self-assessments during the course and share results with an Academic Support Counselor and Course Director. - Submit readiness report to Course Director. - Submit progress reports to Course Director. - Schedule USMLE Step 2.	
Example: The student will: <ul style="list-style-type: none"> • participate in small group sessions where they will learn clinical skills. • participate in clinical skills encounters with standardized patients. • prepare for sessions by reading/watching assigned material in advance. • engage in discussions with peers about social issues relevant to medicine. 		
Major assignments and exams <i>In bulleted form, list any assignments/exams with graded weight. Graded weight can be shown as a percentage of the final grade or as a point value.</i>	This course is graded as pass/fail based on participation. A passing grade is obtained by completing all of the requirements and scheduling the USMLE Step 2 examination.	
Additional notes about the course, if any:	This course is primarily self-directed learning, but students will have the opportunity for one-on-one meetings with academic support staff on an as needed basis.	

Course Objective <i>Refer to Blooms taxonomy</i>	QCOM IEOs and/or EPAs	Instructional Method(s) <i>(MedBiquitous Terms)</i>	Assessment Method(s) <i>(MedBiquitous Terms)</i>
Assess one's own learning needs and identify strengths and gaps in knowledge.	3.1, 3.3	IM23 - Self-directed learning	AM17 - Self-assessment
Demonstrate the ability to set learning and improvement goals and incorporate feedback into practice.	3.2, 3.5	IM10 - Independent learning IM20 - Reflection	AM12 - Participation
Demonstrate readiness to take the USMLE Step 2 exam.	2.2, 3.1	IM10 - Independent learning	AM17 - Self-assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Advanced Physical Diagnosis Elective		Sponsoring Department: Academic Affairs
Course Number:	MEDU 5001		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	Blocks 5b, 6, 7, and 8a Only	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	<i>Min 3/ Max 5 Current VA Credentials Required</i>
Location(s):	Inpatient Site(s)		
	• Veteran's Affairs Medical Center		%
Rotation Director:	<i>J. Kelly Smith, MD</i> smithj@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Sandy Greene</i> 423-439-8005 greene@mail.etsu.edu		
Initial Meeting-Place & Time:	Stanton-Gerber Hall Room A134 8:00 am		
Goal:	To provide the student with an advanced understanding of bedside diagnostic methods, and with a knowledge of differential diagnosis.		
Topics to be covered/activities student expected to participate:	<p>Sessions include:</p> <ol style="list-style-type: none"> Slide presentations of approximately 1,000 "medical mystery" cases. These cases include patient recordings and videos and are designed to enhance the student's knowledge of differential diagnosis. Students are provided thumb drives containing these mystery cases for future review. Bedside examination of VA patients selected to cover the major systems (heart, lungs, abdomen, nervous system, etc). These sessions may be preceded by "how to" discussions. Data bases (heart and lung recordings, x-rays, echos, CT scans, MRIs, CBCs, CMPs, cultures, etc) are obtained from examined patients for review and discussion the following day. These sessions are designed to validate clinical findings, and to enhance the student's ability to read radiographic studies, EKGs, echos, and interpret heart sounds, murmurs, pericardial rubs, gallops, etc. Slide presentations and bedside examinations are given on alternate days from 8am to 12pm 		

	4. Afternoons are set aside for independent self-directed learning. Recommended textbook: DeGowin's Diagnostic Examination, seventh edition, McGraw-Hill, New York
Proposed rotation schedule	Daily from 8am to 12pm. Afternoons are set aside for self-directed learning.
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	40
Additional Notes about the rotation, if any	Current VA Credentials Required

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs :	Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)	Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)
Utilize developed advanced skills in the art of palpation, percussion, and auscultation of the heart, lungs, abdomen, and peripheral vascular system, and in the performance of the neurologic examination.	1.2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests	Clinical Experience - Inpatient; Demonstration ; Self-Directed Learning	Narrative Assessment ; Participation
Identify physical manifestations and key symptoms or epidemiologic clues that, when recognized, will permit a specific diagnosis.	2.1 Demonstrate an investigatory and analytic approach to clinical situations 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise 3.2 Set learning and improvement goals 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes	Clinical Experience - Inpatient; Demonstration ; Self-Directed Learning	Narrative Assessment ; Participation
Utilize EKGs, chest x-rays, and lung and actual & simulated heart sounds to aid in diagnosis.	1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice	Clinical Experience - Inpatient; Demonstration ; Self-Directed Learning	Narrative Assessment ; Participation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Emergency Medicine Elective - JCMC	Sponsoring Department:	
Course Number:	<i>EMED 5003</i>		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except:	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Inpatient Site(s)		100 %
	<ul style="list-style-type: none"> • Johnson City Medical Center 400 N. State of Franklin Road Johnson City, TN 37604 		
Rotation Director:	Sarah Gustafson, MD		
Additional faculty who will be participating in the rotation:	Sarah Gustafson MD, Sarah Simpson DO, Kevin Stevens MD, Sean Ochsenshein MD, Andrew Gibson MD, Nat Lee MD		
Contact Person:	Sarah Gustafson, MD 423.431.6562 (ER)		
Initial Meeting-Place & Time:	Johnson City Medical Center (ER) 400 N. State of Franklin Road Johnson City, TN 37604		
Goal:	<i>Obtain Accurate H&P, Present to attending, Develop differential diagnosis and treatment plan</i>		
Topics to be covered/activities student expected to participate:	<i>Emergent Management of STEMI, STROKE, Shock, Chest/abdominal pain, minor trauma Laceration repair, I&D, splinting</i>		
Proposed rotation schedule	Will work variety of shifts with different attendings, may include evening/night or weekends		
# of hours per week the student expected be involved in this rotation	<i>60-70/rotation</i>		
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Analyze labs/CT results	Provide accurate presentations to the attending	Direct supervision and feedback	Shift evaluation cards

<i>Form differential and treatment plan</i>			
---	--	--	--

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Orthopaedic Surgery Elective-ETSU	Sponsoring Department:	
Course Number:	ORTHO 5001	Graduate Medical Education	
Rotation type & duration:	Elective: 4 weeks or 8 weeks		
Blocks Offered:	Blocks 2-8 Limited to those going into Orthopedic Surgery	Will third year students also be accepted for a two-week rotation as an M3 elective?	Blocks 2-8: NO Blocks 9-13: Yes, max of 2 students per block
Shared Slots:	No	Maximum Students per Block:	4
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Holston Valley Ambulatory Surgery Center, 103 W. Stone Drive, Kingsport, TN • Renaissance Surgery Center, 320 Bristol W Blvd. Suite 1A, Bristol, TN • Mountain Empire Surgery Center, 601 Med Tech Pkwy, Johnson City, TN 	25 %	
	Clinical Site(s)		
	<ul style="list-style-type: none"> • Watauga Orthopaedics, 2410 Susannah St. Johnson City, TN • Ballad Health Medical Associated Ortho Trauma, 410 N. State of Franklin Road • BHMA Pediatric Ortho, 410N. State of Franklin Road • BHMA Hand, 410N. State of Franklin Road • Holston Medical Group Ortho, 105 W Stone Drive, Kingsport, TN 	50 %	
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center, 400 N. State of Franklin Road • Holston Valley Medical Center, 130 W Ravine Rd, Kingsport, TN 	25 %	
Rotation Director:	<i>Dr. Daniel Krenk</i> daniel.krenk@balladhealth.org		
Additional faculty who will be participating in the rotation:	<i>ETSU Orthopedic Surgery Faculty</i>		
Contact Person:	<i>Caitlin B. Smith</i> smithcb2@etsu.edu (423) 431-3614		
Initial Meeting-Place & Time:	Johnson City Medical Center Exact location will be determined prior to start of rotation 6:15 am on the first day of the rotation		

Goal:	The course is designed for students who plan to pursue a career as an orthopedic surgeon. To provide the student with an understanding of the orthopedic resident expectation/academic requirements and general concept of orthopedics at the ETSU program.	
Topics to be covered/activities student expected to participate:	The student will: <ol style="list-style-type: none"> 1. Work under close supervision with the assigned physician. 2. The student will function as part of the orthopedic team with the offices and hospital. 3. The student will be exposed to new patients through the hospital, ER, and ambulatory setting. 4. The student will receive education in both inpatient and outpatient orthopedic care. 5. The student is required to give a 10-minute power-point lecture at the end of the rotation. 	
Proposed rotation schedule	6:30 AM until 5:00 PM and rotation of call schedule.	
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	60	
Additional Notes about the rotation, if any		

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform orthopedic focused history and physical examination.	EPA 1, 2, 6	Clinical Experience- Inpatient Peer teaching	Clinical Performance Rating Clinical Correlation Self-Assessment
Apply skills and knowledge of basic interpretation of x-rays.	EPA 3, 9	Clinical Experience- Inpatient Peer teaching Demonstration	Clinical Performance Rating Clinical Correlation Self-Assessment Participation
Apply skills and knowledge of materials and applications of splints and casts.	EPA 9, 10, 12	Clinical Experience- Inpatient Peer teaching Demonstration	Clinical Performance Rating Clinical Correlation Self-Assessment Participation
Communicate effectively and professionally with healthcare team, patients, and families during inpatient, outpatient, and operation room settings.	EPA 1, 2, 5, 6, 7, 9, 10, 12	Clinical Experience- Inpatient Clinical Experience- Ambulatory Peer teaching Demonstration	Clinical Performance Rating Clinical Correlation Self-Assessment Participation

Demonstrate proper technique for hand washing and sterile technique in the operating room.	EPA 9, 12	Clinical Experience- Inpatient Clinical Experience- Ambulatory Peer teaching Demonstration	Clinical Performance Rating Clinical Correlation Self-Assessment Participation
Prepare and present a five- minute orthopedic power point presentation on an orthopedic topic case presentation	EPA 1, 2, 3, 6, 9	Clinical Experience- Inpatient Peer teaching Independent Learning	Clinical Performance Rating Clinical Correlation Self-Assessment Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Palliative Medicine		Sponsoring Department: Academic Affairs
Course Number:	MEDU 5006		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks except 3b and 8b	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	2202 N John B Dennis Hwy, Ste 100, Kingsport, TN 37660		% 20
	Inpatient Site(s)		
	HVMC Wilcox Hall, Oncology Unit 3rd Floor, Kingsport, TN		% 80
Rotation Director:	Steven Baumrucker, MD, FAAHPM, FAAFP Steven.baumrucker@balladhealth.org 423 923 1522 (cell)		
Additional faculty who will be participating in the rotation:			
Contact Person:	Patricia York Patricia.York2@balladhealth.org 423-578-8402		
Initial Meeting-Place & Time:	HVMC Wilcox Hall, Oncology Unit 3 rd Floor, Kingsport, TN 9:00am CALL HIM at least the day before. Make sure your EPIC access is current		
Goal:	This is an academic rotation focusing on evidence based practice in symptom management, but covers “the art of medicine” as well, especially when dealing with communication in end-of-life settings. Student will come to understand the role of palliative care in the inpatient and outpatient setting and will have a firm grasp of opioid conversion, proper use of opioids, symptom management in advanced disease, and hospice issues.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. Understand the role of palliative medicine in the inpatient and outpatient setting. 2. Be able to properly perform opioid conversions 3. Know the basics of symptom management in the following areas <ol style="list-style-type: none"> a. pain, neuropathic and nociceptive b. dyspnea c. nausea d. constipation e. nutrition f. other symptoms 4. Be comfortable with discussing end-of-life issues with patients and family and participate in several end-of-life issue discussions. 5. Be able to discuss and create advance directives for a wide variety of patients 		

	6. Optional - Write and publish a literature review, editorial or pharmacologic review for the “ <i>American Journal of Hospice and Palliative Medicine</i> ”.
Proposed rotation schedule	<i>Variable</i>
# of hours per week the student expected be involved in this rotation	30
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Given a case study, the student will be able to effectively analyze the pertinent clinical data and findings, discuss appropriate imaging to order, formulate a differential diagnosis based on imaging findings, and formulate a diagnosis.	PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 ICS 2-4 P 1, 2, 4, 6 SBP 3, 4 IC 2 PPD 1, 4, 5, 7	7. Case based learning 8. Discussion, small group 9. Patient Presentation-Learner 10. Patient Presentation-Faculty 11. Peer teaching 12. Self-directed learning	6. Oral Patient Presentation 7. Participation 8. Clinical Performance Rating 9. Clinical Correlation 10. Self-Assessment
The student will be able to discuss the pertinent imaging modalities and imaging findings in relation to disease/injury of the chosen area of review for the elective.	PC 1-6, 8 KP 1,3 PBLI 1-3, 6, 7 SBP 3,4	7. Case based learning 8. Discussion, small group 9. Patient Presentation-Learner 10. Patient Presentation-Faculty 11. Peer teaching 12. Self-directed learning	6. Oral Patient Presentation 7. Participation 8. Clinical Performance Rating 9. Clinical Correlation 10. Self-Assessment

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Please print and review with Preceptor at beginning of Rotation

ROTATION: PALLIATIVE MEDICINE

ATTENDINGS: Dr. Steven Baumrucker, FAAHPM

HOSPITAL SITE: HVMC

INITIAL MEETING PLACE: HVMC Wilcox Hall, Oncology Unit 3rd Floor, PM Office

BREAKDOWN OF THE TIME SPENT ON ROTATION (In percentage):

80% Inpatient and Hospice
20% Outpatient

EDUCATIONAL PURPOSE/GOALS:

7. Understand the role of palliative medicine in the inpatient and outpatient setting.
8. Be able to properly perform opioid conversions
9. Know the basics of symptom management in the following areas
 - a. pain, neuropathic and nociceptive
 - b. dyspnea
 - c. nausea
 - d. constipation
 - e. nutrition
 - f. other symptoms
10. Be comfortable with discussing end-of-life issues with patients and family and participate in several end-of-life issue discussions.
11. Be able to discuss and create advance directives for a wide variety of patients
12. **Optional** - Write and publish a literature review, editorial or pharmacologic review for the "*American Journal of Hospice and Palliative Medicine*".

Patient Care

Patient Rounds, Bedside Attending Rounds

Medical Knowledge

Attending Rounds, Didactics, Independent Reading.

Practice Based Learning

Attending Rounds and discussions with nursing regarding effectiveness of comfort care, analyze experience discussing end of life issues with the family and discuss and learn from potential miscommunication. Practice management can also be integrated into the rotation for 3rd year residents, including coding and compensation issues.

Interpersonal and Communication Skills

Presentation of patients to attending physicians, interactions with patients, families, and nursing staff, discussion of end-of-life issues with family, bedside attending rounds and clinic encounters.

Professionalism

Interactions with patients, families to demonstrate integrity and compassion, Using successful attending physicians as professional role models, lectures, core curriculum, Expectations to respect diversity racial, gender, religious, age, cultural and lifestyle diversity. Sensitivity to hospice and end-of-life issues.

Systems Based Practice

Optimal comfort care, Interactions with Social Service and Home Health Agencies, Pharmacy, Proper use of opioid analgesics in end-of-life setting.:

PGY1/PGY2/PGY3

In general, the elective is open to primarily PGY3 residents but PGY 2 and PGY1 residents can chose the elective. The educational experience is the same for all residents.

MSIV

For medical students, this elective is a sub-internship; students will see consults and follow ups, complete documentation, and round with the attending. Focus is gaining clinical experience and responsibility while having close supervision. Students will also participate in a research project to enhance learning of scientific writing.

PRINCIPAL TEACHING METHODS:

Supervised management of inpatient and outpatient encounters of patients at the end of their lives. Teaching regarding specific areas of comfort care including pain management, dyspnea, anorexia, nausea, depression and grief. Nursing home, inpatient consults, outpatient encounters, and home visits are included

ANCILLARY EDUCATION MATERIALS UTILIZED (Reading lists, pathological material):

“Primer of Palliative Medicine” (each resident gets one provided gratis)

The American Journal of Hospice and Palliative Medicine

“The Oxford Textbook of Palliative Care”

Specific journal articles depending on patient encounters

METHODS OF EVALUATION:

Direct observation for development of proficiency in patient evaluation and involvement with family discussions regarding comfort care and end-of-life care.

GENERAL COMMENTS:

This is an academic rotation focusing on evidence-based practice in symptom management, but covers “the art of medicine” as well, especially when dealing with communication in end-of-life settings. Residents will have a firm grasp of opioid conversion, proper use of opioids, symptom management in advanced disease, and hospice issues.

SCHEDULE (Subject to change):

Monday: HVMC – meet 9am at Wilcox 3 Palliative Medicine Office Inpatient palliative medicine consult service
(call Dr Baumrucker at 423 923 1522 if he’s not there when you arrive)

Tuesday: Ballad Cancer Care – Indian Path
Outpatient pain and medication management, advance directives, etc

Wednesday:
ETSU Clinic for residents Research project day
for students

Thursday
JCMC
Inpatient palliative medicine service

Friday
Ballad Cancer Care, JMH (this will change May 2021 – TBA) Outpatient pain and medication management, advance directives, etc.

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Radiation Oncology – Clinical Elective		Sponsoring Department: Medical Education
Course Number:	RADI 5001		
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center Radiation Oncology Department 		100 %
Rotation Director:	Kyle T. Colvett, M.D. Kyle.colvett@balladhealth.org		
Additional faculty who will be participating in the rotation:	Kyle T. Colvett, M.D. Nathan S. Floyd, M.D.		
Contact Person:	Allison Phillips Allison.phillips@balladhealth.org		
Initial Meeting-Place & Time:	Radiation Oncology Department, Johnson City Medical Center 8:30 a.m. on first day of rotation.		
Goal:	To gain knowledge and experience in the natural history and assessment of malignancies while developing fundamental understanding of the role of radiation treatment in cancer care.		
Topics to be covered/activities student expected to participate:	The student will be engaged in the clinic setting in evaluation of new patients and in follow-up care. The student will assist in procedures and will observe in the clinic and physics areas. The student will attend and participate in multidisciplinary conferences.		
Proposed rotation schedule		Hours for students are typically 7:00 a.m. to 5:00 p.m. Special procedures and clinical situations may warrant attendance at other times.	
# of hours per week the student expected be involved in this rotation		50	
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Recognize and discuss fundamentals of oncology care and principles of radiation biology and	EPA 7, 9,10,12	Didactic lectures, directed readings, bedside teaching, conferences	Clinical questioning, stimulated recall

physics as they apply to the clinical setting			
Assess a new patient case and gather appropriate data to present a general care plan	EPA 1,2,3,6,7,10,13	Clinical bedside experience	Oral presentation
Integrate with a multidisciplinary team for collaborative care of cancer patients	EPA 9,10,11,12,13	Clinical experience, conferences	Clinical questioning, stimulated recall
Formulate appropriate care plan for common treatment side effects	EPA 1,2,3,4,5,7,10,12	Didactic lectures, directed readings, case based instruction, clinical bedside	Clinical documentation review, discussion

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Radiology-Introduction to Clinical Elective VAMC		Sponsoring Department: Medical Education
Course Number:	RADI 5004		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: 2a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes, but requires special approval from course director
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Radiology: VAMC Bldg 77, 2nd floor 		100 %
Rotation Director:	Dr. Lance Klosterman Lance.klosterman@va.gov 423-926-1171 ext 7444 Dr. Scott Raber Scott.raber@va.gov 423-926-1171 ext 3645		
Additional faculty who will be participating in the rotation:	Dr. Lance Klosterman, Dr. Scott Raber, Dr. Vinay Jain, Dr. Craig Robinson, Dr. Salman Qayum		
Contact Person:	Kayla Rosenbaum Kayla.rosenbaum@va.gov 423-979-2946		
Initial Meeting-Place & Time:	Radiology (Nuclear Medicine) Building 204, 2 nd Floor, Rm L262		
Goal:	A basic understanding of all Radiology exams and procedures. Experience with special procedures as well as experience with observing a radiologist dictating exams.		
Topics to be covered/activities student expected to participate:	Student will be assigned to a radiologist each day. The student will shadow that radiologist to learn about radiology exams and special procedures. The student will observe the reading of exams.		
Proposed rotation schedule	Students are expected to report to Radiology at 9:00 am		
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	35 hours per week		
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Recognize and demonstrate sterile technique</i>		<i>Radiology Experience</i>	
<i>Recognize difference in radiology exams</i>		<i>Peer Teaching</i>	
<i>Understand Prep instructions of exams</i>		<i>Observing Performance of Procedures</i>	

**East Tennessee State University
Quillen College of Medicine
Senior Selective**

Proposed Rotation title:	Family Medicine Ambulatory Care Elective		Sponsoring Department: <i>Family Medicine</i>
Course Number:	FMED 5030		
Rotation type & duration:	2 weeks		
Blocks Offered:	All Except: Blocks 1, 2, 3, 7, 8, or 12	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	3 – one per site
	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Family Medicine Associates of Johnson City – 917 W. Walnut St. Johnson City, TN • ETSU Family Physicians of Bristol – 208 Medical Park Blvd. Bristol, TN • ETSU Family Physicians of Kingsport – 102 E. Ravine Rd. . Kingsport, TN 		100 %
Rotation Director:	Jason Moore, MD moorej@etsu.edu 423-439-6740		
Additional faculty who will be participating in the rotation:	Instructors include all of the full-time COM Family Medicine faculty in the clinics in Bristol, Kingsport and Johnson City, as assigned. Also, the senior residents on service in each of these programs will provide supervision and teaching.		
Contact Person:	Caitlin McBride , Coordinator mcbridecp@etsu.edu (423) 439-6740		
Initial Meeting-Place & Time:	Initial meeting: 8:00am, at assigned clinic location		
Goal:	To develop skills, knowledge and ability to examine and treat and manage patients in the ambulatory (clinic) setting.		
Topics to be covered/activities student expected to participate:	<ul style="list-style-type: none"> • The ambulatory rotation involves a majority of time working in the Family Medicine clinic. • Students will be assigned as the clinician of first contact for walk-in patients or follow-up patients. After performing a history, physical exam and appropriate lab testing, the student will present the case to the provider who will see the patient along with the student. The attending will review selected aspects of the history and physical. Together, they will determine a plan and follow-up care. • Students will see an average of one patient per hour, rarely seeing more than four patients per half-day. • Students will perform common ambulatory procedures, including pelvic exams and dermatologic surgery. 		
Proposed rotation schedule	Students are expected to be present during clinic hours, except as excused by the rotation director		

# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform a focused history and physical exam on a patient with a singular chief complaint	EPA 1, 3	Clinical experience with attendings	Faculty assessment
Developing skills in the assessment of patients with the 25 most frequent office diagnoses and presenting problems	EPA 2, 3, 10	Clinical experience with attendings, teaching	Faculty assessment
Incorporating prevention into a busy ambulatory practice	EPA 4, 9	Clinical experience with attendings, teaching	Faculty assessment
Integrating patient-centered skills with diagnostic and management skills identified above	EPA 3, 4, 11	Clinical experience with attendings, patient contact	Faculty assessment
Increasing expertise in ambulatory procedures	EPA 9, 13	Clinical experience with attendings, teaching	Faculty assessment
Developing expertise in, when and how, to refer patients from Primary Care to subspecialty care	EPA 4, 5, 6, 8, 9	Clinical experience, patient contact	Faculty assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Family Medicine Addiction Medicine-ETSU		Sponsoring Department: <i>Family Medicine</i>
Course Number:	<i>FMED 5029</i>		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks except 5-2, 5-3 and Blocks 2 and 3	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • <i>Family Medicine Johnson City 917 W. Walnut St. Johnson City, TN 37604</i> 		100 %
Rotation Director:	<i>Dr. Joyce Troxler 423-952-6478 troxlerj@etsu.edu</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Rebecca Mahar 423-952-6478 maharr@etsu.edu</i>		
Initial Meeting-Place & Time:	Family Medicine Johnson City 917 W Walnut St. Johnson City, TN 37604 10am Mondays, 8am Tues-Thursday		
Goal:	The primary purpose/goal of this rotation is to increase medical student knowledge of the care of patients with substance use disorder and decreasing stigma around this disease. A secondary goal is to give students experience in the specialty of Addiction Medicine, which may be of interest to them as possible future career.		
Topics to be covered/activities student expected to participate:	The student will participate in clinic activities which will include seeing patients who have a primary diagnosis of Substance Use Disorder with ADM Fellows and Faculty, engage in behavioral health screening and intake assessments with BH staff. The student will also obtain histories and physicals on patients in the ADM clinic, contributing to the medical record as appropriate for the student's level of training. The student will also have a variety of educational materials to support learning and understanding of substance use disorders. Materials will be provided to the student by ADM staff throughout the rotation. The student will also participate in ADM Fellows Didactic sessions and any ECHO sessions that occur during their rotation.		
Proposed rotation schedule	Monday - 8am-6:30pm		

	Tuesday - 8am-5pm Wednesday –1pm-5pm Thursday - 8am-5pm Friday –8am-12pm
# of hours per week the student expected be involved in this rotation	32-35
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
The student will describe the distinctive features of this specialty and the specialty's role within the health care system	3.3	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will identify the procedures commonly involved in the specialty	1.1	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will explain appropriate referrals to the specialty	1.8	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will assess the fit of the specialty to their interests and abilities	8.1	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating
The student will explain the clinical presentation of the most common problems seen by this specialty	2.1 2.2	Clinical Experience – Ambulatory Clinical Experience – Inpatient Mentorship Patient Presentation – Learner Self-Directed Learning	Clinical Performance Rating

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Family Medicine- Addiction Medicine Elective	Sponsoring Department: <i>Family Medicine</i>	
Course Number:	FMED 5021		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All except: dependent on the schedule availability of the responsible faculty	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, Specialties Clerkship	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • High Point Clinic 203 High Point Drive Johnson City, TN 37601 Clinic phone: 423-631-0731 Clinic fax: 423-631-0732 		100 %
Rotation Director:	Dr. Vance Shaw, (423) 631-0731 vanceshaw@gmail.com		
Additional faculty who will be participating in the rotation:	Dr. Vance Shaw, (423) 631-0731 vanceshaw@gmail.com		
Contact Person:	Rene Shaw, Executive Director (423) 631-0731 rene.shaw@highpointclinic.org		
Initial Meeting-Place & Time:	High Point Clinic at 9am on first day of the rotation 203 High Point Drive Johnson City, TN 37601		
Goal:	To develop a comprehensive understanding of opioid addiction and Medication Assisted Treatment (MAT)		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will participate in evaluation and treating individuals who suffer from addiction with a multidisciplinary team consisting of physicians, some of whom are board certified Addictionologists, licensed master's level counselors with extensive experience in the treatment of addiction, and case managers who specialize in assessing and mitigating the impact of addiction on the various aspects of the patient's life. 2. The student will be expected to gain an understanding of the importance of the multidisciplinary approach to treating addiction, and the role that each team member plays in the treatment of the addicted individual. 3. The student will become proficient in performing an addiction focused History and Physical, including the administration of the Addiction Severity Index (ASI). 		

