

# **Senior Elective Courses**

**2013 - 2014**

**HOWARD UNIVERSITY  
COLLEGE OF MEDICINE  
WASHINGTON, D.C.**

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*Updated February 15, 2013*

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## FOREWORD

This booklet provides descriptions of electives offered to senior medical students at the Howard University College of Medicine (HUCM) and Howard University Hospital (HUH). It also provides information relating to selection of electives. It does not show a complete calendar of events and other important dates for the College of Medicine. The full academic schedule is shown in the College of Medicine's schedules booklet.

Students are urged to review the descriptions of the electives in planning their schedules for the senior year. The procedures for registration for electives are shown on subsequent pages, and students are advised to carefully read and note the deadlines. Students must adhere to the deadlines to ensure timely clearance for graduation. Specific course numbers for extramural electives will be assigned in the Office of Academic Affairs, Student Record Section.

When places are available, senior medical students from medical schools that are accredited by the Liaison Committee on Medical Education (LCME) in the United States and Canada may enroll in these electives. Interested students should apply through the Visiting Student Application Service (VSAS) or write to the Administrative Coordinator for Academic Affairs for application forms and consult the Howard University web page for complete description of electives.

Students can select intramural electives only from those that are approved by the curriculum committee.

**All electives that are described in this booklet may not be offered during the academic year. Students must confirm the offering with the faculty before enrolling in any elective and about two (2) weeks before the start of the elective.**

**Descriptions may also be found on**

**Howard University College of Medicine Website:**

**<http://www.med.howard.edu>**

**Visiting Student Application Service (VSAS) Website:**

**<https://services.aamc.org/20/vsas/>**

## **SCHEDULE**

**(The full year calendar can be found in the Schedules Booklet)**

<b>Thru March 22, 2013</b>	Request special schedules from the Office of Academic Affairs
<b>May 26, 2013</b>	<b>FORM A</b> due (submit to the Senior Associate Dean for Academic Affairs)
<b>Thru June 14, 2013</b>	Enroll for intramural electives with the respective departments at Howard University Hospital
<b>Thru June 28, 2013</b>	Last day to discuss interest for international elective
<b>Thru July 12, 2013</b>	Select and apply for extramural electives
<b>July 26, 2013</b>	Deadline for submission of final schedule for electives ( <b>FORM B</b> ) to the Senior Associate Dean for Academic Affairs
	Changes in electives for fall semester after this date will be considered on a case by case basis
<b>August 5, 2013</b>	Instruction begins for senior medical students
<b>September 6, 2013</b>	Deadline for changes in the Fall 2013 semester schedule – no changes after this date for fall semester
<b>October 18, 2013</b>	Deadline for change of electives for the Spring 2014 Semester – no changes after this date for spring semester
<b>February 19, 2014</b>	Last day for HUCM to receive passing score/grade for USMLE Step 2 CK/CS to participate in the NRMP

## GENERAL INFORMATION

### **Introduction**

The senior year consists of a minimum of thirty-two 32 weeks (8 rotation periods of 4 weeks each). Four (4) weeks are required as an acting intern (AI) in internal medicine and four (4) weeks as an AI in surgery. The remaining 24 weeks are available for electives that must include at least one primary care elective which are listed below. The acting internships in surgery and medicine are required rotations and are not considered electives.

Students are encouraged to use a four- (4) week block to attend interviews for residency programs and not to schedule any rotation during this period. This period can be credited as one of the elective requirements for the senior year providing the student meets certain requirements. These requirements are described in a later section in this booklet. Students who choose to enroll in more than 6 electives are required to complete all courses for which they register to fulfill graduation requirements. Students can take only those electives that are approved by the respective departments and by the Senior Associate Dean for Academic Affairs (both at HUCM). Except for approved longitudinal elective, students cannot take, in total or in part, more than one elective or a required rotation simultaneously. Students will not be awarded credit for electives or courses that are not approved in writing by the respective department and by the Senior Associate Dean for Academic Affairs at Howard University College of Medicine. Such written approval must be obtained prior to starting the elective. Students are expected to honor all electives for which they have confirmation.

### **In general electives are selected with the following objectives:**

- <sup>35</sup><sub>17</sub> Broaden basic knowledge and intellect
- <sup>35</sup><sub>17</sub> Learn new skills that the student will use during residency and beyond
- <sup>35</sup><sub>17</sub> Strengthen knowledge in selected areas
- <sup>35</sup><sub>17</sub> Meet individual needs in career planning
- <sup>35</sup><sub>17</sub> Enhance knowledge of research/research methods
- <sup>35</sup><sub>17</sub> Increase awareness of local, national and international health challenges
- <sup>35</sup><sub>17</sub> Help in specialty selection
- <sup>35</sup><sub>17</sub> Increase chances of being selected for a particular training program (commonly called “audition elective”)

### **Types of electives**

**Primary Care Elective:** This elective in primary care is coordinated by the clerkship director in the Department of Community Health and Family Medicine. Primary care is considered to be one of the following: ambulatory general internal medicine, family medicine, ambulatory general pediatrics, adolescent medicine, and women’s health. The student selects the discipline, the period (4 weeks), and the site that are approved by the clerkship director for family medicine. This elective is included among the minimum 6 electives that the student must take. Each student must select at least one elective (4 weeks) in a primary care discipline and must inform the clerkship

director so they can be placed at appropriate sites. International electives in primary care do not satisfy this requirement.

**Intramural Electives:** These electives which are described in this booklet are approved by the curriculum committee and are offered at Howard University College of Medicine or at Howard University Hospital. Since this booklet is printed several months prior to the start of the first elective period for the academic year, students must confirm with the respective department/division/faculty the availability of any elective that is listed in the booklet. Credit will not be given for any intramural rotation that is not shown in this booklet. Students must enroll for at least one intramural elective. The primary care elective does not satisfy this requirement.

**Extramural Electives:** Students may also enroll in approved electives that can be taken at other institutions in the United States and Canada. These electives must have prior approval by the appropriate department chair and by the Senior Associate Dean for Academic Affairs at the Howard University College of Medicine (HUCM). No more than four extramural elective electives will be permitted. Information about these electives can be accessed at

<sup>35</sup>  
<sup>17</sup> <http://www.aamc.org/students/medstudents/electives/start.htm>

<sup>35</sup>  
<sup>17</sup> <http://services.aamc.org/eec/students>

**Research Electives:** Students may enroll for no more than two (2) research electives during the academic year. Research electives may be intramural or extramural. Research electives must be approved by the Associate Dean for Research and by the Senior Associate Dean for Academic Affairs. In addition to the written evaluation that will be completed by the mentor, the student must present to the Associate Dean for Research a written report relative to the research. The report should be at least 7 pages (excluding title page, abstract and references), single space, and no smaller than size 12 font.

**International Electives:** Electives outside of the United States may be approved. The student must submit to the Senior Associate Dean for Academic Affairs the necessary documents regarding these electives (described later in this manual). Information regarding the process of securing international electives may be obtained from the Office of the Senior Associate Dean for Academic Affairs. Only one international elective (4 weeks) is permitted. This is included among the four extramural electives. No more than four (4) students can take the same international elective during the same four (4) week period.

**Instructions:**

Electives are to be chosen for not less than four (4) weeks per course, for at least six (6) courses for a total of twenty four (24) weeks. Students are not permitted to enroll in more than two (2) electives in the same discipline when six (6) electives are taken or no more than three (3) electives in the same discipline when seven (7) electives are taken. During senior electives, students may simultaneously serve as externs in the selected course, or receive compensation as an US-PHS appointee in connection with an approved elective. Externship or preceptorship appointments must be served at the time of the scheduled elective and must be for the elective course in which the student is enrolled. Students



should consult with a clinical faculty advisor in selecting electives for the senior year. General guidelines for selecting electives are shown below. Decisions regarding electives are to be made by students during the third year and prior to formal registration for the senior year. Program changes will not be permitted after the deadlines shown in this booklet.

Students will be permitted to rotate on extramural electives, international electives or an extramural research elective only after they have satisfactorily completed

<sup>35</sup><sub>17</sub> all clerkships in the junior year

<sup>35</sup><sub>17</sub> the course on Introduction to Health Care Ethics/Jurisprudence

<sup>35</sup><sub>17</sub> all assignments in all required third year clerkships

**and**

<sup>35</sup><sub>17</sub> passed all examinations, except for the last examination in their third year rotation, providing they sat for the examination and the results are pending. Other restrictions apply to continuing in the senior year as shown in the Policies and Procedures manual. Students who fail a clerkship will not be permitted to take any extramural or international electives until after he/she passes all third year clerkships.

Prior to starting any elective, students must ensure their immunizations are current and they can produce evidence of HIPAA training. It is the students' responsibility to arrange for transportation, boarding and lodging and to pay all fees that may be charged by the host institutions. Students who sat for an examination or examinations at the end of the junior year curriculum and are awaiting the result(s) will generally be permitted to rotate and complete an extramural elective immediately at the beginning of the senior year until the results of the examination(s) become available. The senior year schedule may be revised after the results of the examination(s) are available.

Students' schedules will be adjusted if they have not passed all third year clerkships and the course Introduction to Health Care Ethics/Jurisprudence within four weeks after completing all third year rotations.

Final approval of a request for an extramural elective is granted by the Senior Associate Dean for Academic Affairs after the student has received a letter of approval and acceptance from the chairman/designee of the respective department at Howard University Hospital and Howard University College of Medicine.

### **Interviews for Residency Training**

Students will be permitted time off for interviews residency training as follows:

<sup>35</sup><sub>17</sub> Students must provide evidence of the dates and place for interviews to the attending physicians before the start of the rotation. If the invitation for an interview is received by the student after the start of the elective, the student must provide evidence to the attending physician of the date the invitation was received

<sup>35</sup><sub>17</sub> Up to two days will be permitted for interviews without any requirement for the student to make up the missed time. Students who missed between 3 days and 7 days during any 4-week rotation will be required to make up the missed time

during those periods when no other rotations are scheduled. **Note: Weekends are part of scheduled rotation periods; therefore make up time cannot be scheduled for weekends during any rotation**

35  
17 Students who miss more than 7 days during any four-week rotation must repeat the entire rotation. Therefore, students who anticipate missing more than 7 days during any 4-week rotation should reschedule that rotation for another period

35  
17 Students should carefully review the requirements for the Resident Readiness Elective as shown in a subsequent section in this manual.

## GUIDELINES FOR SELECTING ELECTIVES

### Outline of the process in selecting electives

35  
17 Consult with your faculty advisor or a member of the Student Affairs Council (SAC)

35  
17 Decide on your specialty interest

35  
17 Prioritize your objectives for electives based of factors previously cited

35  
17 Select electives to meet your personal needs – **FORM A**

- Confirmation of electives at this stage is not necessary

35  
17 Discuss your selections with your advisor

35  
17 Carefully consider your budget before selecting international or extramural electives

35  
17 Note the periods when you are scheduled to rotate on senior medicine and on senior surgery. Do not schedule electives for these periods

35  
17 Decide the sites for your electives (list first choice for each elective)

35  
17 Contact the faculty who directs the elective to ensure the elective will be available

35  
17 Obtain written permission from the respective faculty or department(s) to enroll in the elective(s)

35  
17 Complete the senior electives and required courses grid (**FORM B**); include two required Acting Internships and one primary care elective

35  
17 Select at least one elective that will be offered at Howard University Hospital

35  
17 Select no more than two (2) electives in the same discipline if you plan to take six (6) electives or no more than three (3) electives you plan to take seven (7) electives.

35  
17 Submit the completed form to the Office of the Senior Associate Dean for Academic Affairs

35  
17 Retain all correspondences with institutions to which you apply for elective(s)

### Notes:

35  
17 It is understood that the site(s) for elective(s) may change, but the elective you select should not

35  
17 All electives must be 4 weeks in duration

35  
17 Students will not receive credit for any elective that they take for which they do not have written approval – even if the elective is an approved elective at the institution

35  
17 If a student is approved for an elective, the student must honor that approval, unless adequate notification is provided in writing to the host institution

<sup>35</sup><sub>17</sub> Do not assume that by submitting an application or request for an elective (intramural, extramural, international, or research elective) you are automatically approved for the elective.

<sup>35</sup><sub>17</sub> A student who signs up for an elective, receives confirmation, and later learns that the elective is no longer available to him/her must provide such documentation in writing to the Senior Associate Dean for Academic Affairs. The Senior Associate Dean for Academic Affairs will then permit the student to enroll in the same elective at another institution. All such changes must also be approved in writing by the respective department and by the Senior Associate Dean for Academic affairs at Howard.

<sup>35</sup><sub>17</sub> Any student who does not receive confirmation of proposed elective(s) must inform, in writing, the Senior Associate Dean for Academic Affairs at HUCM of the non-confirmation. The student must also produce evidence that he/she requested the elective(s) in a timely manner. The student must inform the Senior Associate Dean for Academic Affairs of this no later than 2 weeks before the start of the elective. The Senior Associate Dean for Academic Affairs will then assist the student in placement for the elective(s).

<sup>35</sup><sub>17</sub> Some institutions require background checks, drug screenings, evidence of CPR certification, and fees

<sup>35</sup><sub>17</sub> Some institutions require signed affiliation agreements with Howard University. This may take 4-6 months or more to execute.

<sup>35</sup><sub>17</sub> The College of Medicine reserves the right to disapprove any elective

<sup>35</sup><sub>17</sub> Assemble your curriculum vitae, your transcript, your HIPAA certificate, evidence of OSHA training, and your USMLE reports

<sup>35</sup><sub>17</sub> Be sure your immunizations, including vaccination against influenza, are current and you have evidence of same

### **For extramural electives (additional steps):**

<sup>35</sup><sub>17</sub> Select the institutions and dates where you prefer to take each elective – select alternate sites for each elective.

<sup>35</sup><sub>17</sub> Contact the respective institution/department/faculty for availability of the elective(s) to ensure the elective(s) will be available. Be sure you can show evidence of making contact – e.g. emails.

<sup>35</sup><sub>17</sub> Obtain signed approvals (by the chairs of the departments) from the corresponding clinical departments at Howard. The forms are provided by the Office for Academic Affairs at Howard University College of Medicine.

<sup>35</sup><sub>17</sub> Submit the completed forms to the Senior Associate Dean for Academic Affairs for final decision and signature.

