

A portrait of a young Black male doctor with a friendly smile. He is wearing a white lab coat over a light blue dress shirt and a blue and white striped tie. A black stethoscope is draped around his neck. He is holding a large, dark clipboard with both hands in front of him. The background is a blurred indoor setting, possibly a hospital hallway.

MD ELECTIVES

2020-2021

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PURPOSE

At EVMS our mission is to achieve “excellence in medical and health professions education, research and patient care. We value creating and fostering a diverse and cohesive faculty, professional staff and student body as the surest way to achieve our mission. Adhering to the highest ethical standards, we will strive to improve the health of our community and to be recognized as a national center of intellectual and clinical strength in medicine.”

Medical Education oversees the undergraduate medical school curriculum, ensures regular assessment and evaluation of student progress and monitors curriculum compliance with the nationally recognized accrediting authority for medical education programs, the Liaison Committee on Medical Education.

We are committed to providing you with the best educational opportunities to become the skilled healthcare providers of tomorrow.

In contrast to the first three years of the medical school curriculum, during which students follow an assigned schedule, the M4 year provides considerable flexibility. Although the M4 curriculum contains some required elements, students have considerable latitude to design their educational programs to fit their individual needs and interests. The M4 year is intended to provide each student with a well-rounded educational experience, building on the knowledge and experiences of the first three years and preparing the student for postgraduate training.

The purpose of the Electives Catalog is to serve as a resource to assist students in scheduling and understanding the administrative aspects of the M4 year.

Descriptions of electives appearing in this catalog were prepared by the faculty of the department offering the elective and by Medical Education. At present, the information in this book is accurate to the best of our knowledge. However, policies, procedures, and faculty listings may change from time to time. Any questions regarding descriptive material of a particular elective should be directed to the appropriate departmental elective course director.

Please contact M4@evms.edu with any questions or scheduling concerns.

Jill Haught
VSLO Coordinator

Aileen Shafer
Associate Director, MD Clinical Education Compliance and Support

A. Brooke Hooper, MD
Associate Dean for Clinical Education

Ronald W. Flenner, MD
Vice Dean for Academic Affairs

DIRECTORY: DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

DEPARTMENT	DEPARTMENT CHAIR	PROGRAM DIRECTOR	CONTACT
Anesthesia	Timothy Holroyd, MD	Timothy Holroyd, MD	757-388-4871
Dermatology	Abby Van Voorhees, MD	Abby Van Voorhees, MD	757-446-0593
Emergency Medicine	Francis Counselman, MD	Barry Knapp, MD	757-388-3397
Family & Community Medicine	Alison Dobbie, MB ChB	John Snellings, MD (GFM) Stephen Brawley, MD (PFM)	757-446-5738 757-264-5912
Internal Medicine	Robert Palmer, MD (Interim Chair)	B. Mitchell Goodman, MD	757-446-8910
Microbiology & Molecular Cell Biology	Julie Kerry, PhD	Julie Kerry, PhD	757-446-5660
Neurology	Daniel Cohen, MD	Daniel Cohen, MD	757-388-6133
Obstetrics & Gynecology	Alfred Abuhamad, MD	Stephen Davis, MD	757-446-7470
Ophthalmology	Shannon McCole, MD	Shannon McCole, MD	757-388-2473
Otolaryngology-Head & Neck Surgery	Barry Strasnick, MD	Eric Dobratz, MD	757-388-6229
Pathology & Anatomy	Richard Conran, MD PhD JD	Richard Conran, MD PhD JD	757-446-8978
Pediatrics	C.W. Gowen Jr, MD	Sanaz Devlin, MD	757-668-7272
Physical Medicine & Rehabilitation	Antonio Quidgley-Nevares, MD	Beverly Roberts-Atwater, DO	757-446-5915
Physiological Sciences	Gerald Pepe, PhD	Gerald Pepe, PhD	757-446-5616
Psychiatry & Behavioral Sciences	Stephen Deutsch, MD PhD	Shriti Patel, MD	757-446-5884
Radiation Oncology & Biophysics	Mark Sinesi, MD PhD	Mark Sinesi, MD PhD	757-388-3483
Radiology	Lester Johnson, MD PhD	Lester Johnson, MD PhD	757-388-1141
Surgery	LD Britt, MD	Rebecca Britt, MD	757-446-6107
Urology	Kurt McCammon, MD	Kurt McCammon, MD	757-452-3459