	<ol style="list-style-type: none"> 4. The student will learn about Medication Assisted Treatment (MAT) of opioid addiction, as well as other types of chemical dependence, including alcoholism, amphetamine abuse, and sedative dependence and abuse. 5. The student will learn the management of the pregnant patient who is currently receiving MAT, and the effects on the mother and fetus. 6. The student will participate in the evaluation and treatment of co-occurring medical and psychiatric disorders, such as hepatitis C and Borderline Personality Disorder. 7. The student will sign up to become a student member of the American Association of Addiction Medicine (ASAM) followed by the completion of the buprenorphine training to receive x-wavier 8. Students are required to: <ul style="list-style-type: none"> -Attend a minimum of 4 clinic sessions each week; -Attend weekly staffing meetings; and -Meet one-on-one with attendings (not during clinic hours)
Proposed rotation schedule	<p>Students are required to:</p> <p>Attend the following clinic sessions each week:</p> <p>Tuesday 9am-5pm Thursday 9am-5pm Friday 10a-5pm Saturday 9am-4pm (possibly optional days, if needed)</p>
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40 – 50
Additional Notes about the rotation, if any	Hours required by student by High Point Clinic vary depending on specific educational opportunities provided during student rotation timeline.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Take histories, examine patients, order and interpret tests necessary to diagnose and manage patients with addiction issues under the supervision of members of the clinic's multidisciplinary team.	EPA 1,2,3,9 2.1 2.2 2.3 2.4 2.5	Clinical Experience, Self-Directed Learning	Clinical Performance Rating, Participation
Function in an interprofessional team while assisting with care of patients seeking addiction health care.	EPA 9 2.1 2.2 2.3 2.4 2.5 2.8	Clinical Experience, Self-Directed Learning	Clinical Performance Rating, Participation
Through evidence-based inquiry, patient encounters, and inter-professional team participation,	EPA 4,7,9 1.2 1.3 2.3 5.6	Clinical Experience, Discussion, Self-Directed Learning	Clinical Performance Rating, Participation

<p>demonstrate knowledge, clinical skills and behaviors required to appropriately address:</p> <ul style="list-style-type: none"> • Lifestyle and behavior associated with addictive disease • The concept of addiction • The neurobiology of reward and addiction • 12 step programs and the principles behind each step • Opioid maintenance treatments (OMT), both maintenance and tapering protocols, and the advantages/disadvantages of buprenorphine vs. methadone • Addiction as a biopsychosocial and spiritual disease • Urine drug screens 			
<p>Demonstrate knowledge and experience with Risk Evaluation & Mitigation Strategies (REMS) utilized in Office-based Buprenorphine Opiate Treatment (OBOT) through evidence-based inquiry, discussion with the inter-professional team and application to clinical encounters.</p>	<p>EPA 7,9,13 2.6</p>	<p>Clinical Experience, Self-Directed Learning</p>	<p>Clinical Performance Rating, Participation</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Family Medicine- Direct Primary Care Elective	Sponsoring Department:	
Course Number:	FMED 5028	Family Medicine	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	<i>Generalist track and Rural Track students</i>	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Black Bag Family Healthcare 514 E Watauga Johnson City, TN 	100 %	
Rotation Director:	<i>Dustin Clark, MD</i> lauren@blackbagdoc.com <i>Lauren Clark, Office Manager</i>		
Additional faculty who will be participating in the rotation:	Dustin Clark, MD And other healthcare providers working in the clinic		
Contact Person:	<i>Caitlin McBride , Coordinator</i> mcbridecp@etsu.edu (423) 439-6740 Contact Caitlin prior to rotation for Lauren's Clark's phone #		
Initial Meeting-Place & Time:	9:00 first day of rotation Black Bag Family Healthcare 514 E Watauga, Johnson City, TN		
Goal:	Develop an advanced understanding of Family Medicine Practice in an exemplarycommunity health center setting for underserved patients.		
Topics to be covered/activities student expected to participate:	The student will: 1. The student will work primarily with the Responsible Faculty and colleagues andbecome part of the health care team. 2. The student will function as a primary care provider, obtaining histories and physical exams on assigned patients, gathering data, performing, assisting or observing procedures, and determining, in written form, a diagnostic, therapeuticand patient education plan under supervision of a licensed clinician. 3. The student will be expected to obtain and share evidence-based materialsappropriate to the patient's evaluation and management. 4. The students will be expected to work in community settings outside the clinicand gain experience with the clinic's outreach programs and gain experience with the unique aspects of providing health care in a rural community setting. 5. The student will participate in conferences, team meetings, community meetings as available.		
Proposed rotation schedule	Students are expected to present during routine working hours oftheir supervising clinician. Work hours are limited to the current policy and standards of the college of medicine		

# of hours per week the student expected be involved in this rotation	40-50		
Additional Notes about the rotation, if any			
Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Gather, present and document a history and perform a physical evaluation on a patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical experience -ambulatory Clinical experience - inpatient Patient presentation - learner	Clinical performance rating/checklist Oral patient presentation Participation
Prioritize a differential diagnosis following a clinical encounter: including development of a management plan using evidenced based resources.	EPA 2, 3, 4, 7	Clinical experience -ambulatory Clinical experience - inpatient Patient presentation - learner	Clinical performance rating/checklist Oral patient presentation Participation
Collaborate as a member of an inter-professional team	EPA 9	Clinical experience -ambulatory Clinical experience - inpatient	Clinical performance rating/checklist Oral patient presentation Participation
Develop a rapport with patients with unique health issues pertaining to their access to care, cultural background, diversity, and/or community	EPA 1, 4, 9, 13	Clinical experience -ambulatory Clinical experience - inpatient	Clinical performance rating/checklist Oral patient presentation Participation

Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Family Medicine Inpatient Elective	Sponsoring Department:	
Course Number:	FMED 5027	Family Medicine	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All except – 1, 2, 3	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Other seniors doing rotations in Family Medicine may be assigned to the facility at the same time.	Maximum Students per Block:	3 – one at each site
Location(s):	Inpatient Site(s)		100 %
	Bristol Regional Medical Center Holston Valley Medical Center, Kingsport Indian Path also? Johnson City Medical Center		
Rotation Director:	Jason Moore, MD moorej@etsu.edu 423-439-6740		
Additional faculty who will be participating in the rotation:	Instructors include all of the full-time COM Family Medicine faculty in the residency programs in Bristol, Kingsport and Johnson City, as assigned to the hospital service. Also, the senior residents on service in each of these programs will provide supervision and teaching.		
Contact Person:	Caitlin McBride , Coordinator (423) 439-6740 mcbridecp@etsu.edu		
Initial Meeting-Place & Time:	Initial meeting at 7:00am at the assigned hospital facility conference room. (please call the Coordinator in the week prior to beginning the rotation – (423) 439-6740		
Goal:	To develop knowledge and skills necessary to manage patients in the hospital setting.		
Topics to be covered/activities student expected to participate:	The inpatient rotation on Family Medicine provides an opportunity to diagnose and manage patients on the FM inpatient service. These patients are unrestricted by age, sex, disease or organ system. Students will function in the role of an intern and will manage patients under direct supervision of the senior resident on the service. The student's volume of admissions and patient load managed on the service will be limited appropriately.		
Proposed rotation schedule	Students on the Family Medicine inpatient rotation are expected to be present for daily hospital rounds, from 6:45am to handoff (typically 5pm).		
# of hours per week the student expected be involved in this rotation	60		

Additional Notes about the rotation, if any	
--	--

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <i>EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Perform an initial admission history, physical exam, assessment and plan	EPA 1, 3	Clinical experience – inpatient; Patient presentation-learner	
2. Enter admission and discharge records and review these with the senior resident and attendings	EPA 4, 5	Clinical experience - inpatient	Clinical performance rating/checklist Clinical documentation review. Oral presentation
3. Develop increasing competence in differential diagnosis, especially on the common medical, surgical, pediatrics and gynecological reasons for hospital admissions. Additionally, recognize patients requiring urgent/emergent care	EPA 2,3,10	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
4. Develop skills in communicating with other family and team members through clear and concise written notes and through regular verbal contact with attendings and the consultants. This includes presenting in rounds, handing off care to incoming team, and direct consulting of referring physicians	EPA 4,5,6,8,9	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
5. Integrate patient management skills with the appropriate medical, diagnostic, assessment and treatment plan suggestions offered by the medical plan. This includes individual and family meetings to obtain informed consent, communicate plans and resolve differences concerning treatment plan, advance directives, surgical decisions, etc.	EPA 3,4,11	Clinical experience – inpatient. Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation

<p>6. Develop increasing sophistication in medical diagnosis and treatment working within an interprofessional team. This includes knowledge of pathophysiology of common diseases, as well as pharmacology of common drugs</p>	<p>EPA 4, 9</p>	<p>Clinical experience – inpatient. Patient presentation-learner</p>	<p>Clinical performance rating/checklist. Clinical documentation review. Oral presentation</p>
<p>7. Demonstrate use point of care resources and ability to form evidence-based inquiries.</p>	<p>EPA 9,13</p>	<p>Clinical experience – inpatient. Patient presentation-learner</p>	<p>Clinical performance rating</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Family Medicine- Research Elective		Sponsoring Department:	
Course Number:	FMED 5024		Family Medicine	
Rotation type & duration:	Elective: 4 weeks			
Blocks Offered:	All EXCEPT: Blocks 1, 2, 6, and 11	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	2	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • <i>Dependent on research project</i> 			%
Rotation Director:	Dr. Ivy Click Ivy Click, EdD Assistant Dean for Curriculum Associate Professor of Family Medicine 423-439-6740 click@etsu.edu			
Additional faculty who will be participating in the rotation:				
Contact Person:	Caitlin McBride Family Medicine Box 70621 423-439-6740 mcbridecp@etsu.edu			
Initial Meeting-Place & Time:	by prior arranged time/place – Student to contact Dr. Click at least 1 week before start date			
Goal:	To develop a basic understanding of primary care clinical research through the completion of a mini-project.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. Prior to the beginning of the rotation, the student will work collaboratively with the faculty member to develop a feasible mini research project. 2. The student will receive instruction/readings in basic research design and statistics, clinical research issues, medical literature review and synthesis, IRB issues (including completing IRB certification), and scientific presentation/writing. 3. The student will carry out the agreed upon mini-project. 4. The student will complete the mini-project by developing and giving a scientific presentation or writing a final paper suitable for submission for publication consideration. 			
Proposed rotation schedule	Arranged between student and instructor			
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35			

Additional Notes about the rotation, if any	
--	--

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <u><i>EPAs:</i></u>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Understand and synthesize research studies published in the medical literature	EPA 3.6 EPA 3.7 EPA 3.10	Demonstration, Instruction, Self-Directed Learning	Instructor Rating, Participation, Self-Assessment
Develop a testable clinical research question	EPA 3.6	Demonstration, Discussion, Self-Directed Learning	Instructor Rating
Develop and implement a small-scale clinical research project	EPA 2.6 EPA 3.4 EPA 3.9 EPA 5.3 EPA 6.5 EPA 7.1	Demonstration, Instruction, Self-Directed Learning	Instructor Rating, Participation, Self-Assessment
Summarize findings of a clinical research project in either scientific presentation or publication format	EPA 2.6 EPA 3.8 EPA 3.9 EPA 8.8	Demonstration, Instruction, Self-Directed Learning	Instructor Rating, Participation, Self-Assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Senior Family Medicine Elective		Sponsoring Department: <i>Family Medicine</i>
Course Number:	FMED 5025		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Except: Block 1, 2 & 3	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Other Family Medicine rotations	Maximum Students per Block:	3 – one at each site
Location(s):	Ambulatory Site(s)		
	ETSU Family Medicine Residency Clinics in either Bristol, Johnson City or Kingsport (students may request a particular site assignment)		50 %
	Inpatient Site(s)		
	Bristol Regional Medical Center Holston Valley Hospital, Kingsport, TN Indian Path also? Johnson City Medical Center		50 %
Rotation Director:	Jason Moore, MD moorej@etsu.edu 423-439-6740		
Additional faculty who will be participating in the rotation:	Instructors include all of the full-time COM Family Medicine faculty in the residency programs in Bristol, Kingsport and Johnson City. Also, the senior residents in each of these programs will provide supervision and teaching.		
Contact Person:	Caitlin McBride , Coordinator (423) 439-6740 mcbridecp@etsu.edu		
Initial Meeting-Place & Time:	Initial meeting at 9:00am, at the assigned ETSU Family Medicine clinic. Initial meeting at 7:00am at the assigned hospital facility conference room. (please call the Coordinator in the week prior to beginning the rotation – (423) 439-6740		
Goal:	1. Develop a comprehensive knowledge of primary care principles as they apply to the care of family medicine patients 2. Coordinate care with an inter-professional team		
Topics to be covered/activities student expected to participate:	The aim of the senior Family Medicine elective is to provide the student with experience in the care of patients in the ETSU Family Medicine Residency Programs. This experience will provide in-depth exposure to family medicine, resulting in an increased understanding for its depth and breadth.		

	<p>Students are expected to:</p> <ul style="list-style-type: none"> - serve as the "first evaluator" of patients - perform appropriate history and physical examinations - independently establish a differential diagnosis - write progress notes and develop care plans under the supervision of a resident and/or attending physician
Proposed rotation schedule	Students on the Senior Family Medicine rotation are expected to be present each day for patient care in the clinic and/or the hospital.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	50
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <i>EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Obtain a history, perform a physical exam, assessment and plan	EPA 1, 3	Clinical experience – ambulatory and/or inpatient; Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation
Develop and where applicable enteradmission and discharge records and review these with the senior resident and attendings	EPA 4, 5	Clinical experience - inpatient	Clinical performance rating/checklist Clinical documentation review. Oral presentation
3. Develop increasing competence in differential diagnosis, especially on the common medical, surgical, pediatrics and gynecological reasons for hospital admissions. Additionally, recognize patients requiring urgent/emergent care	EPA 2,3,10	Clinical experience – ambulatory and/or inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation
4. Develop skills in communicating with other family and team members through clear and concise written notes and through regular verbal contact with attendings and the consultants. This includes presenting in rounds or in clinic, handing off care to incoming	EPA 4,5,6,8,9	Clinical experience – ambulatory and/or inpatient. Patient presentation-learner	Clinical performance rating/checklist Clinical documentation review. Oral presentation

team, and direct consulting of referring physicians			
5. Integrate patient management skills with the appropriate medical, diagnostic, assessment and treatment plan suggestions offered by the medical plan. This includes individual and family meetings to obtain informed consent, communicate plans and resolve differences concerning treatment plan, advance directives, surgical decisions, etc.	EPA 3,4,11	Clinical experience – ambulatory and/or inpatient. Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation
6. Develop increasing sophistication in medical diagnosis and treatment working within an inter-professional team. This includes knowledge of pathophysiology of common diseases, as well as pharmacology of common drugs	EPA 4, 9	Clinical experience – ambulatory and/or inpatient. Patient presentation-learner	Clinical performance rating/checklist. Clinical documentation review. Oral presentation
7. Demonstrate use point of care resources and ability to form evidence-based inquiries.	EPA 9,13	Clinical experience – ambulatory and/or inpatient. Patient presentation-learner	Clinical performance rating

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Internal Medicine- Ambulatory Care Elective	Sponsoring Department:	
Course Number:	IMED 5001	Internal Medicine	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, Ambulatory Care Selective	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Physicians and Associates, Internal Medicine Clinic, Clinical Education Building, 2nd Floor, Johnson City, TN 		100 %
Rotation Director:	Becky Copeland, MD		
Additional faculty who will be participating in the rotation:	Drs. Becky Copeland, Rupal Shah, Debalina Das, Blair Reece		
Contact Person:	Yvette font @ 423-439-6381 font@etsu.edu Melissa Sells @ 423-439-7280		
Initial Meeting-Place & Time:	ETSU Physicians and Associates, Internal Medicine Clinic, Clinical Education Building, 2 nd floor at 8:00 a.m. Not available in Kingsport or Bristol		
Goal:	Ambulatory medicine requires different skills from hospital medicine. This elective will introduce the senior medical student to the out-patient practice of primary care internal medicine.		
Topics to be covered/activities student expected to participate:	<ul style="list-style-type: none"> • Students will participate in primary care internal medicine clinics. Careful triage of patients appropriate for medical students will be essential to an optimal outpatient experience. • Students will keep a log of all patients for which they have made a note in the patient's chart. Ambulatory care preceptors will review these entries on a weekly basis. • The Ambulatory care educators have designed a curriculum which is available in the conference room and also a copy is available with Dr. Copeland. • Recommend reading textbook and Gorral textbook of Ambulatory Medicine. • The concept of patient centered home model will be emphasized throughout this rotation. 		
Proposed rotation schedule	M-F: 8am-4:30pm		
# of hours per week the student expected be involved in this rotation	40		

Additional Notes about the rotation, if any	<i>No Visiting Students</i>
--	-----------------------------

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <i>EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. To evaluate and treat illnesses not encountered by inpatient experience.	<i>EPA 1, 2, 3, 4, 5, 6</i>	Clinical experience ambulatory, case-based instruction	Clinical performance rating/checklist, oral patient presentation
2. To gain experience with diseases and their natural history.	<i>EPA 7</i>	Clinical experience ambulatory, case-based instruction self-directed learning	Clinical performance rating/checklist, oral patient presentation
4. To develop skills not emphasized by inpatient experience, including a. limited, focused history and b. physical exam health maintenance and promotion c. consultation and referral processes in a timely outpatient setting	<i>EPA 1, 2, 3</i>	Clinical experience ambulatory, case-based instruction	Clinical performance rating/checklist, oral patient presentation, clinical documentation review
4. To emphasize patient centered care over the patient “as disease” model and appreciate that, at times, hospitalization is the result of poor patient relationships	<i>EPA 13</i>	Clinical experience- ambulatory, case-based instruction, self- directed learning,	Clinical performance rating/checklist, oral patient presentation
5. Expose students to successful primary care role models whose work is performed primarily in an outpatient setting.	<i>EPA 9, 13</i>	Clinical experience- ambulatory, case-based instruction, self- directed learning,	Clinical performance rating/checklist, oral patient presentation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Rotation title:	Internal Medicine- Cardiology Elective		Sponsoring Department: <i>Internal Medicine</i>
Course Number:	IMED 5002		
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared	No	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> ETSU Heart, 329 N. State of Franklin Rd, Johnson City, TN 423-979-4100 		%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> Johnson City Medical Center 		%
Rotation Director:	Dr. Manar Jbara 574-386-7656 jbaram@etsu.edu Text (do not call) Dr. Jbara at least 3 days before the beginning of the rotation to see where to meet on the first day		
Additional faculty who will be participating in the rotation:	Drs. Manar Jbara, Vijay Ramu, Steven Smith, Jeetendra Patel		
Contact Person:	Marilyn Stockfelt-(423)979-4100 Stockfel@etsu.edu Yvette Font – 423-439-6381 Font@etsu.edu		
Initial Meeting-Place & Time:	Make sure to email or text Dr. Manar Jbara 3 days prior to the beginning of the rotation to see where to meet with him. This is imperative. Contact Tawana Holland (423) 431-6431 Room# 7306-Johnson City Medical Center tawana.holland@balladhealth.org Set a time to meet with Tawana Holland to receive computer access for the rotation		
Goal:	To develop comprehensive understanding of the cardiovascular disease specialty as it applies to the practice of primary care medicine. Recognize and interpret basics of EKG and apply knowledge on clinical samples.		

<p>Topics to be covered/activities student expected to participate:</p>	<p>Students will participate in the Cardiology and electrophysiology consultation service at either JCMC under the supervision of the attending physicians.</p> <ul style="list-style-type: none"> • Students will obtain history and perform physical examinations of patients referred for various cardiovascular diseases which will be reviewed by the attending physician. Then the diagnostic testing and treatment plan will be discussed. • Students are expected to round on patients with the Cardiology team that include the attending, fellow and possibly residents and other students; and to attend scheduled cardiology noon conference on Thursday and Friday. • Students will be able to be assigned to one half day clinic per week to obtain ambulatory cardiology experiences. They will also be assigned to observe common cardiac procedures to understand the indication and its clinical application <p>At the end of the rotation, each student will be evaluated according to their performance in the above activities.</p> <p>Common topics to be encountered during this rotation include but not limited to CAD, Acute coronary syndrome, basic cardiac arrhythmias, Congestive heart failure and adult congenital heart diseases.</p> <p>They will have a solid foundation in understanding indications and applications for diagnostic procedures like stress tests, echo, cardiac cath and electrophysiology study. They will also obtain basic knowledge on cardiac devices and the different clinical devices and their clinical indication both primary and secondary.</p>
<p>Proposed rotation schedule</p>	<p>M-F, From 8-5</p>
<p># of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i></p>	<p>Average 40 hours</p>
<p>Additional Notes about the rotation, if any</p>	

<p>Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i></p>	<p>Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i></p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i></p>	<p>Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i></p>
<p>1. Medical knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of pathophysiology of common cardiac problems like acute coronary 	<p>EPA:1, 2,3, 4,7</p> <p>1.1 1.2 2.4</p>	<p>Patient presentation- learner Conference lecture self-directed learning, discussion, small group, clinical experience (inpatient/outpatient)</p>	<p>clinical performance rating/checklist, oral patient presentation</p>

<p>syndrome, congestive heart failure and basic cardiac arrhythmias..</p> <ul style="list-style-type: none"> • Describe indications, mechanism of action, side effects and uses of antihypertensive and cardiac medications and utilize this knowledge in patient management. • Recognize basics of EKG and apply knowledge on clinical samples • Define and describe indications and applications for diagnostic procedures like stress tests, echo, cardiac cath and electrophysiology study. • Obtain basic knowledge on cardiac devices and understand the different clinical devices and their clinical indication both primary and secondary 			
<p>2. Patient care:</p> <p>a. Gather data from patient's medical and social history and perform physical examination as it applies to the patient's presentation</p> <p>b. Obtain and interpret information from laboratory and radiology resources.</p> <p>c. Utilize gathered data for diagnosing patients problems and for the management of patients</p> <p>d. Participate in the management and follow up to patients</p>	<p>EPA:1,2,3,4,5,6</p> <p>2.1 2.2 2.3 2.4 2.5 2.6</p>	<p>patient presentation-learner clinical experience- inpatient/outpatient case based instructional learning, discussion, small group</p>	<p>clinical documentation review, clinical performance rating/checklist, oral patient presentation</p>
<p>2. Practice based learning:</p> <ul style="list-style-type: none"> • Retrieve and utilize appropriate learning resources for updated decision making and better patient care • Utilize evaluations and feedback for continued improvement throughout training 	<p>EPA 2,7</p> <p>3.1 3.2</p>	<p>patient presentation-learner, clinical experience- inpatient/outpatient case based instructional learning, discussion, small group, conference, lecture</p>	<p>clinical documentation review, clinical performance rating/checklist, oral patient presentation</p>

<p>3. Interpersonal communication</p> <ul style="list-style-type: none"> • Establish ethical relationship with patients and their families <p>Improve communication skills with patients taking into consideration cultural barriers</p>	<p><i>EPA 1, 9</i></p> <p>4.1 4.4 4.5 4.6</p>	<p>patient presentation-learner, clinical experience- inpatient/outpatient, case based instructional learning, discussion, small group</p>	<p>clinical performance rating/checklist, oral patient presentation</p>
<p>4. Professionalism:</p> <ul style="list-style-type: none"> • Demonstrate punctuality and availability on daily rounds • Demonstrate reliability to attend scheduled conferences • Demonstrate professionalism and respect towards fellow students, residents, fellows, faculty and also nursing, pharmacy and administrative staff 	<p><i>EPA 1, 9</i></p> <p>5.1 5.2</p>	<p>patient presentation-learner, clinical experience- inpatient/outpatient, case based instructional learning, discussion, small group</p>	<p>clinical documentation review, clinical performance rating/checklist, oral patient presentation</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Internal Medicine- Endocrinology Elective		Sponsoring Department:	
Course Number:	IMED 5012		<i>Internal Medicine</i>	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	Yes, Junior Clerks	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • CEB II, 325 N. State of Franklin Rd, Johnson City, TN 			100 %
Rotation Director:	Saba Aziz 608-322-0820			
Additional faculty who will be participating in the rotation:	Drs. Saba Aziz			
Contact Person:	Saba Aziz 608-322-0820 Yvette Font – 423-43-6381 – font@etsu.edu			
Initial Meeting-Place & Time:	Monday, 8:30 am first day of rotation CEB I, 2 nd Floor 325 N. State of Franklin Rd, Johnson City, TN			
Goal:	Be informed of and comfortable with the most common endocrinology outpatient and inpatient problems. These include the diagnosis and basic management of diabetes, hypo- and hyper- thyroidism, hyperparathyroidism, lipid disorders, and adrenal dysfunction.			
Topics to be covered/activities student expected to participate:	The students will be exposed to the most common endocrine problems and will be comfortable with the diagnostic and therapeutic approaches that represent the current standard of care. Students will spend 6-8 half days each week with endocrinologist in ambulatory clinics evaluating and managing diverse endocrine disorders. This will include: <ol style="list-style-type: none"> 1. diabetes, type 1 and type 2 2. hypothyroidism 3. hyperthyroidism 4. disorders of calcium metabolism 5. assessment of adrenal function 6. tumors of thyroid, pituitary, parathyroid, and adrenal glands 			
Proposed rotation schedule	The work day is generally 8:00 to 5:00 Monday through Friday. Clinics usually begin at 8:00 am or 1:00 pm.			
# of hours per week the student expected be involved in this rotation	The time of involvement is usually about 40 hours per week.			
Additional Notes about the rotation, if any				

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <u>EPAs:</u>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Provide expertconsultation to answer the questions of referring providers and provide service to patients with endocrine disorders including, diagnostic testing, therapy, and patient education to foster understanding and compliance with treatment and preventive measures	EPA 1, 2, 3, 4, 5, 6 1.2 2.3 2.4 2.5 2.6 3.2 4.5 5.1 5.2 5.3 5.6 5.7 6.4	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation
2. Interview and examinepatients with endocrine disorders	EPA 1 2.1 2.2 2.3 4.2 4.3	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation
3. Work with team members to overcome communication barriers with patients.	EPA 9 2.1 2.8 4.1 4.4	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation
4. Work with team members to foster education to reinforce lifestyle interventions	EPA 2, 4, 6, 9 1.3 2.4 2.8 6.5 6.6	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation
5. Work with team members to overcome resource limitations that may prevent access to careand medications	EPA 9, 13 2.1 2.5 2.8 4.1 6.1 6.7	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation
6. Navigate system complexities and resourcesfor VA patients and indigent patients in a community clinic	EPA 13 2.8 4.1 5.4 5.5 5.6 6.1 6.3 6.6 6.7	patient presentation-learner clinical experience-ambulatory, case based instructional learning, discussion, small group	clinical documentation review, clinical performance rating/checklist, oral patient presentation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	<i>Gastroenterology Elective</i>		Sponsoring Department: <i>Internal Medicine</i>
Course Number:	<i>IMED 5004</i>		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, M3s	Maximum Students per Block:	2 (JCMC) 1 (VA)
Location(s):	Ambulatory Site(s)		
	Veterans Affairs Medical Center (VAMC) VA GI Ambulatory clinics (based on attendings) availability		%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • JCMC and Quillen VA Medical Center • Student must have Up-to-date VAMC Credentials prior to rotationstart 		%
Rotation Director:	<i>Dr. Mark Young</i> young@etsu.edu mfyoung2004@yahoo.com 423-929-7111 <i>Dr. Chakradhar Reddy:</i> creddy@gianetn.com 4239297118		
Additional faculty who will be participating in the rotation:	Dr. Mark Young Dr. Chakradhar Reddy: Dr. Puneet Goenka Dr. Jason McKinney Dr. Dhara Chaudari Dr. Lawrence Schmidt		
Contact Person:	JCMC: <ul style="list-style-type: none"> • Angela See 929-7118 asee@gianetn.com • Tawana Holland – 431-6431 VA: <ul style="list-style-type: none"> • Dr. Young and Dr. Reddy IM Coordinator: <ul style="list-style-type: none"> • Yvette Font – 423-439-6381 – font@etsu.edu 		
Initial Meeting-Place & Time:	JCMC: JCMC Physicians Lounge 7:00 a.m. VA: VA in the GI Fellows office which is Room L160 in the main hospital		
Goal:	To develop a comprehensive understanding of Gastroenterological and Hepatobiliary diseases as they apply to the practice of primary care medicine.		
Topics to be covered/activities student expected to participate:			

Proposed rotation schedule	Monday through Friday 8:00am to 5:00pm
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	Average 40 Hours per week
Additional Notes about the rotation, if any	If any questions, call Dr. Young at 423-794-8118