<sup>35</sup><sub>17</sub> If you are accepted for any elective at two or more sites, then inform in writing the site(s) where you will not rotate.

### **Applying for Electives through VSAS**

#### **Students' responsibilities:**

1. Upload picture onto VSAS
2. Upload CV onto VSAS
3. Enter Junior Clerkships & dates onto VSAS

4. Scan and email your immunization record to the Office of Academic Affairs
5. Provide:
  - a. Official transcript
  - b. Copy of Basic Life Support (BLS) card
  - c. Copy of your current HIPPA certificate
  - d. Copy of Background check (if you have taken Pediatrics or will be soon a copy can be obtained from the HR department in the hospital)
  - e. Copy of your Advanced Cardiac Life Support (ACLS) card *if you have it*

Once you have done all the above, **select and apply for the elective(s) of your choice that** is when and **ONLY when** your transcript and immunization record can be uploaded. Your application information will be verified and your application will be released to the host institution. **Remember to assign all your uploaded documents to the institution you have selected and applied.**

### **Procedures for obtaining international electives**

Students who travel outside the United States are at risk to become infected by various pathogenic organisms and they may be at risk for mental illness or other bodily harm. Serious considerations must be given to these risks before selecting any international electives.

#### **Directions:**

<sup>35</sup><sub>17</sub> All students who plan to travel abroad on approved electives or other Howard University College of Medicine sponsored programs must meet with the Senior Associate Dean for Academic Affairs prior to selecting the elective and travel. The Senior Associate Dean may direct the students to see specific physicians or report to specific clinics prior to travel. During this meeting the student must take with him/her (written) the following information about the proposed elective:

- Title of the elective
- Goals and objectives for the elective
- Country, city and institution
- Name and contact information of the supervising physician

<sup>35</sup><sub>17</sub> The Senior Associate Dean for Academic Affairs will next advise the student in writing if he/she can proceed to arrange the elective for final decision

<sup>35</sup><sub>17</sub> Prior to travel each student must

- Make an appointment with Student Health Services or with his/her personal physician to review required immunizations that are necessary for travel to the particular country, to discuss required prophylaxis against certain diseases and to discuss the post exposure prophylaxis (PEP) protocol.
- Be thoroughly familiar with standard precautions (universal precautions)

<sup>35</sup><sub>17</sub> Students are encouraged to take some of their own standard precautions materials including gloves, masks and face shields

<sup>35</sup><sub>17</sub> The Student Health Services or the student's personal physician may also advise the student to take other items for disease prevention

**It is the responsibility of each student to monitor the safety in the country** where he/she plans to travel. If there is concern by the student, he/she must discuss this with the Senior Associate Dean for Academic Affairs who will assist the student in securing another elective that may not necessarily be an international elective.

The Senior Associate Dean for Academic Affairs may postpone or cancel any elective if there is sufficient information to indicate that the risk to the health and or well-being of the student will be unacceptable. By applying for, traveling to, or rotating on international electives, students acknowledge that they will be at risk to become sick or incur bodily harm during such electives. Such risks are not completely eliminated even if the student takes all precautions. Howard University, the College of Medicine, and Howard University Hospital assume no liability in case any student becomes ill or is harmed in any way by any means while traveling to or rotating on international electives.

**Students must meet with the Senior Associate Dean for Academic Affairs between 2 and 4 weeks prior to travel for any international elective. It is the responsibility of the student to initiate the scheduling of the meeting.**

#### **Visiting Medical Students**

Senior medical students from LCME accredited schools of medicine in the United States and Canada may apply for electives at Howard University Hospital or Howard University College of Medicine. These students must be enrolled in their medical schools, have successfully completed the third year, be in good standing at their respective schools at the time of the proposed elective, be approved for the experience by their Deans, show evidence of Basic Life Support (BLS), HIPAA training, liability coverage, background check, up-to-date immunizations, and health insurance coverage. Interested students should apply through VSAS or write to the Senior Associate Dean for Academic Affairs for application forms and instructions. Electives will be approved when space is available, providing the student meets the requirements stated above. Completed applications must be submitted through VSAS. The College of Medicine does not provide housing or transportation for visiting medical students; therefore the visiting student must make living and travel arrangements.

**INTRAMURAL  
ELECTIVES COURSE  
DESCRIPTIONS**

## ANESTHESIOLOGY

### Clinical Anesthesiology

**Course Director:** Dr. Clairmont Griffith  
**Faculty:** Faculty from the Department of Anesthesiology  
**Contact:** 202-865-1690  
**Where:** Howard University Hospital, Department of Anesthesiology  
**When:** Year Round  
**Enrollment:** **Maximum** four (4) students per four-week period

### Course Description:

At the end of the rotation the student should be able to describe

- <sup>35</sup><sub>17</sub> the role of the anesthesiologist during the preoperative, intra-operative and postoperative period;
- <sup>35</sup><sub>17</sub> the role of the anesthesiologist as a consultant in obstetrics, pain management, intensive care, respiratory care, etc.;
- <sup>35</sup><sub>17</sub> the clinical pharmacology of anesthetics and adjuvant drugs used in the practice of clinical anesthesiology;
- <sup>35</sup><sub>17</sub> basic airway management, intubation, and intravenous techniques.

### Evaluation:

Student will be evaluated on their knowledge, performance, attendance, and professionalism

## COMMUNITY HEALTH AND FAMILY MEDICINE

### Clinical Nutrition

**Course Director:** Dr. Lalita Kaul  
**Faculty:** Dr. Lalita Kaul  
**Contact:** Ms. Vanessa J. Stroman, 202-806-6300 [vstroman@howard.edu](mailto:vstroman@howard.edu)  
**Where:** Howard University College of Medicine  
**When:** August & April  
**Enrollment:** Maximum five (5) students per four-week period

### Course Description:

At the end of the 4 week period the student should be able to:

- <sup>35</sup><sub>17</sub> Evaluate the nutritional status of any patient
- <sup>35</sup><sub>17</sub> To demonstrate understanding of drug-nutrient interaction
- <sup>35</sup><sub>17</sub> To demonstrate understanding of nutrition assessment in the medical practice
- <sup>35</sup><sub>17</sub> To use knowledge & skills in Nutrition which will enhance patient care
- <sup>35</sup><sub>17</sub> To demonstrate understanding of gathering information about past and present medical problems that has affected or may affect nutritional status.

### Course Outline:

Health professionals need to be prepared to address lifestyle interventions. Most medical schools are still challenged to integrate nutrition across their undergraduate and graduate medical curriculum. Nutritional interventions are considered first line of therapy for

obesity, hypertension, hyperlipidemia, and atherosclerosis. The effectiveness of dietary interventions in these conditions has been well documented. Unfortunately, health professionals may not feel prepared to effectively counsel their patients about diet and lifestyle changes. This will change as medical educators rise to the challenge to improve nutrition education.

**Evaluation:**

Case based discussion and assignments, Grand rounds, Hospitalized Patients, Ambulatory patients in the Clinics. Students will also be evaluated on their knowledge, attendance, and professionalism.

**Senior Primary Care**

**Course Director:** Dr. Krishnan Narasimhan  
**Faculty:** Faculty from the Department of Community Health & Family Medicine  
**Contact:** Ms. Vanessa J. Stroman, 202-806-6300 [vstroman@howard.edu](mailto:vstroman@howard.edu)  
**Where:** Howard University Hospital and within Washington D. C. Metropolitan Area  
**When:** Year round  
**Enrollment:** Open until filled

**Course Description:**

The preceptorship elective exposes students to primary care medical setting during their basic professional training years. Students work on a one-to-one basis with a primary care physician in a private office setting, or community health clinic. Each student is assigned to a preceptor, who shall orient the student to office procedures and management. The student may be involved in nursing home visits, hospital rounds, medical meetings, and other practice-related activities. The preceptor shall emphasize the family physician's role as a member of the health care team providing longitudinal and comprehensive care. Primary Care is defined as care for patients in the ambulatory settings in the following areas: general internal medicine, family medicine, gynecology, pediatrics, and adolescent medicine.

**Evaluation of the Students:**

Each student will be evaluated on his/her daily interaction, attendance, knowledge, and any other assignment

**Evaluation of the course:**

At the end of the course the students will be asked to identify the strong points of the course, the weak points of the course and their recommendations to improve the course.



## Gene-Environment Interactions

**Course Director:** Dr. Bailus Walker  
**Faculty:** Dr. Bailus Walker and Faculty from the College of Medicine and HUH  
**Contact:** Dr. Bailus Walker, 202-806-6300 [bwalker@howard.edu](mailto:bwalker@howard.edu)  
**Enrollment:** Maximum four (4) students per four-week period  
**When:** Year Round

### Course Description:

This course will focus on the interplay between heredity and the environment which is of much interest in understanding the causes of human disease and disease susceptibility. Unfortunately the lack of methods to study relative roles of nature and nurture made investigations difficult until relatively recent times. Now significant volumes of information on this topic are rapidly emerging. These data and their relevance to the medicine will be discussed.

### Course Outline:

1. Identify the interplay between heredity and environment as a factor in human disease.
2. Describe the role of gene-environment interactions in disease susceptibility
3. Describe information on complex disease where knowledge of gene-environment interaction in the etiology of disease is beginning to emerge.
4. Explain the epidemiologic framework for studying/ analyzing gene-environment interaction

### Evaluation:

Students will be evaluated on their knowledge, attendance, and professionalism

## DERMATOLOGY

### Clinical Dermatology

**Course Director:** Dr. Rebat M. Halder  
**Faculty:** Faculty in the Department of Dermatology  
**Contact:** Sharon B. Payne, 202-865-4330 [spayne@huhosp.org](mailto:spayne@huhosp.org)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum three (3) students per four-week period

### Course Description:

This is a four-week elective in clinical dermatology offered by the department of dermatology, designed to provide recognition of the major categories of dermatological disease and identify diseases that fall under these categories. Students will gain experience in managing these diseases and determining when to seek dermatological consultation.

**Course Outline:**

Students will attend clinics at Howard University Hospital and also the scheduled didactic conferences of the department. Students will participate in in-patient consultation rounds as well as emergency room consultations. Use will be made of the various textbooks of dermatology. Stress is placed on the following diseases: the eczematous dermatoses, papulosquamous diseases, bacterial, fungal and viral infections of the skin, acne, and seborrhea, bullous diseases, exfoliative dermatitis, skin tumors, as well as external manifestations of internal disease. There will also be exposure to dermatologic surgery. Students completing this elective should possess a good basic knowledge of the more common dermatoses encountered in hospital emergency rooms and in general medical practice.

**Evaluation:**

Attendance, participation in clinics, written final examination, and final oral presentation

**Research in Dermatology**

**Course Director:** Dr. Rebat M. Halder  
**Faculty:** Dr. Rebat M. Halder  
**Contact:** Sharon B. Payne, 202-865-4330 [spayne@huhosp.org](mailto:spayne@huhosp.org)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum one (1) student per four-week period

**Course Description:**

A four-week elective offered by the department of dermatology, designed to provide experience in research in dermatology either clinical or laboratory. Research design methods will be analyzed. Statistical analysis methods will be assessed. The student will formulate and undertake a short research project and will prepare a written report describing findings of the research project.

**Course Outline:**

This elective will concentrate on a clinical or laboratory research project in dermatology. The project will be selected from current ongoing research in the department.

**Evaluation:**

Comprehensive final paper written by student on the results or findings of the research project

## EMERGENCY MEDICINE

**Course Director:** Dr. Geoffrey Mountvarner  
**Faculty:** Dr. Geoffrey Mountvarner and faculty from the Department of Emergency Medicine  
**Contact:** Carolyn Ricks, 202-865-1121 [cricks@huhosp.org](mailto:cricks@huhosp.org)  
**Where:** Howard University Hospital Room 1-400  
**When:** Year round  
**Enrollment:** Maximum six (6) students per four-week period

### Course Description:

The student will be involved in the management of a variety of medical/surgical emergencies. During the four week elective the student will attend four (4) laboratory sessions (splint suture, slit lamp and arrhythmia recognition) and the emergency medicine departmental conferences which are offered for a total of seven hours each week, as well as emergency medicine conferences designed for medical students only. An emergency medicine workbook will be distributed for each student.

### Course Outline:

The student will be involved in the management of medical and surgical problems such as: cardio-pulmonary arrest, obstetrical and gynecological experiences acute kidney failure, vaginal bleeding, abortions, diabetic coma trauma, drug overdose, respiratory emergencies and cardiac emergencies.

### Evaluation:

Students will be evaluated on their knowledge, attendance, and professionalism

## INTERNAL MEDICINE

### Advanced Clinical Skills

**Faculty:** Dr. Sheik Hassan and College of Medicine Faculty  
**Contact:** Sheik N. Hassan, M.D. [shassan@howard.edu](mailto:shassan@howard.edu)  
**Where:** Howard University Hospital  
**When:** Fall Semester  
**Enrollment:** Open until filled

**Course Objective:** Students will attain/sharpen the knowledge, skills and attitude to begin and successfully complete Graduate Medical Education

### Course Description:

This (4) four-week course is offered yearly during the fall semester. Refinement of history taking, techniques for performing physical examinations, case presentation strategies, and procedures for medical record keeping will occur along with special lectures. Students will also be instructed in self-evaluation, peer evaluation, professionalism, reading the medical literature, evidence-based medicine, clinical reasoning and differential diagnosis.