DIRECTORY: M4 ADMINISTRATION

TASKS	PERSON	EMAIL	PHONE
Add/Drop Requests Affiliation Agreements Community Faculty Appointments General Scheduling Questions Graduation Requirements/Audits Non-Catalog Course Approvals Affiliation Agreements Category Reviews Faculty Appointment Verification Student Onboarding for Catalog Courses	Aileen Shafer	shaferam@evms.edu	757-446-5050
VSLO/VSAS Application Assistance Background Checks HIPAA Verification Letters Letters of Good Standing OSHA Verification Letters Visiting Student Processing	Jill Haught	haughtjm@evms.edu	757-446-5866
Evaluations	Chava Lind	lindcb@evms.edu	757-446-7256
Transcripts	Robin Webber (Registrar's Office)	webberrh@evms.edu	757-446-5806
Career Advising	Rebecca Hastings	hastinrs@evms.edu	757-446-7111
Blood/Bodily Fluid Exposures Drug Screens Flu Shots Immunization Records Medical Clearance for Fit Testing TB Tests	Occupational Health	occhealth@evms.edu	757-446-5870
Situational Awareness and Self Defense Training	Police and Public Safety	PoliceandPublicSafety@evms.edu	757-446-5199
Respirator Mask Fit Testing	Environmental Health & Safety	respiratorhelp@evms.edu	757-446-7928

ROLES AND RESPONSIBILITIES

ROLE OF THE STUDENT:

Each student should identify a clinical faculty advisor. It is the responsibility of the student to contact the advisor to discuss possible career choices and other factors that might directly or indirectly affect the 4th year elective schedule. Each student is responsible for developing a 4th year schedule that is a well-rounded educational experience meeting all graduation and site compliance requirements. The student should be proactive in communicating in a timely and honest manner with the Medical Education office regarding scheduling of interviews and elective rotations.

ROLE OF THE FACULTY ADVISOR:

The advisor should be able to supply perspective to developing the student's educational program. In most instances the most satisfying programs result from a strong collaboration between student and advisor. The role of the advisor is dual, combining personal, supportive counseling with study and career guidance; helping the student to develop an overall plan for the entire elective year and assisting with interviewing skills and evaluating residency programs. The advisor should be available for periodic consultation and should take an active interest in the success of the elective program and the student's performance.

ROLE OF THE ELECTIVE COURSE DIRECTOR(S):

The student must negotiate with the intended directors to reach agreement on the extent of supervision and the resources required to achieve the objectives. If the directors cannot provide the resources or feel that the objectives for the elective are unable to be obtained due to time needed away from the rotation for interviews, the student must seek an alternative elective course. The Course Director is responsible for completing the final evaluation for the student. At the director's discretion another faculty member can be assigned to this role.

ROLE OF THE DEPARTMENT CHAIR:

The Department Chairs have an important role in ensuring that the resources - faculty, space, time and interest - are available for both intramural and extramural electives. The Elective Course Director must notify his/her department chairman prior to agreeing to supervise an elective to ensure that there is no infringement on the educational or other resources required for the core curriculum.

ROLE OF THE ASSOCIATE DEAN FOR CLINICAL EDUCATION:

The Associate Dean for Clinical Education, in cooperation with the Vice Dean for Academic Affairs and the Medical Education Committee (MEC), oversees the operation of the electives program. The Associate Dean for Clinical Education will review and approve each student's planned program, and may return an unsatisfactory program to the student for revision, or may prohibit a student from taking an extramural elective if it is felt to be inappropriate. When necessary, the Associate Dean of Clinical Education will seek the advice and counsel of the Vice Dean for Academic Affairs and the Medical Education Committee.