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Obtain a complete and accurate gastrointestinal history in an organized fashion. Identify pertinent common presenting symptoms of gastrointestinal disease. Identify other resources in obtaining a complete gastrointestinal history including family members, primary care physicians. Perform a complete and accurate physical exam identifying common stigmata of chronic liver disease.	<i>EPA 1</i>	Patient presentation and demonstration of physical findings on rounds	Clinical performance rating/checklist, oral patient presentation
2- Organize a complete differential diagnosis following a clinical encounter involving common gastrointestinal problems in the inpatient and outpatient service. Document clinical reasoning that lead to the working diagnosis.	<i>EPA 2</i>	Patient presentation-learner clinical experience- inpatient/outpatient, case based instructional learning, discussion, small group	Clinical documentation review, clinical performance rating/checklist, oral patient presentation
3- Recommend screening tests for colorectal cancer in the outpatient setting including appropriate use of FIT tests and colonoscopy. Outline appropriate screening measures for hepatocellular carcinoma in patients with cirrhosis.	<i>EPA 3</i>	Patient presentation-learner, clinical experience- inpatient/outpatient	Clinical documentation review
4 - Demonstrate an understanding of the hospital electronic medical record and order entry in caring for inpatient general gastro-enterology and hepatology patients.	<i>EPA 4</i>	Instructional learning	Clinical documentation review
5 - Document clinical encounters in the outpatient and inpatient setting. Organize and prioritize information. Record documentation in a timely and legible manner.	<i>EPA 5</i>	Patient presentation-learner, clinical experience- inpatient/outpatient, case based instructional learning, discussion, small group	Clinical documentation through EMR review
6 - Provide oral presentations of outpatient and inpatient clinical	<i>EPA 6</i>	Patient presentation-learner clinical	Clinical documentation review, clinical

encounters involving common general gastroenterological problems.		experience- inpatient/outpatient, case based instructional learning, discussion, small group	performance rating/checklist, oral patient presentation
7 - Develop pertinent clinical questions and retrieve evidence to advance patient care including gastroenterology patients with critical illness including liver failure and varicelle bleeding. Utilize the medical literature and the use of scientific reasoning to advance patient care including recent publications from our peer review journals- Gastroenterology, Gastrointestinal Endoscopy, American Journal of Gastroenterology and Hepatology	<i>EPA 7</i>	Patient presentation-learner, clinical experience- inpatient/outpatient, case based instructional learning, discussion, smallgroup	Clinical documentation review, clinical performance rating/checklist, oral patient presentation
8 - Give patient hand over informationto transition care to the fellow on service at the end of the day. Follow a structured template for communicating this verbally.	<i>EPA 8</i>	Patient presentation-learner, clinical experience	Direct observation and clinical documentation
9 - Collaborate as an active member of the gastroenterology consult service. Communicate with team members in an effective manner. Prioritize the use of diagnostic and therapeutic studies in an organized manner.	<i>EPA 9</i>	Clinical experience- inpatient, case based instructional learning	Clinical performance rating/checklist
10 - Recognize patients requiring urgent Endoscopy for gastrointestinal bleeding or emergent care or possible transfer for liver failure. Start initial care for patients decompensating withactive gastrointestinal bleeding including those with varicille bleeding and liver failure. Understand how to communicate this situation to other team members including fellows and attendings.	<i>EPA 10</i>	Clinical experience inpatient, case based instructional learning discussion, small group	Clinical performance rating/checklist
11 - Describe indications, risk, benefits,alternatives and potential complications of all endoscopic procedures including ERCP, EUS, EGD, Colonoscopy, Enteral Feeding Tube Placement and TIPS Procedure	<i>EPA 11</i>	Patient presentation-learner, clinical experience- inpatient/outpatient, case based instructional learning, discussion, small group	Clinical documentation review, clinical performance rating/checklist, oral patient presentation
12 - Assist in Peg Tube Placement and performance of Paracentesis in the inpatient setting. Manage post procedure complications and understand risk benefits.	<i>EPA 12</i>	Inpatient case based instructional learningprior to initiation of procedure	Clinical performance rating/checklist

13 - Understand system failures in the performance of gastrointestinal endoscopy. Review quality improvement programs already in place in the care of gastroenterology patients at the current facilities. Use system mechanisms for reporting errors in the care of these patients.	<i>EPA 13</i>	Clinical experience/inpatient	Clinical documentation review
--	---------------	-------------------------------	-------------------------------

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Internal Medicine- Hematology-Oncology	Sponsoring Department:	
Course Number:	IMED 5005	Internal Medicine	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, MS3 clerks	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s)		
	• Regional Cancer Center- Johnson City, TN		%
	Inpatient Site(s)		
	• 7500 Floor- Johnson City Medical Center		%
	Other type of site(s) or format: i.e on-line		
•		%	
Rotation Director:	Dr Jaishankar- jaishank@etsu.edu		
Additional faculty who will be participating in the rotation:	Drs. Jaishankar, Chakraborty, Singal, Bhat		
Contact Person:	Yvette Font – 423-439-6381 font@etsu.edu		
Initial Meeting-Place & Time:	7500 Floor, JCMC, 8am on first day		
Goal:	To develop a comprehensive understanding of the hematology-oncology subspecialty as it applies to the practice of internal medicine		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to the inpatient hematology-oncology service under the supervision of the attending. The student will become part of the hem/onc team composed of faculty, medical resident (s), medical oncology fellow(s) and pharmacy team. 2. The student will function as a hematology-oncology consultant obtaining histories and physicals on assigned patients, gathering data, performing or observing procedures, and determining in written form, a diagnostic, therapeutic and patient education plan. 3. The student will be expected to read about their particular patient's problem and be able to discuss appropriate evaluation and therapy. 4. The student will attend at least 3 ambulatory clinics a week at the Regional Cancer Center. 5. The student will actively participate in conferences, teaching rounds, presenting and discussing any assigned patients or topics. 		
Proposed rotation schedule	Students are expected to be at JCMC for daily inpatient rounds at 8 am and be at the ambulatory clinic at the Regional Cancer Center by 1.30		

	pm.
# of hours per week the student expected be involved in this rotation	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Medical Knowledge a. Recognize, evaluate and manage red cell, platelet, white cell and coagulation disorders b. Recognize approach to lymphadenopathy, lymphoma management, work up c. Recognize presentation, evaluation and management of common solid tumors (breast, lung, colon)	EPA 1, 2, 3, 4, 5, 6, 7 1.1 1.2 1.3	Clinical experience, case-based instruction and teaching, self-directed learning, small group discussion	Clinical Performance rating/checklist, oral patient presentation
2. Patient care a. Obtain history, collect and analyze data from patient charts and formulate a management plan of hematology oncology patients b. Obtain and interpret laboratory data and radiology and pathology data c. Utilize gathered data to identify differential diagnosis and approach to the management of patients d. Participate in the daily management and follow up of patients in both oral and written format and through discussions at rounds to maximize these skills.	EPA 1, 2, 3, 4, 5, 6, 7, 8 2.1 2.2 2.3 2.4 2.5 2.6	Patient chart analysis and presentation, case based instructional learning	Review of clinical documentation, clinical performance rating, oral patient presentation
3. Practice based learning a. Retrieve and utilize appropriate learning resources and technology including articles about hematology oncology problems for decision making and improved patient outcomes	EPA 2, 7 3.1 3.2	Clinical experience, case-based instruction and teaching, instructional learning	Clinical documentation review, clinical performance rating, oral patient presentation, self-directed learning

b. Utilize feedback and evaluations for continued improvement during the training process			
4. Interpersonal Communication a. Establish ethical relations with patients and families and be able to communicate to patients and families with cultural differences b. Learn the art of breaking bad news and end of life discussions with patients and families	<i>EPA 1, 3, 6, 8, 9</i> 4.1 4.5	Clinical experience, case-based instruction and teaching, small group discussion	Clinical Performance rating, oral patient presentation, checklist
5. Professionalism a. Demonstrate punctuality and availability on daily rounds b. Demonstrate the ability to write notes and formulate plan of care on a regular basis c. Demonstrate responsibility, compassion and respect towards patients and family members d. Demonstrate professionalism and respect for team members and consultants	<i>EPA 9</i> 1.2 5.1 5.2 5.7	Patient presentation- clinical experience, case based instructional learning, small group,	Clinical documentation review, clinical performance checklist/rating, oral patient presentation
6. System based learning a. Understand role of resources such as skilled nursing and rehabilitation services, multidisciplinary aspects of cancer care and hospice b. Understand the role of other specialists in the care of cancer patients c. Understand the role of quality checks and safe practices in the administration of chemotherapy d. Recognize and identify high value, cost effective practice of hematology-oncology e. Recognize the role of palliative medicine and symptom management in oncology	<i>EPA 13</i> 6.1 6.2 6.3 6.7	Bedside demonstration and teaching, Patient presentation- clinical experience, case based instructional learning, small group	Clinical documentation review, clinical performance checklist/rating, oral patient presentation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Internal Medicine- Infectious Disease Elective		Sponsoring Department: <i>Internal Medicine</i>	
Course Number:	IMED 5006			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	2	
Location(s):	Inpatient Site(s)			
	<ul style="list-style-type: none"> • Veterans Affairs Medical Center (MS4s) • Student must have up-to-date VAMC credentials prior to rotation start 			100 %
Rotation Director:	Dr. Lamis Ibrahim			
Additional faculty who will be participating in the rotation:	Dr. Wael Shams, Dr. Rabab Elmezayen shams@va.gov and Elmezayen@mail.etsu.edu			
Contact Person:	Yvette Font – 423-439-6381 font@etsu.edu			
Initial Meeting-Place & Time:	VAMC Infectious Disease, Room D-200			
Goal:	To develop comprehensive understanding of the infectious diseases specialty as it applies to the practice of primary care medicine.			
Topics to be covered/activities student expected to participate:	<ul style="list-style-type: none"> • Students will participate in the infectious diseases’ consultation service at VAMC under the supervision of the attending physicians. • Students will obtain history and perform physical examination of patients referred for various infectious diseases problems. These will be reviewed by the attending physician and diagnostic testing and treatment plan will be discussed. • Students are expected to round on patients with the ID team that include the attending, fellow and possibly residents and other students. • Students are also expected to attend scheduled Infectious Diseases conferences on Friday mornings. • At the end of the rotation, the student will be evaluated according to his performance in the above activities. • Common topics to be encountered during this rotation include but not limited to bacterial infections including pneumonia, upper respiratory tract infections, urinary tract infections, skin and soft tissue infections and osteomyelitis, bacteremia, endocarditis, and CNS infections. This is in addition of fungal infections and viral infections including HIV/AIDS. 			
Proposed rotation schedule	M-F, from 8 to 5			
# of hours per week the student expected be involved in this	Average 40 hours per week			

rotation (at least 35 hrs per week is expected)	
Additional Notes about the rotation, if any	<i>MS4 Students will ONLY rotate at VAMC Please ensure VAMC credentials are UTD prior to rotation start</i>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<p>Medical knowledge:</p> <ul style="list-style-type: none"> Demonstrate understanding of the epidemiology, natural history and pathophysiology of common infectious diseases and apply them to clinical problems and patient care. Describe mechanism of action, side effects and uses of antimicrobials and gain knowledge in utilizing this information in patient management 	<p>EPA: 1,2,3,4,7</p> <p>1.1 1.2</p>	<p>Patient presentation-learner, conference, lecture, self-directed learning, discussion, small group</p>	<p>Clinical performance rating/checklist, oral patient presentation</p>
<p>Patient care:</p> <ul style="list-style-type: none"> Gather data from patient's medical and social history and perform physical examination as it applies to the infected patient and as indicated by patient's presentation Obtain and interpret information from laboratory and radiology resources. Utilize gathered data to formulate an infectious and non-infectious differential diagnosis to the patient's problem and assist in the management of patients Participate in the management and follow-up of patients in both oral and written format to maximize these skills 	<p>EPA: 1,2,3,4,5,6</p> <p>2.1 2.2 2.3 2.4 2.5 2.6</p>	<p>Patient presentation-learner, clinical experience-inpatient, case based instructional learning, discussion, small group</p>	<p>Clinical documentation review, clinical performance rating/checklist, oral patient presentation</p>
<p>Practice based learning:</p> <ul style="list-style-type: none"> Retrieve and utilize appropriate learning resources and technology including provided articles about common infectious 	<p>EPA: 2, 7</p> <p>3.1 3.2</p>	<p>Patient presentation-learner, clinical experience-inpatient, case based instructional learning, discussion,</p>	<p>Clinical documentation review, clinical performance rating/checklist, oral patient presentation</p>

<p>disease problems for updated decisionmaking and better patient care</p> <ul style="list-style-type: none"> Utilize evaluations and feedback for continued improvement throughout training 		<p>small group, conference, lecture</p>	
<p>Interpersonal communication:</p> <ul style="list-style-type: none"> Establish ethical relationship with patients and their families Improve communication skills with patients taking into consideration socio-economic and cultural barriers especially in specific patient populations for example HIV patients work effectively with other members of the health care team 	<p>EPA: 1,9 4.1 4.4 4.5</p>	<p>Patient presentation-learner, clinical experience-inpatient, casebased instructional learning, discussion, smallgroup</p>	<p>Clinical performance rating/checklist, oral patient presentation</p>
<p>Professionalism:</p> <ul style="list-style-type: none"> Demonstrate punctuality and availability on daily rounds Demonstrate reliability to attend conferences and lectures as scheduled during infectious diseases rotation Demonstrate responsibility, compassion and respect towards patients and their families. Demonstrate professionalism and respect towards fellow students, residents, fellows, faculty and also nursing, pharmacy and administrative staff. 	<p>EPA: 1,9 5.1 5.2</p>	<p>Patient presentation-learner, clinical experience-inpatient, casebased instructional learning, discussion, smallgroup</p>	<p>Clinical documentation review, clinical performance rating;/checklist, oral patient presentation</p>
<p>System based learning:</p> <ul style="list-style-type: none"> Demonstrate understanding of the role of resources such as skilled nursing facilities and outpatient infusion centers in providing outpatient antibiotic therapies in individualized patients. Learn about the role of non-physician members in patient care including pharmacy experts and home health agencies 	<p>EPA: 9, 13 6.7</p>	<p>Clinical experience-inpatient, case based instructional learning, discussion, small group</p>	<p>Clinical performance rating/checklist, oral patient presentation</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Internal Medicine- Clinical Neurology Elective		Sponsoring Department: <i>Academic Affairs</i>
Course Number:	IMED 5008		
Rotation type & duration:	Elective: 4 weeks. (20 clinical days). Some weekend shifts are involved.		
Blocks Offered:	All Blocks EXCEPT July 1 to July 24, 2023	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center 		100 %
Rotation Director:	Tanzid Shams MD		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Tanzid Shams MD Director of Neurology, Ballad Health Cell 646-469-0201 Email: Tanzid.shams@gmail.com</i>		
Initial Meeting-Place & Time:	7:00 am on first day of rotation. Room 4314 on the 4 th floor of Johnson City Medical Center Dr. Shams will contact student prior to rotation		
Goal:	<ul style="list-style-type: none"> • To prepare for Neurology residency application by completing and intensive/immersive sub internship • To obtain competency in completing full neurological exam, coma exam and develop differential diagnosis and management • To participate in code stroke, neurological emergency management, neurocritical care consultations • To become competent in inpatient management of strokes, seizures, tumors, multiple sclerosis, myasthenia gravis, GBS and spinal cord disorders. • To become proficient at looking at CT head, MRI Brain, EEG and all other neurodiagnostic modalities. 		
Topics to be covered/activities student expected to participate:	This is a very immersive rotation that is ideal for students applying to Neurology residency. <ol style="list-style-type: none"> 1. Students will complete inpatient consultations, author notes and develop management plans for acute neurological conditions. 2. Students will carry 4-5 patients per day. 3. Students are expected to pre-round as early as 630 am in the morning. Typical rounds, notes, diagnostics and consultations are wrapped up by 3pm. 4. Students will have assigned readings from two textbooks + other academic journals. <ol style="list-style-type: none"> a. Hal Blumenfeld's Neuroanatomy through Clinical Cases. Over 28 		

	<p>days, students will complete review of all cases from Chapter 5 to Chapter 18 of this textbook. Each day, during rounds, students will present 2 of these cases during rounds and complete write ups as directed.</p> <p>b. Merritt's Neurology. Textbook chapters will be assigned from this book for daily readings.</p> <p>c. Students are responsible for reviewing 5-10 brief neurology clinical cases and 2-3 book chapter reading each day.</p> <p>Note: This is a very intensive rotation with major clinical duties and assigned daily readings and case studies. The roles and responsibilities during this rotation is comparable in significance to that of a moderately busy 1st year intern. The rotation is ideal for students applying to Neurology, Psychiatry, PMN&R, Neurosurgery, ENT, Ophthalmology, Internal Medicine and Family Medicine residency programs. Student signing up for this rotation will follow a 7 days on/7 days off schedule, but students are expected to complete high volume of cases studies and reading assignments during their off days.</p>
Proposed rotation schedule	7 days on/7 days off. Clinical and assigned readings throughout the 28-day rotation. Total: 14 clinical days. 14 off days. On days are more intensive with clinical duties. Off days: students will still have assigned readings, cases and writeups.
# of hours per week the student expected be involved in this rotation	Average 40 hours per week
Additional Notes about the rotation, if any	<p>Completion of all core third year clerkship is required.</p> <p>Students should be interested in pursuing residency in Neurology, Psychiatry, Internal Medicine, Family Medicine, or Physical Medicine and Rehab, Neurosurgery, ENT, Ophthalmology, Rheumatology. Additionally, students should want to hone their neurological exam skills.</p> <p>Note: No night call. But each day begins early with pre-rounding and creating note templates. Daily oral presentation and write ups of assigned cases expected. Students will watch 20 hours of neuro clerkship-relevant clinical videos as well in addition to cases.</p>

Course / Clerkship Objective Answer the question: <i>At the conclusion of this rotation the student will be able to <u>do</u> what?</i>	QCOM Institutional Educational Objective or Entrustable Professional Activity (EPA) the objective addresses	MedBiquitous Educational Method(s)	MedBiquitous Assessment Method(s)
<ul style="list-style-type: none"> • Perform a competent neurological assessment. 	1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests	Clinical Experience - Ambulatory Clinical Experience - Inpatient	Clinical Performance Rating/Checklist
<ul style="list-style-type: none"> • Effectively present cases of patients with neurological problems. 	4.2 Communicate effectively with colleagues within ones profession or specialty, other health professionals, and health related agencies (see also 7.3) 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment	Inpatient: Form differentials of acute neurological problems.	Clinical Performance Rating/Checklist Oral Patient Presentation

	of disease in individual patients and populations (see also 4.2)		
<ul style="list-style-type: none"> • Generate an appropriate neurological differential diagnosis. 	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>2.2 Apply established and emerging bio-physical principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations</p>	Inpatient: Synthesize inpatient multisystem data to evaluate neurological emergencies.	Clinical Performance Rating/Checklist
<ul style="list-style-type: none"> • Determine appropriate diagnostic and therapeutic plans for common neurological conditions. 	<p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p>	Inpatient diagnostic studies	Clinical Performance Rating/Checklist
<ul style="list-style-type: none"> • Appropriately identify and manage patients with neurological conditions requiring urgent care. 	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p>	Participate in inpatient code strokes, status epilepticus and ICU management of neurological conditions	Clinical Performance Rating/Checklist Participation
<ul style="list-style-type: none"> • Apply the principles of neurological localization to clinical diagnosis. 	<p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>2.2 Apply established and emerging bio-physical principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p>	Complete all cases from Chapter 5 to Chapter 18 of Blumenfeld's Clinical Neuroanatomy. 5-10 cases each days and 2-3 chapter assignments each day.	Participation
<ul style="list-style-type: none"> • Identify the major categories and cardinal manifestations of neurological diseases. 	<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations</p>	Clinical Experience - Ambulatory Clinical Experience - Inpatient	Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	OB/GYN Clinical Laboratory Elective		Sponsoring Department: OB/GYN
Course Number:	OBGY 5004		
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Clinical Labs: STAT, ETREL, Microbiology VA Campus Bldg 119, Room 328; CEB 1, 325 North State of Franklin Road 		100 %
Rotation Director:	<i>Kevin Breuel, Ph.D., HCLD</i> (423) 439-8031 breuel@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	Tyler Scott- SCOTTTC1@etsu.edu Brandi Nave- NAVEBR@etsu.edu		
Initial Meeting-Place & Time:	ETSU Clinical Labs: STAT, ETREL, Microbiology VA Campus Bldg 119, Room 328; CEB 1, 325 North State of Franklin Road		
Goal:	To develop a general understanding of the establishment and orientation of a Physician Office Laboratory (POL) and the development of a comprehensive understanding of the appropriate usage and interpretation of laboratory tests as they apply to patientcare.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to rotate through the various laboratory disciplines (phlebotomy, Chemistry, Hematology, Microbiology, Immunology, Endocrinology, Allergy and Specialty Testing). 2. The student will be introduced to laboratory regulations (CLIA and State) which govern the operation of clinical laboratories 3. The student will learn how laboratory information systems work in conjunction with Electronic Health Records to provide laboratory data to the physician in a timely and efficient way. 4. The student will gain insight into the difference between the various categories of tests (Waived, PPM, Moderate Complexity and High Complexity) and the requirements for performing these tests. 5. The student will perform or observe laboratory procedures in the various testing disciplines and categories of tests. 6. The student will be introduced to the role of quality control. 		

	7. The student will gain fundamental knowledge and assess proficiency in the various laboratory disciplines via completion of online educational modules and/or unknown samples.
Proposed rotation schedule	Students are expected to be present at the office starting at 9:00a.m., participate in out-patient clinic, attend designated lectures, and complete lab work. Attend surgery at JCMC Same Day Surgery Tuesday afternoons, attend EGG retrieval & observe embryo transfers as well as observe embryologists when services are available.
# of hours per week the student expected be involved in this rotation	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Have a general understanding of how a physician's office Laboratory operates, understanding the usage and interpretation of laboratory testing and apply this information to patient care.	Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.	1. Laboratory 2. Independent Learning 3. Peer Teaching	1. Multisource Assessment 2. Narrative Assessment 3. Participation
Utilize laboratory information along with clinical information to formulate a differential diagnosis. Meets QCOM Commencement Objective(s): 1,4	Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice. Interprofessional Collaboration 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.	1. Laboratory 2. Independent Learning 3. Peer Teaching	1. Multisource Assessment 2. Narrative Assessment 3. Participation
Demonstrate the appropriate application of diagnostic studies including laboratory testing, in patient care. Meets QCOM Commencement Objective(s): 1,2	Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.	1. Laboratory 2. Independent Learning 3. Peer Teaching	1. Multisource Assessment 2. Narrative Assessment 3. Participation

<p>Properly handling laboratory specimens during the pre-analytical, analytical and post analytical phases of testing. Meets QCOM Commencement Objective(s) 1, 6</p>	<p>Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>Systems-Based Practice 6.5 Participate in identifying system errors and implementing potential systems solutions.</p>	<p>1. Laboratory 2. Independent Learning 3. Peer Teaching</p>	<p>1. Multisource Assessment 2. Narrative Assessment 3. Participation</p>
<p>Become a patient advocate with regard to providing cost effective care through an understanding of insurance limitations in the coverage of tests ordered by physicians. Meets QCOM Commencement Objective(s): 6, 1</p>	<p>Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>Systems-Based Practice 6.5 Participate in identifying system errors and implementing potential systems solutions.</p>	<p>1. Laboratory 2. Independent Learning 3. Peer Teaching</p>	<p>1. Multisource Assessment 2. Narrative Assessment 3. Participation</p>
<p>Learn the importance of staying up-to-date with current diagnostic and screening tests and the role of limitation of research only or investigational tests in patient care. Meets QCOM Commencement Objective(s) 3,2 and 6,1</p>	<p>Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>Knowledge of Practice 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem solving, and other aspects of evidenced based healthcare.</p>	<p>1. Laboratory 2. Independent Learning 3. Peer Teaching</p>	<p>1. Multisource Assessment 2. Narrative Assessment 3. Participation</p>
<p>Have working knowledge of the role of the clinical laboratory as a team member in providing laboratory testing in a timely and cost-effective manner to their patients. Meets QCOM Commencement Objective(s): 6, 5</p>	<p>Patient Care 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>Interpersonal and Communication Skills 4.2 Communicate effectively with colleagues within one's profession or specialty, other health care professionals, and health related agencies.</p>	<p>1. Laboratory 2. Independent Learning 3. Peer Teaching</p>	<p>1. Multisource Assessment 2. Narrative Assessment 3. Participation</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pathology Elective - JCMC		Sponsoring Department: Pathology
Course Number:	Path 5001		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: The month of July	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1 - Permission of the Pathology Department Chair and Instructor is required
Location(s):	Inpatient Site(s)		
	• JCMC		100 %
Rotation Director:	Salah Shurbaji, M.D.		
Additional faculty who will be participating in the rotation:	Elizabeth Arze, M.D. and Staff		
Contact Person:	Mackenzie Hooven – (423) 439-6209 hoovenm@etsu.edu		
Initial Meeting-Place & Time:	Contact Mackenzie Hooven at least one week prior to confirm time and place		
Goal:	To provide students an introduction to the field of pathology.		
Topics to be covered/activities student expected to participate:	The student will have a variety of clinical experiences in the various sections of the laboratory. The exact experience will be determined on an individual basis taking into consideration the career goals of the student, but will usually consist predominantly of surgical pathology. Experiences in autopsy and cytopathology may also be provided. The student will have hands-on experience in the laboratory and receive instruction in technique and theory by the technical staff and attending pathologists.		
Proposed rotation schedule	8-5 Monday-Friday		
# of hours per week the student expected be involved in this rotation	40		
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
efficiently use the laboratory diagnosis	EPA 2		
identify pathogenesis of common humandiseases	EPA 3		

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pathology Elective - VAMC		Sponsoring Department: Pathology
Course Number:	Path 5002		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: The months of June or July	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1 - Permission of the Pathology Department Chair and Instructor is required
Location(s):	Inpatient Site(s)		
	• VAMC		100 %
Rotation Director:	Salah Shurbaji, M.D.		
Additional faculty who will be participating in the rotation:	Jarret House, M.D. and Staff		
Contact Person:	Mackenzie Hooven – (423) 439-6209 hoovenm@etsu.edu		
Initial Meeting-Place & Time:	Contact Mackenzie Hooven at least one week prior to confirm time and place		
Goal:	To provide students an introduction to the field of pathology.		
Topics to be covered/activities student expected to participate:	The student will have a variety of clinical experiences in the various sections of the laboratory. The exact experience will be determined on an individual basis taking into consideration the career goals of the student, but will usually consist predominantly of surgical pathology. The student will have hands-on experience in the laboratory and receive instruction in technique and theory by the technical staff and attending pathologists.		
Proposed rotation schedule	8-5 Monday-Friday		
# of hours per week the student expected be involved in this rotation	40		
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
efficiently use the laboratory diagnosis	EPA 2		
identify pathogenesis of common humandiseases	EPA 3		

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Fine Needle Aspiration Biopsy Elective	Sponsoring Department:	
Course Number:	Path 5003	Pathology	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	Most blocks, but requires advanced rotation site approval	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Block:	1 - Permission of the Pathology Department Chair and Instructor is required
Location(s):	• Outpatient Cytopathology Center		%
Rotation Director:	Salah Shurbaji, M.D.		
Additional faculty who will be participating in the rotation:	Yasmin Elshenawy, M.D. Sarah Kassaby, M.D.		
Contact Person:	Mackenzie Hooven – (423) 439-6209 hoovenm@etsu.edu		
Initial Meeting-Place & Time:	Contact Mackenzie Hooven at least one week prior to confirm time and place		
Goal:	This rotation will provide the student with an in-depth knowledge of the technical and diagnostic features of fine needle aspiration biopsy procedure. The student will also develop an understanding of the applicability and mechanics of FNA Biopsy.		
Topics to be covered/activities student expected to participate:	The student will: <ul style="list-style-type: none"> • accompany and assist the physicians at the Outpatient Cytopathology Center in their daily duties. • shadow a faculty member to see patients and participate in case sign-out. • work on study sets and review other educational material as applicable. • actively participate in the history and physical examinations of patients. • have time to practice ultrasound scanning and US needle placement. 		
Proposed rotation schedule	8:00 a.m. and participate until end of clinic day (M-F). Daily attendance is expected.		
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40		

Additional Notes about the rotation, if any	
--	--

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
apply basic medical knowledge in the workup of patients presenting with mass lesions with respect to the application of fine needle aspiration biopsy	EPA 1 1.2	Clinical Experience - Ambulatory, Patient Presentation - Learner	Participation; narrative assessment
view learning resources and complete a physical examination of mass lesions appropriate for aspiration biopsy	EPA 2 2.3	Self-Directed Learning; Clinical Experience - Ambulatory; Patient Presentation - Learner	Practical (Lab): Participation; narrative assessment
perform a basic ultrasound	EPA 12 1.4	Clinical Experience - Ambulatory, Patient Presentation - Learner	Participation; narrative assessment
Review learning resources, study sets and perform a fine needle aspiration biopsy procedure; interpret FNA utilizing acquired technical and diagnostic skills.	EPA 3 1.1 1.5 4.1 4.2 5.3	Clinical Experience - Ambulatory, Patient Presentation - Learner	participation; narrative assessment
employ FNA smear-making techniques	EPA 12 1.1	Clinical Experience - Ambulatory, Patient Presentation - Learner	participation; narrative assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Forensic Pathology Elective	Sponsoring Department:	
Course Number:	Path 5004	Pathology	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: The months of July and December	Will third year students also be accepted for a two-week rotation as an M3 elective?	Yes, by prior arrangement
Shared Slots:	No	Maximum Students per Block:	1 - Permission of the Pathology Department Chair and Instructor is required
Location(s):	• QCOM		%
Rotation Director:	Salah Shurbaji, M.D.		
Additional faculty who will be participating in the rotation:	Emilie Cook, D.O. and other forensic faculty		
Contact Person:	Mackenzie Hooven – (423) 439-6209 hoovenm@etsu.edu		
Initial Meeting-Place & Time:	Contact Mackenzie Hooven at least one week prior to confirm time and place		
Goal:	This elective course is designed to provide fourth-year medical students with the basic concepts of forensic pathology and an understanding of the role of this specialfield in medico legal investigations. Third-year medical students may also be Considered.		
Topics to be covered/activities student expected to participate:	The student is expected to assist the forensic pathologist during autopsies. The student will discuss assigned readings, case reviews, and teaching exercises with the forensic pathologist. The student will become familiar with death certification principles, literature of the forensic sciences, as well as the evidentiary requirementsand special procedures necessary for evaluation and documentation of medico legal cases		
Proposed rotation schedule	Monday through Friday, 8 a.m. to 4:30 p.m.		
# of hours per week the student expected be involved in this rotation	40		
Additional Notes about the rotation, if any			