**Objectives:** At the end of the rotation the student should be able to:

- <sup>35</sup><sub>17</sub> Obtain a medical history, perform a physical examination and record the findings in acceptable manner
- <sup>35</sup><sub>17</sub> Develop a problem list with possible plans for management
- <sup>35</sup><sub>17</sub> Discuss imaging techniques
- <sup>35</sup><sub>17</sub> Interpret pulmonary function tests and arterial blood gases
- <sup>35</sup><sub>17</sub> Interpret common abnormalities on the electrocardiogram
- <sup>35</sup><sub>17</sub> Interpret sputa smears and urine sediments
- <sup>35</sup><sub>17</sub> Discuss fluid and electrolytes balance and abnormalities
- <sup>35</sup><sub>17</sub> Discuss end-of-life care
- <sup>35</sup><sub>17</sub> Interpret the medical literature
- <sup>35</sup><sub>17</sub> Demonstrate professional behavior
- <sup>35</sup><sub>17</sub> Critically evaluate self and peer
- <sup>35</sup><sub>17</sub> Construct a good curriculum vitae

**Evaluation:** Students will be evaluated on the basis of their participation, clinical skills, and professionalism

### **Cardiovascular Medicine**

**Course Director:** Maria Rupnick, MD, PhD  
**Faculty:** Faculty from the Department of Cardiovascular Medicine  
**Contact:** Gladel Dorsey, 202-865-6792 [gdorsey@huhosp.org](mailto:gdorsey@huhosp.org)  
**Where:** Howard University Hospital Room 3J17  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum four (4) students each four-week period

**Course Description:**

This elective is designed to acquaint the student with the recognition and management of various cardiovascular disorders which require cardiac intensive care, as well as arrhythmia monitoring by telemetry. Daily teaching rounds by faculty emphasize the pathophysiology of cardiac illness, physical diagnosis, electrocardiography, hemodynamic monitoring, and patient management. The student's educational experience is enhanced through interaction with cardiovascular medicine faculty and fellows, as well as through weekly echocardiography/electrocardiography conferences, clinical cardiovascular conferences, journal club, medical/surgical interventional conference, and cardiovascular medicine grand rounds. Each rotation block will include a lecture about academic career development in cardiovascular medicine.

**Evaluation:** Students will be evaluated on their knowledge, motivation, ability to take initiative and professionalism. Attendance is mandatory.

### **Critical Care Cardiovascular Medicine**

**Course Director:** Maria Rupnick, MD, PhD  
**Faculty:** Faculty from the Department of Cardiovascular Medicine  
**Contact:** Gladel Dorsey, 202-865-6792 [gdorsey@huhosp.org](mailto:gdorsey@huhosp.org)  
**Where:** Howard University Hospital, CCU, & Step Down Unit  
**When:** Year Round

**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

This elective is designed to acquaint the student with the recognition, diagnosis and management of various cardiovascular disorders, which require advanced cardiovascular treatment (e.g. ICU level, advanced heart failure) as well as arrhythmia monitoring by telemetry. Daily teaching rounds by faculty will emphasize the pathophysiology of cardiac illness, physical diagnosis, electrocardiography, hemodynamic monitoring, preventive cardiology skills/techniques, uptake in knowledge about utilization of innovations in cardiovascular medicine, and patient management. The student's educational experience is enhanced through interaction with cardiovascular medicine faculty and fellows, as well as through weekly echocardiography/electrocardiography conferences, clinical cardiovascular conferences, journal club, medical/surgical interventional conference, and cardiovascular medicine grand rounds. Each rotation block will include a lecture about academic career development in cardiovascular medicine.

**Evaluation:** Students will be evaluated on their knowledge, motivation, ability to take initiative and professionalism. Attendance is mandatory.

**Critical Care Medicine (MICU)**

**Course Director:** Alvin Thomas, M.D.  
**Faculty:** Faculty in Critical Care Medicine  
**Contact:** Margaret Metzger, 202-865-1903 [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum three (3) students per four-week period

**Course Description:**

The elective is designed to provide the student with supervised first-hand experience in the care and management of critically ill patients. Physical diagnosis, hemodynamic monitoring/support and respiratory monitoring/support are stressed. Students may be taught routine ICU procedures which include Swan-Ganz catheterization, arterial catheterization, etc. and will be introduced to computer applications to patient care.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Endocrinology (Clinical)**

**Course Director:** Dr. Gail Nunlee-Bland  
**Faculty:** Faculty, Endocrinology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum three (3) students per four-week period  
**Course Description:**

The elective in endocrinology is designed to acquaint the student with the presentation, evaluation, and management of patients with a spectrum of endocrine and metabolic disorders both on an inpatient as well as an outpatient basis. To this end, experience with adult medical, pediatric, and gynecologic endocrinopathies as well as some exposure to the basic science aspects of endocrinology is planned.

**Course Outline:**

The student is expected to:

<sup>35</sup><sub>17</sub> Participate in the evaluation and follow-up patients with endocrine and metabolic disorders in the clinic and through answering consultations on ward patients.

<sup>35</sup><sub>17</sub> Actively participate in conferences, ward rounds, and teaching sessions involving the clinical and the basic science aspects of endocrinology. In this latter regard, the student is expected to make a 30-45 minute presentation to his/her peers and the endocrinology faculty on some subject of his/her choice in endocrinology.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Endocrinology (Research)**

**NOTE: This elective will not be offered for 2013-2014 academic year**

**Course Director:** Kanwal K. Gambhir, Ph.D  
**Faculty:** Kanwal K. Gambhir, Ph.D.  
**Contact:** Dr. Kanwal K. Gambhir, 202-865-1398 [kgambhir@howard.edu](mailto:kgambhir@howard.edu)  
**Where:** Department of Medicine, Division Endocrinology & Metabolism  
**When:** Year Round  
**Enrollment:** Maximum three (3) students per four-week period

**Course Description:**

Safe use of laboratory practices quality control assessment, and statistical methods  
Development of protocols with familiarization of Institutional Review Board process.  
Structure and function assessment of protein hormones and their receptors; Clinical applications of the research presentation of research results in the form of manuscript

**Course Outline:**

This is a four week endocrinology laboratory research elective course where the students learn about safe use of laboratory practices. The Course focuses polypeptide hormones especially insulin and insulin receptors as protein hormone representative. The student will be familiarized about assays of these hormones through radioimmunoassay and radioreceptor assays on human erythrocytes. The student may substitute with a library literature project by reviewing current research articles. Final evaluation depends upon the student's submission the manuscript with a particular style of the endocrinology/biological journal. The student can pick up any project in insulin action, diabetes and/or obesity in African American sub population. The student will have also opportunity to patient chart review project following IRB approval.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, productivity, and professionalism

### **Gastroenterology**

**Course Director:** Dr. Andrew Sanderson  
**Faculty:** Faculty from the Division of Gastroenterology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum three (3) students each four-week period

#### **Course Description:**

Senior medical students who choose an elective in gastroenterology are assigned to the G.I. Service at Howard University Hospital. Each student answers consultations along with the fellow, seeing and working up in-patients referred for gastrointestinal problems. The student will be expected to write the formal consultation after presentation of the case to an attending physician. In addition, the student will assist in (or actually perform) diagnostic maneuvers for assessing gastrointestinal disorders.

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

### **Research in Gastroenterology**

**Course Director:** Dr. Adeyinka O. Laiyemo  
**Contact:** Dr. Adeyinka O. Laiyemo, (202) 865-7186, [adeyinka.laiyemo@howard.edu](mailto:adeyinka.laiyemo@howard.edu)  
**Where:** Howard University Cancer Center  
**When:** Fall semester  
**Enrollment:** Maximum one (1) student per four-week period

**Course Description:** This is a four-week elective offered by the Division of Gastroenterology in the Department of Medicine. It is designed to provide some experience in clinical gastroenterology research.

#### **Course Objectives:**

1. Identify a focus of interest in the field of gastroenterology (prior to the start of the elective with input from the faculty preceptor)
2. Develop a research question, generate a hypothesis, and develop a specific aim for a focused clinical gastroenterology research (prior to the start of the elective in conjunction with the faculty preceptor)
3. Demonstrate skills in methods for querying the literature regarding specific research questions.
4. Conduct a review of current literature on a chosen research topic
5. Demonstrate an understanding of basic study design in epidemiological or bench research
6. Demonstrate an understanding of basic biostatistics tools in research design and/or in research data analysis.

7. Demonstrate an understanding of the trajectory of scientific research from conception of an idea to publication of findings
8. Prepare a written proposal by the end of the first 2 weeks to include the literature review/background, aims and research design/methods.
9. Write up the results of any data collected during the elective

**Course Outline:**

The student will develop skills in scholarly research in the field of gastroenterology. The student will meet with teaching faculty to conduct a literature review of current knowledge and practices in a focused aspect of gastroenterology discipline. The student will develop a research question, generate a hypothesis, develop a specific aim for a research project that is innovative to the field, and design the study. The faculty will assist the student with data and statistical analysis. The student will have a mandatory presentation of his/her research at the research meeting of the division of gastroenterology and draft an abstract that is suitable for submission to a regional or national scientific meeting for presentation.

\* If the student opts to do a second 4-week elective, drafting of a well referenced, full manuscript for submission to a peer-reviewed journal with the intent of publication will be required.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism. The student will be evaluated at approximately 2 weeks into the elective (formative). The summative evaluation will be based on the research presentation at the divisional research meeting and drafting of an abstract that is suitable for presentation at a regional or national scientific meeting. For students who complete 2 (two) blocks of elective (total of 8 (eight) weeks), the final grade will include an evaluation of a well-referenced manuscript that could be published. The elective will be evaluated via written evaluation and exit interview.

**Geriatrics**

**Course Director:** Dr. Thomas Obisesan  
**Faculty:** Dr. Thomas Obisesan and faculty from the Division of Geriatrics  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Washington Center for Aging Services and Howard University Hospital  
**When:** Fall Only  
**Enrollment:** Maximum one (1) student per four-week period

**Course description:**

This elective is an introduction to clinical geriatrics. The students will evaluate elderly patients at the Washington Center for the Aging Services (WCAS) and at Howard University Hospital. He/she will learn to appreciate the common and/or unique illnesses and disorders in the elderly.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism



## Hematology

**Course Director:** Dr. John Kark  
**Faculty:** Faculty from the Division of Hematology and Oncology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum one (1) student each four-week period

### Course Description:

The student will have the opportunity to evaluate both inpatients and outpatients. He/she will be expected to develop a management plan for each patient seen. Interpretation of peripheral smears and bone marrow preparations will be emphasized. Participation in the section's seminars, journal clubs, and conferences will be expected. A pretest and post-test will be given. The preparation and presentation of a short paper is required.

### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## Infectious Diseases

**Course Director:** Dr. Faria Farhat  
**Faculty:** Faculty, Division of Endocrinology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum three (3) students per four-week period

### Course Description:

A four-week elective offered by the department of Internal Medicine, Division of Infectious Disease designed to:

- <sup>35</sup>/<sub>17</sub> Learn basic and advanced principles of the pathogenesis of infectious diseases and host-pathogen interactions which provide the basis for understanding infectious diseases.
- <sup>35</sup>/<sub>17</sub> Accumulate knowledge about practical approaches for the diagnosis, management and prevention of infectious diseases.
- <sup>35</sup>/<sub>17</sub> Learn the optimal use of antimicrobial agents, including their appropriate use, toxicities, cost-effectiveness as well as their mechanisms of action.
- <sup>35</sup>/<sub>17</sub> Be able to present a clear, cohesive, and in-depth presentation of an infectious diseases topic to the infectious diseases team.

### Course Outline:

The student should develop a sound academic framework in Infectious Diseases and a rational approach to the use of antibiotics. The student will respond to consultation requests and make rounds with the attending physician, participate in Journal Club and other conferences. The student will also be exposed to laboratory methods in Infectious Diseases including interpretation of antibiograms, culture, and serology results. Extensive practical information and clinical aspects of HIV/AIDS are also taught.

**Evaluation:**

Students will be evaluated based on attendance, case presentation, didactic lecture presentation, and basic understanding and improvement in their knowledge base related to Infectious Diseases. Students can evaluate to elective by using anonymous elective evaluation form.

**Cultural Competency in HIV Disease**

**Course Director:** Goulida Downer, PhD, RD, LN, CNS;  
**Faculty:** Goulida Downer, PhD, RD, LN, CNS; and Faculty from the Department of Medicine  
**Contact:** Dr. Goulida Downer, 202-865-8146 [gdowner@hward.edu](mailto:gdowner@hward.edu)  
**Where:** Howard University  
**When:** February and October  
**Enrollment:** Three (3) students per four-week period.

**Course Description:**

This four-week elective offered by the department of Infectious Diseases will expose students to broad concepts of cultural competency in the delivery of health care. Lectures and workshops on topics addressing the role of cultural competency in reducing health disparities and ensuring quality care for diverse populations will be presented. Specifically, students will be instructed in the BESAFE Model of Cultural Competency for clinicians. BESAFE addresses six core components: *Barriers to Care, Ethics, Sensitivity, Assessment, Facts, and Encounters*. Case studies will be used as a potent tool to illustrate and demonstrate the six components of BESAFE as they relate to real life clinical situations.

**Course objectives:**

- <sup>35</sup>/<sub>17</sub> Identify the health care delivery challenges posed by shifts in demographic trends.
- <sup>35</sup>/<sub>17</sub> Conduct a cultural assessment in the area of HIV Clinical Care for minorities.
- <sup>35</sup>/<sub>17</sub> Develop a cultural competence plan to be used during residency and beyond.

**Course Outline:**

The course will provide the platform for students to address disparity in the care of patients with HIV disease from a heightened sense of awareness and increased understanding of 1) barriers to health care for minority patients; 2) assess how well their practice delivers care in a culturally and linguistically competent manner, 3) identify and plug service gaps and, 4) consistently put these solutions into practice.

This curriculum seeks to help HIV/AIDS care providers increase their awareness of cultural competence and its evolving role in improving quality of care.

**Evaluation:**

Questionnaire at the end of each module Teach-back (1 hour)

### **General Internal Medicine**

**Course Director:** Dr. Shelly McDonald-Pinkett  
**Faculty:** Drs. Shelly McDonald-Pinkett and faculty from the Department of Medicine  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum two (2) students per four-week period

#### **Course description:**

During this four week elective, students are exposed to broad concepts of internal medicine and their application in the delivery of comprehensive health care.