ROLE OF THE ASSOCIATE DIRECTOR OF CLINICAL EDUCATION COMPLIANCE AND SUPPORT:

The Associate Director of Clinical Education Compliance and Support develops and maintains relationships with our clinical education partners to facilitate course offerings and student onboarding. The Associate Director will work with sites and students to ensure appropriate course development and pre-rotation compliance activities have been completed, allowing students to earn credit for their elective experiences. Non-compliant students and activities will be escalated to the Associate Dean for Clinical Education for formal attention to deficiencies. The Associate Director facilitates the course scheduling process and approves scheduling changes in coordination with the Associate Dean. All schedule changes require approval prior to the start of the course.

ROLE OF THE CAREER ADVISOR:

The Career Advisor develops, maintains, and/or gives access to resources such as specialty sheets, residency databases and information on where students have completed extramural electives. The Career Advisor provides students professional development counseling including CV review, personal statement review, and specialty advisor selection.

ROLE OF THE VSLO COORDINATOR:

The VSLO Coordinator facilitates the application process for EVMS students applying to away electives through VSAS as well as the process of visiting students applying to EVMS electives. The VSLO Coordinator should be contacted with any questions about the application process and assistance needed with obtaining application requirements.

UNIFIED COMPETENCY OBJECTIVES FOR THE MD DEGREE

The civic and medical leaders who founded Eastern Virginia Medical School envisioned an institution that would champion improving the health of the region. Decades later the school celebrates its record of training physicians who are committed to knowledge and skill and doubly committed to the service of others.

Distinctive characteristics of the institution have evolved over its lifetime:

- Education is central to its mission, not peripheral to the research and clinical enterprises.
- Principles of humanism in medicine and the biopsychosocial model of disease and health are emphasized, promoting the values of altruism and duty.
- An ethic of community service moves students beyond formalized educational settings.
- The learning atmosphere emphasizes cooperation among students, faculty, other health care professionals, local and international care providers and policy makers.
- Lifelong learning and the practice of evidence based medicine are accepted as professional responsibilities.
- The environment promotes collaboration, creativity, leadership and service.

Within the context of this institutional philosophy and culture, the faculty have articulated the following Unified Competency Objectives as the goals and objectives of the curriculum:

https://www.evms.edu/education/medical_programs/doctor_of_medicine/unified_competency_objectives/

STUDENT PROMOTION

In order to graduate from Eastern Virginia Medical School with the M.D. degree, students must satisfactorily complete all elements of the prescribed four-year curriculum. Students must have successfully completed all requirements of the M1, M2 and M3 years before beginning the M4 year.

REQUIREMENTS FOR PROMOTION to M4

- All clerkships must be completed with a passing grade prior to beginning the M4 year
- Advanced Cardiac Life Support Course (ACLS)
- Compliance with EVMS health requirements
- Completion of required Sentara compliance trainings
- Completion of EVMS annual compliance trainings
- Completion of the M3 Clinical Skills Assessment (CSA)

THE M4 YEAR

The M4 year is designed to promote a well-rounded educational experience (NOT a preliminary internship). A student's M4 schedule is comprised of the following:

- 32 weeks of full-time, scheduled, supervised, and evaluated educational experiences are required for graduation. These 32 weeks consist of:
 - 20 weeks of required electives
 - Acting Internship (4 weeks)
 - Ambulatory Care (4 weeks)
 - Critical Care (4 weeks)
 - Community-Engaged Learning Capstone (2 weeks)
 - Interprofessional Education- IPE (2 weeks)

- Transition in Practice Course - TIPs (4 weeks) Student can only enroll in this course if matched to a PGY-1 residency program. Unmatched students are not required to participate in TIPs Residency and can meet the requirement by successful completion of an additional Acting Internship elective.
- 12 weeks of electives
- 12 weeks of unscheduled time for professional development and personal use is built into the M4 year to be used for:
 - Additional clinical or basic science rotations
 - USMLE Step 2 study
 - Interviews
 - Vacations/Travel/Personal Time
- Students are allowed to work with faculty to design clinical experiences other than those in this catalog. The process for creating an individualized experience or away rotation is described in detail in this catalog as the non-catalog course process. **Please plan ahead** as there are multiple compliance requirements and deadlines that must be met.
- Students MUST TAKE USMLE Step 2 Clinical Knowledge (CK) before October 31, 2020 and USMLE Step 2 Clinical Skills (CS) before **August 31, 2020** and must PASS in order to graduate. Exceptions to this deadline may be made on a case-by-case basis by the Vice Dean for Academic Affairs.
- A minimum of 4 weeks in a clinical, patient-care setting are to be scheduled in the spring semester (semester 2). This can be an elective, acting internship, ambulatory or critical care course. For students on a leave of absence during the spring semester, 2 weeks of clinical experience is to be scheduled during the TIPs Residency course in block 10.
- A minimum of 4 weeks are to be scheduled in an elective outside of the student's chosen specialty. This can be a clinical or non-clinical experience.
- A maximum of 6 credits of longitudinal coursework can be applied toward the 32-week graduation requirement.