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Recognize the anatomic findings of commonpathologic diseases	EPA 3		

Properly complete a death certificate	EPA 5		
Discuss the role of the county medical examiner in Tennessee	EPA 9		
Apply basic medical knowledge to the evaluation of medico legal consultations, investigations, and postmortem examinations	EPA 1		

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Pediatrics- Adolescent Medicine Elective		Sponsoring Department: Pediatrics
Course Number:	PEDS 5014		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: Blocks 1 & 2	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, MS3 Clerks, Peds Residents, visiting students and Ecuador exchange students.	Maximum Students per Block: 1	<i>1 – Must have permission from instructor</i>
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • 325 N. State of Franklin Road, ETSU Physicians and Associates Pediatric Clinic, Ground Floor 	100 %	
Rotation Director:	Will Dodd, MD 423-218-0090		
Additional faculty who will be participating in the rotation:	Will Dodd, MD 423-218-0090 (e) zwsd2@etsu.edu David Wood, MD 904-236-8311 (e) wooddl@etsu.edu		
Contact Person:	Students please see LEO for course information and instructions Gina McGee Williams, MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu		
Initial Meeting-Place & Time:	8:30 am ETSU Physicians and Associates-Pediatric Clinic, Ground Floor		
Goal:	The student will develop expanded knowledge concerning the evaluation and management of routine pediatric problems and well-child care as seen in the ambulatory pediatric clinic.		
Topics to be covered/activities student expected to participate:	The student will become part of the pediatric ambulatory care service at ETSU Pediatrics under close supervision of the pediatric attending(s). Independent study materials will be developed and required reading topics will be assigned. One-on-one ambulatory clinical experiences; instruction and precepting by rotation faculty and selected readings, lecture/discussion, didactics sessions, and conferences/lectures.		
Proposed rotation schedule	Students are expected to participate daily from 8:30 am to 5:00 pm in the Pediatric outpatient clinic.		
# of hours per week the student expected be involved in this rotation	<i>35-40 hours</i>		
Additional Notes about the rotation, if any			

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
<p>Conduct a full history and physical on an adolescent patient entering clinic for a well adolescent check, including HEADSS interview and preventative counseling.</p>	<p>1.2 – Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.</p>	<p>1. Clinical experience – ambulatory 2. Patient presentation – learner 3. Preceptorship</p>	<p>1. Oral patient presentation</p>
<p>Interpret cholesterol panels in the adolescent patient and explain significance of lipid screening.</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p>	<p>1. Discussion, small group 2. Problem-based learning</p>	<p>1. Narrative assessment 2. Participation</p>
<p>Make a brief presentation to the adolescent medicine team on modalities of contraception, advantages/disadvantages of various methods, and, after mastery is demonstrated, hold a discussion of contraceptive methods with an adolescent patient interested in contraception initiation.</p>	<p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.</p>	<p>1. Discussion, small group 2. Concept mapping 3. Clinical experience - ambulatory</p>	<p>1. Oral patient presentation 2. Clinical performance rating</p>
<p>Following an examination of a patientsuffering from acne, generate an appropriate treatment plan based on the type and severity of the patient’s disease.</p>	<p>1.6 Develop and carry out patient management plans.</p>	<p>1. Clinical experience – ambulatory 2. Case-based learning 3. Preceptorship</p>	<p>1. Oral patient presentation 2. Participation</p>
<p>Assess knowledge of disease, treatment, and medical system of a patient with chronic disease, and work with the treatment team and patient to generate a plan for transition of care to the adult healthcare system.</p>	<p>6.2 Coordinate patient care within the health care system relevant to ones’ clinical specialty.</p>	<p>1. Clinical experience – ambulatory 2. Preceptorship</p>	<p>1. Clinical documentation / review 2. Participation</p>
<p>Interpret a depression screen, and generate a plan of care for an adolescent patient with depression.</p>	<p>2.5 Apply principles of social-behavioral sciences to provision of patient care.</p>	<p>1. Clinical experience – ambulatory 2. Preceptorship</p>	<p>1. Oral patient presentation 2. Participation</p>

**East Tennessee State
University Quillen College of
Medicine Senior Selective**

Proposed Rotation title:	Pediatric Ambulatory Care Elective	Sponsoring Department:	
Course Number:	PEDS 5001	Pediatrics	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: All blocks offered except 1, 2a	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, Ambulatory Elective, M3 Clerkship students, and pediatric residents.	Maximum Students per Block:	1 No visiting students
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Physicians and Associates, Pediatric Clinic, Ground Floor 325 N. State of Franklin Road, Johnson City, TN 		100 %
Rotation Director:	Debra Mills, MD 423-677-7543; millsd@etsu.edu		
Additional faculty who will be participating in the rotation:	Will Dodd, MD 423-218-0090 zwsd2@etsu.edu Jodi Gage, MD 423-426-2765 gagejb@etsu.edu Jennifer Gibson, MD 423-557-5236; gibsonjd1@etsu.edu Gayatri Jaishankar, MD 423-384-2077; balasubg@etsu.edu Stephanie Layne, MD 937-430-6659 albracht@etsu.edu Demetrio Macariola, MD 423-677-3213; maciriol@etsu.edu Debra Mills, MD (Director of clinic) 423-677-7543; millsd@etsu.edu Nadia Sabri, MD 512-983-6461 sabrin@etsu.edu Dawn Tuell, MD (Chair of Department) 423-833-5067 tuell@etsu.edu		
Contact Person:	Gina McGee Williams MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu Students please information on LEO. Follow instructions. Feel free to reach out to me for assistance. Email Dr. Deb Mills, at email address above, a week before you start your rotation. She will give you your schedule on the first day of your rotation.		
Initial Meeting-Place & Time:	8:30 am ETSU Physicians and Associates-Pediatric Clinic, Ground Floor		

Goal:	The student will develop expanded knowledge concerning the evaluation and management of routine pediatric problems and well child care as seen in the ambulatory pediatric clinic.
Topics to be covered/activities student expected to participate:	<ul style="list-style-type: none"> The student will become part of the pediatric ambulatory care service at ETSU Pediatrics under close supervision of the pediatric attending(s). Independent study materials will be developed and required reading topics will be assigned. One-on-one ambulatory clinical experiences; instruction and precepting by rotation faculty and selected readings, lecture/discussion, didactics sessions, and conferences/lectures.
Proposed rotation schedule	Students are expected to participate daily from 8:30 am to 5:00 pm in the Pediatric outpatient clinic.
# of hours per week the student expected to be involved in this rotation (at least 35 hrs per week is expected)	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Students are expected to participate daily from 8:30 am to 5:00 pm in the Pediatric outpatient clinic.	EPA 1, 2, 3, 6	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation
The student will demonstrate particular skills in interviewing the pediatric patient and his/her parents and in communicating findings to the child and his/her parents.	EPA 1, 2, 3, 6, 7	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation
The student will integrate the currently accepted diagnostic routines and therapeutic programs for common acute illnesses of childhood, particularly otitis media, respiratory tract infections, gastroenteritis, obesity, failure to thrive, behavioral problems and nutritional problems in pediatrics.	EPA 1, 2, 3, 6, 7	Clinical Experience Demonstration	Clinical Performance rating Oral Patient presentation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Pediatric Endocrinology Elective	Sponsoring Department:	
Course Number:	<i>PEDS 5009</i>	PEDIATRICS	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All except: Block 2 Block 3 Block 8	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	<i>Yes, M3 Clerkship Pediatric students, Pediatric Residents, visiting students and Ecuador international students.</i>	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Ballad Health Medical Associates 		80 %
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Niswonger Children's Hospital, 400 North State of Franklin Road, Johnson City, TN 37604 • Ballad Health Medical Associates 		20 %
Rotation Director:	George Ford, MD, Associate Professor, Director of Pediatric Endocrinology		
Additional faculty who will be participating in the rotation:	Evelyn Artz, MD 828-545-309 artze1@etsu.edu George Ford, MD (Director) 423-557-2323 fordga@etsu.edu Evan Los, MD 503-957-9500 losea1@etsu.edu		
Contact Person:	<p>Tarah Orcutt, RN BSN Clinical Supervisor Regional Director of Operations BGMA Pediatric Endocrinology, Gastroenterology & Neurology 408 North State of Franklin Road, JC TN 37601 423-431-2365</p> <p>Students: Information for rotation is located on LEO. Please read all information prior to your rotation.</p> <p>Gina McGee Williams, MS4 Pediatric Student Coordinator Williamsgm3@etsu.edu 423-439-6228 Please feel free to reach out to me for assistance.</p>		
Initial Meeting-Place & Time:	8 AM Monday Morning Ballad Health/JCMC, 408 N. State of Franklin Road, Suite 31B		
Goal:	<ol style="list-style-type: none"> 1. The student will understand the role of the pediatrician in the prevention and identification of endocrine problems in infants, children, and adolescents. 2. The student will evaluate and have an understanding of common endocrine disorders, including but not limited to, type 1 diabetes mellitus; type 2 diabetes mellitus; metabolic syndrome; obesity; PCOS; short stature and growth failure; growth hormone deficiency; thyroid disorders; hypopituitarism; diabetes insipidus; adrenal insufficiency (congenital adrenal hyperplasia, Addison's disease, adrenoleukodystrophy); Cushing's syndrome; sexual precocity; delayed 		

	<p>puberty; endocrine disorders associated with various genetic conditions; and disorders of calcium and vitamin D metabolism.</p> <p>3. The student will recognize the multidisciplinary approach required for endocrine problems and the importance of those disciplines in the management and rehabilitation of children with endocrine problems.</p> <p>4. The student will recognize and appropriately refer children with conditions that require more specialized care and refer as needed for further evaluation and management.</p>
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will attend all pediatric endocrinology subspecialty clinics and didactic sessions where possible, at least 6 per week. 2. The student will ask for the monthly clinic "calendar" to determine which half-day sessions the student will be following. 3. The student will read about the patients scheduled prior to clinic. The student will ask the attending whether they should write a clinic note. 4. The student will carry out requested consultations on inpatient services under the supervision of the attending. 5. The student will perform initial history and physical examination, and present to staff and write notes as directed by the attending supervisor. 6. The student will complete the pediatric endocrine problem set and discuss with Dr. Ford. It is the responsibility of the student to schedule a time to review these with the course instructor. 7. The student will prepare a 10-15-minute presentation on a pediatric endocrine topic of your choice. The topic should relate to a condition the student observed in clinic or on the inpatient service. Please arrange a time to give this presentation to the pediatric endocrinology staff.
Proposed rotation schedule	Varies, please request monthly schedule at start of rotation.
# of hours per week the student expected be involved in this rotation	40
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Present oral and written presentations for pediatric patients, focusing on the pertinent positives and negatives for specific endocrine conditions and present patient data in a concise, organized way in order to communicate effectively with other clinicians.	EPA 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 1.2 1.3 2.1 4.2 7.3 7.4	Clinical Experience -Inpatient Clinical Experience - Outpatient	Clinical observation Oral Presentation
Apply clinical and laboratory information gathered about a patient to form an assessment of the patient's condition including a broad differential diagnosis; then propose a plan of diagnostics/treatment.	EPA 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 1.2 1.4 1.5 2.1 2.2 2.3 4.2 4.4	Clinical Experience -Inpatient Clinical Experience - Outpatient	Clinical observation Oral Presentation
Develop clinical and diagnostic skills to care for children who present	EPA 1, 2, 3, 7, 13	Clinical Experience -Inpatient	Clinical Observation Written documentation

with endocrine concerns, applying principles of evidence-based decision making and problem-solving skills.	2.1 2.2 2.3 2.4	Clinical Experience -outpatient Completion of problem set	Oral Presentation
Recognize the limits of his/her own knowledge and expertise and take steps to avoid medical errors.	EPA 2, 4, 6, 7, 13 3.1 3.3 6.5	Demonstration	Clinical Observation
Access medical information efficiently, evaluate it critically, and apply it appropriately to the care of children with endocrine disorders.	EPA 1, 2, 3, 4, 6, 7, 8, 10, 13 1.2 1.5 3.3 3.6 3.7 3.10	Clinical experience -inpatient Clinical experience -outpatient Demonstration Self-directed learning	Clinical observation Oral presentation
Use growth curves in assessing pediatric patients, recognize normal variations in growth patterns and puberty and analyze blood sugar records for patients with diabetes mellitus	EPA 2, 3, 5, 10, 12 1.1 1.4	Clinical experience -inpatient Clinical experience- outpatient Demonstration	Clinical observation Oral presentation
Identify standardized guidelines for evaluation, diagnosis, and management of conditions related to endocrinology and adapt them to the individual needs of patients.	EPA 1, 2, 3, 7, 10, 11, 12, 13 1.5 1.7 2.1 2.2 2.3 2.4	Demonstration Clinical Experience -Inpatient Clinical experience - outpatient	Oral presentation Clinical observation Written documentation
Utilize scientific methods and evidence to investigate, evaluate, and improve clinical skills related to endocrinology	EPA 1, 2, 3, 7, 13 2.1 2.2 2.3 2.4	Demonstration Clinical experience -inpatient Clinical experience - outpatient	Oral presentation Clinical observation Written documentation
Identify individual learning needs including strengths and weaknesses, systematically organizing relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.	EPA 2, 4, 6, 7 3.1 3.2 3.3	Self-directed learning Demonstration	Clinical observation Oral presentation
Communicate skillfully with families and their children and provide appropriate patient education for conditions common to endocrinology.	EPA 1, 3, 4, 5, 6, 9, 11, 12 1.7 3.8 4.1 4.7	Clinical experience -inpatient Clinical experience - outpatient	Clinical observation
Demonstrate commitment to professional behavior in interactions with patients, staff, and professional colleagues.	EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 4.1 4.2 4.3 4.7 5.1 5.2 5.3 5.4 5.6 7.1 7.2 7.3	Demonstration	Clinical observation Oral presentation Written documentation
Demonstrate personal accountability to the wellbeing of patients by following-up on lab results, writing comprehensive notes, utilizing allied health professionals, and seeking answers to patient care questions.	EPA 1, 2, 4, 5, 6, 9, 10, 11, 12 1.2 1.6 4.5 6.2 6.6	Demonstration Clinical experience - inpatient	Clinical observation Written documentation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Clinical Medical Genetics		Sponsoring Department: Pediatrics	
Course Number:	PEDS 5013			
Rotation type & duration:	Elective: 4-week duration			
Periods Offered	All periods	Will third year students also be accepted for a two-week rotation as an M3 elective?	No	
Shared Slots:	Yes, M3 Clerkship Students, Pediatric Residents, visiting students and Ecuador international students.	Maximum Students per Period:	1	
Location(s):				% time
	Ambulatory Site(s)			
	<ul style="list-style-type: none"> ETSU Health Pediatric Clinic (325 N State of Franklin Rd-Ground Floor) 			95%
	Inpatient Site(s)			
<ul style="list-style-type: none"> Inpatient consultation (Niswonger Children's Hospital) 			5%	
Rotation Director:	Alvaro Serrano MD (Director) serranoah@etsu.edu (c) 323-361-5704			
Additional faculty who will be participating in the rotation:	Jennifer Carver RNP (carverjl@mail.etsu.edu) (o) 423-433-6833 Stefanie Yoon RNP (yoonsp@mail.etsu.edu) (o) 423-433-6848			
Contact Person:	Amber Hall; hallar@mail.etsu.edu Patient Care Specialist-Genetics 423-433-6810 Gina Williams M4 Peds Course Coordinator Williamsgm3@etsu.edu 423-439-6228 Students: Please see LEO for course information and instructions. Please feel to reach out to me for assistance.			
Initial Meeting-Place & Time:	Division of Genetics. ETSU Health Pediatrics. 325 N State of Franklin, Johnson City, TN, 37604			
Goal:	Learn the principles of diagnosis and treatment of rare genetic conditions			
Topics to be covered/activities student expected to participate:	Participate in the preparation of clinic patients with the genetic counselors. Prepare a presentation of an outstanding case or topic during their rotation.			

Proposed rotation schedule	<i>Students are expected to show up at clinic on 8 am and remain available to review cases or for hospital consultations until 4:00 pm.</i>
# of hours per week the student expected be involved in this rotation	At least 35 hours a week
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
<i>Recall elements of a basic patient clinical evaluation.</i>	<i>EPA1: Gather a complete history relevant to a genetic evaluation, including a prenatal, basic developmental and family history, drawing a pedigree, and demonstrating an approach to a dysmorphology exam.</i>	<i>IEO: 1.2; 1.4</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review</i>
<i>Understand the different forms of genetic inheritance</i>	<i>EPA2: Formulate a differential diagnosis based on history and physical exam.</i>	<i>IEO: 2.1; 2.4</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review</i>
<i>Understand the different technologies available for genetic testing including scope and limitations</i>	<i>EPA3: Recommend and interpret genetic testing based on the information gathered</i>	<i>IEO: 6.1; 6.3; 6.5</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review</i>
<i>Apply and understand the informatic tools available to interpret results</i>	<i>EPA 4: Provide recommendations based on results of genetic or metabolic testing</i>	<i>IEO: 1.4; 2.1</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review</i>
<i>Apply learned skills to write case reports</i>	<i>EPA5: Document their clinical evaluation in the EMR with attestation from the supervising physician</i>	<i>IEO: 3.1; 3.2;</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Case review Clinical documentation review Clinical Performance Participation</i>
<i>Understand elements of the newborn screening program</i>	<i>EPA6: Provide an oral presentation of a clinical encounter. Time can be allotted for case presentation</i>	<i>IEO: 1.4; 2.1;</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review</i>
<i>Recognize emergency situations associated with Genetic Diagnoses</i>	<i>EPA10: Recognize a patient requiring urgent evaluation for an inborn error of</i>	<i>IEO: 1.4; 2.1</i>	<i>1. Clinical experience 2. Case-based instruction/learning</i>	<i>Clinical documentation review Clinical Performance Participation</i>

	<i>metabolism (Mental status changes)</i>			
<i>Understand elements of Genetic counseling</i>	<i>EPA 9: Collaborate as a member of an interprofessional team. Being able to discuss with families a Genetic diagnosis in a way they can understand minding possible barriers (Language, Education etc)</i>	<i>IEO: 5.1; 5.3; 8.7</i>	<ol style="list-style-type: none"> <i>1. Clinical experience</i> <i>2. Case-based instruction/learning</i> 	<i>Clinical documentation review Clinical Performance Participation</i>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pediatric GI & Nutrition Elective		Sponsoring Department:		
Course Number:	PEDS 5012		Pediatrics		
Rotation type & duration:	Elective: 2-weeks				
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two- week rotation as an M3 elective?</i>	No		
Shared Slots:	Yes, with Pediatric MS3 students, pediatric residents, Ecuador international students & M4 visiting students	Maximum Students per Block:	1		
Location(s):	Ambulatory Site(s)				
	<ul style="list-style-type: none"> • MSMG Pediatrics 3rd Floor 408 N. State of Franklin Johnson City, TN 37604 <i>Ballad Health Medical Associates/Johnson City Medical Center/Niswonger Children’s Hospital</i> 			75 %	
	Inpatient Site(s)				
	<ul style="list-style-type: none"> • Niswonger Children’s Hospital 			25 %	
Rotation Director:	Ligia Alfaro-Cruz, MD				
Additional faculty who will be participating in the rotation:	Ligia Alfaro-Cruz, MD 513-410-2521 alfarocruz@etsu.edu Anjali Malkani, MD (c) 410-340-5595 malkani@etsu.edu Gopinathan Nambiar, MD 801-989-0630 nambiar@etsu.edu				
Contact Person:	Students: please check LEO for further instructions and information. You will need to contact Tarah prior to the start date of your rotation, at least a week before. Tarah Miller Orcutt, RN, BSN Clinical Supervisor Pediatric GI & Nutrition Regional Director of Operations Clinical Supervisor BGMA Pediatric Endocrinology, Gastroenterology & Neurology 408 North State of Franklin Road, JC TN 37601 423-431-2365 Gina McGee Williams, MS4 Pediatric Student Coordinator Williamsgm3@etsu.edu 423-439-6228 Please feel free to reach out to me for assistance.				
Initial Meeting-Place & Time:	9 am on the first day of the rotation MSMG Pediatrics 3 rd Floor (Ballad Hospital) 408 N State of Franklin Johnson City, TN 37604 Tara Orcutt is the contact person.				

	Please call her before you start the rotation. 423-431-2365
Goal:	To acquire advanced skills in evaluation, diagnosis, and establishment of treatment plans for common pediatric gastrointestinal and nutritional problems
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. Participate daily in ambulatory pediatric GI clinic encounters under the supervision of the attending pediatric gastroenterologist. Participation will include obtaining histories, performing physicals, and formulating assessments prior to evaluation of the patient by the attending or with the attending. There is a strong emphasis on pediatric nutrition and the student will gain familiarity with various formulas. 2. Formulate management plans for patients seen in clinical encounters and discuss with the attending. In order to formulate thorough management plans, literature searches and/or review of published clinical guidelines may be required. 3. Participate in inpatient pediatric GI consultations under the supervision of the attending pediatric neurologist. Participation will include obtaining histories, performing physicals, and formulating assessments prior to evaluation of the patient by the attending. These consultations may include pediatric wards, pediatric intensive care unit, and neonatal intensive care unit consultations. Frequency of consultations is determined by patient need. 4. The student will evaluate and interpret laboratory reports, diagnostic imaging, and pathology specimens and discuss results with attending. 5. The student will observe and understand the basic indications of GI procedures- upper endoscopy, colonoscopy, pH probes. 6. At the end of the rotation students are expected to do a 15-minute presentation on a topic of their choice after discussion with the attending.
Proposed rotation schedule	Students are expected to be present for daily ambulatory clinics in the morning starting at 8:30am. On endoscopy days start time is at 7.30am. Students are expected to participate in hospital consultations and/or any ongoing outpatient clinics in the afternoons until 5:00pm.
# of hours per week the student expected be involved in this rotation	45 hours/week Monday through Friday
Additional Notes about the rotation, if any:	Articles will be given to students the first day of rotation. They will also present a 5-10 min PowerPoint at the end of rotation of any GI topic of their interest

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
--	--	---	--

1. Obtain histories, perform physicals, and formulate assessments prior to evaluation of the patient by the attending or with the attending.	EPA 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13	1. Case-Based Instructions/ Learning 2. Clinical Experience - Ambulatory 3. Patient Presentation - Learner 4. Patient Presentation - Faculty 5. Preceptorship	1. Clinical Performance Rating/ Checklist 2. Clinical Documentation Review 3. Oral Patient Presentation 4. Participation 5. Self-Assessment 6. Electronic Health/ Medical Record 7. Real Patient
2. Formulate thorough management plans for patients seen in clinical encounters and discuss with the attending.	EPA 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	1. Case-Based Instruction/Learning 2. Clinical Experience - Ambulatory 3. Patient Presentation - Learner 4. Independent Learning Self-Directed	1. Clinical Performance Rating/ Checklist 2. Oral Patient Presentation 3. Participation 4. Self-Assessment 5. Real Patient
3. Obtain histories, perform physicals, and formulate assessments in the inpatient setting prior to evaluation of the patient by the attending.	EPA 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13	1. Case-Based Instruction/Learning 2. Clinical Experience - inpatient 3. Patient Presentation - Learner 4. Patient Presentation - Faculty 5. Preceptorship	1. Clinical Performance Rating/Checklist 2. Clinical Documentation Review 3. Oral Patient Presentation 4. Participation 5. Self-Assessment 6. Electronic Health/Medical Record 7. Real Patient
4. Evaluate and interpret laboratory reports, diagnostic, and pathology specimens and discuss results with attending.	EPA 1, 2, 3, 4, 5, 6, 10	1. Case-Based Instruction/Learning 2. Clinical Experience - Ambulatory 3. Clinical Experience - Inpatient 4. Demonstration	1. Clinical Performance Rating/Checklist 2. Clinical Documentation Review 3. Participation 4. Self-Assessment 5. Real Patient
5. Describe the basic indications of GI procedures upper endoscopy, colonoscopy, and pH probes following observation of the procedures.	EPA 1, 2, 3, 4, 6, 10	1. Case-Based Instruction/Learning 2. Clinical Experience - Ambulatory 3. Clinical Experience - Inpatient 4. Preceptorship	1. Clinical Performance Rating/Checklist 2. Participation 3. Printed Materials

East Tennessee State University
Quillen College of Medicine
Senior Elective

Department: Pediatrics	Pediatrics- Hematology/Oncology Elective PEDS 5004
Location(s):	St. Jude Tri-Cities affiliate, Niswonger Children’s Hospital
Instructor(s):	Marcela Popescu, M.D. Director, 423-557-6368 Myesa Emberesh, M.D. 773-865-6449
Responsible Faculty:	Dr. Marcela Popescu, M.D. Director, 423-557-6368
Contact Person:	Kate Strickland, Clinic Manager 423-431-3951 Gina McGee Williams, MS4 Clerkship Coordinator, (423) 439-6228 Williamsgm3@etsu.edu
Initial Meeting-Place & Time:	8:30 am St. Jude Tri-Cities affiliate, Niswonger Children’s Hospital, first day of the rotation
Prerequisites:	Completion of Third Year Curriculum & Permission of Instructor (POI form required before student is scheduled-no exceptions)
Will third year students also be accepted for a two week Junior Clinical Experience rotation as an M3 elective?	NO-we will only accept M3 students on our pediatric rotation.
Duration:	4 weeks
Periods Offered:	All except: 1a, 1b, 2a, 2b, 3a,3b,4a (no students the entire month of July)
Maximum Students per Period:	1 (no exceptions)
Shared Slots:	Yes, with the Pediatric Clerkship students, residents and visiting students
Goal:	To develop an understanding of Pediatric Hematology/Oncology as it applies to the practice of primary care of children.
Course Outline:	<ol style="list-style-type: none"> 1. The student will be supervised directly by the Pediatric Hematologist/Oncologists. 2. The student perform the following functions: history and physical exams on assigned patients, gathering data, observing procedures, and developing a diagnostic, therapeutic and patient education plan with the attending. 3. Topics to be covered include an overview of Pediatric oncology including acute leukemia’s, solid tumors, brain tumors and lymphomas. Students will also learn about anemias, neutropenia’s, ITP, bleeding evaluations, bone marrow failure syndromes, hemophilia, sickle cell disease and other common hematologic problems. Care of the dying child may be covered. 3. The student will be expected to read about the patients’ diagnoses and be able to discuss appropriate evaluation, treatment and follow-up. 4. The student will attend clinic 5 days per week and see both inpatients and outpatients. 5. Student will actively participate in general pediatric conferences including grand rounds, and morning reports.