#### **Course Objectives:**

The student should be able to:

- <sup>35</sup>/<sub>17</sub> elicit and record an organized medical history.
- <sup>35</sup>/<sub>17</sub> conduct and document an accurate physical examination.
- <sup>35</sup>/<sub>17</sub> communicate in an effective manner with patients and their families.
- <sup>35</sup>/<sub>17</sub> use the pathophysiology of signs and symptoms to establish clinical correlation with disease processes.
- <sup>35</sup>/<sub>17</sub> formulate a reasoned differential diagnosis for each problem.
- <sup>35</sup>/<sub>17</sub> formulate an appropriate plan for confirming the diagnosis.
- <sup>35</sup>/<sub>17</sub> appropriately record and report patient's progress
- <sup>35</sup>/<sub>17</sub> communicate clearly and succinctly to colleagues and other members of the health care team.
- <sup>35</sup>/<sub>17</sub> formulate an appropriate initial and ongoing treatment program taking into account the urgency of the patient's problems.
- <sup>35</sup>/<sub>17</sub> record and interpret an ECG..
- <sup>35</sup>/<sub>17</sub> interpret cardiac enzymes.
- <sup>35</sup>/<sub>17</sub> interpret a complete blood count.
- <sup>35</sup>/<sub>17</sub> interpret results of a urinalysis
- <sup>35</sup>/<sub>17</sub> interpret bedside tests of pulmonary function.
- <sup>35</sup>/<sub>17</sub> interpret chest x-ray findings.
- <sup>35</sup>/<sub>17</sub> interpret arterial blood gas measurements.
- <sup>35</sup>/<sub>17</sub> interpret common chemistry measurements (e.g. CMP, electrolytes)

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

### **Clinical Nephrology**

**Course Director:** Constance Mere, M.D.  
**Faculty:** Faculty from the Division of Nephrology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital

**When:** Year Round  
**Enrollment:** Maximum three (3) students per four-week period

**Course Description:**

The student is given broad exposure to the clinical practice of nephrology. He/she works as part of the ward team, doing patient work-ups, participating in daily attending rounds, and attending scheduled renal conferences. He/she becomes proficient in examination of urine, and observes first hand the management of renal patients including those on hemodialysis, and peritoneal dialysis also those with renal transplant and fluid and electrolyte problems.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Medical Oncology**

**Course Director:** Dr. John Kark  
**Faculty:** Faculty from the Division of Hematology and Oncology  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum one (1) student per four-week

**Course Description:**

Emphasis is placed on clinical oncology and the clinical pharmacology of the antineoplastic agents. Students are expected to develop a diagnostic and therapeutic plan for each patient seen. Pathology, pathophysiology, staging and the selection of treatment modalities will be taught as well as the recognition and management of the complications of cancer and toxicity of its treatment. The student will participate in the section's seminars, journal clubs and conferences. A pretest and post-test will be given. The preparation and presentation of a short paper will be required.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Clinical Pulmonary Medicine**

**Course Director:** Dr. Alvin V. Thomas  
**Faculty:** Dr. Alvin Thomas and faculty from Division of Pulmonary in Department of Medicine  
**Contact:** Margaret Metzger, 202-865-1903, [mmetzger@howard.edu](mailto:mmetzger@howard.edu)  
**Where:** Howard University Hospital, Towers Building Suite 5000  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

The student will be exposed to clinical pulmonary medicine including consultations, conferences, ambulatory service clinics, diagnostic procedures, pulmonary function testing and interpretation.

**Course Outline:**

At the end of the rotation the student should be able to:

- <sup>35</sup><sub>17</sub> Discuss the clinical applications of respiratory structure and function
- <sup>35</sup><sub>17</sub> Interpret plain films of the chest
- <sup>35</sup><sub>17</sub> Interpret pulmonary function tests, including arterial blood gases
- <sup>35</sup><sub>17</sub> Interpret sputa smears and stains
- <sup>35</sup><sub>17</sub> Evaluate patients respiratory status pre-operatively
- <sup>35</sup><sub>17</sub> Discuss management of patients intra and post operatively
- <sup>35</sup><sub>17</sub> Evaluate and discuss management options of patients with simple and complex respiratory diseases

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## MICROBIOLOGY

### Global Health

**Course Director:** Dr. Kunle Kassim

**Faculty:** Faculty from the Department of Microbiology

**Where:** Howard University College of Medicine

**When:** Variable – confirm with Dr. Kassim

**Enrollment:** Five (5) students per four-week period

**Contact:** Ms. Jessica Smith. (202)365-1510, [jessmith@howard.edu](mailto:jessmith@howard.edu)

**Course Description:**

A four week elective course offered by The Department of Microbiology is designed to:

- <sup>35</sup><sub>17</sub> Review basic concepts of epidemiology and global health, including global health disparities, prevention and control
- <sup>35</sup><sub>17</sub> Provide an in-depth examination of current issues, activities and innovations in global health strategies
- <sup>35</sup><sub>17</sub> Allow students to understand methods of determining global disease burdens and control from data resources of the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), National Institutes of Health (NIH) and other international health organizations
- <sup>35</sup><sub>17</sub> Analyze case studies to learn strategies of vaccine development and distribution for disease control
- <sup>35</sup><sub>17</sub> Use case studies to learn and apply procedures for investigating disease outbreaks, etiology and control in community and healthcare settings
- <sup>35</sup><sub>17</sub> Analyze research and clinical data to establish epidemiological curves to determine sources, disease transmission and control strategies
- <sup>35</sup><sub>17</sub> Allow students to design basic water / sanitation systems to reduce associated morbidity and mortality

**Course Outline:**

Global health has emerged as an important subject in medical school curriculum across the country. It has served as a vehicle for students to expand their knowledge base about issues of medical and public health importance that simultaneously affect their immediate surroundings and the rest of the world. Recent cholera epidemic in Haiti, the H1N1 influenza pandemic, the HIV/ AIDS pandemic and the recognition of obesity and hypertension as major risk factors for stroke and heart diseases worldwide have demonstrated the globalization of diseases and the importance of equipping our students with the necessary tools and knowledge to help combat and control future epidemics and associated disease complications.

**Evaluation:**

Students will be evaluated on attendance, professionalism, case presentations and submission of a term paper with focus on literature review and innovative solution to a selected global health issue.

**Evaluation of the course:**

Students will be asked to identify both the strong and weak points of the course, with recommendations for improvement.

## NEUROLOGY

### General Neurology

<b>Course Director:</b>	Dr. Annapurni Jayam Trough
<b>Faculty:</b>	Drs. A. Adams and Roger Weir
<b>Contact:</b>	Dr. Annapurni Jayam Trough, 202-865-1545, <a href="mailto:ajayam-trough@howard.edu">ajayam-trough@howard.edu</a>
<b>Where:</b>	Howard University Hospital
<b>When:</b>	Year Round
<b>Enrollment:</b>	Maximum one (1) student per four-week period

**Course Description:**

The student will actively participate in the evaluation and treatment of patients afflicted with disorders involving the central nervous system. He/she will essentially be acting in the capacity of an extern and working under the direct supervision of members of the Neurology staff. He/she will participate in the various teaching activities and conferences as listed below. He/she will have the opportunity to develop special interests in Clinical Neurophysiology.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance and professionalism

### **Pediatric Neurology**

**Course Director:** Dr. Annapurni Jayam Trough  
**Faculty:** Faculty from the Department of Neurology  
**Contact:** Dr. Annapurni Jayam Trough, 202-865-1545,  
[ajayam-trough@howard.edu](mailto:ajayam-trough@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

#### **Course Description:**

This course provides pediatric neurology clinical exposure. The student will be assigned cases at Howard University Hospital Pediatric Neurologic clinic for evaluation. Cases may also be assigned from the consultation service or private patients. Techniques of neurological examination will be demonstrated, followed by a brief discussion of the patient's problems. Students will help with consultations, sit in on lectures and demonstrations offered to the junior medical students rotating through neurology, and attend the weekly grand rounds, as well as stroke conferences. In addition, the student may be given assignment related to pertinent pediatric neurological problems and will attend topic discussions with residents.

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

### **The Aging Brain**

**Course Director:** Dr. Roger L. Weir  
**Faculty:** Dr. Roger L. Weir and faculty from the Department of Neurology  
**Contact:** Dr. Roger L. Weir, [rweir@howard.edu](mailto:rweir@howard.edu), 202-865-1545  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum one (1) student per four-week period

#### **Course Description:**

Alzheimer's disease and Parkinsonism are two disorders, which are associated with advanced age. Under faculty guidance, students will perform clinical examinations, review the literature and use audiovisual aids while studying these disorders.

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## OBSTETRICS AND GYNECOLOGY

### Gynecology

**Course Director:** Dr. Kerry Lewis  
**Faculty:** Faculty from the Department of Obstetrics and Gynecology  
**Contact:** Maria G. Manning, 202-865-1161  
**Where:** Howard University Hospital Room 3C04  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum two (2) students per four-week period

#### Course Description:

The student will be exposed to and interact with patients who present with common gynecological diseases in the hospital and the clinic with emphasis on diagnostic procedures and therapy.

#### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### Gynecological Oncology

**Course Director:** Dr. Russell Hill  
**Faculty:** Faculty from the Department of Obstetrics and Gynecology  
**Contact:** Maria G. Manning, 202-865-1161  
**Where:** Howard University Hospital Room 3C04  
**When:** Year round  
**Enrollment:** Maximum one (1) student per four-week period

#### Course Description:

Emphasis is on basic principles of anatomy, pathology, chemotherapy, surgery, and radiotherapy in treatment of gynecologic malignancies.

#### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### Maternal-Fetal Medicine

**Course Director:** Dr. Kerry Lewis  
**Faculty:** Faculty from the Department of Obstetrics and Gynecology  
**Contact:** Maria G. Manning, 202-865-1161  
**Where:** Howard University Hospital Room 3C04  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum one (1) student per four-week period

#### Course Description:

Clinical experience in dealing with high risk obstetrics and basic ultrasound training

#### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism



## Obstetrics

**Course Director:** Dr. Kerry Lewis  
**Faculty:** Faculty from the Department of Obstetrics and Gynecology  
**Contact:** Maria G. Manning, 202-865-1161  
**Where:** Howard University Hospital Room 3C04  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum two (2) students per four-week period

### Course Description:

The student will have clinical experience in obstetrics dealing with basic physiology and anatomy of mother and fetus. Some high risk obstetrical cases will be included.

### Evaluation:

Students will be evaluated on their knowledge, attendance, and professionalism

## OPHTHALMOLOGY

### Ophthalmology - Basic

**Course Director:** Dr. Robert Copeland and Ophthalmology Faculty  
**Faculty:** Faculty from the Department of Ophthalmology  
**Contact:** Yara Mackey, 202-865-6425 [ymackey@huhosp.org](mailto:ymackey@huhosp.org)  
**Where:** Howard University Hospital, 2<sup>nd</sup> floor towers  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four week period

### Course Description:

*A four-week elective offered by the department of Ophthalmology designed to:*

- 35  
17 Obtain skills in ophthalmic history and examination
- 35  
17 Gain knowledge of ophthalmic disease
- 35  
17 Observation of surgical procedures
- 35  
17 Participate in teaching conference and rounds
- 35  
17 Participate in patient consultation
- 35  
17 Learn the proper use of the slit lamp bicroscopy, indirect and direct ophthalmoscope

### Course Outline:

Diagnosis and management of common and major ophthalmologic surgical disease is a major component. Principles of preoperative and postoperative techniques, surgical pathology and pathophysiology of fundamental diseases: inflammatory, neoplastic, congenital, and traumatic. Particular emphasis will be places on the diseases of the eye and their treatment.

### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### **Advanced Clinical Ophthalmology**

**Course Director:** Dr. Robert Copeland and Ophthalmology Faculty  
**Faculty:** Faculty from the Department of Ophthalmology  
**Contact:** Yara Mackey, 202-865-6425 [ymackey@huhosp.org](mailto:ymackey@huhosp.org)  
**Where:** Howard University Hospital, 2<sup>nd</sup> floor towers  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four week period

#### **Description:**

Students will become skillful at history taking, ophthalmologic examination, diagnosis and management of common disease: dry eye; red eye; glaucoma; cataracts; retina; strabismus; trauma. Students will be involved in weekly lecture series, grand rounds and combined retina lectures. Students will observe surgery and become a part of the resident team.

#### **Course Outline:**

- <sup>35</sup>/<sub>17</sub> Obtain skills in ophthalmic history and examination
- <sup>35</sup>/<sub>17</sub> Gain knowledge of ophthalmologic disease
- <sup>35</sup>/<sub>17</sub> Observation of surgical procedures
- <sup>35</sup>/<sub>17</sub> Participate in teaching conference and rounds
- <sup>35</sup>/<sub>17</sub> Participate in patient consultation
- <sup>35</sup>/<sub>17</sub> Learn the proper use of the slit lamp biomicroscopy, indirect and direct ophthalmoscope.

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## **ORTHOPAEDIC SURGERY**

### **General Orthopedic Surgery**

**Course Director:** Dr. Terry L. Thompson  
**Faculty:** Faculty from the Department of Orthopaedic Surgery  
**Contact:** Sharon Britt, 202-864-1656, [sdbritt@howard.edu](mailto:sdbritt@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum three (3) students per four-week period

#### **Course Description:**

##### **Students will:**

- <sup>35</sup>/<sub>17</sub> Participate in the pre-operative, operative and post-operative care of orthopaedic patients
- <sup>35</sup>/<sub>17</sub> Make daily rounds with orthopaedic team that includes residents and attending physicians
- <sup>35</sup>/<sub>17</sub> Participate in orthopaedic clinics

<sup>35</sup><sub>17</sub> Actively participate in conferences, including preparation of brief presentations on a variety of orthopaedic topics

**Course Outline:**

*Students will be exposed to-*

- <sup>35</sup><sub>17</sub> Diagnosis and management of fractures and dislocations
- <sup>35</sup><sub>17</sub> Common orthopaedic diseases
- <sup>35</sup><sub>17</sub> Pathophysiology of orthopaedic diseases
- <sup>35</sup><sub>17</sub> Operative techniques including:
  1. total joint arthroplasty
  2. closed and open reduction of fractures
  3. arthroscopy
  4. hand surgery
  5. surgery of the spine

**Evaluation:**

Each student will be evaluated on a continuous basis that includes formative evaluation and an end of rotation summative evaluation. Students will also be evaluated on their knowledge, attendance, and professionalism

**PATHOLOGY**

**Pathology- Anatomical**

**Course Directors:** Drs. Edward Lee and Ali Ramadan  
**Faculty:** Dr. Edward Lee and additional faculty from the Department  
**Contact:** Solomie Tiruneh, (202) 806-6307 [stiruneh@howard.edu](mailto:stiruneh@howard.edu)  
**Location:** Howard University Hospital  
**Availability:** Year round  
**Enrollment:** Maximum two (2) students per four weeks

**Course Description:**

The student is expected to:

- <sup>35</sup><sub>17</sub> Demonstrate an understanding of surgical specimens
- <sup>35</sup><sub>17</sub> Review normal gross anatomy and identify deviations from normal
- <sup>35</sup><sub>17</sub> Review normal histology and identify deviations from normal
- <sup>35</sup><sub>17</sub> Identify and discuss different types of abnormalities
- <sup>35</sup><sub>17</sub> Observe processing techniques
- <sup>35</sup><sub>17</sub> Describe accurately (written) analysis of a given specimen
- <sup>35</sup><sub>17</sub> Describe the principles of selected stains
- <sup>35</sup><sub>17</sub> Describe cytomorphology of invasive carcinoma
- <sup>35</sup><sub>17</sub> Review Human Papilloma Virus
- <sup>35</sup><sub>17</sub> Identify common pathogenic organisms
- <sup>35</sup><sub>17</sub> Participate in autopsies and review the glass slides

<sup>35</sup><sub>17</sub> Demonstrate understanding of preparation of materials for electron microscopy

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance and professionalism

**Pathology- Clinical**

**Course Directors:** Drs. Edward Lee and Ali Ramadan  
**Faculty:** Dr. Edward Lee and additional faculty from the Department  
**Contact:** Solomie Tiruneh, (202) 806-6307 [stiruneh@howard.edu](mailto:stiruneh@howard.edu)  
**Location:** Howard University Hospital  
**Availability:** Year round  
**Enrollment:** Maximum two (2) students per four weeks

**Course Description:**

The student will rotate for one week each in the following areas:

- <sup>35</sup><sub>17</sub> Blood Bank/Transfusion Medicine/ Immunoserology
- <sup>35</sup><sub>17</sub> Hematology/Clinical Microscopy/Coagulation
- <sup>35</sup><sub>17</sub> Microbiology
- <sup>35</sup><sub>17</sub> Chemistry and Lab Management

**Course Outline:**

The student will:

- <sup>35</sup><sub>17</sub> Be expected to meet the objectives that will be distributed at the beginning of the rotation
- <sup>35</sup><sub>17</sub> Develop a handy personal pocket reference
- <sup>35</sup><sub>17</sub> Evaluate the course

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance and professionalism.