REQUIRED ROTATIONS

ACTING INTERNSHIP (AI)

Must be completed at EVMS or an affiliated site

Affiliated sites include:

- Bon Secours, Hampton Roads
- Chesapeake Regional Medical Center
- Children’s Hospital of The Kings Daughters
- Naval Medical Center Portsmouth
- Riverside Regional Medical Center, Newport News
- Sentara, Hampton Roads
- Veteran’s Affairs Medical Center, Hampton

The Acting Internship (AI) elective is designed to encourage senior medical students, regardless of desired future specialty, to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call. Acting interns should carry patients independently of interns and have similar duties, schedules, and didactic sessions as interns. They should work all shifts with their teams. They should take ownership of their patients and be the primary point person regarding their care. They should be increasingly (but safely) independent in their clinical practice but able to recognize when help is needed.

By the end of the acting internship, students should be proficient and efficient in handling the daily tasks of an intern, demonstrating expected behaviors for an entrustable learner including:

- Performing complete and accurate history and physical exams in an organized fashion
- Prioritizing a differential diagnosis following a clinical encounter
- Recommending and interpreting common diagnostic and screening tests
- Entering and discussing orders and prescriptions
- Documenting a clinical encounter accurately in the patient record
- Presenting an oral presentation of a clinical encounter
- Forming clinical questions and retrieving evidence to advance patient care
- Giving or receiving a patient handover to transition care responsibly
- Collaborating as a member of an interprofessional team

AVAILABLE ACTING INTERNSHIPS

Emergency Medicine	ERM400	ERM402		
Family Medicine	FAM417	FAM423		
Internal Medicine	INT417	INT418		
OB/GYN	OBG400	OBG402	OBG418	OBG419
Otolaryngology	OTO404			
Pediatrics	PED405			
Psychiatry	PSY407	PSY412	PSY417	
Surgery	SUR402	SUR404	SUR416	SUR417
Urology	URO404			

Other electives that meet the definition of this course category may be submitted for approval to fulfill this requirement using the M4 Non-Catalog Course Request form.

AMBULATORY MEDICINE (AMB)

May be completed at any LCME-accredited school or under the supervision of a physician with an active faculty appointment at an LCME-accredited school

The Ambulatory Medicine (AMB) elective is intended to allow senior medical students to participate in the evaluation and management of patients who present with a wide variety of disorders in a setting where physicians provide primarily outpatient care. A minimum of 5 half days per week (or 50% of the rotation averaged over the course of the elective) must be in an Ambulatory setting providing direct patient care (not in a shadowing role).

By the end of the ambulatory medicine elective, students should be proficient and efficient in the management of an outpatient in a clinic setting, demonstrating expected behaviors for an entrustable learner including:

- Performing complete and accurate history and physical exams in an organized fashion
- Prioritizing a differential diagnosis following a clinical encounter
- Recommending and interpreting common diagnostic and screening tests
- Entering and discussing orders and prescriptions
- Documenting a clinical encounter accurately in the patient record
- Presenting an oral presentation of a clinical encounter
- Forming clinical questions and retrieving evidence to advance patient care
- Collaborating as a member of an interprofessional team

AVAILABLE AMBULATORY ELECTIVES

Dermatology	DRM408						
Emergency Medicine	ERM400	ERM402					
Family Medicine	FAM418	FAM424	FAM410	FAM404	FAM426		
Internal Medicine	INT468	INT479	INT435	INT476	INT480	INT481	INT482
	INT470						
Neurology	NEU404						
OB/GYN	OBG407	OBG417	OBG401	OBG411			
Ophthalmology	OPH403	OPH400	OPH402				
Orthopedics	ORT403	ORT409					
Otolaryngology	OTO403						
Physical Medicine & Rehabilitation	PMR400						
Pediatrics	PED414	PED422	PED402	PED411	PED423	PED409	PED419
	PED406	PED403	PED412	PED420	PED421	PED416	PED428
Psychiatry	PSY419	PSY408					
Surgery	PLS403						

Other electives that meet the definition of this course category may be submitted for approval to fulfill this requirement using the M4 Non-Catalog Course Request form.