Course / Clerkship Objective At the conclusion of this rotation the student will be able to:	QCOM / Institutional Objective / Milestone	Educational Method(s)	Assessment Method(s)
Recognize and describe treatment of common hematologic problems in pediatric patients	EPA 1, 2, 3, 4, 5, 6	1. Case-based instruction 2. Tutorial 3. Ward rounds 4. Preceptorship	1. Exam institutionally developed, written 2. Oral patient presentation 3. Checklist 4. Participation
Recognize the presentations of childhood cancers	EPA 1, 2, 3, 5, 10	1. Tutorial 2. Case based instruction 3. Ward rounds 4. Patient presentation-learner	1. Exam institutionally developed, written performance 2. Checklist 3. Participation 4. Oral patient presentation
Define the prevalence of various childhood cancers	EPA 1, 2, 3, 7, 13	1. Tutorial 2. Self-directed learning	1. Exam institutionally developed-written
Differentiate presentation, genetics, pathophysiology, evaluation and treatment of common bleeding disorders	EPA 1, 2, 3, 4, 5, 6	1. Clinical experience ambulatory 2. Case-based instruction 3. Tutorial 4. Self-directed learning	1. Exam institutionally developed, written 2. Oral patient presentation 3. Checklist
Summarize how to give bad news to families in a compassionate manner	EPA 1, 9, 10, 11, 13	1. Case-based instruction 2. Tutorial 3. Discussion	1. Participation 2. Self-assessment
Describe the use of multimodality treatment for pediatric cancers	EPA 4, 5, 8, 10, 11	1. Case based instruction 2. Self-directed learning 3. Ward rounds 4. Preceptorship	1. Exam, institutionally developed-written 2. Checklist 3. participation
Proposed Rotation Schedule:	Hospital rounds 7AM with residents Clinic 8:00 to 5:00 PM		
# of hours per week the student expected be involved in this rotation:	50 hrs		
Additional Notes about the Rotation, if any:			

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pediatric Infectious Disease Elective	Sponsoring Department:	
Course Number:	PEDS 5005	Pediatrics	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks except for Blocks 1, 2a, 8a Prior Approval Required	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, I work with MS3 Pediatric Clerkship students, Pediatric residents, visiting students & Ecuador exchange students	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Physicians and Associates- Ground Floor 325 N. State of Franklin Road Johnson City, TN (across from the helicopter pad at JCMC) 	70 %	
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Niswonger Children’s Hospital, 2nd floor, nurses station JCMC 	30 %	
Rotation Director:	Demetrio R. Macariola, MD cell: 423-677-3213 Email: macariol@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	Demetrio R. Macariola, MD cell: 423-677-3213 Email: macariol@etsu.edu Students will need to see information and instructions on LEO and contact Dr. Mac the week prior to your rotation. He will instruct you on where and what time to meet him. Feel free to reach out to me for assistance. Gina McGee Williams 423-439-6228 Williamsgm3@etsu.edu		
Initial Meeting-Place & Time:	ETSU Physician’s and Associates Bldg 325 North State of Franklin Road Johnson City, TN 37604 8:30 am		
Goal:	To develop comprehensive understanding of the principles of infectious disease as it relates to the practice of pediatrics.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The medical students will become part of the pediatric infectiousdiseases service at the JCMC Children’s Hospital. They are expectedto obtain history, physical examination, review the laboratory tests and follow up the patients who are referred to the pediatric infectious disease’s services under close supervision of the pediatric infectious diseases attending. 2. The medical students on rotation are also expected to see patients at the pediatric infectious diseases out-patient clinic. 3. The student is expected to do assigned readings while on rotation. 		

	<p>4. While on rotation images of infectious rashes, gram stained bacteria and parasites will be presented to the student.</p> <p>5. Evaluation will be based on the performance of the student in evaluating and following patients, case presentations and recognizing the different infectious diseases cases.</p>
Proposed rotation schedule	Students are expected to be present for daily hospital rounds starting at 8:00 a.m. and participate in the outpatient clinic until 5:00
# of hours per week the student expected be involved in this rotation	37.5
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Diagnosis of bacterial infections such as otitis media, pharyngitis, pneumonia, meningitis, septic arthritis, osteomyelitis, urinary tract infections and other infections based on history, physical examination findings and laboratory tests	EPA 1,2,3,4,5,6,7,8,9, 10 1.1 1.2 1.3	Clinical experience Peer Teaching Case Based Instruction	Clinical Performance Rating Clinical Correlation
Management of a newborn/infant with febrile illness.	EPA 1,2,3,4,5,6,7,8,9, 10 1.1 1.2 1.3	Clinical experience Case Based Instruction	Clinical Correlation
Understanding the principles of antibiotic treatment	EPA 4, 5,7 1.1 1.2 1.3 1.4	Clinical experience Peer Teaching	Clinical Performance Rating
Familiarize with the different vaccines given to children	EPA 9, 13	Clinical experience Case based instructions	Clinical Performance Rating
Recognition of common viral infections in children based on presentation and use of appropriate serologic tests	EPA 1,2,3,4,5,6,7,8,9, 10	Clinical experience Case based instructions	Clinical Performance Rating
Understanding the principles of hospital infection control	EPA 9 1.2 1.6 4.1	Clinical experience Case based instructions	Clinical Correlation
Recognize whether a bacteria is gram positive or gram negative	EPA 1,2,3 1.4	Clinical experience Case based instructions	Self-Assessment Clinical Correlation
Recognize the different parasitic ova, trophozoite or cyst	EPA 1,2,3 1.4	Clinical experience Case based instructions	Self-Assessment Clinical Correlation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Pediatric Inpatient Elective	Sponsoring Department:	
Course Number:	PEDS 5006	Pediatrics	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	ALL blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes – PEDS INP 4701; MS3 Pediatric Clerkship students, Peds Residents, visiting students, and visiting Ecuador international students	Maximum Students per Block: 1	ONLY 1
Location(s):	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center/Niswonger Children’s Hospital 		100 %
Rotation Director:	Varun Kumar, MD		
Additional faculty who will be participating in the rotation:	Priya Jain, MD (Director) 646-263-9449 jainpn@etsu.edu Varun Kumar, MD (202-361-0591 kumarv1@etsu.edu Rachel Lindsey, MD 423-367-0007 lindseyr@etsu.edu JohnSchweitzer, MD (423) 794-6040, schweijw@etsu.edu LexieSelzer, MD 423-833-5371 selzer@etsu.edu Lauren Swift, MD 918-519-8160 swiftln@etsu.edu Andy Wilt, MD (423) 430-2296, wiltas@etsu.edu		
Contact Person:	Varun Kumar, MD (e) kumarv1@etsu.edu Gina McGee Williams MS4 Course Coordinator Williamsgm3@etsu.edu 423-439-6228 Students: all course information is on LEO. Please reference LEO before your rotation starts. Feel free to reach out to me for assistance.		
Initial Meeting-Place & Time:	JCMC Niswonger Children’s Hospital, 1 st floor, Resident Workroom, 6:00 am until 5:30 pm. Students may be asked to perform 5 days of “night shift” from 7:00 pm until 7:00 am while on the rotation. “Night shift” duties will take the place of the usual daytime schedule.		
Goal:	To acquire advanced skills in evaluation, diagnosis, and establishment of treatment plans for hospitalized pediatric patients at Johnson City Medical Center/Niswonger Children's Hospital		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will participate in daily multi-disciplinary family-centered inpatient rounds under the supervision of senior pediatric residents and the attending pediatric hospitalist. Participation will include pre-rounding with the residents, case presentations in patient rooms, and discussion of management plans in family-friendly terms. 2. The student will perform and write histories and physical examinations on assigned patients under the supervision of residents and the attending pediatric hospitalist. 3. The student will formulate a management plan for each assigned patient and discuss 		

	<p>this plan with the residents and the attending pediatric hospitalist. In order to form a thorough management plan, information-gathering skills (such as consultations and literature searches) will be required.</p> <p>4. The student will write daily progress notes on all hospitalized patients under the direction of the residents and the attending pediatric hospitalist.</p> <p>5. The student will evaluate and interpret laboratory reports, diagnostic imaging, consultation reports, and other results and discuss this information with the residents and the attending pediatric hospitalist.</p> <p>6. The student will assist residents and the attending pediatric hospitalist in accumulating the information necessary to produce an appropriate discharge summary on each patient to whom he/she was assigned.</p> <p>7. The student may participate in consultations or procedures required in the care of pediatric patients at the discretion of the pediatric residents and attending pediatric hospitalists. Procedures may include Emergency Department consultation, transfer for a higher level of care, urinary catheter placement, intravenous access placement, venipuncture, and lumbar puncture.</p> <p>8. The student may provide care for hospitalized pediatric patients overnight on a dedicated 12-hour night shift. Time spent on night shift will not exceed 1 week (60 hours) of a 4-week rotation. Care will include performing histories and physical examinations, evaluating changes in patients' conditions, and triaging nighttime patient care issues under the supervision of the pediatric residents and the attending pediatric hospitalist.</p>
Proposed rotation schedule	<p>Students are expected to be present for hospital duties from 7:00 AM until 7:00 PM.</p> <p>Students may be asked to perform 5 days of "night shift" from 7:00 PM until 7:00 AM while on the rotation. "Night shift" duties will take the place of the usual daytime schedule.</p>
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	60
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
The student will participate in daily multi-disciplinary family-centered inpatient rounds under the supervision of senior pediatric residents and the attending pediatric hospitalist. Participation will include pre-rounding with the residents, case presentations in patient rooms, and discussion of management plans in family-friendly terms.	EPA 1, 2, 3, 6	Clinical Experience -Inpatient Case-Based Instruction/ Learning Mentorship Patient Presentation - Learner Preceptorship Ward Rounds	Multisource Assessment Narrative Assessment Oral Patient Presentation Participation Clinical Documentation Review
The student will perform and write histories and physical examinations on assigned patients under the supervision of residents and the attending pediatric hospitalist.	EPA 1, 5, 12	Clinical Experience - Inpatient Case-Based Instruction/Learning Mentorship	Clinical Documentation Review Multisource Assessment Narrative Assessment

		Preceptorship Ward Rounds	Oral Patient Presentation Participation
The student will evaluate and interpret laboratory reports, diagnostic imaging, consultation reports, and other results and discuss this information with the residents and the attending pediatric hospitalist.	EPA 3, 9, 12	Clinical Experience - Inpatient Case-Based Instruction/Learning Mentorship Preceptorship Ward Rounds Self-Directed Learning	Clinical Documentation Review Multisource Assessment Narrative Assessment Oral Patient Presentation Participation
The student will assist residents and the attending pediatric hospitalist in accumulating the information necessary to produce an appropriate discharge summary on each patient to whom he/she was assigned.	EPA 1, 5, 9	Clinical Experience - Inpatient Case-Based Instruction/Learning Mentorship Preceptorship Ward Rounds	Clinical Documentation Review Multisource Assessment Narrative Assessment Participation
The student may participate in consultations or procedures required in the care of pediatric patients at the discretion of the pediatric residents and attending pediatric hospitalists. Procedures may include Emergency Department consultation, transfer for a higher level of care, urinary catheter placement, intravenous access placement, venipuncture, and lumbar puncture.	EPA 9, 10, 11, 12	Clinical Experience - Inpatient Case-Based Instruction/Learning Mentorship Patient Presentation - Learner Preceptorship Ward Rounds Demonstration	Clinical Documentation Review Multisource Assessment Narrative Assessment Oral Patient Presentation Participation Self-Assessment
The student may provide care for hospitalized pediatric patients overnight on a dedicated 12-hour night shift. Time spent on night shift will not exceed 1 week (60 hours) of a 4-week rotation. Care will include performing histories and physical examinations, evaluating changes in patients' conditions, and triaging nighttime patient care issues under the supervision of the pediatric residents and attending pediatric hospitalist.	EPA 1, 2, 3, 6, 9, 10, 11, 12	Clinical Experience - Inpatient Case-Based Instruction/Learning Mentorship Patient Presentation - Learner Preceptorship Ward Rounds Demonstration	Clinical Documentation Review Multisource Assessment Narrative Assessment Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pediatric Neonatology Elective		Sponsoring Department: Pediatrics
Course Number:	PEDS 5007		
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No.
Shared Slots:	Yes, with Peds Residents, M3 students, visiting students and Ecuador exchange students	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Niswonger Children’s Hospital • Ballad Health/Johnson City Medical Center NICU 	100 %	
Rotation Director:	Jack Owens, MD Director of Neonatology		
Additional faculty who will be participating in the rotation:	Des Bharti, MD - 423-677-2818 bharti@etsu.edu Jack Owens, MD (Director) 601-540-7097 owensjd2@etsu.edu Rachel Miller, MD 276-791-8986 millerra2@etsu.edu Darshan Shah, MD - 423-431-6343 shahd@etsu.edu		
Contact Person:	Gina McGee Williams MS4 Course Coordinator 423-439-6228 Williamsgm3@etsu.edu STUDENTS: email all four doctors, including Tawana Holland @ tawana.holland@balladhealth.org (423-431-6431) a week before your rotation begins. Follow the instructions below on where to meet your first day of your rotation. Additional information is on LEO. You will need to read this information prior to the start of your rotation. Feel free to reach out to me for assistance.		
Initial Meeting-Place & Time:	8:00am, NICU 3rd Floor Johnson City Medical Center - First Day of Rotation Pick up JCMC ID Badges from Tawana Holland, 7 th floor JCMC (Johnson City Medical Center- 423-431-6431)		
Goal:	To develop a comprehensive understanding of the practice of Neonatal Medicine, as it relates to primary care.		
Topics to be covered/activities student expected to participate:	The student will: <ul style="list-style-type: none"> • be assigned to and will be supervised by the ETSU neonatologist in the NICU 		

	<ul style="list-style-type: none"> function at an intern equivalent role, and will be responsible for the daycare, documentation, and presentation of patients (3-6) participate in weekly conferences, including perinatal rounds on Thursday mornings, bi-weekly neonatology conferences and case presentations, and other pertinent didactic sessions show evidence of outside reading or resource use regarding their patient's disease processes and management maintain an effective interaction with the parents of their NICU patients, including routine updates in person or by phone
Proposed rotation schedule	Mon through Friday, daily hospital care, 8:00 am - 4:00 pm
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40-45
Additional Notes about the rotation, if any	Night call from home will be assigned, in compliance with College of Medicine guidelines for student call

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Compile a history on a well and ill term and preterm infant, including a review of pertinent maternal and delivery histories, and post-partum history	EPA 1, 5, 6, 9, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Perform a detailed physical exam of the well and sick neonate	EPA 1, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Recognize and discuss standard delivery room management and resuscitation of the sick newborn	EPA 9, 10, 12, 13	Clinical experience - inpatient Peer teaching Concept Mapping	Oral Patient Presentation Clinical Performance Rating/Checklist Stimulated Recall
Explain indications for invasive procedures in sick neonates, including umbilical arterial and venous catheter placement, endotracheal intubation, arterial puncture, peripheral IV access	EPA 3, 9, 10, 11, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching Demonstration Concept Mapping	Oral Patient Presentation Clinical Performance Rating/Checklist Stimulated Recall

Formulate a problem-based plan of care for the NICU patient, including respiratory management, fluid and nutrition support, common infectious disease problems, common neurologic disease processes, care of the surgical neonate, and well child care	EPA 2, 3, 4, 5, 6, 7, 9, 10, 12	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching Conference Discussion, Small Group	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Integrate with a multidisciplinary team for inpatient care, emphasizing proper utilization of team resources, including interaction with the perinatology services	EPA 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13	Clinical experience - inpatient Peer teaching Discussion, Small Group	Oral Patient Presentation Clinical Performance Rating/Checklist
Formulate an appropriate discharge plan for the NICU patient, including specific problem follow-up, use of community resources and services	EPA 4, 5, 7, 8, 9, 12, 13	Clinical experience - inpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist
Assess the outpatient NICU graduate, and participate in a multidisciplinary clinic, including nutrition, audiology, speech therapy, physical therapy, developmental screening and physician evaluations	EPA 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13	Clinical experience - outpatient Case-Based Instruction/Learning Peer teaching	Clinical Documentation Review Oral Patient Presentation Clinical Performance Rating/Checklist

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Pediatric Pulmonology Elective	Sponsoring Department:	
Course Number:	PEDS 5011	Pediatrics	
Rotation type & duration:	Elective: 4 weeks		
Periods Offered	All periods Except for Block 8 (a &b) November 20 4-December 16	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No.
Shared Slots:	Yes, this will be shared with Pediatric Clerkship M3 students, Pediatric Residents, visiting students and Ecuador international students.	Maximum Students per Period:	1
Location(s):			% time
	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • 408 North State of Franklin Rd – 3rd Floor Pediatric Specialty Clinic 		80%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Niswonger Children’s Hospital/Ballad Health/Johnson City Medical Center 		20%
Rotation Director:	Chester Ogborn, MD 505-414-2206 ogborn@etsu.edu		
Additional faculty who will be participating in the rotation:	NA		
Contact Person:	<p>Rob Krichbaum NP Rob.krichbaum@balladhealth.org 423-431-3802</p> <p>Gina Williams M4 Course Coordinator 423-439-6228 Williamsqm3@etsu.edu</p> <p><i>Students: Additional information will be located on LEO. Please read prior to the start of your rotation date. Any questions, please feel free to reach to me for assistance.</i></p>		
Initial Meeting-Place & Time:	408 Building-3 rd floor Pediatric Pulmonology Clinic 8am first day rotation		
Goal:	Learn the role of a pediatric pulmonology specialist in inpatient and outpatient settings, including work-up, diagnosis and management for common pediatric pulmonary diseases.		

Topics to be covered/activities student expected to participate:	<p>Participate in clinic interviewing, examining and presenting patients. Generate a plan of care.</p> <p>Function as part of the inpatient consult team including taking history and examining patients independently, presenting to the team with an assessment and recommended plan.</p> <p>Choose a pulmonary topic of interest, present a brief (5-10 minute) academic discussion to the Pulmonary Team.</p>
Proposed rotation schedule	8am-4:30pm clinic Monday-Friday. Inpatient rounds may take place prior to clinic at 7:30am depending on patient volume.
# of hours per week the student expected be involved in this rotation	40-45
Additional Notes about the rotation, if any	Prior to the rotation date, reach out to both Dr. Chester Ogborn and Rob Krichbaum, NP for any questions.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Institutional Educational Objective(s) <i>IEO's can be found on the MSEC website</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Understand how to elicit history and perform appropriate physical exam for pulmonary specialty patients.	EPA 1: Gather a History and Perform a Physical Examination	IEO 1.2, 4.1, 5.1	Clinical experience – ambulatory Clinical experience - Inpatient	Clinical documentation review Clinical Performance Rating / Checklist
Understand how to generate a differential diagnosis for both inpatient consults and outpatient clinic patients for a variety of common presentations.	EPA 2: Prioritize a Differential Diagnosis Following a Clinical Encounter	IEO 1.5, 1.6, 2.3	Clinical experience – ambulatory Clinical experience – inpatient Patient Presentation - Learner	Clinical documentation review Oral Patient Presentation
Understand the indications and interpretation of spirometry testing in the clinic setting, including common pathological patterns and the basis of normal results.	EPA 3: Recommend and Interpret Common Diagnostic and Screening Tests	1.4, 2.1, 2.3	Clinical Experience - ambulatory Patient presentation - Faculty	Oral Patient Presentation Clinical Documentation Review
Understand how inhaled medicines are delivered, including how to prescribe and teach correct inhaler technique to a patient family.	EPA 4: Enter and Discuss Orders and Prescriptions	1.5, 3.8, 4.1	Clinical Experience - ambulatory	Clinical Performance Rating/Checklist

<i>Generate initial consult H&P notes following inpatient consults, with all the appropriate elements and an independent assessment and plan.</i>	<i>EPA 5: Document a Clinical Encounter in the Patient Record</i>	<i>1.2, 2.3, 4.5</i>	<i>Clinical experience - inpatient</i>	<i>Clinical documentation review Oral Patient Presentation</i>
<i>Generate a brief (5-10 minutes) oral presentation to the team on a pediatric pulmonary topic of interest, based on a patient encounter.</i>	<i>EPA 6: Provide an Oral Presentation of a Clinical Encounter</i>	<i>3.3, 3.7, 4.2</i>	<i>Independent Learning Clinical experience - inpatient</i>	<i>Research or Project Assessment</i>
<i>Understand and function at a junior housestaff level on the inpatient pulmonary team, organizing and presenting patient information as well as receiving patient information from other team members.</i>	<i>EPA 9: Collaborate as a Member of an Interprofessional Team</i>	<i>1.2,1.6, 4.3</i>	<i>Ward Rounds Clinical Experience - Inpatient</i>	<i>Participation Clinical Documentation Review</i>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Psychiatry Ambulatory Care Elective		Sponsoring Department:	
Course Number:	PSYH 5001		Psychiatry	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks Except: Block 3	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> • VAMC Bldg. 160, 4th Floor, N-Side Veterans Affairs Medical Center Mountain Home, TN 37684 			100 %
Rotation Director:	Thomas Stoss, M.D. 859-533-2207 (Text Preferred) Thomas.Stoss@va.gov			
Additional faculty who will be participating in the rotation:				
Contact Person:	Nicole Fisher, Coordinator (423)439-2244 fishernl@mail.etsu.edu			
Initial Meeting-Place & Time:	Student is instructed to contact Dr. Stoss before initial meeting date at 859-533-2207 for instructions on meeting location/time. TEXT message is preferred. See above: 'Location'			
Goal:	To enable students to increase their awareness of the models, levels of care and practices in outpatient psychiatry including diagnosis, observation, consultation, treatment, intervention, and rehabilitation services; and, to develop a comprehensive knowledge of the range of treatment options in psychiatry.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to the outpatient service under direct supervision of the attending physician. 2. The student will function as a consultant with the attending physician, interviewing patients and participating in follow-up med checks while attending the 4 or 5 assigned clinic sessions. 3. The student will be required to read about a particular patient's problem and discuss what they learned with the attending. 4. The student will attend Grand Rounds each Friday as scheduled during the assigned rotation. Students will be exposed to various psychiatric topics. 5. The student will be required to read about a particular aspect of the practice of psychiatry (illness, practice, treatment, etc.) and write a brief (1-2 pp) summary, including references. 			
Proposed rotation schedule		Students are expected to present daily from 8:00 - 4:30. There is no assigned on-call for this rotation.		

# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35 – 40 hours per week
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <i>EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
1. Identify the role of outpatient psychiatry in the treatment of psychiatric disorders and management of patients with mental illness.	EPA 1 1.2 1.9 2.2 4.2 4.6	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation
2. Discuss the special diagnostic and treatment considerations relevant in outpatient psychiatric practice.	EPA 2 1.2 1.8	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation
3. Write a brief report on a selected topic relevant to outpatient treatment of patients with mental illness.	EPA 7 2.3	1. Research	1. Research of Project Assessment
4. Demonstrate professionalism and patient centeredness in psychiatric care of patients.	EPA 1, 12 2.5 3.3 4.7 5.4	1. Clinical Experience: Ambulatory	1. Narrative Assessment & Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Rural Advanced Family Medicine Procedures Elective	Sponsoring Department:	
Course Number:	RURL 5001	Rural Programs	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: when Dr. Byrd is unavailable e.g. On vacation	Will third year students also be accepted for a two-week rotation as an M3 elective?	Yes
Shared Slots:	RPCT Selective, Non-RPCT selective, Jr. Clinical Experience	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Athens Family Practice: David Byrd, MD 711 Cook Dr Athens, TN 37303 (423) 744-7585 • Good Faith Clinic Christ Community Church 14 Congress Parkway SouthAthens, TN 37303 (423) 745-8185 • Athens Regional Medical Center 1114 West Madison Avenue, Athens, TN 37303 (423) 745-1411 		
Rotation Director:	David Byrd, MD, FAAFP		
Additional faculty who will be participating in the rotation:	<i>David Byrd, MD, FAAFP</i> (423) 744-7585 DLBMD@aol.com <i>Tanya Halcomb, LPN</i> Tanya.Halcomb@LPNT.net		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	The student will be exposed to the broad possibilities available to a rural practitioner to do procedures in both inpatient and outpatient settings.		
Topics to be covered/activities student expected to participate:	The student will accompany Dr. Byrd and be expected to participate “hands on” with multiple procedures including upper and lower endoscopy. The student will also be involved in inpatient care including ICU and appropriate procedures. In addition, the student will spend time in outpatient clinics in a variety of venues including traditional office and walk in medicine. Participation in a clinic for the uninsured is optional but encouraged.		
Proposed rotation schedule	Students are expected to present during routine working hours of theirsupervising physician. Work hours are limited to the current policy and standards of the college of medicine.		
# of hours per week the student expected be	40-50		

involved in this rotation	
Additional Notes about the rotation, if any	Housing is with host family or at Wesleyan College. Per diem for mileage and food may be available based on grant funding.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Demonstrate basic understanding and use of the gastroscope.	EPA 3 2.7	Clinical Experience	Clinical Performance Rating
Demonstrate basic understanding and use of the colonoscope.	EPA 3 2.7	Clinical Experience	Clinical Performance Rating
Understand the concepts of Exercise Stress Testing. This includes both exercise and chemical stress testing.	EPA 3 2.7	Clinical Experience	Clinical Performance Rating
Demonstrate a basic skill in suturing simple wounds.	EPA 3 and 4 2.7	Clinical Experience	Clinical Performance Rating
Demonstrate or have an understanding of the treatment of ingrown toenails.	EPA 3 and 4 2.7	Clinical Experience	Clinical Performance Rating
Demonstrate or have an understanding of Major Joint and trigger finger injections	EPA 3 and 4 2.7	Clinical Experience	Clinical Performance Rating
Understand and possibly participate in No scalpel vasectomy	EPA 3 and 4 2.7	Clinical Experience	Clinical Performance Rating
Demonstrate an understanding and possibly participate in Pap smears and endometrial biopsy	EPA 3 2.7	Clinical Experience	Clinical Performance Rating
Obtain, integrate and document accurate information from patients regarding indications and contraindications for medical or surgical procedure and present to patient and attending	EPA 6 2.1 2.3 2.4 4.2 4.3 6.5	Clinical Experience	Clinical Performance Rating
Perform appropriate focused examination on patients prior to medical or surgical procedure	EPA 1 2.2	Clinical Experience	Clinical Performance Rating
Explain the risks and benefits of medical or surgical procedure to patients	EPA 4 2.4	Clinical Experience	Clinical Performance Rating
Discuss the payment for procedures in hospital and outpatient and indigent care settings and the physician's role in addressing these	EPA 8 6.1 6.4	Clinical Experience	Clinical Performance Rating

East Tennessee State University
Quillen College of Medicine
Senior Elective

Updated 11.2.22

Proposed Rotation title:	Rural Ambulatory Care Family Medicine Elective	Sponsoring Department:	
Course Number:	RURL 5020	Rural Programs	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: dependent on availability of the responsible faculty	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Assignment Priority: 1) RPCT students as selective site; 2) Generalist Track students as a selective site; 3) elective option for all students and 4) Jr Elective	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Dr. Theo Hensley 1404 Tusculum Blvd Site Suite 3100 Greeneville, TN 37745 423-638-4114 Theohensley@gmail.com 		%
Rotation Director:	<i>Theo Hensley, MD 423- 638-4114 work Alicia Sahr, Office Manager</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	9:00 am first day of rotation Theo Hensley, M.D. 1404 Tusculum Blvd Suite 3100 Greeneville, TN 37745 423-638-4114		
Goal:	Develop an advanced understanding of Family Practice in an exemplary independent rural health clinic setting.		
Topics to be covered/activities student expected to participate:	1. The student will work primarily with the Responsible Faculty and colleagues and become part of the health care team. 2. The student will function as a primary care provider, obtaining histories and physical exams on assigned patients, gathering data, performing, assisting or observing procedures, and determining, in written form, a diagnostic, therapeutic and patient education plan under supervision of a licensed clinician.		