**Pathology- Combined Anatomical and Clinical**

**Course Directors:** Drs. Edward Lee and Ali Ramadan  
**Faculty:** Dr. Edward Lee and additional faculty from the Department  
**Contact:** Solomie Tiruneh, (202) 806-6307 [stiruneh@howard.edu](mailto:stiruneh@howard.edu)  
**Location:** Howard University Hospital  
**Availability:** Year round  
**Enrollment:** Maximum two (2) students per four weeks

**Anatomical - Course Description-Anatomic**

The student is expected to:

- <sup>35</sup><sub>17</sub> Demonstrate an understanding of surgical specimens
- <sup>35</sup><sub>17</sub> Review normal gross anatomy and identify deviations from normal
- <sup>35</sup><sub>17</sub> Review normal histology and identify deviations from normal

- <sup>35</sup>/<sub>17</sub> Identify different and discuss different types of abnormalities
- <sup>35</sup>/<sub>17</sub> Participate in autopsies and review the glass slides

**Clinical - Course Description- Clinical**

The student will rotate for two (2) days in the following areas:

- <sup>35</sup>/<sub>17</sub> Blood Bank/Transfusion Medicine/ Immunoserology
- <sup>35</sup>/<sub>17</sub> Hematology/Clinical Microscopy/Coagulation
- <sup>35</sup>/<sub>17</sub> Microbiology
- <sup>35</sup>/<sub>17</sub> Chemistry and Lab management

**Course Outline:**

The student will:

- <sup>35</sup>/<sub>17</sub> Be expected to meet the objectives that will be distributed at the beginning of the rotation
- <sup>35</sup>/<sub>17</sub> Develop a handy personal pocket reference
- <sup>35</sup>/<sub>17</sub> Evaluate the course

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance and professionalism.

**PEDIATRICS**

**Adolescent Medicine**

- Course Director:** Dr. Esther Forrester
- Faculty:** Drs. Esther Forrester and Renee Jenkins and faculty from the Department Pediatrics
- Contact:** Felecia Hughes, 202-865-1592, [fhughes@howard.edu](mailto:fhughes@howard.edu)
- Where:** Howard University Hospital, Room 6B04
- When:** Year Round
- Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

This elective is designed to introduce students to common medical presentations of Problems. The assessment of the adolescent in terms of developmental, psychological and environmental influences will be reviewed. Students will be exposed to different sites and settings of ambulatory adolescent health care such as hospital based clinic, school based clinic, University Health Center, and health center at a job-training program. For additional didactic sessions, students will spend half a day each week at the Children's National Medical Center. Students are also expected to spend time on an individual research project.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

### **Pediatric Allergy and Immunology**

**Course Director:** Dr. Elena R.G. Reece  
**Faculty:** Dr. Elena R.G. Reece and faculty from the Department Pediatrics  
**Contact:** Felecia Hughes, 202-865-1592, [fhughes@howard.edu](mailto:fhughes@howard.edu)  
**Where:** Howard University Hospital, Suite 4100A (Tower Bldg.)  
**When:** Year Round  
**Enrollment:** Maximum one (1) student per four-week period

#### **Course Description:**

The student will be taught the evaluation and care of children with allergies such as asthma, eczema, and allergic rhinitis. Evaluation and care of children with suspected immuno-deficiencies will also be taught. Activities include attendance at three clinics per week, consultation, lectures, presentations, and discussions.

#### **Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### **Pediatrics Developmental and Behavioral**

**Course Director:** Dr. Edwin Powell and Davene White, RN, NNP, MPH  
**Faculty:** Dr. Edwin Powell and faculty from the Department of Pediatrics  
**Contact:** Felecia Hughes, 202-865-1592, [fhughes@howard.edu](mailto:fhughes@howard.edu)  
**Where:** Howard University Hospital Pediatric Dept. 6N Suite  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

#### **Course Description:**

The course will expose the student to-

<sup>35</sup>/<sub>17</sub> Frequently encountered behavior and developmental problems of school age children:

- ADHD
- Learning disabilities
- Speech difficulties
- Developmental difficulties
- Issues of loss

<sup>35</sup>/<sub>17</sub> Will become familiarized with psychological testing and its uses in developing an Individualized Education Plan for a student

<sup>35</sup>/<sub>17</sub> School or day care visit.

- The student will visit a patient in his natural environment-school or day care and observe his behavior and development there

<sup>35</sup>/<sub>17</sub> Students will view videos and movies which emphasizes the week's topic

<sup>35</sup>/<sub>17</sub> Students will participate in the center's activities-seeing patients, consulting on the floor and multidisciplinary team meetings

<sup>35</sup>/<sub>17</sub> Students will participate in the weekly didactic sessions with Attending

<sup>35</sup>/<sub>17</sub> At the end of the one month block, the student will make a 30 minutes presentation on a topic related to behavior, academic success or development to the group of residents.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Pediatric Endocrinology and Metabolism**

**Course Director:** Dr. Gail Nunlee-Bland  
**Faculty:** Dr. Gail Nunlee-Bland and faculty from the Department of Pediatrics  
**Contact:** Felecia Hughes, 202-865-1592, [fhughes@howard.edu](mailto:fhughes@howard.edu)  
**Where:** Howard University Hospital, Room 6B04  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

Endocrine and metabolic influences in health and disease are studied. Both outpatients and inpatients are managed. Some clinical genetics are included.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Pediatric Hematology/Oncology**

**Course Director:** Dr. Sohail Rana  
**Faculty:** Dr. Sohail Rana, Chandni Parikh, PNP, Caroline Reed, FNP, Dr. Onyinye C. Onyekwere and faculty from the Pediatric Department  
**Contact:** Chandni Parikh, PNP, [Chandni.parikh@howard.edu](mailto:Chandni.parikh@howard.edu), 202 865 4553  
**Where:** Howard University Hospital, Room 6B08  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

Emphasis is placed on management of children and adolescents with cancer and hematological disorders. Basic laboratory studies such as interpretation of peripheral blood and bone marrow smears are taught. Students are introduced to the principles of chemotherapy. Opportunities are available for clinical and biochemical research for students who are interested.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Pediatric HIV Disease**

**Course Director:** Dr. Sohail Rana  
**Faculty:** Dr. Sohail Rana, Chandni Parikh, PNP, Caroline Reed, FNP and faculty from the Pediatric Department  
**Contact:** Chandni Parikh, PNP, [Chandni.parikh@howard.edu](mailto:Chandni.parikh@howard.edu), 202 865 4553  
**Where:** Howard University Hospital, Room 6B08  
**When:** Year Round  
**Enrollment:** Maximum one (1) student per four-week period

**Course Description:**

Students will participate in multidisciplinary comprehensive care of children infected with human immunodeficiency virus. Students will be exposed to clinical trials and care of terminally ill patients. Opportunities are available for students to become engaged in long term research projects at the beginning of the 4<sup>th</sup> year.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### Neonatology

**Course Director:** Dr. Michal A. Young  
**Faculty:** Faculty, Department of Pediatrics  
**Contact:** Felicia Hughes, 202 865-1592/1596, [fhughes@howard.edu](mailto:fhughes@howard.edu)  
**Where:** Howard University Hospital, 3 South Nurseries  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

Neonatology is the study of the Neonate. Pathophysiology of the neonate and disease states of the fetus and the newborn, both term and preterm are discussed. Basic principles of newborn resuscitation are reviewed and skills assessed.

**Course Outline:**

The student attends delivery room calls, rounds in the NICU, Intermediate and Normal Nurseries. The student will also attend “Huddle” – which is a brief discussion on patients currently on labor and delivery and on the maternity unit. The student assists in management of newborns with problems of intermediate severity. He/she takes part in multidisciplinary management/discharge conferences where physicians, nurses, social workers, and other support personnel discuss patient problems He/she is expected to carry a patient load, present topics as assigned, and participate and present at the monthly morbidity mortality conference.

**Evaluation:**

We will use a Medical Student Self Assessment Tool which must have signed concurrence by the Attending. We use a departmental rotation evaluation form

### Holistic and Integrative Pediatrics

**Course Director:** Lorelle E. Bradley, M.D., FAAP  
**Faculty:** Dr. Lorelle E. Bradley and additional Department of Pediatric Faculty  
**Contact:** Dr. Lorelle E. Bradley, 202-865-4554 [lbradley@aap.net](mailto:lbradley@aap.net)  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per 4 week rotation  
 Senior Medical Students  
 Successful completion of 3<sup>rd</sup> year Pediatric Core Clerkship



**Course Description:**

A four-week elective offered by the Department of Pediatrics and Child Health

**Course Outline:**

This elective will give 4<sup>th</sup> year medical students the unique opportunity to explore Holistic, Integrative, Complementary and Alternative Medicine (HICAM) Modalities as they apply to the Pediatric Patient. Each student will begin the course with designing their own health plan and discuss it with the course preceptor to see how their own views, beliefs and values impact their care of the pediatric patient. The students will perform literature searches and analyze data for the safe and effective use of HICAM in their practice of pediatric medicine. Students will shadow a Lactation Consultant in the inpatient and outpatient settings at Howard University Hospital. The students will also be given the opportunity to shadow HICAM pediatric provider(s) in the community including, but not limited to chiropractors, naturopathic, acupuncture and medical spa providers in their respective offices and locations. Students will also rotate in the clinic with Dr. Lorelle Bradley as she demonstrates the use of HICAM for interested pediatric patients and their families. A brief research paper and presentation will be completed at the end of the course on a pediatric HICAM topic of the student's choosing. Students will also be strongly encouraged to participate in on-going research and academic activities with HICAM related topics at the University, including the writing of case presentations, literature searches, research project designs and clinical trials.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## PHARMACOLOGY

### Clinical Pharmacology

<b>Course Director:</b>	Dr. Clifford Ferguson
<b>Faculty:</b>	Drs. Robert E. Taylor and Clifford Ferguson
<b>Contact:</b>	Leah Durphy-Taylor, 202-865-6311
<b>Where:</b>	Howard University Hospital
<b>When:</b>	Year Round
<b>Enrollment:</b>	Maximum four (4) students per four-week period

**Course Description:**

The clinical rotation in the Department of Pharmacology is designed to present an intensive period of training in therapeutics to selected students. To accomplish this instructional goal, the students will actively participate as part of the clinical team with the Division's consultative service. Each patient will serve as a focal point for lectures in therapeutics. In addition, formal lectures will be given which will introduce the students to the principles of pharmacokinetics, drug epidemiology, pharmaco-genetics, recognition and management of adverse drug reactions, clinical toxicology, drug interactions, and antibiotic clinical pharmacology and pharmaco-informatics. In addition, the students will have the opportunity to participate with the division in activities and conferences at other

medical centers. Students who enroll in this elective will be expected to develop a project suitable for scientific presentation and/or publication.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## **PHYSICAL MEDICINE AND REHABILITATION**

### **Physical Medicine and Rehabilitation - Clinical**

**Course Director:** Dr. Janaki Kalyanam  
**Faculty:** Faculty from the Department of Physical Medicine and Rehabilitation  
**Contact:** Dr. Janaki Kalyanam, 202-865-1412, [jkalyanam@howard.edu](mailto:jkalyanam@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum four (4) students per period

**Course Description:**

This is an elective clerkship in the evaluation and physiatric management of patients with disabilities. Emphasis will be given during the first four (4) weeks to functional evaluation and disability assessment. The student will receive experience in the prescription of common physical modalities (heat, light, sound, electricity, water, and therapeutic mechanical energy) and in the coordination of rehabilitation team efforts to deliver comprehensive care.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

### **Physical Medicine and Rehabilitation – Research Problems**

**Course Director:** Dr. Janaki Kalyanam  
**Faculty:** Dr. Janaki Kalyanam and faculty from the Department of Physical Medicine and Rehabilitation  
**Contact:** Dr. Janaki Kalyanam, 202-865-1412, [jkalyanam@howard.edu](mailto:jkalyanam@howard.edu)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

This is a short term investigative project in the sphere of the clinical application of physiatric principles, modalities, or appliances. The project will be completed during the elective period and a paper written about the findings. The student will have the opportunity to study research methods readily available for clinical research, and receive practice in the application of the scientific method of problem solving.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

## PSYCHIATRY

### Psychiatry Acting Internship

**Course Director:** Dr. William B. Lawson  
**Faculty:** Faculty, Department of Psychiatry  
**Contact:** Dr. William B. Lawson 202 865 6611  
[wblawson@howard.edu](mailto:wblawson@howard.edu)  
**Where:** Howard University Hospital and Clinic  
**When:** Any 4 weeks-block throughout the year  
**Enrollment:** Maximum four (4) students per four week rotation  
Senior Medical Students in good standing and completed a third year clinical rotation in psychiatry.