CRITICAL CARE (CC)

May be completed at any LCME-accredited school or under the supervision of a physician with an active faculty appointment at an LCME-accredited school

The Critical Care (CC) elective is intended to expose senior medical students to the evaluation and management of seriously ill patients, often in intensive-care settings, with the goal of learning how to appropriately evaluate the emergent patient. Students should be increasingly (but safely) independent in their clinical practice and able to recognize when help is needed. Students should work all shifts with their teams, including call.

By the end of the critical care elective, students should be able to develop a thorough, systematic approach to the rapid recognition, evaluation, treatment, and disposition of the critically ill or injured patient, demonstrating expected behaviors for an entrustable learner including:

- Recognizing a patient requiring urgent or emergent management
- Prioritizing a differential diagnosis for a critically ill or injured patient
- Recommending and interpreting common diagnostic and screening tests
- Entering and discussing orders and prescriptions
- Presenting an oral presentation of a clinical encounter
- Forming clinical questions and retrieving evidence to advance patient care
- Collaborating as a member of an interprofessional team
- Obtaining informed consent for a test or a procedure
- Performing general procedures of a physician

AVAILABLE CRITICAL CARE ELECTIVES

Anesthesiology	ANS401	ANS403	
Emergency Medicine	ERM400	ERM402	
Internal Medicine	INT472	INT491	INT492
Pediatrics	PED415	PED401	PED422
Surgery	SUR404	SUR416	ORT413

Other electives that meet the definition of this course category may be submitted for approval to fulfill this requirement using the M4 Non-Catalog Course Request form.

ELECTIVE ROTATIONS

Many of the electives in the catalog meet the requirements of multiple categories. For example, SUR404 (Shock/Trauma) meets the requirements of the Acting Internship (AI) requirement, the Critical Care requirement, and an elective rotation. However, one course can only be applied to one graduation requirement on your schedule.

- Each 4-week rotation can only be used to satisfy ONE requirement.
- An M4 rotation MAY NOT be used to remediate a failed M3 clerkship.
- Students may not schedule electives in which they will be directly supervised or graded by preceptors with whom they have any clinical, personal, or familial relationship, including providing health services.
- Students will plan “full-time” electives based on four-week blocks. Some electives have two-week options which can be scheduled anytime during a four-week block in coordination with the course coordinator. Electives may not be planned for less than two weeks in duration. (NOTE: Two-week rotations should include **AT LEAST 10 scheduled work days.**)

AWAY ELECTIVES

Your critical care, ambulatory and elective courses may be completed at sites other than EVMS-affiliated institutions; however, your Acting Internship must be completed at an EVMS-affiliated institution listed previously. EVMS encourages students to complete M4 rotations at other medical schools. These can be very valuable and enjoyable experiences, and they may help to strengthen your application for residency training. In planning for these rotations, you should be aware of the following rules:

- Students may do a maximum of 16 weeks of away electives (xxx999 courses)
- Away rotations must be done at an LCME accredited U.S. Medical School or under the supervision of a physician holding a faculty appointment at an LCME accredited U.S. Medical School.
- If your desired rotation is described in the catalog of the host school, that description can be used to complete the EVMS Non-Catalog Course Request form. If the elective is not described in the host school's catalog, students should follow the instructions for developing elective rotations below.
- The majority of U.S. medical schools now require that applications from visiting students be submitted through the Visiting Student Learning Opportunities service (VSLO) managed by the Association of American Medical Schools (AAMC). The VSLO link is <https://students-residents.aamc.org/attending-medical-school/article/about-vslo/>. Information is available from the VSLO Coordinator (Jill Haught) or directly from the AAMC. Some medical schools use their own individual applications. Information for each school can be obtained from the school's website.
- Most schools accept applications from visiting students in early spring, but may not confirm your acceptance until late spring or early summer. Most schools, including EVMS, make every effort to accommodate their own students before accepting visiting students. Once you accept an away elective, please submit the EVMS Non-Catalog Course Request form for review and approval.