	<p>3. The student will be expected to obtain and share evidence-based materials appropriate to the patient's evaluation and management.</p> <p>4. The students will be expected to work in community settings outside the clinic and gain experience with the clinic's outreach programs and gain experience with the unique aspects of providing health care in a rural community setting.</p> <p>5. The student will participate in conferences, team meetings, community meetings as available.</p>
Proposed rotation schedule	Students are expected to present during routine working hours of their supervising clinician. Work hours are limited to the current policy and standards of the college of Medicine.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	40 – 50
Additional Notes about the rotation, if any	Housing is NOT provided to the student

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> <i>EPA's:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Gather, present and document a history and perform a physical evaluation on a patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical experience - ambulatory Patient presentation - learner	Clinical performance rating/checklist Oral patient presentation Participation
Prioritize a differential diagnosis following a clinical encounter: including development of a management plan using evidenced based resources.	EPA 2, 4, 7	Clinical experience - ambulatory Patient presentation - learner	Clinical performance rating/checklist Oral patient presentation Participation
Collaborate as a member of an inter-professional team	EPA 9	Clinical experience - ambulatory	Participation
Develop a considerate rapport with patients with unique health issues pertaining to their access to care, cultural background, diversity, and/or community	EPA 1, 4, 9, 13	Clinical experience - ambulatory	Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Rural Elder Care in a Changing World	Sponsoring Department:	
Course Number:	RURL 5002	Rural Programs	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, RPCT selective, Non-RPCT selective, Jr Clinical Experience	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Family Medicine Physicians of Johnson City 917 West Walnut Street, Johnson City, TN 37604-6527 423-439-6464 • Johnson City Nursing Homes • Mountain Empire PACE http://meoc.org/ Mountain Empire Older Citizens, Inc. 1501 Third Avenue East P.O. Box 888 Big Stone Gap, VA 24219 276-523-4202 800-252-6362 - Toll Free 276-523-4208 - Fax • The PACE Center 1508 Third Avenue East P. O. Box 888 Big Stone Gap, VA 24219 Phone: 276-523-0599 Toll Free: 888-793-7223 Fax: 276-523-0426 • ETSU Osteoporosis Center James H. Quillen VA Medical Center 69 Dogwood Avenue Building 8, First Floor Room 126 Mountain Home, TN • Home Visits 		%
Rotation Director:	Dr. James Holt holtj@etsu.edu 423-439-6471		
Additional faculty who will be participating in the rotation:	<i>When at the Osteoporosis Center: Dr. Ronald C. Hamdy, Chair of Geriatrics and Center Physician</i>		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		

Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	This rotation is designed help student's progress towards mastery of the basic skills required for care of the aging population in the 21st century.		
Topics to be covered/activities student expected to participate:	<p>At the conclusion of this rotation, the student should be able to:</p> <ol style="list-style-type: none"> 1. Apply basic science knowledge to clinical practice of geriatric patients (QCOM Objective: 1.1; 1.2) 2. Perform a focused history and physical examination appropriate for a geriatric patient including mental status, functional assessment including IADL's and ADL's, osteoporosis evaluation, etc. (QCOM Objective: 2.1; 2.2) 3. Demonstrate the appropriate application and interpretation of diagnostic studies for diagnosis and management, including laboratory testing, diagnostic imaging, DEXA screening, geriatric depression screening, mini-mental status, functional assessment including IADL's and ADL's, and other testing (QCOM Objective: 2.2) 4. Demonstrate knowledge and application of end of life care resources including hospice, advanced directives (QCOM Objective: 2.6). 5. Formulate appropriate evidence based differential diagnosis for common presentations of geriatric patients (QCOM Objective: 1.4). 6. Utilize advanced communication skills in the care of the geriatric patient (QCOM Objective: 4.0). 7. Participate in the health care team for geriatric assessment and treatment and be familiar with the hospice team and geriatric assessment team (QCOM Objective: 2.7; 4.5). 		
Proposed rotation schedule	Students are expected to present during routine working hours of their supervising clinician. Work hours are limited to the current policy and standards of the college of medicine. Students may arrange schedule based on need.		
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	35-50		
Additional Notes about the rotation, if any			

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
--	--	--	--

Gather, present and document a history and perform a physical evaluation on a patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Prioritize a differential diagnosis following a clinical encounter: including development of a management plan using evidenced based resources.	EPA 2, 4, 7, 9	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Collaborate as a member of an inter-professional team	EPA 9	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Develop a considerate rapport with patients with unique health issues pertaining to their access to care, cultural background, diversity, and/or community	EPA 1, 4, 9	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Rural Emergency Medicine (RPCT ONLY)	Sponsoring Department:	
Course Number:	RURL 5005	Rural Programs	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes, RPCT selective, Non-RPCT selective, Jr. Clinical Experience	Maximum Students per Block:	2
Location(s):	<ul style="list-style-type: none"> • Unicoi County Memorial Hospital, 100 Greenway Cir, Erwin, TN (423) 743-3141 		100 %
Rotation Director:	Michael Sutherland, MD, Unicoi County Memorial Hospital, 100 Greenway Cir, Erwin, TN (423) 743-3141		
Additional faculty who will be participating in the rotation:	Emergency Room Physicians at: Unicoi County Memorial Hospital		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	To gain experience acute care management and critical care in a rural community hospital emergency room setting.		
Topics to be covered/activities student expected to participate:	<p>Unlike other block rotations, the Rural Emergency Medicine Elective rotation combines facets of all specialties while focusing on acute care management and critical care in a rural community hospital setting. During this rotation students will be able to improve their differential diagnosis insight and skills, and help coordinate inpatient and outpatient healthcare with primary care providers and other services. The Rural Emergency Medicine rotation provides experiences with rural primary care and specialty services and their interaction with the hospital and community health care team. Additionally, there is an opportunity to gain experience in emergency procedural skills. Students work directly with various emergency room clinicians and staff and participate in approximately 5 shifts per week. Students are expected to obtain histories and physicals on assigned patients, gathering data, perform or observe procedures, and determine, in written form, a diagnostic, therapeutic and patient education plan. The student will be expected to read about their particular patient's problem and be able to discuss appropriate evaluation and therapy.</p>		

Proposed rotation schedule	ER shifts vary from 8 – 12 hours throughout the 24-hour day and on weekends as well.
# of hours per week the student expected be involved in this rotation	40-60 hours
Additional Notes about the rotation, if any	Per diem for mileage and food may be available based on grant funding.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Patient Care <ul style="list-style-type: none"> • Develop proper interviewing techniques • Perform directed physical examinations • Develop comprehensive differential diagnoses • Initiate resuscitation and stabilization • Selected procedural and wound care techniques • Proper patient disposition and follow-up 	EPA 1,2 and 3 2.1 2.2 2.3 2.4 2.5 2.8	Clinical Experience	Clinical Performance Rating
Medical Knowledge <ul style="list-style-type: none"> • Identification of the acutely ill patient • Practice evidence-based medicine • Development an evaluation plan • Test interpretation • Development of a therapeutic plan • Treatment of common acute problems 	EPA 4 and 10 1.1 3.2	Independent learning Clinical Experience	Clinical Performance Rating
Interpersonal and Communication Skills <ul style="list-style-type: none"> • Establishing rapport • Effective presentation • Professional interaction with consultants • Professional interaction with inter-professional health care providers. 	EPA 9 4.2 4.4	Clinical Experience	Clinical Performance Rating
Systems-based Practice <ul style="list-style-type: none"> • Assessment of undifferentiated patient • Appropriate referral(s) • Primary care for the uninsured and individuals without PCPs • Understanding of emergency procedures 	EPA 2, 3, 10 6.1 6.7	Clinical Experience	Clinical Performance Rating
Approach to Clinical Management <ul style="list-style-type: none"> • Chest pain • Shortness of breath • Abdominal pain • Pediatric fever • Trauma 	EPA 1,2,3 1.2 1.3 2.1 2.2 2.3 2.4 2.5 2.7 2.8	Clinical Experience	Clinical Performance Rating

<ul style="list-style-type: none"> • Vaginal bleeding • Orthopedic injuries • Psychiatric and behavioral emergencies 			
Assist in arranging triage from the rural emergency room to alternative levels of care	EPA 8 6.7	Clinical Experience	Clinical Performance Rating
Synthesize the multiple levels of collaborative care (inter-professional teamwork) necessary to care for patients from rural communities.	EPA 9 2.8 4.4	Clinical Experience	Clinical Performance Rating

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Rural Family Medicine Elective		Sponsoring Department: <i>Rural Programs</i>
Course Number:	RURL 5010		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks Except: dependent on availability of the responsible faculty	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	RPCT selective, Non-RPCT selective	Maximum Students per Block:	2
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Rural Health Services Consortium, Kingsport, TN • Rural Health Services Consortium, Rogersville, TN, 		100 %
Rotation Director:	Jose Velasco, MD and Amylyn Crawford, MD: Kingsport, TN Mark Dalle-Ave, MD: Rogersville, TN		
Additional faculty who will be participating in the rotation:	Other healthcare providers working in these clinics		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	Develop an advanced understanding of Rural Family Medicine Practice in an exemplary community health center setting.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will work primarily with the Responsible Faculty and colleagues and become part of the health care team. 2. The student will function as a primary care provider, obtaining histories and physical exams on assigned patients, gathering data, performing, assisting or observing procedures, and determining, in written form, a diagnostic, therapeutic and patient education plan under supervision of a licensed clinician. 3. The student will be expected to obtain and share evidence-based materials appropriate to the patient's evaluation and management. 4. The students will be expected to work in community settings outside the clinic and gain experience with the clinic's outreach programs and gain experience with the unique aspects of providing health care in a rural community setting. 5. The student will participate in conferences, team meetings, community meetings as available. 6. The student may work in the hospital and other health care facilities as 		

	determined by the community supervising faculty.
Proposed rotation schedule	Students are expected to present during routine working hours of their supervising clinician. Work hours are limited to the current policy and standards of the college of medicine. Students may arrange schedule based on need.
# of hours per week the student expected be involved in this rotation (at least 35 hrs per week is expected)	40 – 50
Additional Notes about the rotation, if any	

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform routine history and physical evaluation on a rural patient with specific attention to culture, diversity, and community context.	EPA 1, 5, 6	Clinical Experience – Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Gain experience with health care and disease management evaluation and management based on realistic resources available to the rural patient	EPA 2, 3	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Develop knowledge and skills and obtain experience working with an inter-professional health care team caring for rural patients.	EPA 9	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation
Obtain knowledge and experience working with patients with unique health issues pertaining to their rural background, e.g. agricultural health issues, recreational health issues, access issues, water issues, etc.	EPA 12	Clinical Experience - Ambulatory Clinical Experience – Inpatient Patient Presentation - Learner	Clinical Performance Rating/Checklist Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Rural Maternal Child Health		Sponsoring Department: Rural Programs
Course Number:	RURL 5022		
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks: Depending on preceptor availability RPCT Elective Only	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		100 %
	<ul style="list-style-type: none"> • Livingston Regional Hospital, 315 Oak Street, Livingston, TN 38570, Telephone: (931) 823-5611, http://www.livingstonregionalhospital.com/ • RMS Newport, 229 Hedrick Dr, Newport, TN, 37821 • RMS Parrottsville Center, P. O. Box 99, 111 Mockingbird Lane, Parrottsville, Tennessee 37843 • RMS Grassy Fork Center, 4261 Big Creek Road, Hartford, Tennessee 37753 • RMS Chestnut Hill Center, 3222 Chestnut Hill School Rd., Dandridge, Tennessee 37725 • RMS Cosby Center, 103 Wilton Springs Rd., Newport, TN 37821 • Newport Medical Center, 435 2nd St, Newport, TN 37821, (423) 625-2200, http://www.tennova.com/locations/newport-medical-center 		
Rotation Director:	<ul style="list-style-type: none"> • Rural Medical Services: Larry Mathers, MD, lmathers@rmstn.org 		
Additional faculty who will be participating in the rotation:	<ul style="list-style-type: none"> • Other providers working within Rural Medical Services 		
Contact Person:	Sarah Orick oricksg@etsu.edu 423-912-0149		
Initial Meeting-Place & Time:	Initial meeting time and meeting place will be determined by the site location and the supervising faculty.		
Goal:	This rotation is designed to introduce students to the practice of maternal child health by rural family physicians.		
Topics to be covered/activities student expected to participate:	The student is assigned to a family medicine physician who practices full service family medicine including maternal child care in a rural community. The student will work in the out-patient, hospital and other community-based settings under supervision of the attending and function as a member of the health care team, obtaining histories and physicals on assigned patients, gathering data,		

	performing or observing procedures, and determining, in written form, a diagnostic, therapeutic and patient education plan. Students are expected to read; using evidenced based resources, about their particular patient's problem and is able to discuss appropriate evaluation and therapy including using appropriate community-based resources. The student will attend hospital rounds, outpatient clinics, take 1 week night call a week, and one weekend call during the rotation (if the student stays for the week-end) and actively participate in conferences, presenting any assigned patients if they are to be discussed.
Proposed rotation schedule	Students are expected to present during routine working hours of their supervising physician. Work hours are limited to the current policy and standards of the college of medicine.
# of hours per week the student expected be involved in this rotation	40-50
Additional Notes about the rotation, if any	Resources are usually available to offset needs for lodging, travel and meals if needed, but are not guaranteed. Per diem for mileage and food may be available based on grant funding.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
At the conclusion of this rotation the students should be able to: •work as part of the family medicine team in providing excellent, evidenced based maternal child care to their patients.	2.7; 3.3; 4.5	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation
• Perform a focused history and physical appropriate to their patient's maternal child health care needs, and develop a culturally appropriate plan for obtaining a differential diagnosis and providing medical management in a rural underserved community.	2.1 2.2 2.3 2.4 2.5 2.8	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation
• Evaluate and manage both maternal and child medical and health needs throughout perinatal, pregnancy and delivery and post-partum, using appropriate diagnostic studies - labs, diagnostic imaging and other testing.	2.1 2.2 2.3 2.4 2.5 2.8	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation
• Become acquainted with office visits and procedures, nursing home care, hospital visits and procedures, obstetrical and nursery care in a rural environment.	2.1 2.2 2.3 2.4 2.5 2.8	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation

<ul style="list-style-type: none"> • Demonstrate behaviors befitting an ethical professional at all times. 	3.1 5.1 5.7	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation
<ul style="list-style-type: none"> • Demonstrate an awareness of systems based practice with specific attention to the socioeconomic and cultural and ethical concerns of providing maternal child care in a rural underserved community setting. 	2.5 6.1	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation
<ul style="list-style-type: none"> • Demonstrate the ability to assist /perform appropriate procedures under the supervision of faculty as the opportunity arises, including office surgery, women's health procedures, assisting with normal delivery and c-sections. 	2.7	Clinical Experience; Self-directed Learning	Clinical Performance Rating; Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anesthesiology - BRMC Elective		Sponsoring Department:	
Course Number:	ANES 5001		Surgery	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	<ul style="list-style-type: none"> Bristol Anesthesia Services, P.C., 350 Blountville Hwy, Suite 207, Bristol, TN 			16 %
	Inpatient Site(s)			
	<ul style="list-style-type: none"> Bristol Regional Medical Center, 1 Medical Park Blvd., Bristol, TN 			84 %
Rotation Director:	<i>Michael Long, MD</i> <i>Phone: 968-4540 EXT. 125</i> <i>Email: amanda@bas100.com</i>			
Additional faculty who will be participating in the rotation:				
Contact Person:	<i>Amanda Booher</i> <i>Phone: 968-4540 EXT. 125</i> <i>Email: amanda@bas100.com</i>			
Initial Meeting-Place & Time:	The student will need to contact the service several days in advance to confirm first day start time and reporting location. Thereafter you will report to the Anesthesiology Service at a location and time identified by the attending(s).			
Goal:				
Topics to be covered/activities student expected to participate:				
Proposed rotation schedule	Schedule: 0600 M-F in the PACU at BRMC. Please notify student to introduce themselves to the on call Anesthesiologist when they arrive. OR front desk can help student find scrubs. Please have students email me directly for additional questions. Dr. Michael Long, MD: bas.mlong@gmail.com			
# of hours per week the student expected be involved in this rotation	40-50 hours			
Additional Notes about the rotation, if any	<ul style="list-style-type: none"> The student will be assigned Wellmont facility access according to the rotation needs. Wellmont EPIC Physician and Surgery training is required before access to patient records is assigned to the student. The Anesthesiology Service at BRMC will provide the student with departmental written procedures 			

<p>Objectives Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
<p>Perform a pre-operative anesthesia assessment on patients for surgery.</p>	<p>EPA 1 2.1 2.2 2.3 4.2 4.3</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Apply skills and knowledge of airway management in both elective and emergent situations.</p>	<p>EPA 10 1.2 2.3 2.4 4.3</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during preparation of the anesthesia patient.</p>	<p>EPA 9, 11 2.1 2.4 4.1 4.5 6.5</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Demonstrate skill and knowledge in management of the airway under a mask in the unconscious patient.</p>	<p>EPA 10 1.2 1.3 2.2 2.4 2.7 2.8 4.3 4.4</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Demonstrate techniques for endotracheal intubation and I.V. access.</p>	<p>1.2 2.3 2.7 2.8</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Anesthesiology - Anesthesia Consultants		Sponsoring Department:	
Course Number:	ANES 5004		Surgery	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	Yes, Anesthesia Elective – JCMC – SURG 5002	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	• Anesthesia & Pain Consultants, Johnson City Medical Center, Johnson City, TN			%
	Inpatient Site(s)			
	• Johnson City Medical Center - Main Operating Room, 400 N. State of Franklin, JohnsonCity, TN • Franklin Woods Hospital - Operating Room, 300 Med Tech Parkway, Johnson City, TN			%
Rotation Director:	Dr. Yavas, MD Phone: 352-262-3597 Email: sinanyavas@hotmail.com			
Additional faculty who will be participating in the rotation:	Dr. Yavas Ian Darling, MD Reinaldo Guillont, MD Jefferey Jernigan, MD Randall McVeigh, MD James Merrell, MD Robert Osborne, DO Alan Pugh, MD Wayne Smith, MD Gary Wilson, MD Sinan Yavas, MD Fernando Zepeda, MD			
Contact Person:	Lesa Renner 423-483-4697 lrenner@apcjc.com			
Initial Meeting-Place & Time:	The student is to contact Dr. Yavas the Thursday before the first day to confirm report location, physician assignment and reporting time and thereafter as identified by the service/assigned physician.			
Goal:	To introduce and develop an understanding of the specialty of Anesthesiology, utilizing pre-operative patients.			
Topics to be covered/activities student expected to participate:	1. The student will spend two weeks reporting to the operating rooms(s) at JCMC and participate in clinical anesthetic care of patients under the supervision of the anesthesiology staff.			

	<ol style="list-style-type: none"> 2. The student will function as an integral part of the anesthesia team while in the operating room and be on call with the team as identified by the attending(s), and in accordance with the QCOM work hour policy. 3. The student will be expected to read and be knowledgeable of their patient's planned procedure(s) and the anesthesia techniques to be employed during the procedure(s). 4. The student will participate in informal discussions with the attending(s) regarding anesthesiology throughout the rotation. 5. The student is required to attend and actively participate in routinely scheduled conferences and Surgery Grand Rounds as identified and approved by their attending(s).
Proposed rotation schedule	<ol style="list-style-type: none"> 1. The student will report at a time and locations identified by the attending on a daily basis. 2. The student will be expected to make preoperative rounds as assigned by the attending. 3. The student will be assigned after-hour call with the attending and in accordance with the QCOM work hour policy. 4. Students will attend and participate in Department of Surgery Grand Rounds and JCMC conferences as identified and approved by the attending(s).
# of hours per week the student expected be involved in this rotation	40-50 hours
Additional Notes about the rotation, if any	<p>The student will be assigned Mountain States facility access according to the rotation needs. Orientation with the Mountain States computer systems will be completed with their OIT and Medical Education department.</p> <p>The Anesthesiology Service at JCMC will provide the student with departmental written procedures.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform a pre-operative anesthesia assessment on patients for surgery.	EPA 1 2.1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Apply skills and knowledge of airway management in both elective and emergent situations.	EPA 10 1.2 2.3 2.4 4.3	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation	Clinical Documentation Review Clinical Performance Rating

		<ul style="list-style-type: none"> – Learner Ward Rounds Independent Learning 	Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during preparation of the anesthesia patient.	<p>EPA 9, 11</p> <p>2.1 2.4 4.1 4.5 6.5</p>	<ul style="list-style-type: none"> Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning 	<ul style="list-style-type: none"> Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate skill and knowledge in management of the airway under a mask in the unconscious patient.	<p>EPA 10</p> <p>1.2 1.3 2.2 2.4 2.7 2.8 4.3 4.4</p>	<ul style="list-style-type: none"> Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning 	<ul style="list-style-type: none"> Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate techniques for endotracheal intubation and I.V. access.	<p>1.2 2.3 2.7 2.8</p>	<ul style="list-style-type: none"> Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning 	<ul style="list-style-type: none"> Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

**East Tennessee State
University Quillen College of
Medicine Senior Elective**

Proposed Rotation title:	Anesthesiology Elective VAMC	Sponsoring Department: <i>Surgery</i>	
Course Number:	ANES 5003		
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	No	Maximum Students per Period:	1
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Mountain Home VAMC 		100%
Rotation Director:	<i>Meredith Kirkpatrick, MD 423-202-5549, meredith.kirkpatrick@va.gov</i>		
Additional faculty who will be participating in the rotation:	<i>Mark Edenfield, MD Rob Schwind, MD James Kirkpatrick, MD</i>		
Contact Person:	<i>M. Kirkpatrick 423-202-5549</i>		
Initial Meeting-Place & Time:	<i>VAMC Pre-op holding area 7:30am first day of rotation</i>		
Goal:	<i>The goal of this rotation is to provide students with an appropriate understanding of anesthesia as a medical specialty. We will focus on airway management, regional pain techniques, pharmacology, preoperative assessment, post-op management, and the team approach to anesthesia and surgery in the operating room setting.</i>		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. Assess a patient in the preoperative setting, obtaining a pertinent medical history and focused physical exam. 2. Develop anesthetic plan and present to attending 3. Evaluate a patient's airway and classify the Mallampati score 4. Perform a direct laryngoscopy and LMA placement 5. Perform successful bag-mask ventilation 6. Attempt peripheral IV placement and/or Arterial line placement 7. Interpret intra-operative monitors 8. Assess, present, and manage patients in the post-op recovery setting 		
Proposed rotation schedule	M-F 07:00-15:00		
# of hours per week the student expected to be involved in this	40		
Additional Notes about the rotation, if any			

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA? <i>(can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
EPA 1	Gather a history and perform a physical examination	<i>Perform an anesthesia-centered preop assessment, focusing on pertinent medical issues and a focused physical exam.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical documentation review 2. Clinical performance rating
EPA 2	Prioritize a differential diagnosis following a clinical encounter	<i>Generate a differential diagnosis for specific intraoperative problems (i.e. decreased O2 sat, hypotension)</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 3	Recommend and interpret common diagnostic and screening tests	<i>Review medical charts, specifically labs, echoes, stress tests, and consults for pertinent information that will impact the patient's perioperative course. Develop plans for preop patients that require additional testing before surgery</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 4	Enter and discuss orders and prescriptions	<i>Learn what orders and tests are commonly utilized by anesthesiologists, namely standard preop orders, intraoperative drugs, and post-operative orders.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 5	Document a clinical encounter in the patient record	<i>Become proficient at creating the following anesthesia documents: preop assessment and the intraoperative anesthesia record</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 6	Provide an oral presentation of a clinical encounter	<i>Provide pertinent patient information to other members of the OR care team. This includes, but is not limited to presenting a patient to an attending, giving report in recovery, or giving an "anesthesia checkout" for transition of care.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating

EPA 7	Form clinical questions and retrieve evidence to advance patient care	<i>Utilize your knowledge base to investigate patients in the intraoperative period.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 8* Inpatient only	<i>Give or receive a patient handover to transition care responsibility</i>	<i>Give or receive an "anesthesia checkout" in the intraoperative or postoperative period. This can be from student to CRNA, student to PACU nurse, or student to attending.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 9	Collaborate as a member of an interprofessional team	<i>Display an understanding of the OR care team approach. This includes an understanding of various OR jobs, including surgical team, preop RN, circulating RN, scrub tech, CRNA, and PACU RN</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<i>Recognize an acute change in the perioperative setting, such as hypotension or hypoxia and begin measures to address it, (i.e. apply oxygen, increase FIO₂, give vasopressors)</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 11	Obtain informed consent for tests and/or procedures	<i>Learn the common risks and benefits of general anesthesia practices and be able to discuss them with patients.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 12	Perform general procedures of a physician (Demonstrates the necessary preparation required for performance of procedures.)	<i>Display knowledge of the setup and tools for common anesthesia procedures, such as intubation, IV placement, Aline placement, Central line placement, and regional anesthesia</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating
EPA 13	Identify system failures and contribute to a culture of safety and improvement (Identifies real and potential errors. Performs common safety behaviors (e.g., universal precautions, hand washing).	<i>Become familiar with OR safety practices, including but not limited to pre-procedure TIMEOUT, sharps safety, OR fire prevention, and closed-loop communication. Learn to identify common OR communication pitfalls or safety hazards.</i>	1. Clinical experience - inpatient 2. Patient presentation - learner	1. Clinical performance rating

Optional objectives specific to this rotation linked to IEOs			
Objectives Specifically describe how/what students will DO to demonstrate mastery of the IEO(s)? (Refer to Bloom taxonomy)	Institutional Educational Objective(s) Specify by adding the full IEO text, not just the number, which are addressed by this educational experience	Educational Methods: How will you teach/ expose students to educational opportunities?(Utilizing MedBiquitous terms-insert full text, not just number)	Assessment Methods How will you determine Mastery? (utilizing MedBiquitous terms-insert full text, not just number)
Assess a patient in the preoperative setting, obtaining a pertinent medical history and focused physical exam.	1.6 Develop and participate in implementing patient management plans	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating
Develop anesthetic plan and present to attending	1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating
Interpret intraoperative monitors and react to clinical situations in real-time	2.1 Demonstrate an investigatory and analytic approach to clinical situations	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating
Assess, present, and manage patients in the post-op recovery setting	4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating
Develop an understanding of the importance of communication and relationships within the OR care team.	4.3 Work effectively with others as a member or leader of a health care team or other professional group	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating
Become familiar with anesthetic charting and be able to document appropriately	4.5 Maintain comprehensive, timely, and legible medical records	1. Clinical experience - inpatient 2. Patient presentation - learner	Clinical performance rating

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Surgery-Anesthesia- Anesthesia Pain Associates	Sponsoring Department: <i>Surgery</i>	
Course Number:	ANES 5005		
Rotation type & duration:	Elective: 2 weeks		
Periods Offered	All periods: Prior Approval Required	Will third year students also be accepted for a two-week rotation as an M3 elective?	No
Shared Slots:	No	Maximum Students per Period:	1
Location(s):			% time
	Ambulatory Site(s) Anesthesia Pain Associates		
	• 101 Med Tech Park, Johnson City TN.		85%
	Inpatient Site(s)		
	• Johnson City Medical Center		15%
Rotation Director:	Dr. Wilkinson acadle@painmedassociats.com		
Additional faculty who will be participating in the rotation:	Dr. Williams, Dr. Ward		
Contact Person:	April Cadle acadle@painmedassociates.com 423-232-9420 Ext. 1287		
Initial Meeting-Place & Time:	The student will need to contact April the week before the rotation starts.		
Goal:	To give the student an opportunity to work one on one with an Anesthesiologist		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be exposed to a variety of new patients in an out-patient setting to include follow-up scheduled visits. 2. The student will present cases upon request to the surgical staff, concisely and accurately. 3. The student will function as an integral part of the surgical clinic service team. 4. The student will attend Surgical Grand Rounds and other identified conferences as scheduled. 		
Proposed rotation schedule	<ul style="list-style-type: none"> • Students are expected to be present for daily clinics beginning at 7:45 a.m. and until released by preceptor and/or the last patient is seen. • Students may choose to participate in surgical subspecialty clinics after routine surgical clinic patients are completed and subspecialty preceptor permissions given. 		
# of hours per week the student expected be involved in this rotation	40-50		
Additional Notes about the rotation, if any			