\*Preference will be given to students who did not previously do a rotation in psychiatry at Howard University Hospital.

### Course Description:

This is a four week elective that can be extended to a year. As part of the overall goal of helping the medical student to develop the skills to become an independent practitioner the objectives are to:

1. Further develop diagnostic skills for psychiatric disorders and related disorder.
2. Further develop treatment management skills for psychiatric disorders and related disorder.
3. To further expand the knowledge base for psychiatric and related disorders.

### Course Outline:

The medical student will rotate on one or more of the following services: inpatient, outpatient clinic, addictions, consultation and liaison, HIV-psychiatric program and to be responsible for diagnosis, formulation of a treatment plan and arranging following-up for patients with psychiatric disorders or related conditions under the supervision of a resident or attending but with more independence in decision making than a third year medical student.

### Evaluation:

Students will be evaluated by the attending with resident input. Evaluations will be based on direct observation of care, review of notes, case presentations and write-ups, staff and patient reports. The elective will be evaluated by student ratings, requests for the elective, and faculty evaluations.

### Addiction Medicine

**Course Directors:** Dr. William B. Lawson  
**Faculty:** Drs. Robert E. Taylor, Robert L. Copeland, Sonya Sobrian, Martha Davila-Garcia and Clifford Ferguson  
**Department of Pharmacology**  
& Drs. William B. Lawson, Walter P. Bland, Tanya N. Alim and Alyce C. Gullattee  
**Department of Psychiatry and Behavioral Sciences**

**Contact:** Dr. William B. Lawson 202 865 6611  
[wblawson@howard.edu](mailto:wblawson@howard.edu)

**Where:** Howard University Department of Pharmacology, Numa P. G.  
Adams Building 3<sup>rd</sup> Floor 202-806-6311  
Howard University Hospital, Department of Psychiatry and  
Behavioral Sciences 5<sup>th</sup> Floor 202-865-6615  
Howard University Alcohol Research Center

**When:** October, January and April

**Enrollment:** Maximum four (4) students per four-week period

**Course Description:**

The purpose of this elective is to give students information and clinical exposure to methods of diagnosis, intervention, and management of patients with substance use and associated disorders. The elective will educate medical students of a broad range of topics related to substance abuse and dependence, and effects of individual patients, the healthcare and social systems.

Lectures/seminars in the epidemiology and basic science of addiction medicine, screening for alcohol and substance abuse disorders, treatment of withdrawal syndromes, brief intervention, behavioral and pharmacological treatment, medical and psychiatric co-occurring illnesses will be presented. The elective is also structured in manner that will facilitate student s participation in clinical research activities.

Clinical Activities include: D.C. Detoxification Clinic, Alcohol Anonymous, and Outpatient methadone and buprenorphine treatment clinic, Department of Psychiatry and Behavioral Sciences Inpatient Substance Abuse Service, Community Based Long-Term Substance Abuse Treatment Clinics.

**Course Outline:**

The student will be except to:

<sup>35</sup><sub>17</sub> develop knowledge and skills in addictions.

<sup>35</sup><sub>17</sub> enhance knowledge of DSM IV- TR of addiction disorders and related conditions.

<sup>35</sup><sub>17</sub> further refine knowledge of treatments for addictions and related disorders.

**Evaluation:**

The faculty will evaluate the students with the Howard University College of Medicine, Evaluation Report of Clinical Electives form. This elective course will be evaluated by the students using the Department of Psychiatry and Behavioral Sciences evaluation form

**Clinical Psychiatry**

**Course Directors:** Dr. William B. Lawson

**Faculty:** Drs. Tanya Alim, Walter P. Bland, Alyce Gullattee, William Lawson, Mansoor Malik, Robert Mickey, and Thomas Mellman

**Contact:** Dr. William B. Lawson 202 865 6611; [wblawson@howard.edu](mailto:wblawson@howard.edu)

**Where:** Howard University Hospital

**When:** Year round

**Enrollment:** Maximum four (4) students per four-week period

**Course Description:**

The purpose of the elective is to give the student a more detailed theoretical and practical experience in general Psychiatry. The student will be expected to:

- <sup>35</sup>/<sub>17</sub> Develop thorough knowledge and experience in the conduct of an initial interview including the mental status evaluation.
- <sup>35</sup>/<sub>17</sub> Acquire keener recognition of symptoms and greater familiarity with psychiatric terminology.
- <sup>35</sup>/<sub>17</sub> Develop knowledge and skill in consultation and liaison psychiatry.
- <sup>35</sup>/<sub>17</sub> Develop knowledge and skill in addiction psychiatry
- <sup>35</sup>/<sub>17</sub> Develop skills in working with children and adolescents as well as adults.
- <sup>35</sup>/<sub>17</sub> Develop an increased awareness of terminology in accordance with DSM III-R
- <sup>35</sup>/<sub>17</sub> Develop an increased awareness of the psychiatric therapies including indications, contraindications, and mechanisms of action, actions, interactions and side effects of drugs commonly used.
- <sup>35</sup>/<sub>17</sub> Develop knowledge and skill in formulating a treatment plan, to monitor such plan and make necessary changes based on the patient's response.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

**Cognitive and Behavioral Therapy**

- Course Director:** Dr. R. Elaine Graves  
**Faculty:** Drs. R. Elaine Graves, Evaristus.Nwulia and Ekwenzi Gray  
**Contact:** Emma C. Fair-Avery-Program Coordinator  
[efair-avery@howard.edu](mailto:efair-avery@howard.edu) 202-865-6612  
**Where:** Howard University Hospital, Department of Psychiatry and Behavioral Sciences 202-865-6615  
 Community Health and Family Medicine 4<sup>th</sup> Floor 202-865-7725  
 Howard University Counseling Center 202-806-5708  
**When:** Fall and Spring Semesters  
**Enrollment:** Maximum four (4) students per four-week period

**Course Description:**

The purpose of this elective is to introduce the student to the theory, principles and techniques of cognitive behavior therapy with a specialized focus on emotional self-help techniques.

Psychiatric inpatients and outpatients comprise the primary patient population. An opportunity to work with other patient groups (e.g. cancer patients) will be provided.

The student is expected to:

- <sup>35</sup>/<sub>17</sub> develop theoretical and empirical knowledge of cognitive-behavior theory and therapy.
- <sup>35</sup>/<sub>17</sub> develop theoretical knowledge and clinical experience in the assessment of patients who would be appropriate for cognitive-behavioral therapy.

**Course Outline:**

Develop knowledge and skills:

- <sup>35</sup><sub>17</sub> in analyzing the work of cognitive-behavior therapy.
- <sup>35</sup><sub>17</sub> in analyzing the work of cognitive-behavior therapists through videotapes, audiotape, and theory protocols.
- <sup>35</sup><sub>17</sub> in formulating a cognitive-behavioral treatment plan and providing a rationale for the treatment plan based on patients.
- <sup>35</sup><sub>17</sub> in interviewing patients and providing brief treatment interventions, using cognitive-behavioral therapy.
- <sup>35</sup><sub>17</sub> develop an increased awareness of the cognitive distortions and dysfunctional attitudes and beliefs that characterize specific diagnostic designations.
- <sup>35</sup><sub>17</sub> develop keen recognition of symptoms of neurotic depression and anxiety and effective cognitive-behavioral strategies for alleviating symptoms.

**Evaluation:**

The faculty will evaluate the students with the Howard University College of Medicine, Evaluation Report of Clinical Electives form. This elective course will be evaluated by the students using the Department of Psychiatry and Behavioral Sciences evaluation form

**Research in Psychiatry**

- Course Director:** Dr. Thomas Mellman  
**Faculty:** Drs. William Lawson, Evaristus Nwulia, Tanya Alim and Thomas Mellman  
**Contact:** Emma C. Fair-Avery-Program Coordinator  
[efair-avery@howard.edu](mailto:efair-avery@howard.edu) 202-865-6612  
**Where:** Howard University Hospital and the H.U. Mental Health Clinic  
**When:** Summer  
**Enrollment:** Maximum four (4) students per four or 8 week period

**Course Description:**

The elective offers opportunities to conduct an in-depth literature review and related secondary data analysis that could potentially lead to an academic presentation. Research opportunities are available to medical students through multiple research grants. Projects explore understanding of the psychology, culture and biology of post traumatic stress disorder, the genetics and treatment of bipolar disorder and novel treatments for depression and alcoholism.

**Course Outline:**

The student will:

- <sup>35</sup><sub>17</sub> develop skills in diagnosing mental illness, and in the use of psychiatric research assessment instruments, clinical protocols and research methodology.
- <sup>35</sup><sub>17</sub> gain knowledge about new treatment interventions in psychiatry.

**Evaluation:**

The faculty will evaluate the students with the Howard University College of Medicine, Evaluation Report of Clinical Electives form. This elective course will be evaluated by the students using the Department of Psychiatry and Behavioral Sciences evaluation form. Students will be evaluated on their knowledge, attendance, and professionalism

## RADIATION ONCOLOGY

### Therapeutic Aspects of Radiation Oncology

**Course Director:** Dr. Jacquelyn Dunmore-Griffith  
**Faculty:** Faculty from the Department of Radiation Oncology  
**Contact:** Dr. Jacquelyn Dunmore-Griffith, 202-865-1421  
**Where:** Howard University Hospital Department of Radiation Therapy, Room BA-10  
**When:** Year Round  
**Enrollment:** Maximum two (2) students per four-week period

### Course Description:

Introduction to basics of radiation physics, radiation biology and clinical radiation oncology.

### Evaluation:

Students will be evaluated on their knowledge, attendance, performance, and professionalism

## RADIOLOGY

### Diagnostic Radiology

**Course Director:** Dr. Andre Duerinckx  
**Faculty:** Faculty from the Department of Radiology  
**Contact:** Ms. Desta Golden- Radiology Elective Administrative 202-865.1572 or 1576 [dgolden@huh.osp.org](mailto:dgolden@huh.osp.org)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum four (4) students per four-week period

### Course Description:

Course/ Rotation Goals

- <sup>35</sup><sub>17</sub> To provide a broader understanding of the principles of radiology and a familiarity with the many diagnostic techniques available, their values and limitations, and how they may best be used in the management of the patient.
- <sup>35</sup><sub>17</sub> To train the student in the basic skills of image interpretation with emphasis on, but not limited to, the brain, neck, chest, abdomen, pelvis and extremities.

Course Objectives-

- <sup>35</sup><sub>17</sub> Exposure to both the CLINICAL and TECHNICAL (including, the science and research) aspects of Radiology.
- <sup>35</sup><sub>17</sub> Review basic anatomy and pathology as seen on imaging studies.
- <sup>35</sup><sub>17</sub> Develop basic understanding of special imaging studies such as CT, Ultrasound, MRI, Fluoroscopy, Nuclear Medicine, etc.
- <sup>35</sup><sub>17</sub> Develop a GLOBAL understanding about Medical Imaging and radiology.
- <sup>35</sup><sub>17</sub> Teach you how to write up a Radiology Case report and submit it for publication.

## **Course Outline:**

### Learning Objectives-

#### At the end of the 4 week rotation,

<sup>35</sup><sub>17</sub> For RADIOLOGY QUALITY ASSURANCE (QA) and SAFETY the student should be able to:

1. Identify two measures of Radiology QA.
2. Be aware of the importance of incident reporting
3. Know about contrast reactions and contrast safety (see later section)
4. Know about MRI safety (see also later section);
5. Understand malpractice implications of “communication in radiology”;

<sup>35</sup><sub>17</sub> For RADIOLOGY RESEARCH the student should be able to:

1. Successfully present, write up and submit a Radiology Case report within the first 3 weeks of the rotation.
2. Understand the standards for image captions in Radiology publications;

<sup>35</sup><sub>17</sub> For CLINICAL RADIOLOGY the student should be able to:

1. Identify three structures on normal chest, abdominal and joint radiographs.
2. Recognize free air in the thorax and abdomen
3. Identify two causes of consolidation on chest radiograph.
4. Describe two imaging findings seen in high grade bowel obstruction.
5. Recognize one imaging finding associated with appropriate placement of support line and tube placement in the thorax and abdomen.
6. Identify one imaging finding used to determine the presence of stones in the gallbladder, kidney and urinary bladder on CT imaging.
7. Name one imaging characteristic to distinguish cystic from solid structures on sonography.
8. Identify one imaging finding associated with moderate and large pulmonary emboli on CT imaging.
9. Name two imaging criteria used to detect aortic aneurysm and dissection on CT imaging.
10. Name one imaging finding used to identify, extra-axial fluid collections in the brain on CT imaging.
11. Name two imaging findings used to recognize common fractures.

## **Evaluation:**

Students will be evaluated based on criteria set forth on the “Standard Evaluation” forms as distributed by the Howard University College of Medicine. Students will be evaluated on their knowledge, attendance, and professionalism and must return textbook prior to receiving final evaluation.

### **Molecular Imaging Laboratory: Research in Radiology**

**Course Director:** Paul Wang Ph. D

**Contact:** Paul Wang Ph. D, [pwang@howard.edu](mailto:pwang@howard.edu)

**Where:** Howard University Hospital Cancer Center, Rooms BI07-114



**When:** Fall semester only each year  
**Enrollment:** Maximum one (1) student per four-week period

**Course Description:** This is a four-week elective offered by the Department of Radiology in the Molecular Imaging Laboratory. It is designed to provide some experience in clinical radiology research.

**The Course Objectives are:**

1. Identify a focus of interest in the field of radiology (prior to the start of the elective with input from the faculty preceptor)
2. Develop a research question, generate a hypothesis, and develop a specific aim for a focused clinical radiology research (prior to the start of the elective in conjunction with the faculty preceptor).
3. Demonstrate skills in methods for querying the literature regarding specific research questions.
4. Conduct a review of current literature on a chosen research topic
5. Demonstrate an understanding of basic study design in epidemiological or bench research
6. Demonstrate an understanding of basic biostatistics tools in research design and/or in research data analysis.
7. Demonstrate an understanding of the trajectory of scientific research from conception of an idea to publication of findings
8. Prepare a written proposal by the end of the first 2 weeks to include the literature review/background, aims and research design/methods.
9. Write up the results of any data collected during the elective

**Course Outline:**

The student will develop skills in scholarly research in the field of radiology. The student will meet with teaching faculty to conduct a literature review of current knowledge and practices in a focused aspect of radiology discipline. The student will develop a research question, generate a hypothesis, develop a specific aim for a research project that is innovative to the field, and design the study. The faculty will assist the student with data and statistical analysis. The student will have a mandatory presentation of his/her research at the research meeting of the division of radiology and draft an abstract that is suitable for submission to a regional or national scientific meeting for presentation.