CREATING YOUR OWN ROTATION OR AWAY ELECTIVE: NON-CATALOG COURSE REQUESTS

1. Identify the site. All **non-VSLO** away electives require an affiliation agreement between EVMS and the site. Obtaining agreements can be a lengthy process spanning several months. Please plan accordingly and have a back-up plan should the legal teams of EVMS and the proposed site not be able to agree on the terms of the agreement. VSLO electives do not require an affiliation agreement unless the school you are applying to requests one be executed.
2. Consult with your advisor, the appropriate department chairman, Associate Dean of Clinical Education, or the Vice Dean for Academic Affairs regarding your goals and objectives.
3. Complete a Non-Catalog Course Request Form describing the skills, knowledge or values/attitudes the student wishes to achieve. Use the following links to help you write objectives:
http://www.evms.edu/media/departments/medical_education/New_Blooms_Taxonomy3-7-14.pdf and
<https://learning-objectives.easygenerator.com/>
4. Review the objectives with the proposed course director, who must be a board certified physician or other comparably credentialed individual and must hold a faculty appointment with EVMS or another LCME accredited institution.
5. Submit the Non-Catalog Course Request form at www.evms-m4.net. The proposed elective will be routed for review. The affiliation agreement and faculty status will be verified during the review process.
6. This process should be completed **more than** 30 days prior to the start of the elective.
7. An email notification of final approval must be received prior to participating in any non-catalog elective at EVMS or any other LCME accredited school. If you do not receive an approval for your elective, you may not receive credit for the experience and your graduation date could be affected.
8. The Non-Catalog Course Request is reviewed for the:
 - a. faculty status of the preceptor
 - b. status of the affiliation agreement with the site
 - c. appropriateness of the course category to the course request (confirmation from the Course Director that the course meets the requirements of the selected course category may be required)
 - d. scheduling approval from the course coordinator/course director
 - e. course objectives/goals/description
 - f. dates compared to the student's personal schedule and the EVMS block schedule
9. Please note that submission of the non-catalog course request form is not automatic approval for you to receive credit for the experience. It is one step in a multi-step review and approval process.

SCHEDULE SUBMISSION AND APPROVAL

In reviewing a student's proposed program, the Associate Dean of Clinical Education, Vice Dean for Academic Affairs, and the Medical Education Committee will use the following guidelines:

- The program shall be well conceived and consistent with respect to fulfillment of the educational needs of the student.
- The program shall be commensurate with the capabilities of the student.
- The educational opportunities selected shall be of a quality sufficient to justify the expenditure of time requested.
- The required rotations listed must be included in each student's planned program.

SCHEDULE CHANGES

- Drop requests must be submitted no less than 14 days in advance of the scheduled rotation start date unless there are extenuating circumstances approved by the Associate Dean for Clinical Education. Last minute drops are unprofessional as the preceptors may have made adjustments to their schedule to have you rotate with them. Last minute drops have also prevented another student from completing that elective.
- Courses dropped after the course has begun will receive an “I” for incomplete. The course will either need to be completed at a later date or the student will receive a “W” for withdrawn.
- Add requests other than Sentara must be submitted at least 45 days in advance of the course start date. This allows time for the multi-step review and approval process as well as the student onboarding processes at our affiliated sites (which require their process to be COMPLETED 30 days in advance of your placement). Exceptions are made for short-notice VSLO acceptances with minimal compliance requirements.
- **Do not begin an elective that has not been added to your official schedule. Credit for rotations will not be given to students who fail to follow the proper procedures for changing an elective.**
- Requested changes are reviewed and approved or disapproved based on the:
 - balance of the student’s schedule and requirements
 - faculty status of the preceptor
 - status of the affiliation agreement with the site
 - appropriateness of the course category to the course request
 - approval from the course coordinator/course director
 - If the request is approved, the student may then proceed to change the rotation. The student must forward confirmation that the elective supervisors for both the elective being dropped and the rotation being added have been notified.
- No changes to schedules will be allowed after December 18, 2020.