	Students will be expected to accomplish the following EPAs:	Specifically describe how/what students will DO to demonstrate mastery of the EPA?	Educational Methods: How will you teach/expose students to educational opportunities?	Assessment Methods: How will you determine Mastery?
EPA 1	Gather a history and perform a physical examination	Perform a pre-operative anesthesia assessment on patients for surgery.	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
EPA 5	Document a clinical encounter in the patient record	Patient Care 1.1: Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice Knowledge for Practice 2: demonstrate knowledge of established involving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
EPA 6	Provide an oral presentation of a clinical encounter	Patient Care 1.1: Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice Knowledge for Practice 2: demonstrate knowledge of established involving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

		knowledge to patient care		
EPA 7	Form clinical questions and retrieve evidence to advance patient care	<p>Patient Care 1.1: Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice</p> <p>Knowledge for Practice 2: demonstrate knowledge of established involving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care</p>	<p>Clinical Experience – Inpatient Demonstration</p> <p>Patient Presentation – Faculty</p> <p>Patient Presentation – Learner</p> <p>Ward Rounds</p> <p>Independent Learning</p>	<p>Clinical Documentation Review</p> <p>Clinical Performance Rating</p> <p>Oral Patient Presentation Participation</p>
EPA 9	Collaborate as a member of an interprofessional team	Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during preparation of the anesthesia patient.	<p>Clinical Experience – Inpatient Demonstration</p> <p>Patient Presentation – Faculty</p> <p>Patient Presentation – Learner</p> <p>Ward Rounds</p> <p>Independent Learning</p>	<p>Clinical Documentation Review</p> <p>Clinical Performance Rating</p> <p>Oral Patient Presentation Participation</p>
EPA 10	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Apply skills and knowledge of airway management in both elective and emergent situations.	<p>Clinical Experience – Inpatient Demonstration</p> <p>Patient Presentation – Faculty</p> <p>Patient Presentation – Learner</p> <p>Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review</p> <p>Clinical Performance Rating</p> <p>Oral Patient Presentation Participation</p>
EPA 11	Obtain informed consent for tests and/or procedures	Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during preparation of the anesthesia patient.	<p>Clinical Experience – Inpatient Demonstration</p> <p>Patient Presentation – Faculty</p> <p>Patient Presentation – Learner</p> <p>Ward Rounds</p> <p>Independent Learning</p>	<p>Clinical Documentation Review</p> <p>Clinical Performance Rating</p> <p>Oral Patient Presentation Participation</p>

Perform a pre-operative anesthesia assessment on patients for surgery.		Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Apply skills and knowledge of airway management in both elective and emergent situations.		Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during preparation of the anesthesia patient.		Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate skill and knowledge in management of the airway under a mask in the unconscious patient.		Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate techniques for endotracheal intubation and I.V. access.		Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Surgery Basic Research Elective		Sponsoring Department:	
Course Number:	SURG 5001		Surgery	
Rotation type & duration:	Elective: 4 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No	
Shared Slots:	No	Maximum Students per Block:	2	
Location(s):	Other type of site(s) or format: i.e on-line			
	<ul style="list-style-type: none"> • James H. Quillen College of Medicine – VA Campus, Bldg. 119, Research Laboratory, Mountain Home, TN 			100 %
Rotation Director:	<i>David Williams, PhD</i> <i>Phone: 423-439-6363</i> <i>E-mail: williamd@etsu.edu</i>			
Additional faculty who will be participating in the rotation:	The students may work with any of the following faculty: David Williams, PhD Race Kao, PhD Chuanfu Li, MD			
Contact Person:	<i>Make an appointment with Dr. Williams through email</i>			
Initial Meeting-Place & Time:	Student will report to the Department of Surgery Research Lab, 2nd floor, Bldg. 119, at 8:00am on the first day. Thereafter you will report to the Surgery Research Lab at a time identified by the instructor(s).			
Goal:	To provide the student interested in a career in general surgery an opportunity for surgical research and preparation of a scientific manuscript.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to the Surgery Department Basic Research Lab under the supervision of the Laboratory supervisor/director. 2. The student is expected to be present on a daily basis as identified by the Laboratory supervisor/director. 3. The student is expected to complete research in preparation and completion of a scientific manuscript. 4. The student will function as an integral part of the surgical laboratory team and attend all Research Laboratory meetings/conferences and Surgery Department conferences as identified and approved by the Laboratory supervisor/director. 5. 			
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present in the Surgery Department Research Laboratory on a daily basis as identified by the Laboratory supervisor/director. 2. Students will attend and participate in Department of Surgery conferences, to include Grand Rounds, as identified and approved by the Laboratory supervisor/director. 			
# of hours per week the student expected be involved in this rotation	40 hours			

Additional Notes about the rotation, if any	Interested students are to schedule an appointment with Dr. William Browder, Surgery Department Chairman, as soon as they register for this elective so that discussion and planning for their anticipated research project can begin early and be approved. The rotation may be taken for two consecutive rotations for a total of 8 weeks upon permission of the instructors.
--	--

Objectives <i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Identify basic concepts of the scientific method, basic research techniques, and newer research technology.	EPA 2, 3, 4, 5, 6, 7, 8, 10, 13 3.2	Demonstration Independent Learning Laboratory Research	Presentation Participation Research or Project Assessment
Design an experimental protocol.	EPA 2, 3, 5, 10, 12 6.2	Demonstration Independent Learning Laboratory Research	Presentation Participation Research or Project Assessment
Communicate effectively, respectfully, and professionally with the laboratory team while receiving and giving feedback during performance or research activities	EPA 9 3.1 5.2 5.3 5.7	Demonstration Independent Learning Laboratory Research	Presentation Participation Research or Project Assessment
Collect and analyze scientific data	EPA 2, 3, 5, 10, 12 1.1 1.2 6.2	Demonstration Independent Learning Laboratory Research	Presentation Participation Research or Project Assessment
Participate in the preparation of a scientific manuscript	EPA 9 1.1 1.2 3.1 3.2 6.2	Demonstration Independent Learning Laboratory Research	Presentation Participation Research or Project Assessment

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Cardiovascular/Thoracic Surgery Elective		Sponsoring Department: <i>Surgery</i>	
Course Number:	SURG 5028			
Rotation type & duration:	Elective: 4 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	Shares slots with the M1/M2 Preceptorship	Maximum Students per Block:	2	
Location(s):	Ambulatory Site(s)			100 %
	<ul style="list-style-type: none"> • Mountain states Medical Group 310 N. State of Franklin Road, Suite 101 Johnson Ctiy, Tn. 37604 			
Rotation Director:	Dr. Bryan Helsel bryan.helsel@balladhealth.org 423-929-7393			
Additional faculty who will be participating in the rotation:				
Contact Person:	Casey Evans, RN- Clinical Supervisor Office - 423-929-7393 Dr. Bryan Helsel bryan.helsel@balladhealth.org 423-929-7393			
Initial Meeting-Place & Time:	0700 at JCMC Surgery Center Entrance. Coordination for changes through my cell phone: 808-292-0383			
Goal:	The primary purpose/goal is to give students experience with this specialty which may be of interest to them as possible future careers. Knowledge acquisition is a minor purpose/goal of the experience			
Topics to be covered/activities student expected to participate:	The student will: <ul style="list-style-type: none"> • Fundamental understanding of pulmonary and cardiac anatomy as they are related to commonsurgical procedures and consultations • Will spend time with the attending surgeon for direct mentoring and education about routineclinical Inpatient and outpatient cardiothoracic and vascular surgery. • Begin to focus on basic cardiovascular physiology and direct clinical actions to affect and alterthese parameters during preoperation, intraoperative and postoperative course. • Experience continuity of care with evaluations throughout the preoperative to postoperativecourse for all cardiothoracic patients. 			
Proposed rotation schedule	1. Students are expected to be present in the Surgery Department Research Laboratory on a daily basis as identified by the Laboratory supervisor/director. 2. Students will attend and participate in Department of Surgery conferences, to include Grand Rounds, as identified and approved by theLaboratory supervisor/director.			
# of hours per week the student expected be involved in this rotation	40 Hours			244
Additional Notes about the rotation, if any				

<p align="center">Objectives</p> <p align="center"><i>Specifically describe how/what students will DO (can be multiple methods) Refer to Bloom taxonomy</i></p>	<p align="center">Entrustable Professional Activities (EPA):</p> <p align="center"><i>Students will be expected to accomplish the following EPAs:</i></p>	<p align="center">Educational Methods:</p> <p align="center">How will you teach/ expose students to educational opportunities?</p> <p align="center"><i>(Utilizing MedBiquitous terms)</i></p>	<p align="center">Assessment Methods:</p> <p align="center">How will you determine Mastery?</p> <p align="center"><i>(utilizing MedBiquitous terms)</i></p>
<p><i>Perform and record a history and physical, H&P, examination related to the cardiothoracic system, both at admission and during the hospital stay and present to attending(s) upon request.</i></p>	<p>EPA 1, 2, 6 2.2 2.3 4.2 4.3</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>
<p><i>Identify anatomic and physiologic factors associated with cardiothoracic diagnosis, after requesting and interpreting appropriate diagnostic tests, including laboratory studies, cardiac imaging, and cardiac catheterization.</i></p>	<p>EPA 3 1.1</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>
<p><i>Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.</i></p>	<p>EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 4.1 4.2</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>
<p><i>Assess, choose, and demonstrate learned patient care activity that confirms to your health care team, your knowledge of operative procedures used in cardiac surgery.</i></p>	<p>EPA 1, 5, 12 2.2 2.4 2.8</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>
<p><i>Derive a differential diagnosis and patient treatment plan that includes appropriate cardiothoracic imaging and angiography.</i></p>	<p>EPA 1, 2, 3, 4, 5, 6, 10, 12</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>
<p><i>Demonstrate experience in post-operative monitoring and care of the cardiothoracic patient.</i></p>	<p>EPA 2, 5, 6, 7, 8, 9, 10, 12</p>	<p><i>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</i></p>	<p><i>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</i></p>

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	General Surgery BRMC Elective	Sponsoring Department:	
Course Number:	SURG 5003	Surgery	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Total of 1 slot to include M3 Surgery Clerkship student assignments and M4 student requests for both selective and elective course descriptions.	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	• Bristol Surgical Associates PC, 1 Medical Park Blvd., Suite 250W, Bristol, TN		16 %
	Inpatient Site(s)		
	• Bristol Regional Medical Center, 1 Medical Park Blvd., Bristol, TN		84 %
	•		
Rotation Director(s):	Sid Collins, MD John Vance, DO		
Additional attendings who will be participating in the rotation:	Rob Blanton, MD Sid Collins, MD Nelson Gwaltney, MD John Vance, DO <i>Jake Sides, MD</i> <i>Paige Furrow, MD</i>		
Contact Person:	<i>Johnna Borders</i> Phone: 423-844-6620 Email: jborders@bristolsurgical.com Or Dr. Collins sidneycollinsmd@yahoo.com		
Initial Meeting-Place & Time:	Student will contact the General Surgery Service one week prior to the beginning of the rotation to determine the assigned physician and reporting location for the first day of the rotation. Thereafter you will report to General Surgery Service at a location and time identified by the Surgical Resident(s) on the service.		
Goal:	To provide a broad clinical training in General Surgery under a close tutorial arrangement. Adequate knowledge of surgical diagnosis and management, both operative and non-operative, will be stressed, as well as application of knowledge of the fundamentals of Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology, and Pathology.		

Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1.The student will receive instruction in surgical techniques, surgical pathology, and special surgical procedures. 2.The student will perform work-ups on selected hospitalized patients. 3.The student will be exposed to new patients in an out-patient setting (clinic) to include patient follow-up visits. 4.The student will be assigned general surgery case topics by the instructor(s) and/or resident(s) to be covered in brief lectures and/or rounds, to fellow students, residents, and instructors, throughout the duration of the rotation. 5.The student will function as an integral part of the general surgery service and expected to round with the team as well as be on call with the team as identified by the instructor(s) and/or resident(s). 6. The student is required to attend and actively participate in routinely scheduled Wellmont and Department of Surgery conferences, clinics, and Grand Rounds as identified and approved by the instructor(s) and/or Surgery resident(s).
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds beginning at 5:00 a.m. 2. Students will follow up with the monitoring and reporting of assigned patients throughout the day. 3. Students will see patients on an out-patient basis (clinic setting). 4. Student will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend and participate in Wellmont and Department of Surgery conferences as identified and approved by their assigned team.
# of hours per week the student expected be involved in this rotation	60-72 hours
Additional Notes about the rotation, if any	Completion or in the process of completion of the 3rd year to include OR Sterile Scrub and Gown and Suturing Workshop.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical examination, H&P, for presentation at morning rounds.	EPA 1, 2, 6 2.2 2.3 4.2 4.3	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic common surgical diagnosis, after requesting and interpreting appropriate diagnostic tests to include laboratory studies.	EPA 3 2.3 2.4 4.2 4.3	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients	EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty	Clinical Documentation Review Clinical Performance Rating

and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	2.1 2.4 4.1 4.5 5.2 5.6 5.7 6.5	Patient Presentation –Learner Ward Rounds Independent Learning	Oral Patient Presentation Participation
Assess, choose, and demonstrate learned patient care activity that confirms to your health care team - your knowledge of procedures used during clinical situations.	EPA 1, 5, 12 2.2 2.4 2.8	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Recognize and illustrate the operative and non-operative management of the most common diseases encountered by the general surgeon.	EPA 2, 3, 4, 5, 10, 12 2.4 4.2	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify effective utilization of consultants in the management of patient care.	EPA 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 2.6 2.8 4.4 5.1	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	General Surgery Elective - ETSU	Sponsoring Department:	
Course Number:	SURG 5004	Surgery	
Rotation type & duration:	Elective: 2 or 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Total of 3 slots to include M3 Surgery Clerkship student assignments and M4 student requests for both selective and elective course descriptions.	Maximum Students per Block:	3
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Physician's Clinic, 325 N. State of Franklin, Johnson City, TN 		%
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center, JCMC, 400 N. State of Franklin, Johnson City, TN; • Franklin Woods Hospital, 300 Med Tech Parkway, Johnson City, TN 		%
Rotation Director:	<p><i>Joseph Lee, MD</i> Phone: 224-8036 leejr1@etsu.edu</p> <p><i>Jon Jones, MD</i> Phone: 423-6671 jonesjw@etsu.edu</p> <p><i>Carlos Floresguerra, MD</i> Phone: 854-7377 Email: floresgu@comcast.net</p> <p><i>Trevy Ramos, DO</i> Phone: 219-545-2128 Email: RAMOST@mail.etsu.edu</p> <p><i>Natalie Scott, MD</i> Phone: 423-773-4393 Email: scottn3@mail.etsu.edu</p>		
Additional faculty who will be participating in the rotation:	<p>Carlos Floresguerra, MD Joseph Lee, MD Jon Jones, MD Trevy Ramos, DO Natalie Scott, MD</p> <p><i>The students may work with any of the above physicians and have an assessment completed by them.</i></p>		

Contact Person:	<i>Brenda Holt Clerkship Coordinator</i> <i>Phone: 439-8870</i> <i>E-mail: holtb@etsu.edu</i>
Initial Meeting-Place & Time:	Contact Dr. Lee, Dr Ramos, or Dr. Jones the Friday prior to your first day for specific meeting place and time.
Goal:	To provide a broad clinical training in General Surgery under a close tutorial arrangement. Adequate knowledge of surgical diagnosis and management, both operative and non-operative, will be stressed, as well as application of knowledge of the fundamentals of Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology, and Pathology.
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will receive instruction in surgical techniques, surgical pathology, and special surgical procedures. 2. The student will perform work-ups on selected hospitalized patients. 3. The student will be exposed to new patients in an out-patient setting (clinic) to include patient follow-up visits. 4. The student will be assigned general surgery case topics by the instructor(s) and/or resident(s) to be covered in brief lectures and/or rounds, to fellow students, residents, and instructors, throughout the duration of the rotation. 5. The student will function as an integral part of the general surgery service and expected to round with the team as well as be on call with the team as identified by the instructor(s) and/or resident(s). 6. The student is required to attend and actively participate in routinely scheduled Surgery Department conferences, clinics, and Grand Rounds as identified and approved by the instructor(s) and/or resident(s).
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds beginning at 5:00 a.m. 2. Students will follow up with the monitoring and reporting of assigned patients throughout the day. 3. Students will see patients on an out-patient basis (clinic setting). 4. Student will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend and participate in Department of Surgery conferences as identified and approved by their assigned team.
# of hours per week the student expected be involved in this rotation	60-72 hours
Additional Notes about the rotation, if any	The student will be assigned Mountain States facility access based on their rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department. The General Surgery Service will provide the student with departmental written procedures.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following</i> EPAs :	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical examination, H&P, for presentation at morning rounds.	EPA 1, 2, 6 2.2 2.3 4.2 4.3	Independent Learning Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic common surgical diagnosis, after requesting and interpreting appropriate diagnostic tests to include laboratory studies.	EPA 3 2.3 2.4 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	EPA 6, 9 2.1 2.4 4.1 4.5 5.2 5.6 5.7 6.5	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Assess, choose, and demonstrate learned patient care activity that confirms to your health care team -- your knowledge of procedures used during clinical situations.	EPA 1, 5, 12 2.2 2.4 2.8	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Recognize and illustrate the operative and non-operative management of the most common diseases encountered by the general surgeon.	Patient Care 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate effective sterile technique, knot tying, suturing, excision of skin lesion, evaluation of minor skin lesions,	EPA 12 2.7 2.8	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

and breast examination if applicable.			
Identify effective utilization of consultants in the management of patient care.	EPA 9 2.6 2.8 4.4 5.1	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	General Surgery (Rural) Elective	Sponsoring Department:	
Course Number:	SURG 5020	Surgery	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Total of 1 slot to include M3 Surgery Clerkship student assignment for 2 weeks and M4 student request for elective course of 4 weeks	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • United Regional Medical Center, 1001 McArthur Street, Manchester, TN 37355 • Medical Center of Manchester, 481 Interstate Drive, Manchester, TN 37355 • Stones River Hospital 325 Dolittle Rd, Woodbury TN 37190 • River Park Hospital 1559 Sparta Street, McMinnville TN 37110 	%	
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • United Regional Medical Center, 1001 McArthur Street, Manchester, TN 37355 • Medical Center of Manchester, 481 Interstate Drive, Manchester, TN 37355 • Stones River Hospital 325 Dolittle Rd, Woodbury TN 37190 • River Park Hospital 1559 Sparta Street, McMinnville TN 37110 	%	
Rotation Director:	<i>Jimmy Van Winkle, MDPhone: 423-202-1406 Email: vanwinklejd@gmail.com</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Belinda McCullough, Office Manager Phone and Fax: 931-954-5125 Email: belindamtsa@gmail.com</i>		
Initial Meeting-Place & Time:	Middle Tennessee Surgical Office (United Regional Medical Center) at 8:30 am on the first day of the rotation (unless identified elsewhere by Dr. VanWinkle prior to the start of the rotation). Thereafter, the student will report as identified by the service preceptor(s).		
Goal:	To provide an opportunity for students to experience the unique nature of general surgery practice in small communities. The student will be integrated into the pre-operative, operative, and post-operative care of surgical patients, participating in clinics as well as outpatient and inpatient surgical cases experiences.		
Topics to be covered/activities student expected to participate:	1. Students are expected to take Call assignment one night per week, as assigned by the preceptor/service, rotation location needs/schedules, and in accordance with COM Duty Hour restrictions.		

	<p>2. Students will experience the unique nature of general surgery practice in small communities, including pre and post-operative planning and care.</p> <p>3. Student will be first assist in the OR.</p> <p>4. The student will experience suturing, skin lesion removal, drainage of abscesses, endoscopy, colonoscopy, appendectomy, cholecystectomy, and herniorrhaphies in a rural surgical practice.</p> <p>5. The students may be asked to attend, with the preceptor(s), the Medical Executive Committee meetings and local CME conferences, if presented during the student's rotation.</p>
Proposed rotation schedule	Students are expected to participate in the care of patients starting at 0700 for rounds, take ownership of an appropriate patient load for their experience and assist in the operating room daily until approximately 1700, and when on call.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	30-50 hours per week, depending on the patient load. As in a rural setting some weeks have more or less patient load than other weeks. All assignment hours will follow identified COM duty hour restrictions.
Additional Notes about the rotation, if any	<p>Completion or in the process of completion of the third-year curriculum to include Surgery Clerkship. Completion of the Surgery Clerkship or the OB-Gyn Clerkship is required prior to an M3 Specialty Clerkship assignment (2-weeks) on this rotation to ensure operating room standards have been learned, observed and practiced.</p> <p>Housing is available for the student and includes: fully furnished one bedroom, one bath, apartment with kitchen and water and electric services provided. There is no cable TV or phone service provided. Each student is responsible for their own laundry, clean-up, depositing of trash in provided container, and the return of the apartment key to Dr. Van Winkle, at the end of the rotation. The apartment is a stand-alone, private entrance, self-contained, premise located on a 15-acre parcel adjacent to a main home occupied by Dr. Van Winkle. Approximate drive time to reporting locations, shopping/restaurants/fast-food locations is approximately 20 minutes one-way.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Demonstrate the ability to perform a focused history and physical examination on the surgical or potentially surgical patient, including the development of an appropriate differential diagnosis	EPA 1, 2	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation
Formulate a plan for further workup, preoperative preparation, operative management and postoperative management of the surgical patient, keeping in mind the rural setting	EPA 2, 3	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation

Communicate selected advanced procedures, risks, and benefits with preceptor, patients and their family members	EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation
Demonstrate and sharpen skills in the operating room and/or clinic, of basic surgical techniques such as knot-tying, suturing, and limited Dissection	EPA 10, 12	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation
Describe the particular challenges of surgery in a relatively rural setting with respect to workup, management, and specialized patient referral	EPA 3, 8	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation
Demonstrate an understanding of the pathophysiology of surgical disease with the inpatient and ambulatory surgical care patient in a rural setting	EPA 3, 4, 8, 10, 12	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation
Identify effective utilization of consultants in the management of patient care.	EPA 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Clinical Experience –Ambulatory Clinical Experience -Inpatient Demonstration	Clinical Performance Rating Participation

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	General Surgery VAMC Elective	Sponsoring Department:	
Course Number:	SURG 5021	Surgery	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Total of 3 slots to include M3 Surgery Clerkship student assignments and M4 student requests for both selective and elective course descriptions.	Maximum Students per Block:	3
Location(s):	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Veterans Administration Medical Center, Mountain Home, TN 		100 %
Rotation Director:	<p><i>The student may be assigned to any of the following physicians and have an assessment completed by one of them:</i></p> <p><i>Greg Champney, MD</i> <i>Email: gregchampney@yahoo.com</i></p> <p><i>Brian Villanueva, MD</i> <i>Email: brian.villanueva@va.gov</i></p> <p><i>Doug McDonald, MD</i> <i>Email: mcdonaldr@gmail.com</i></p> <p><i>Phone for all of the above is: 979-2730</i></p>		
Additional faculty who will be participating in the rotation:	<p>Greg Champney, MD Brian Villanueva MD Doug McDonald, MD Luther Ward, MD</p>		
Contact Person:	<p><i>Kim Mobley</i> <i>926-1171 EXT. 3580</i> <i>Email: Kimberly.Mobley@va.gov</i></p>		
Initial Meeting-Place & Time:	<p>Student will meet on the first day at 5:30 am on the first day in E1 of the VAMC Surgery Center. Thereafter you will report to General Surgery Service at a location and time identified by the Surgical Resident(s) on the service.</p>		
Goal:	<p>To provide a broad clinical training in General Surgery under a close tutorial arrangement. Adequate knowledge of surgical diagnosis and management, both operative and non-operative, will be stressed, as well as application of knowledge of the fundamentals of Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology, and Pathology.</p>		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will receive instruction in surgical techniques, surgical pathology, and special surgical procedures. 2. The student will perform work-ups on selected hospitalized patients. 3. The student will be exposed to new patients in an out-patient setting (clinic) to include patient follow-up visits. 4. The student will be assigned general surgery case topics by the instructor(s) and/or resident(s) to be covered in brief lectures and/or rounds, to fellow students, residents, and instructors, throughout the duration of the rotation. 		

	<p>5. The student will function as an integral part of the general surgery service and expected to round with the team as well as be on call with the team as identified by the instructor(s) and/or resident(s).</p> <p>6. The student is required to attend and actively participate in routinely scheduled Surgery Department conferences, clinics, and Grand Rounds as identified and approved by the instructor(s) and/or resident(s).</p>
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds beginning at 5:30 a.m. 2. Students will follow up with the monitoring and reporting of assigned patients throughout the day. 3. Students will see patients on an out-patient basis (clinic setting). 4. Student will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend and participate in Department of Surgery conferences as identified and approved by their assigned team.
# of hours per week the student expected be involved in this rotation <i>(at least 35 hrs per week is expected)</i>	60 hours
Additional Notes about the rotation, if any	The student will be assigned a Veterans Administration (VA) identification card at the start of their MS3 academic year and the student is responsible for maintaining its current status which requires yearly renew of training and logging into the VA computer systems every 60 days . Orientation with the VA computer systems will be done by their OIT department and Medical Education department. The General Surgery Service at the VAMC will provide the student with departmental written procedures.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical examination, H&P, for presentation at morning rounds.	EPA 1, 2, 6 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic common surgical diagnosis, after requesting and interpreting appropriate diagnostic tests to include laboratory studies.	EPA 3 2.3 2.4 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 2.1 2.4 4.1 4.5 5.2 5.6 5.7 6.5	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Assess, choose, and demonstrate learned patient care activity that confirms to your health care team --your knowledge of procedures used during clinical situations.	EPA 1, 5, 12 2.2 2.4 2.8	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Recognize and illustrate the operative and non-operative management of the most common diseases encountered by the general surgeon.	EPA 2, 3, 4, 5, 8, 10, 12 2.4 4.2	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate effective sterile technique, knot tying, suturing, excision of skin lesion, evaluation of minor skin lesions, and breast examination if applicable.	EPA 1, 2, 4, 6, 10, 12 2.7 2.8	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify effective utilization of consultants in the management of patient care.	EPA 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 2.63 2.8 4.4 5.1	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Neurosurgery Elective	Sponsoring Department:	
Course Number:	<i>SURG 5006</i>	Surgery	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Yes One slot for either 3 rd year medical student assignments or 4 th year elective selection.	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	• Mountain States Medical Group Neurosurgery – SDS Building attached to JCMC– 4th floor office suite.		
	Inpatient Site(s)		
	• Johnson City Medical Center, 400 N. State of Franklin, Johnson City, TN		
Rotation Director:	<i>Rebecca Austin, MD</i> <i>Phone: 431-2350</i> <i>Email: austinrl@msha.com</i>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<i>Cindy Harris, Office Coordinator</i> <i>Phone: 423-534-0893</i> <i>Email: cindy.harris@balladhealth.org</i>		
Initial Meeting-Place & Time:	Student is to report at 7:15 am to the Johnson City Medical Center cafeteria on the first day. Members of the Neurosurgery service meet each morning in the back of the cafeteria prior to the office opening. Thereafter the reporting time and locations will be identified by the assigned preceptor/service.		
Goal:	The rotation will provide the student with an in-depth insight into the daily management of neurosurgical problems.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will be assigned to the clinical practitioners in the Neurosurgery specialty and function as an integral part of the Neurosurgery team. 2. The student will be on call with the Neurosurgery team as identified and in accordance with the QCOM work hour policy. 3. The student will receive bedside training during the patient rounds as well as during examination and evaluation of both inpatient and outpatient consultations. 4. The student will be expected to perform history and physical examinations, including complete neurological evaluations of all patients assigned during the rotation. 		

	<p>5. The student will participate in the performance of special radiographic procedures and will be expected to assist in the operating room.</p> <p>6. The student will attend Surgical Grand Rounds and conferences as identified and approved by their attending(s).</p>
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds at a time identified by the attending(s). 2. Students will follow up with monitoring of assigned patients thorough out the day. 3. Students will see patients on an out-patient basis. 4. Students will be assigned call by the Neurosurgery service following QCOM work hour policy. 5. Students attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by their attending(s).
# of hours per week the student expected be involved in this rotation	45-60 hours
Additional Notes about the rotation, if any	<p>The student will be assigned Mountain States facilities, patient records, and identification card based on rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department.</p> <p>The Neurosurgery service will provide the student with departmental written procedures.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record an accurate history and physical examination (H&P) of the neurosurgical patient with emphasis on the more common neurological diseases and injuries	EPA 1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify a differential diagnosis and patient treatment plan that includes the appropriate neurosurgical diagnostic procedures and imaging	EPA 2, 3 1.1	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively with patients, family members, and the health care team in a respectful and professional manner, while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room	EPA 6, 9, 2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

<p>Demonstrate effective sterile technique and increase knowledge base of the basic neurosurgical operative procedures and post-operative care of the neurosurgical patient.</p>	<p>EPA 12 2.7 2.8</p>	<p>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Acquire skills in evaluating the patient with neurosurgical injury, including imaging and other advanced technologies</p>	<p>1.1, 1.2, 1.4</p>	<p>Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Ophthalmology Elective	Sponsoring Department:	
Course Number:	SURG 5007	Surgery	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Total of 1 slot to include M3 Specialty Clerkship student assignment of 2 weeks, and the M4 student requests of 4 weeks.	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	• ETSU Physician's Clinic, 325 N. State of Franklin, Johnson City, TN VAMC Ophthalmology Clinic, Mountain Home, TN		16 %
	Inpatient Site(s)		
	• Johnson City Med Ctr, 400 N. State of Franklin, Johnson City, TN		84 %
Rotation Director:	<p><i>The student may be assigned to either of the physicians and have an assessment completed by them:</i></p> <p>Anne Eberhart, MD Email: eberhart@etsu.edu</p> <p>Judaun Alison, MD Email: alison@etsu.edu</p>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<p>Virginia Deal, RN Phone: 423-433-6972 Email: dealv@etsu.edu</p>		
Initial Meeting-Place & Time:	<p>The student will contact the service several days prior to the start of the rotation to confirm reporting time and location for the first day. The physicians on the Ophthalmology service rotate between the ETSU Physician's Clinic, JCMC OR, and the VAMC Ophthalmology Clinic. Thereafter the location and time will be identified by the assigned physician(s).</p>		
Goal:	<p>To have the student perform a thorough and accurate, ophthalmic evaluation under the direction of a general, or subspecialty ophthalmologist.</p>		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will observe and assist in the clinic or in outpatient surgery procedure with any one of the assigned staff ophthalmologists. 2. The student will be expected to observe and assist in ophthalmic surgery in the OR, consistent with their interest and future goals. 3. The student may be asked to research and briefly present an ophthalmic topic during the rotation. 4. The student will participate in informal discussions with the staff ophthalmologists throughout the rotation. 		