\* If the student opts to do a second 4-week elective, drafting of a well referenced, full manuscript for submission to a peer-reviewed journal with the intent of publication will be required.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism. The student will be evaluated at approximately 2 weeks into the elective (formative). The summative evaluation will be based on the research presentation at the divisional research meeting and drafting of an abstract that is suitable for presentation at a regional or national scientific meeting. For students who complete 2 (two) blocks of elective (total of 8 (eight) weeks), the final grade will include an evaluation of a well-referenced

manuscript that could be published. The elective will be evaluated via written evaluation and exit interview

## **SURGERY**

### **Clinical Research and Elective in Plastic Surgery**

**Course Director:** Henry Paul, Jr., M.D., FACS  
**Contact:** Henry Paul, Jr. (202) 865-1286, [hpaul@howard.edu](mailto:hpaul@howard.edu)  
**Where:** Howard University Hospital  
**When:** Fall Semester  
**Enrollment:** Maximum one (1) student per four-week period

#### **Course Description:**

This is a four-week elective offered by the Division of Plastic Surgery in the Department of Surgery. It is designed to provide preliminary experience in routine clinical plastic surgery operations and research.

#### **Course Objectives:**

1. On-going research, literature search, database studies and development of projects related to plastic and hand surgery; (e.g.: sub-atmospheric pressure wound therapy, and the role of abdominoplasty in the relief of chronic lumbago).
2. Comprehensive exposure to clinical, research and business aspects of an academic plastic surgery practice.
  - A) Supervised interviews and physical exams of referred plastic and hand surgery patients for 5hrs on Mondays and 8hrs on Thursdays.
  - B) Hands-on participation in actual plastic and hand surgery cases on Tuesdays and Wednesdays.
  - C) Friday is dedicated to research meetings regarding the ongoing clinical studies and trials; formalized didactic sessions presented by the rotating student, resident and/or attending.
3. Introduction into medical coding and billing practices.
  - A) the student will gain familiarity with and utilize (under supervision) actual billing sheets, and be instructed in their proper and ethical usage to express appropriate ICD 9 and CPT codes.
  - B) Techniques for effective surgical scheduling as well as documentation for surgical recertification will be demonstrated in an introductory manner.
4. An in-depth PowerPoint presentation relevant to topics in plastic surgery will be presented by the student as a part of his or her final grade (the report will be related to topics of interest or unusual challenge for the student).
6. The student will gain an understanding of basic biostatistics tools in research design and/or in research data analysis.
7. Write up the results of any data collected during the elective using a collaborative team approach with other Junior medical students, residents and attending co-investigators. The student will also have a mandatory presentation of his/her research at the research meeting of the combined divisions of plastic surgery and minimally invasive surgery.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism. The student will be preliminarily evaluated at approximately 2 weeks into the elective. The summative evaluation will be based on the research presentation at periodic divisional research meetings; and the drafting of an abstract that is suitable for presentation at a regional or national scientific meeting. Additionally the above-mentioned PowerPoint presentation will contribute significantly to the student's overall final grade. The elective experience will be evaluated by the student via a written evaluation and exit interview.

**General Surgery**

<b>Course Director:</b>	Dr. David Rose
<b>Faculty:</b>	Dr. David Rose and faculty from the department of Surgery
<b>Contact:</b>	Nakia Hudgins, 202-865-1446, <a href="mailto:nhudgins@huhosp.org">nhudgins@huhosp.org</a>
<b>Where:</b>	Howard University Hospital
<b>When:</b>	Summer, Fall and Spring Semesters
<b>Enrollment:</b>	Maximum three (3) students per four-week period, maximum eight weeks

**Course Description:**

Daily rounds with surgical teams and attending physicians; participation in conferences and clinics; involvement in the care of severely ill surgical patients in intensive care and recovery room areas; assistance in patient work-up, preoperative, operative and postoperative care; also personal discussion with residents and attending physicians on a variety of surgical topics. On occasion, assistance with and participation in research projects will be required.

**Course Outline:**

Diagnosis and management of common and major surgical diseases, preoperative and postoperative care, operative techniques, surgical pathophysiology of fundamental diseases: inflammatory, neoplastic, congenital and traumatic.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

**Neurosurgery**

<b>Course Director:</b>	Damirez Fossett, MD FAANS FACS
<b>Faculty:</b>	Damirez Fossett, MD
<b>Contact:</b>	Damirez Fossett (202) 865-1975 Damirez.fossett@gmail.com
<b>Where:</b>	Howard University Hospital
<b>When:</b>	Four week block, all year
<b>Enrollment:</b>	Maximum one (1) student per four week period
<b>Course Outline:</b>	This is a four week elective offered by the Division of Neurosurgery in the Department of Surgery. Daily rounds with the attending, outpatient clinics, in-patient pre- and post-op

management, and the consultation service will provide the educational experiences that will allow students to meet the educational objectives of this rotation.

**Objectives:**

- <sup>35</sup>/<sub>17</sub> Build competence in obtaining a history and performing a neurological examination on patients with a variety of problems
- <sup>35</sup>/<sub>17</sub> Learn to evaluate neurosurgical ER patients and triage appropriately
- <sup>35</sup>/<sub>17</sub> Record and present data in an organized manner
- <sup>35</sup>/<sub>17</sub> Present cases to the attending on rounds and at conferences
- <sup>35</sup>/<sub>17</sub> Gain skill in the localization of symptoms and findings
- <sup>35</sup>/<sub>17</sub> Generate a differential diagnosis
- <sup>35</sup>/<sub>17</sub> Learn how a variety of disorders are managed including: seizures, brain tumors, altered mental states, intractable low back pain, neck disease and myelopathies, neurosurgical trauma, neurosurgical vascular disease
- <sup>35</sup>/<sub>17</sub> Gain insight into the use of laboratory tests like EMG/NCV studies, EEG, CT scan, MRI, Ultrasound, and other studies used in evaluation of neurologically challenged patients.
- <sup>35</sup>/<sub>17</sub> Choose cost effective and appropriate approaches to diagnosis and management
- <sup>35</sup>/<sub>17</sub> Use all resources available (systems-based practice) to effectively treat patients
- <sup>35</sup>/<sub>17</sub> Demonstrate professional and ethical behavior
- <sup>35</sup>/<sub>17</sub> Build healthy physician-patient relationships
- <sup>35</sup>/<sub>17</sub> Learn to competently read neuroimaging studies
- <sup>35</sup>/<sub>17</sub> Interact with residents and faculty from many different services, including ER, MICU, SICU, Medicine, Surgery, Obstetrics and Psychiatry

**Evaluation:**

Students will be evaluated on their knowledge, attendance and professionalism.  
Students will be evaluated using e-value.  
Performed by the supervising attending on a monthly or rotational basis and communicated to student after the first 2 weeks  
Based on observation of performance, clinical presentations, verbal quizzes & feed-back

**Justification:** This elective will be offered in order to give students interested in postgraduate training in neurological surgery an opportunity to experience a variety of aspects including research, operative techniques and patient care in an academic neurosurgical setting.

## Otolaryngology and Head & Neck Surgery

**Course Director:** Dr. Ernest M. Myers  
**Faculty:** Dr. Ernest M. Myers and faculty from the Department of ENT  
**Contact:** Nakia Hudgins, 202-865-1446, [nhudgins@huhosp.org](mailto:nhudgins@huhosp.org)  
**Where:** Howard University Hospital  
**When:** Year Round  
**Enrollment:** Maximum one (1) student per four-week period

### Course Description:

ENT Clinic -4 days a week  
Oncology Rounds (weekly)  
General Surgery - Grand Rounds  
ENT Surgery - 2-3 Days a week  
Head and Neck Oncology Grand Rounds (weekly)

### Course Outline:

Upon completion of this unit, students should be able to-

- <sup>35</sup>/<sub>17</sub> Label diagrams of external and internal structures of the ear, nose, and throat
- <sup>35</sup>/<sub>17</sub> Describe and discuss the physiological functions of the anatomical structures of the ear, nose, and throat.
- <sup>35</sup>/<sub>17</sub> Describe and discuss logical growth patterns pertinent to ENT development
- <sup>35</sup>/<sub>17</sub> Complete a patient's history and physical examination.
- <sup>35</sup>/<sub>17</sub> Identify and complete necessary tests for diagnosing ENT problems.
- <sup>35</sup>/<sub>17</sub> Identify, recognize and explain signs and symptoms of ENT abnormalities and diseases presented by patients.
- <sup>35</sup>/<sub>17</sub> Identify and recommend treatment for common conditions, abnormalities and diseases associated with ENT.

### Evaluation:

Students will be evaluated on their knowledge, attendance, and professionalism

## Principles of Outcomes Research

**Course Director:** Edward E. Cornwell, III, M.D.  
**Faculty:** Edward E. Cornwell III, MD, Wayne A. I. Frederick, MD MBA  
Tammy Naab, MD, Terrence M. Fullum, MD, Visiting Professor:  
Adil Haider, MD, Director of Center for Surgical Trials and  
Outcomes Research (*CSTOR*)  
**Contact:** Ms. Jacqueline Jenifer 202-865-1499, [JJenifer@huhosp.org](mailto:JJenifer@huhosp.org)  
**Where:** Department of Surgery, Howard University Hospital  
**When:** Blocks 2, 4 6, and 8 of the senior year  
**Enrollment:** Maximum two (2) students per block.

### Course Description:

At the end of the course, the student will be able to:

1. Analyze and discuss clinical study designs.

2. Identify an appropriate research methodology to test a clinical hypothesis.
3. Read, critique and present a published clinical manuscript.
4. Demonstrate understanding of descriptive and multivariable analyses of a large clinical database.
5. Prepare a topic for an evidence-based clinical debate.
6. Identify and describe at least three clinical databases.

**Course Outline:**

Principles of Outcomes Research is a 4-week elective, offered by the Department of Surgery, designed to provide the student with the foundation necessary to understand and conduct clinical outcomes research. Special emphasis is placed on multivariable regression analyses of large databases, which is a necessary tool in identifying outcomes disparities. The students will attend and participate in conferences that feature evidence-based clinical debates, as well as, engage in a collaborative outcomes research project.

**Evaluation:**

- <sup>35</sup>/<sub>17</sub> Students will be graded by Dr. Edward E. Cornwell, III, M.D. with assistance from Research Assistant (P/F).
- <sup>35</sup>/<sub>17</sub> Each student will be graded on (1) presentation/critique of selected article; (2) presentation of project and (3) level of participation in evidence based debate topic.
- <sup>35</sup>/<sub>17</sub> Elective will be evaluated by a questionnaire given to students at end of term.

**Surgical Intensive Care Unit (SICU)**

- Course Director:** Dr. Suryanarayana M. Siram
- Faculty:** Department of Surgery Faculty
- Contact:** Nakia Hudgins, 202-865-1446, [nhudgins@huhosp.org](mailto:nhudgins@huhosp.org)
- Where:** Howard University Hospital
- When:** Summer, Fall, and Spring Semesters
- Enrollment:** Maximum two (2) students per four-week period

**Course Description:**

Upon completion of the elective students should be familiar with the following:

- <sup>35</sup>/<sub>17</sub> Management of critically ill patients.
- <sup>35</sup>/<sub>17</sub> Ventilator management and interpretation of blood gases.
- <sup>35</sup>/<sub>17</sub> Use of various inotropic agents
- <sup>35</sup>/<sub>17</sub> Selection of antibiotics in surgical infections.
- <sup>35</sup>/<sub>17</sub> Management of various electrolyte imbalances and bleeding disorders.
- <sup>35</sup>/<sub>17</sub> Hyperalimantation.

**Course Outline:**

Students are required to attend daily rounds with Hyperalimantation and the Intensive Care Unit teams, assist in patient management activities and participate actively in central venous pressure measurements, and in monitoring of patients with arterial and Swan-Ganz catheters. Students will also assist in critical postoperative patient care.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

**Surgical Oncology**

<b>Course Director:</b>	Wayne A. I. Frederick, MD
<b>Faculty:</b>	Robert DeWitty, Jr., MD, LaSalle D. Leffall, Jr., MD Lori Wilson, M.D.
<b>Contact:</b>	Wayne A. I. Frederick, MD 202-865-6237 <a href="mailto:frederick@howard.edu">frederick@howard.edu</a>
<b>Where:</b>	Howard University Hospital
<b>When:</b>	Year Long
<b>Enrollment:</b>	Maximum two (2) fourth year students per four-week period

**Course Description:**

This four-week elective offered by the Department of Surgery is designed to provide senior medical students with exposure to aspects of surgical oncology. **The goal of the Surgical Oncology Clerkship is to provide students with the highest quality clinical instruction for surgical oncologic disease processes.**

**Course Objectives:**

1. Develop the scientific and clinical knowledge of medical students to increase their effectiveness and understanding of the care of patients with oncologic diseases.
2. Demonstrate the logical and scientific methods of history taking and physical examination with an emphasis on oncologic diseases requiring surgical intervention.
3. Expose medical students to total care of oncology patients
4. Emphasize clinical principles by direct participation in the detailed care of surgical oncology patients in the clinical and in-patient setting.
5. Demonstrate an understanding of basic technical skills using the delivery of patient care in both the clinical and operating room settings.
6. Foster the student's active participating in the responsibilities of patient care under a carefully supervised program emphasizing the total approach towards the patient.

**Course Outline:**

The rotation will provide a broad exposure to melanoma, sarcoma, gastrointestinal malignancies, and breast cancer. The student will be expected to make daily ward rounds, attend a variety of clinic session, and participate in operative cases. At least one formal presentation will be expected of the student as a requirement during the rotation. The student will also be afforded the opportunity to participate in ongoing research activities of the faculty.