GRADING SYSTEM

The requirements for Honors, High Pass, and Pass are based on departmental policy that will be discussed with the students at the initiation of the elective. Honors, High Pass, Pass, or Fail are the only notations sent to the Registrar’s Office and appearing on transcripts.

Implications of the Grade Fail: In the event a student fails an elective, the Course Director shall recommend both to the student and the Student Progress Committee, an appropriate remedial program. The remedial program may include taking an examination and/or repeating all or a portion of the clerkship. The recommendation is reviewed by the Student Progress Committee, which makes the final decision regarding the student’s academic progress. The Student Progress Committee uses guidelines outlined in the Policies and Procedures for Student Evaluation and Progress regarding promotion of students through the education program at the medical school. At the completion of the approved remedial activity, the student will be given a grade of pass or fail. **Both grades (e.g., F/P) remain part of the student’s record and transcript.**

Some departments allow students who fail the written examination but have passed other portions of the clerkship to remediate the examination before receiving a final grade for the clerkship. **Remediation must occur within 2 months or a grade of “Fail” will be assigned.**

ELECTIVE PERIOD AND DEADLINES

M4 YEAR STUDENTS - CLASS OF 2021

BLOCKS

DEADLINE FOR CHANGES

TERM 1

1) July 6 - July 31, 2020	June 22, 2020
2) August 3 - August 28, 2020	July 20, 2020
3) August 31 - September 25, 2020	August 17, 2020
4) September 28 - October 23, 2020	September 14, 2020
5) October 26 - November 20, 2020	October 12, 2020
6) November 23 - December 18, 2020	November 9, 2020

TERM 2

7) January 4 - January 29, 2021	December 18, 2020
8) February 1 - February 26, 2021	No changes allowed after December 18, 2020
9) March 1 - March 26, 2021	
10) March 29 - April 23, 2021 (EVMS students complete TIPs during this block)	
11) April 26 - May 15, 2021	

**THIS IS AN ADMINISTRATIVE BLOCK FOR REMEDIATION ONLY
OR AS APPROVED IN ADVANCE BY THE ASSOCIATE DEAN**

DEADLINES

- SCHEDULES: Deadline for completed EVMS M4 schedules: **May 8, 2020**
- STEP 2 CS: must be completed before **August 31, 2020**
- STEP 2 CK: must be completed before October 31, 2020
- ADVANCED CARDIAC LIFE SUPPORT: must be completed before **December 18, 2020**

SCHEDULED TIME OFF

- Winter Break: December 19, 2020 - January 3, 2021
- Please consult the leave policy in the MD Student Handbook when scheduling personal time off, interviews, and courses that overlap (example: a clinical course and a longitudinal course).

GRADUATION: **May 16, 2020**

Note to Visiting Students: 4th Year visiting students may apply for electives through VSAS beginning April 22, 2020 for the blocks listed above. However, confirmation of rotation cannot be given before May 2020.

CLINICAL SITE COMPLIANCE DEADLINES

All 4th year EVMS students will be required to complete pre-rotation compliance requirements for Sentara facilities **before May 20, 2020**. Students will be communicated with via Blackboard to facilitate completion.

For electives taking place at facilities other than Sentara, students are required to **complete** all site-specific requirements a minimum of **30 days prior** to the start of the elective. All requirements for our local health systems will be housed in one central Blackboard course which students will have access to on April 15, 2020. An email announcement will be sent out through Blackboard when the compliance requirements are available for completion.

Any student who has not completed the required compliance activities will be prohibited from starting their elective year and will be required to formally address the dereliction. This delay may impact your ability to complete the scheduled electives and may impact your ability to graduate on time.

INTERNATIONAL ELECTIVES

International electives offer tremendous insight into healthcare around the world and allow students to cultivate cultural competencies and interdisciplinary skills that will contribute to being an effective, compassionate and patient-centered provider and advocate for underrepresented communities in the United States and worldwide. To register for an international elective through EVMS, students need to follow these steps:

1. Meet with Dr. Alexandra Leader to discuss interests, available programs, goals and objectives.
2. Complete the Global Health paperwork packet including the following EVMS Risk Management forms: EVMS International Travel Application, International Travel Assumption of Risk and Release of Liability.
3. After the EVMS Risk Management forms have been fully approved, Global Health will email an approval to the student. The student can then register for the course.
4. When registering for an international 999 or 998 course, attach the approval email to the objectives form.