	<p>5. The student will function as an integral part of the ophthalmology team and be on call with the team as identified by the staff ophthalmologists and in accordance with the QCOM work hour policy.</p> <p>6. The student will be expected to read and be knowledgeable of their patient's planned procedure(s) to be employed during the procedure(s).</p> <p>7. The student is required to attend and actively participate in routinely scheduled conferences and Surgery Grand Rounds as identified and approved by the staff ophthalmologists.</p>
Proposed rotation schedule	<p>1. The student will report at a time and location identified by the Ophthalmology service.</p> <p>2. The student will be expected to make preoperative rounds as assigned by the attending.</p> <p>3. The student will be expected to observe and assist with ophthalmology surgery cases as identified by the staff Ophthalmologists.</p> <p>4. The student will be assigned after-hour call with the staff Ophthalmologists and in accordance with the QCOM work hour policy.</p> <p>5. The students will attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by the staff Ophthalmologists.</p>
# of hours per week the student expected be involved in this rotation	40-50 hours
Additional Notes about the rotation, if any	<p>Mountain States Specifics: The student will be assigned Mountain States facility access based on their rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department.</p> <p>VAMC Specifics: The student will be assigned a Veterans Administration, VA, identification card at the start of their MS3 academic year and the student is responsible for maintaining its current status which requires some yearly renewal of training and logging into VA computer systems every 60 days. Orientation with the VA computer systems will be done by their OIT department and their Medical Education department. The Otolaryngology Surgery Service will provide the student with departmental written procedures.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform a thorough and accurate, ophthalmic evaluation (H&P) under the direction of a general, or subspecialty, ophthalmologist.	EPA 1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Perform in-depth examinations of patients with ENT problems by applying knowledge of physiology of hearing and the alterations produced by disease.	EPA 1, 2, 3, 7	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, and in the operating room.	EPA 6, 9 2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate skills to perform work-ups on selected, hospitalized Otolaryngology patients.	EPA 1, 2, 3, 7, 10, 12, 13	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify common fundus pathology as it relates to systemic and ocular disease of the ophthalmology patient.	EPA 2, 3		
Demonstrate when and how to use the ophthalmologist as a consultant.	EPA 9		

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Orthopedic Elective - VAMC		Sponsoring Department: <i>Surgery</i>	
Course Number:	SURG 5009			
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	No	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	• Veteran Administration Medical Center, Mountain Home, TN			16 %
	Inpatient Site(s)			
	• Veteran Administration Medical Center, Mountain Home, TN			84 %
Rotation Director:	Charles "Curt" Barnes MD Email: curtebarnes@comcast.net			
Additional faculty who will be participating in the rotation:	Henry Williams, MD			
Contact Person:	Charles "Curt" Barnes, MD Email: curtebarnes@comcast.net			
Initial Meeting-Place & Time:	The student is to contact the service several days prior to the start of the rotation to confirm first day reporting location and time. Thereafter the student will report as directed by the attending physician.			
Goal:	To introduce the student to a general overview of the Orthopedic Surgery specialty with emphasis on front office practice and fracture management to include rehabilitation.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will spend two weeks reporting to the orthopedic service at VAMC and participate in clinical care of patients, to include follow up scheduled visits, under the supervision of the orthopedic staff. 2. The student will function as an integral part of the orthopedic team and may be on call with the service as identified by the attending(s), and in accordance with the QCOMwork hour policy. 3. The student will receive instruction in surgical orthopedic specific techniques and participate in informal discussions with the attending(s) regarding orthopedic specific techniques and patient care plans. 4. The student is required to attend and actively participate in routinely scheduled conferences and Surgery Grand Rounds as identified and approved by their attending(s). 			
Proposed rotation schedule	<ol style="list-style-type: none"> 1. The student will report daily at a time and location identified by the attending(s). 2. The student will follow up with monitoring of assigned patients, by the attending(s), when reporting to the in-patient facility. 			

	<p>3. The student will be assigned after-hour call with the attending(s) and in accordance with the QCOM work hour policy.</p> <p>4. The student will be exposed to new patients in an out-patient setting as well as patients in the OR and in-patient setting.</p> <p>5. Students will attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by the attending(s).</p>
# of hours per week the student expected be involved in this rotation	40-55 hours
Additional Notes about the rotation, if any	The student will be assigned a Veterans Administration, VA, identification card at the start of their MS3 academic year and the student is responsible for maintaining its current status which requires some yearly renew of training and logging into VA computer systems every 60 days. Orientation with the VA computer systems will be done by their OIT department and their Medical Education department. The Orthopedic Service will provide the student with departmental written procedures.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform a history and physical examination with emphasis on the patient's musculoskeletal system to include back examination and extremities examination.	EPA 1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Apply skills and knowledge of the most common diseases affecting the musculoskeletal system to identify diagnosis and principles of therapy for the orthopedic patient.	EPA 2, 10, 12	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, and in the operating room.	EPA 9, 11 2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

Apply skills and knowledge of interpreting bone X-rays with particular emphasis on the recognition of fractures.	EPA 1, 2, 3, 4, 5, 6, 10	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Apply skills and knowledge of the materials and tools of the Orthopedic surgeon with particular emphasis on splinting, plaster casting, and traction techniques.	EPA 10, 12	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate the ability to evaluate and stabilize the acute orthopedic injury in the emergent/urgent care facility.	EPA 10	Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Orthopedic Elective - Watauga Orthopedics	Sponsoring Department:	
Course Number:	SURG 5010	Surgery	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks Except:	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Total of 1 slot to include M3 Specialty Clerkship student assignment of 2 weeks, and the M4 student requests of 4 weeks.	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	• Watauga Orthopedics Group, 2410 Susannah Way, Johnson City, TN;		16 %
	Inpatient Site(s)		
	• Johnson City Medical Center, 400 N. State of Franklin, Johnson City, TN • Mountain Empire Surgical Center (MESC), 601 Med Tech Parkway, Johnson City, TN		84 %
Rotation Director:	Marc Aiken, MD Phone: 282-9011 E-mail: AikenMA@wtodocs.com		
Additional faculty who will be participating in the rotation:	Mark Aiken, MD Robert DeTroye, MD Richard Duncan, MD Joseph Grant, MD Timothy Jenkins, MD Karen McRae, MD Gregory Stewart, MD		
Contact Person:	Teresa Range, LPN Phone: 282-9011 Email: RangeTL@wtodocs.com OR Trey Smotherman Phone: 282-9011 Email: smothermants@wtodocs.com		
Initial Meeting-Place & Time:	The student will report on the first day to Teresa Range at 8:00 am, at the Watauga Orthopedic Clinic site on Susannah Way, for specific physician assignment. Thereafter the student will report as directed by the attending physician(s).		
Goal:	<ul style="list-style-type: none"> • To provide the student with a general overview of the specialty of Orthopedic Surgery with emphasis on fracture management. • The course is designed for students who plan to pursue more advanced training in Orthopedic Surgery or for those students who 		268

	plan to enter other specialties in which a more detailed exposure to Orthopedic Surgery might prove useful, such as Family Medicine, General Surgery, or Pediatrics.
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will work under a close tutorial arrangement with the assigned physician(s). 2. The student will function as an integral part of the orthopedic team and will be on call with the service as identified by the attending(s), and in accordance with the QCOM workhour policy. 3. The student will be exposed to new patients in an out-patient setting to include followup scheduled visits. 4. The student will receive instruction in surgical orthopedic specific techniques in both the out-patient and in-patient setting and participate in informal discussions with the attending(s) regarding orthopedic specific techniques and patient care plans. 5. The student is required to attend and actively participate in routinely scheduled conferences and Surgery Grand Rounds as identified and approved by their attending(s).
Proposed rotation schedule	<ol style="list-style-type: none"> 1. The student will report daily at a time and location identified by the attending(s). 2. The student will follow up with monitoring of assigned patients, by the attending(s), when reporting to the in-patient facility. 3. The student will be assigned after-hour call with the attending(s) and in accordance with the QCOM work hour policy. 4. The student will be exposed to new patients in an out-patient setting as well as patients in the OR and in-patient setting. 5. Students will attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by the attending(s).
# of hours per week the student expected be involved in this	45-60 hours
Additional Notes about the rotation, if any	<ul style="list-style-type: none"> • The student will be assigned Mountain States facilities, patient records, and identification card based on rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department. • The Watauga Orthopedic service will provide the student with departmental written procedures. • The course is designed for students who plan to pursue more advanced training in Orthopedic Surgery or for those students who plan to enter other specialties in which a more detailed exposure to Orthopedic Surgery might prove useful, such as Family Medicine, General Surgery, or Pediatrics. • Completion or in the process of completion of the 3rd year to include OR Sterile Scrub and Gown and Suturing Workshop.

<p>Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy</p>	<p>Entrustable Professional Activities (EPA): Students will be expected to accomplish the following EPAs:</p>	<p>Educational Methods: How will you teach/ expose students to educational opportunities? (Utilizing MedBiquitous terms)</p>	<p>Assessment Methods: How will you determine Mastery? (utilizing MedBiquitous terms)</p>
<p>Perform a history and physical examination with emphasis on the patient’s musculoskeletal system to include back examination and extremities examination.</p>	<p>EPA 1 2.2 2.3 4.2 4.3</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Apply skills and knowledge of the most common diseases affecting the musculoskeletal system to identify diagnosis and principles of therapy for the orthopedic patient.</p>		<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, and in the operating room.</p>	<p>2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5</p>	<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Apply skills and knowledge of interpreting bone X-rays with particular emphasis on the recognition of fractures.</p>		<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Apply skills and knowledge of the materials and tools of the Orthopedic surgeon with particular emphasis on splinting, plaster casting, and traction techniques.</p>		<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
<p>Demonstrate the ability to evaluate and stabilize the acute orthopedic injury in the emergent/urgent care facility.</p>		<p>Clinical Experience – Inpatient Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>

**East Tennessee State University
Quillen College of Medicine
Senior Elective**

Proposed Rotation title:	Pediatric Surgery JCMC Elective	Sponsoring Department:	
Course Number:	SURG 5024	Surgery	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	Total of 1 slot to include M3 Surgery Clerkship student assignment and M4 student request for elective course.	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> ETSU Physician's Clinic, 325 N. State of Franklin, Johnson City, TN 		16 %
	Inpatient Site(s)		
	<ul style="list-style-type: none"> Johnson City Medical Center, JCMC, 400 N. State of Franklin, Johnson City, TN 		84 %
Rotation Director:	Lesli Taylor, MD Phone: 439-8804 Email: taylorla@etsu.edu		
Additional faculty who will be participating in the rotation:	Lesli Taylor, MD Phone: 439-8804 Email: taylorla@etsu.edu Michael Allshouse, DO Email: ALLSHOUS@etsu.edu Brad Feltis , MD, FACS Email: FELTISB@etsu.edu		
Contact Person:	Sheila Lyons Phone: 439-6771 Email: lyonssk@etsu.edu		
Initial Meeting-Place & Time:	Student will make contact with the service (preceptor or assigned Surgery resident) several days prior to the first day to confirm meeting location and time. Thereafter the student will report to the service at a location and time identified by the preceptor or Surgical Resident assigned to the service.		
Goal:	To provide an in-depth exposure to the care of children with surgical problems under a close tutorial arrangement. Students will perform work-up on selected hospitalized patients as well as participate in the hospital care and operative experience, followed by clinic follow-up(s). Patient-physician-family interactions and dynamics will be detailed.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> The student will receive instruction in surgical techniques, surgical pathology, and special surgical procedures. The student will perform work-ups on selected hospitalized patients. The student will be exposed to new patients in an out-patient setting (clinic) to include patient follow-up visits. 		

	<p>4. The student will be assigned general surgery case topics by the instructor and/or Surgery resident(s) to be covered in brief lectures and/or rounds, to fellow students, residents, and instructors, throughout the duration of the rotation.</p> <p>5. The student will function as an integral part of the general surgery service and expected to round with the team as well as be on call with the team as identified by the instructor and/or Surgery resident.</p> <p>6. The student is required to attend and actively participate in routinely scheduled Surgery Department conferences, clinics, and Grand Rounds as identified and approved by the instructor and/or Surgery resident.</p>
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds beginning at 7:00 a.m. 2. Students will follow up with the monitoring and reporting of assigned patients throughout the day. 3. Students will see patients on an out-patient basis. 4. Student will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend and participate in Department of Surgery and the Pediatric Surgery service conferences as identified and approved by the preceptor.
# of hours per week the student expected be involved in this rotation	60-72 hours
Additional Notes about the rotation, if any	<ul style="list-style-type: none"> • The student will be assigned Mountain States facilities' patient records access and identification credentials based on rotation assignment(s). Orientation with Mountain States will be done by their OIT and Medical Education department. • The Pediatric Surgery service will provide the student with departmental written procedures. • There can be both a Surgery Resident and a Pediatric Resident on the service at the same time during the late spring, summer and early fall months when the service normally has the highest patient population.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical, H&P, examination related to the pediatric patient, to include infants, both at admission and during the hospital stay and present to the attending(s) upon request.	EPA 1, 6 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic factors common to pediatric surgical diagnosis, after requesting and interpreting appropriate diagnostic tests to include imaging studies.	EPA 3, 10, 12 1.1 2.3 2.4 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	EPA 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 4.1 4.2	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Derive a differential diagnosis and pediatric patient treatment plan that includes appropriate surgical consultation and therapy.	EPA 2, 3, 4, 5, 10, 12 1.1 1.4 1.5	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Assess, choose, and demonstrate your knowledge of procedures and sterile technique used during clinical situations of the pediatric patient, including the operating room.	EPA 2, 3, 4, 5, 10, 12 1.1 1.4 1.5 2.7 2.8	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate knowledge of the unique aspects of pediatric and newborn post-operative monitoring and care.	EPA 10, 12 1.1	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Plastic Surgery Elective		Sponsoring Department: Surgery
Course Number:	SURG 5026		
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	No
Shared Slots:	Yes, Jr. Surgery Clerkship sub specialty	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Plastic Surgery 325 N State Of Franklin Rd Johnson City, TN 37604 		16 %
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center, Johnson City, TN 37604 		84 %
Rotation Director:	<p><i>Jim Webb, MD</i> (423) 207-4627 harold.webb2@balladhealth.org dr.webb@nhpstn.com</p> <p>Jeremy Powers, MD (804) 625-2538 POWERSJM1@mail.etsu.edu</p>		
Additional faculty who will be participating in the rotation:			
Contact Person:	<p><i>Brenda Holt</i> holtb@etsu.edu 423-439-8870</p>		
Initial Meeting-Place & Time:	<p>Student will make contact with the service at least one week prior to the first day of rotation to identify meeting time and location. Thereafter you will report to the PlasticSurgery Service at a location and time identified by the attending(s) on the service.</p>		
Goal:	<p>To develop an understanding and expanded knowledge base of the anatomy, physiology, and treatment options for the most common plastic surgical problems.</p>		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will perform supervised work-ups on selected hospitalized patients. 2. The student will receive instruction in surgical techniques, surgical pathology, and special surgical procedures. 3. The student will present cases in a concise and accurate manner upon request to the preceptor. 4. The student will function as an integral part of the surgical service team and be oncall with the team as identified by the attending(s). 		

	5. The student is required to attend and actively participate in routinely scheduled Surgery Department conferences, to include Grand Rounds, as identified and approved by the attending(s).
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds as identified by attending(s). 2. Students will follow up with the monitoring and reporting of assigned patients throughout the day. 3. Students will see patients on an out-patient basis (clinic setting). 4. Student will be assigned 24-hour call assignments, following the QCOM work hour policy. 5. Students will attend and participate in Department of Surgery conferences as identified and approved by the preceptors.
# of hours per week the student expected be involved in this rotation	55-60 hours
Additional Notes about the rotation, if any	<ul style="list-style-type: none"> • The student will be assigned Ballad Health facilities, patient records, and identification card based on rotation assignment(s). • The Plastic Surgery Service will provide the student with departmental written procedures. • Surgical participation on the Plastic Surgery rotation is limited and will depend on demonstration of adequate technical skills and sterile technique.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical examination on the plastic surgery patient.	EPA 1, 2, 6 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify a differential diagnosis and patient treatment plan that includes appropriate plastic surgical consultation and therapy.	EPA 2, 3 1.1 1.4 1.5	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	EPA 6, 9 2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

<p>Demonstrate effective sterile technique while observing and developing a knowledge base of the skill sets employed in treating the plastic surgery patient.</p>	<p>EPA 12 1.1 1.2 1.4 2.7 2.8</p>	<p>Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning</p>	<p>Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation</p>
--	---	--	--

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Urology - JCMC Elective		Sponsoring Department:	
Course Number:	SURG 5017		Surgery	
Rotation type & duration:	Elective: 2 weeks			
Blocks Offered:	All Blocks	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes	
Shared Slots:	No	Maximum Students per Block:	1	
Location(s):	Ambulatory Site(s)			
	• Johnson City Urological Clinic, 2340 Knob Creek, Suite 720, Johnson City, TN			%
	Inpatient Site(s)			
	• Johnson City Medical Center (JCMC), 400 N. State of Franklin, Johnson City, TN			%
Rotation Director:	The students may be assigned to any one of the below physicians.			
Additional faculty who will be participating in the rotation:	Wayne Tongco, MD Lincoln Olsen, MD David A. Beard, MD William B. Rogers, MD Phillip K. Stokes, MD			
Contact Person:	Chelsey Kirkland E-mail: ckirkland@jcurology.com Brenda Holt holtb@etsu.edu			
Initial Meeting-Place & Time:	Student is to report at 8:00 am to the Johnson City Urological Clinic on the first day of rotation. Thereafter the reporting time will be identified by the assigned preceptor/service.			
Goal:	To provide exposure and clinical training to urologic diagnosis and management.			
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will assume clinical responsibility for selected patients at JCMC hospital under close supervision of the staff Urologists. 2. The student will observe Urology surgery cases during the rotation. 3. The student may be on call with the Urology team as identified by the attending(s). 4. The student will attend Surgical Grand Rounds and conferences as identified and approved by the attending(s). 			
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds at a time identified by the attending(s). 2. Students will follow up with monitoring of assigned patients thorough out the day. 3. Students will see patients on an out-patient basis. 4. Students could be assigned call by the Urology service following QCOM work hour policy. 			

	5. Students attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by attending(s).
# of hours per week the student expected be involved in this rotation	40-50 hours
Additional Notes about the rotation, if any	The student will be assigned Mountain States facility access based on their rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department. The Urology Service will provide the student with departmental written procedures.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> <i>Refer to Bloom taxonomy</i>	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record an accurate history and physical examination of the patient, focusing on the urologic exam.	EPA 1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic factor common in urologic diagnosis after requesting and interpreting appropriate tests to include laboratory studies and imaging techniques.	EPA 2, 3 1.1 2.3 2.4 4.2 4.3	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate knowledge of surgical care for the urology patient through discussion with the attending(s) and also by independent reading	EPA 6, 7, 9	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate effective sterile technique and basic urologic procedures such as catheter insertion and removal.	EPA 10, 11, 12 2.7 2.8	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify a differential diagnosis and patient treatment plan that includes appropriate diagnostic and treatment technology.	EPA 2, 3 1.1 1.4 1.5	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Urology - VAMC Elective	Sponsoring Department:	
Course Number:	SURG 5018	Surgery	
Rotation type & duration:	Elective: 2 weeks		
Blocks Offered:	All Blocks - Completion or in the process of completion of the 3rd year to include OR Sterile Scrub and Gown and Suturing Workshop.	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • Veterans Administration Medical Center, Mountain Home, TN 		16 %
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Veterans Administration Medical Center, Mountain Home, TN 		84 %
Rotation Director:	Allison Christie MD Gary Christiansen, MD		
Additional faculty who will be participating in the rotation:			
Contact Person:	Allison Christie, MD Email: Allison.christie@va.gov Gary Christiansen, MD Email: gary.christiansen@va.gov		
Initial Meeting-Place & Time:	Students are to report at 7:45 am to the VAMC Urology Clinic in Building 200-D1 on the first day of the rotation. Thereafter reporting time will be identified by assigned preceptor.		
Goal:	To provide exposure and clinical training to urologic diagnosis and management.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will assume clinical responsibility for selected patients at the VAMC hospital under supervision of the staff Urologists. 2. The student will observe Urology surgery cases during the rotation. 3. The student may be on call with the Urology team as identified by the attending(s). 4. The student will attend Surgical Grand Rounds and conferences as identified and approved by the attending(s). 		
Proposed rotation schedule	<ol style="list-style-type: none"> 1. Students are expected to be present for daily hospital rounds beginning at 6:30 am. 2. Students will follow up with monitoring of assigned patients thorough out the day. 3. Students will see patients on an out-patient basis. 4. Students could be assigned call by the Urology service following QCOM work hour policy. 5. Students attend and participate in Department of Surgery Grand Rounds and conferences as identified and approved by attending(s). 		

# of hours per week the student expected be involved in this rotation	40-50 hours
Additional Notes about the rotation, if any	The student will be assigned a Veterans Administration, VA, identification card at the start of their MS3 academic year and the student is responsible for maintaining its current status which requires some yearly renewal of training and logging into the VA computer systems every 60 days. Orientation with the VA computer systems will be done by their OIT department and Medical Education department. The Urology Service at the VAMC will provide the student with departmental written procedures.

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record an accurate history and physical examination of the patient, focusing on the urologic exam.	EPA 1 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Identify anatomic and physiologic factor common in urologic diagnosis after requesting and interpreting appropriate tests to include laboratory studies and imaging techniques.	EPA 2, 3 1.1 2.3 2.4 4.2 4.3	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate knowledge of surgical care for the urology patient through discussion with the attending(s) and also by independent reading	EPA 6, 7, 9	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate effective sterile technique and basic urologic procedures such as catheter insertion and removal.	EPA 10, 11, 122.7 2.8	Clinical Experience – Inpatient Clinical Experience - Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Independent Learning Ward Rounds	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

East Tennessee State University
Quillen College of Medicine
Senior Elective

Proposed Rotation title:	Vascular Surgery Elective	Sponsoring Department:	
Course Number:	SURG 5025	Surgery	
Rotation type & duration:	Elective: 4 weeks		
Blocks Offered:	All Blocks Required: Completion or in the process of completion of the 3rd year to include OR Sterile Scruband Gown and Suturing Workshop.	<i>Will third year students also be accepted for a two-week rotation as an M3 elective?</i>	Yes
Shared Slots:	No	Maximum Students per Block:	1
Location(s):	Ambulatory Site(s)		
	<ul style="list-style-type: none"> • ETSU Physician’s Clinic, 325 N. State of Franklin, Johnson City, TN 		16 %
	Inpatient Site(s)		
	<ul style="list-style-type: none"> • Johnson City Medical Center, 400 N. State of Franklin, Johnson City, TN • VeteransAdministration Medical Center, Mountain Home, TN 		84 %
Rotation Director:	Daniel Rush, MD Phone: 439-6771 Email: rush@etsu.edu		
Additional faculty who will be participating in the rotation:			
Contact Person:	Sheila Lyons Phone: 439-6771 E-mail: lyonssk@etsu.edu		
Initial Meeting-Place & Time:	Student will make contact with the service several days prior to the first day of rotation to identify meeting time and location. Thereafter you will report to the Vascular SurgeryService at a location and time identified by the preceptor and/or Surgical Resident(s) on the service.		
Goal:	To provide an in-depth clinical exposure, under a close tutorial arrangement, to patientswith surgical peripheral arterial and venous system problems. Particular emphasis will be placed on hemodynamic pathophysiology, diagnostic, and therapeutic maneuvers.		
Topics to be covered/activities student expected to participate:	<ol style="list-style-type: none"> 1. The student will perform work-ups on selected hospitalized patients. 2. The student will receive instruction in vascular surgical techniques. 3. The student will be exposed to new patients in an out-patient setting (clinic) to include patient follow-up visits. 4. The student will be assigned vascular surgery case topics by the instructor(s) and/or resident(s) to be covered in brief lectures, and/or rounds, to residents and instructors throughout the duration of the rotation. 5. The student will function as an integral part of the vascular surgery service and expected to round with the team as well as be on call with the team as identified by the instructor(s) and/or resident(s). 		

	6. The student is required to attend and actively participate in routinely scheduled Surgery Department and Vascular conferences and clinics as identified and approved by the instructor(s) and/or resident(s).
Proposed rotation schedule	<ul style="list-style-type: none"> • Students are expected to be present for daily hospital rounds beginning at 5:30 a.m. • Students will follow up with the monitoring and reporting of assigned patients throughout the day. • Students will see patients on an out-patient basis (clinic setting). • Student will be assigned 24-hour call assignments, following the QCOM work hour policy. • Students will attend and participate in Department of Surgery conferences as identified and approved by their assigned team.
# of hours per week the student expected be involved in this rotation	60 hours
Additional Notes about the rotation, if any	<p>VAMC Specifics The student will be assigned a Veterans Administration, VA, identification card at the start of their MS3 academic year and the student is responsible for maintaining its current status which requires some yearly renew of training and logging into the VA computer systems every 60 days. Orientation with the VA computer systems will be done by their OIT department and Medical Education department.</p> <p>JCMC Specifics The student will be assigned Mountain States facility access based on their rotation assignment(s). Orientation with Mountain States will be done by their OIT department and Medical Education department.</p> <p>The Vascular Surgery Services at both JCMC and VAMC will provide the student with departmental written procedures.</p>

Objectives <i>Specifically describe how/what students will DO (can be multiple methods)</i> Refer to Bloom taxonomy	Entrustable Professional Activities (EPA): <i>Students will be expected to accomplish the following EPAs:</i>	Educational Methods: How will you teach/ expose students to educational opportunities? <i>(Utilizing MedBiquitous terms)</i>	Assessment Methods: How will you determine Mastery? <i>(utilizing MedBiquitous terms)</i>
Perform and record a history and physical examination, H&P, for presentation to attending(s).	EPA 1, 2, 6 2.2 2.3 4.2 4.3	Clinical Experience – Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation – Faculty Patient Presentation – Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation

Identify anatomic and physiologic changes common in vascular surgical disease, after requesting and interpreting appropriate diagnostic tests to include laboratory studies and imaging studies.	EPA 3 1.1	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Communicate effectively, respectfully, and professionally with the health care team, patients, and their families while receiving and giving feedback during H&Ps, ward rounds, case presentations, and in the operating room.	EPA 6, 7, 9 2.1 2.4 4.1 4.2 4.5 5.2 5.6 5.7 6.5	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Assess, choose, and demonstrate learned patient care activity that confirms to your health care team - your knowledge of procedures used during clinical situations.	EPA 1, 5, 12 2.2 2.4 2.8	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation
Demonstrate learned knowledge of the various operative procedures utilized to treat vascular disease, as well as non-operative management.	EPA 1, 2, 3, 4, 5, 6, 8, 10, 11, 12 1.1 1.2 1.4 1.5 1.7 1.8 1.9	Clinical Experience –Inpatient Clinical Experience – Ambulatory Demonstration Patient Presentation –Faculty Patient Presentation –Learner Ward Rounds Independent Learning	Clinical Documentation Review Clinical Performance Rating Oral Patient Presentation Participation