**Evaluation:**

The three attending physicians will evaluate the clinical aptitude of the students on the basis of their application of the skills learned during the elective period. The students will also be given a written assignment, and this written will constitute a part of their final grade.

## **Urology – Clinical**

**Course Director:** Dr. Chiledum Ahagotu  
**Faculty:** Dr. Chiledum Ahagotu, and Department of Urology Faculty  
**Contact:** Nakia Hudgins, 202-865-1446, [nhudgins@huhosp.org](mailto:nhudgins@huhosp.org)  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum two (2) students per four-week period

### **Course Description:**

The student will participate fully in the primary care of urologic inpatients and outpatients under the direct supervision of attending and resident personnel. He/she is expected to participate in daily rounds, surgery, clinic and conference. If interested, he/she can be assigned to a clinical research problem.

### **Evaluation:**

Students will be evaluated on their knowledge, attendance, and professionalism

## **OTHERS**

### **Inter-disciplinary Clinical Research in GCRC**

**Course Director:** Dr. Thomas O. Obisesan and Dr. Seyed-Mehdi Nouraiie  
**Faculty:** Dr. Thomas O. Obisesan and Dr. Seyed-Mehdi Nouraiie and Additional GCRC Researchers  
**Contact:** Dr. Seyed-Mehdi Nouraiie 202-865-8289  
**Where:** Howard University Hospital  
**When:** Year round  
**Enrollment:** Maximum two (2) students per four-week period

### **Course Description:**

The Howard University GCRC Research Curriculum consists of lectures, seminars, conferences, patient evaluations, preparation of protocols, overall and specialized review of hypothesis designs paying special attention to randomization, blinding procedures, statistical design and analysis. There will be direct contact with principal investigators on active GCRC protocols. Students will work with the GCRC staff; conducting histories and physical examinations. They will also be assigned an active project/protocol.

Time is available/allotted to discuss the design of protocols with the GCRC statistician. The student will give the assigned protocol top priority. He/She will review the results of all laboratory tests along with the protocol and pertinent references in preparation for discussion with the statistician and a presentation on the 4th Friday of the month. Each student should be well-versed in the following. 1) Protocol design and hypothesis(es), 2) specific aims and/or goals, 3) statistical design and methods to be used for data analysis, and 6) the proposed outcome. Students will also be asked to identify a topic which can be researched and reviewed in detail. A faculty advisor has to be identified for the research topic chosen. The student should generate a hypothesis, prepare an abstract, begin the



literature search, and prepare a view paper on the topic suitable for publication. Each student will participate in the activities required to obtain an *Informed Consent*.

**Evaluation:**

Students will be evaluated on their knowledge, attendance, performance, and professionalism

**Longitudinal Research and Scholarly Activity in Sleep and Trauma**

**Course Director:** Dr. Thomas Mellman  
**Other Faculty:** Tyish Hall Brown, PhD  
**Contact:** Dr. Thomas Mellman  
tmellman@howard.edu  
**202-806-5723**

**Where:** Howard University Mental Health Clinic and GCRC  
**When:** Fall and spring semester longitudinal  
**Enrollment:** Maximum of three (3) students  
**Requirements:** Successful completion of the third year

**Objectives:**

The objectives for this longitudinal elective are:

1. Identify a focus of interest in the domain of sleep and stress-related disorders
2. Demonstrate skills in methods for querying the literature regarding specific research questions.
3. Demonstrate understanding of the scope of a funded research program and the methods data available to address specific research topics
4. Conduct a literature review of current literature on subset of PTSD and/or sleep disorders
5. Show skills in formulating a specific research question that is addressable by literature review and/or data analysis.
6. To develop a research question, hypothesis, and abstract related to sleep and/or stress related disorders and their common co-morbidities.
7. Write a manuscript based on literature review and/or analysis of empirical data.

Month 1, 2: Establishment of research question, hypothesis, and abstract

Month 3, 4: Completion of comprehensive review of literature, meeting with experts

Month 5, 6: Completion of paper and submission to journals

**Course Outline:**

The student will develop skills in scholarly research in the field of psychiatry sleep and stress disorders. Common co-morbidities such as substance abuse may also be a focus. The student will meet with experts in the field and embark on literature review of current knowledge and practices. Then, student will create a research question, hypothesis, and abstract that is innovative to the field. Student will write a literature review paper

suitable for publication. The student will also explore opportunities for collecting new empirical data from HU clinical settings. Finally, the student will explore various journals, requirements for publication, and choose a journal appropriate for submission of paper. The student will present research findings to the HU community and possibly a national meeting. At the end of the elective, the student will have completed a literature review and submission to a scholarly journal with the intent of publication.

The student will be required to meet with the course director or his designee for at least one hour each week for a total of at least 20 weeks. The time for the meeting will be arranged such that it will not conflict with other rotations.

**Evaluation:**

The student will be evaluated at approximately 2 months in the elective (formative). The summative evaluation will include an oral presentation and a written paper that could be published. The elective will be evaluated via written evaluation and exit interview.

**Resident Readiness Elective**

**NOTE: At the time of publication of this booklet, it has not been determined if this elective will be offered.**

- Department:** Department of Internal Medicine & Associate Dean for Student Affairs & Admission
- Title of Elective:** Senior Interview Elective
- Course Director:** Clyde Freeman and Walter P. Bland, MD, Associate Dean of Student Affairs and Admissions
- Faculty:** Student Affairs Council (SAC) Faculty
- Contact:** Clyde Freeman, MD  
202-865-6620  
clfreeman@howard.edu
- Where:** Howard University College of Medicine
- When:** November - January
- Enrollment:** Enrollment criteria include (1 through 4):
1. Must be Howard University College of Medicine students
  2. Successful completion of all 3<sup>rd</sup> year clerkships
  3. Students must be in their 4<sup>th</sup> year of study with graduation expected to be in May or June of that academic year
- Description:** This is a four-week block offered by the Department of Medicine, is designed to provide the following objectives:
1. Identify personal strengths, challenges, values, accomplishments and abilities through self-reflective exercises
  2. Prepare students for successful interviews under career guidance and counseling, including at least one mock interview that will take place between August 15 and

November 15 of the 4<sup>th</sup> year; video mock interviewing is permissible (e.g. Skype) and utilization of Blackboard video files illustrating interview skills and principles of self-reflection. Students will be provided feedback on the mock interview. Participation in the mock interview is mandatory

3. Each Student Affairs Council (SAC) member will be responsible for 10-15 students
4. Each student and a SAC member shall arrange for a mutually convenient date and time to conduct the mock interview. It is desirable that this be done before any interview, but must be done at least 5 days before the start of the Interview Period
5. Prior to the interview start date, each student will complete a set of \*modules introducing interview skills and principles of self-reflection, in video format, uploaded to Blackboard with annual review of the module list by members of the Student Affairs Council.
6. The SAC advisor will monitor the progress of his/her students during the Interview Period weekly
7. Guide students to develop strategies for successful interviews
8. Compare and contrast residency training program strengths and weaknesses for each interview experience
9. Students shall develop a “Residency Training Program Match List” (disclosure to SAC advisor is optional) based on all interviews (in and outside of the interview period) and career development experiences.
10. Identify patterns in programs that will enable SAC faculty to assist future students with making appropriate selections for interviews and residency training
11. Students shall prepare a list of questions posed by programs during all interviews (in and outside of the interview period) and show the specialty for which they were interviewed
12. Students’ schedules will be reviewed and monitored by members of the Student Affairs Council. These schedules shall be presented to the SAC for approval or modification
13. Students Affairs Council advisors will maintain a log of the following documents to be housed in the Office of the Associate Dean for Student Affairs and Admission:
  - a. Careers in Medicine® Residency Program Evaluation for each program where students were interviewed
  - b. Proof of interview participation (i.e. copy of acceptance letter, literature provided during the interview, boarding passes, and/or orientation

documents, etc.) These documents must be submitted to the SAC member weekly; in some instances, telephone confirmation from program coordinator may be required

- c. Questionnaire completed by students

**Requirements:**

Students must satisfy all of the following:

1. Schedule at least 50% AND a minimum of 5 interviews during the Interview Period. If the 5 interview minimum is not met two weeks prior to the scheduled Interview Period, then the student will enroll in the pre-selected alternative senior elective for that period
2. Maximize scheduled interviews during this Interview Period. If any student attends more than the maximum number (%) of interviews outside of the Interview Period, the current policy and procedure to make up lost time during that/those elective(s) outside the Interview Period will be enforced
3. Provide evidence of interview participation (i.e. copy of acceptance letter, literature provided during the interview, boarding passes, and/or orientation documents, etc.) These documents must be submitted to the SAC member weekly
4. Submit weekly a log detailing programs and dates on which interviews were attended
5. Complete "Interview Period Self-Reflective" evaluation for each program interviewed must be submitted weekly to the SAC advisor
6. Complete Interview Period Questionnaire and submit it to the SAC advisor no later than two weeks after the end of the period
7. Submit a list of questions posed during interviews to the SAC advisor as soon as early as possible but no later than two weeks after the end of the Interview Period

**Evaluation:**

Grades will be reported as H (Honors), S (Satisfactory), or U (Unsatisfactory) offering students 4 credits. Students will receive a passing grade (S or H) with successful completion of the following:

1. Participation in at least one mock interview
2. Successful completion of video files on Blackboard introducing interview skills and principles of self-reflection
3. Weekly correspondence between student and SAC advisor to assess progress of the interviews
4. Weekly submission of Careers In Medicine® Residency Program Evaluation for each program interviewed
5. Submission a log of all interviews no later than two weeks after the end of the Interview Period

6. Submission of Interview Period Questionnaire no later than two weeks after the end of the Interview Period
7. Submission of Interview Period Self Reflection Evaluation no later than two weeks after the end of the Interview Period
8. Students will be asked to evaluate the Interview Period “course” through a survey generated by the Student Affairs Council

**Note:** All written assignments are due two weeks following the completion of the Interview Period, unless stated otherwise above. Failure to comply with these requirements, in the designated time period will result in failure of the course. Failure to satisfy all other requirements will also result in failure of the course. In addition, students who fail to comply will be referred to the Honor council and may be subject to one or more of the following:

1. Withdrawal from the Match
2. Delay in graduation
3. Disciplinary action

**HOWARD UNIVERSITY COLLEGE OF MEDICINE  
APPLICATION FOR INTERNATIONAL ELECTIVE**

**One of our medical students (Section I) is interested in pursuing an elective at your institution. Please complete Section III of this form and return it to the medical student listed below. Upon completion of the elective a written evaluation with narrative comments is required. The student will give the course director an evaluation form with a return address. To receive academic credit, students must register with you at least one month prior to beginning the course.**

**SECTION I: (To be completed by the student)**

Student Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Student's e-mail address: \_\_\_\_\_  
Title of Elective: \_\_\_\_\_  
Preferred Dates: \_\_\_\_\_

**The student must provide on separate pages the institutional description of the elective**

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**SECTION II: (To be completed by Howard University College of Medicine Department Chair)**

Name of Department Chair \_\_\_\_\_  
Approved: \_\_\_\_\_ Not approved \_\_\_\_\_  
Signature (Chair) \_\_\_\_\_ Date: \_\_\_\_\_

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**SECTION III: (To be completed by accepting institution)**

Name of Institution: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ Country: \_\_\_\_\_ Zip or Postal Code: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ e-mail address: \_\_\_\_\_  
Web Site: \_\_\_\_\_  
Elective title: \_\_\_\_\_  
Dates accepted for: \_\_\_\_\_  
Print name and title of Director for the above elective: \_\_\_\_\_  
Phone number for Director: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ email: \_\_\_\_\_  
Print name and title of person completing this form: \_\_\_\_\_  
Phone number of person completing this form: (\_\_\_\_) \_\_\_\_\_ email: \_\_\_\_\_  
Signature (Director) \_\_\_\_\_ Date: \_\_\_\_\_

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**SECTION IV: (To be completed by Howard University College of Medicine Associate Dean for Academic Affairs)**

Approved: \_\_\_\_\_ Not approved: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FORM A**

**Personal Planning Rotation Schedule  
2013-2014**

**SECTION A**

**Student's name:**..... **ID#:**.....

**Phone:**..... **HU Email:**.....

**Specialty:**.....

Write in senior surgery and senior medicine in the column next to the appropriate time periods

<b>Dates</b>	<b>Elective/Course</b>
08/05/13- 09/01/13	1
09/02/13- 09/29/13	2
09/30/13- 10/27/13	3
10/28/13- 11/24/13	4
11/25/13- 12/22/13	5
01/06/14- 02/02/14	6
02/03/14- 03/02/14	7
03/03/14- 03/30/14	8
03/31/14- 04/27/14	
04/28/14- 05/25/14	
05/26/14- 06/20/14	
06/23/14- 07/20/14	

**Student's signature:**..... **Date:** .....

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**SECTION B**

**This section to be completed by the Senior Associate Dean for Academic Affairs**

**Approved:**.....

**To be modified:**.....

.....**Date:**.....

**Sheik N. Hassan, M.D., FCCP**

**Senior Associate Dean for Academic Affairs**

**STUDENTS:** Please print and complete this form and **return it to the Office of Academic Affairs no later than May 26, 2013**

**FORM B**

**Personal Rotation Final Schedule  
2013-2014**

**SECTION A**

**Student's name:**..... **ID#:**.....

**Phone:**..... **HU Email:**.....

**Specialty:**.....

It is the responsibility of the students to secure and confirm all electives. Include all required rotations and electives

<b>Dates</b>	<b>Elective/Course</b>	<b>Institution</b>	<b>Course director</b>	<b>Director's phone/email</b>
08/05/13-09/01/13				
09/02/13-09/29/13				
09/30/13-10/27/13				
10/28/13-11/24/13				
11/25/13-12/22/13				
01/06/14-02/02/14				
02/03/14-03/02/14				
03/03/14-03/30/14				
03/31/14-04/27/14				
04/28/14-05/25/14				
05/26/14-06/20/14				
06/23/14-07/20/14				

**Student's signature:**..... **Date:** .....

**SECTION B**

**This section to be completed by the Associate Dean for Academic Affairs**

**Approved:**.....

**To be modified:**.....

.....Date:.....

**Sheik N. Hassan, M.D., FCCP**  
**Senior Associate Dean for Academic Affairs**

**STUDENTS:** Please print and complete this form and **return it to the Office of Academic Affairs no later than July 26, 2013**