Please note: students will not be able to receive credit for international electives when the following have not been completed/are not in place:

- Affiliation Agreement(s) between EVMS and international site(s) or NGO are fully executed
- The course has a Course Director who holds a faculty appointment at an LCME accredited institution
- Travel is approved by both EVMS Risk Management and Global Health
- The course has been approved as part of the student's schedule by the Associate Dean for Clinical Education

VISITING STUDENTS

1. All visiting students must apply online through the AAMC [Visiting Student Application Service](#). If a student contacts a department, the student must be referred to the Visiting Student Coordinator in the Office of Education. Confirmation for Electives is granted through VSAS by the Office of Education.

Only persons currently enrolled in an LCME accredited U.S. medical school or COCA accredited U.S. osteopathic schools are eligible to register for electives at EVMS.

2. Visiting students may take only senior year electives. **Third year clerkships are not open to any visiting students.** A visiting student must have satisfactorily completed all basic science courses (including physical diagnosis) and, by the start date of the requested elective, the applicant must have completed satisfactorily a minimum of thirty-six (36) weeks of full-time clinical experience during which the student's primary responsibility was to follow patients on a teaching service. This experience must include at least four (4) separate disciplines from among the following: Family Medicine; General Internal Medicine; Obstetrics and Gynecology; Pediatrics; Psychiatry; and General Surgery. Experience in each discipline must be at least four (4) weeks in duration. No elective will be approved for a discipline in which the requisite core clinical experience has not been satisfactorily completed.
3. A complete elective application in VSAS must be submitted for each elective requested and verified by the visiting student's medical school official, authorizing these experiences. Applications must be submitted **no later than 60 days prior** to the beginning of an elective in order to be considered. Only completed application packets will be reviewed.
4. Each request for an elective must have the approval of the sponsoring department and the Office of Education.
5. In most cases, confirmation for electives will be given as soon as possible after the May 8th deadline for EVMS students. EVMS students have first priority for electives. Within 10 days from the date your acceptance notification is sent, you must accept or decline the offer in VSAS.
6. Visiting students are limited to a **maximum of twelve weeks** of electives at EVMS, except under special circumstances. (Requires approval from the Vice Dean for Academic Affairs)
7. A non-refundable **fee of \$200.00** must be submitted at least 30 days PRIOR to the start of the rotation. Each visiting student must attend a brief administrative orientation with the Visiting Student Coordinator prior to beginning the elective. A student identification card will be issued by our Human Resources Office, Eastern Virginia Medical School, following orientation.
8. Each student is responsible for obtaining accommodations during his/her stay here.
9. No stipend will be paid by EVMS to visiting students taking electives for credit.
10. EVMS will provide evaluations to the sponsoring institutions, but credit for elective experiences will be given by the institution granting the M.D. degree to the student.

* For assistance with a visiting student application, please contact Jill Haught at haughtJM@emvs.edu or 757-446-5866.

Department of Anesthesia

Specialty Advising: Anesthesiology

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 233/242 (EVMS anesthesiology graduates 2014-18)

Mean Step 1/2 score: 232/244 (AAMC Charting Outcome Data 2018)

Total number of programs: 142

Interview timing: November-January

Away rotations: Highly recommended

Research: Helpful, varies by program

2018 AAMC Charting Outcome Data

Source: [Charting Outcomes in the Match 2018](#)

	Matched (n=1012)	Unmatched (n=38)
Mean number of contiguous ranks	14.6	5.3
Mean USMLE Step 1 score	232	212
Mean USMLE Step 2 score	244	226
Mean number of research experiences	2.9	2.4
Mean number of abstracts, presentations, publications	4.5	2.6
Mean number of volunteer experiences	6.4	6.9
Percentage who are AOA members	10.5	2.6
Percentage who have another graduate degree	15.0	27.3

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** — Vice Dean for Research — Local/national opportunities
- **Alexandra Leader, MD, MPH** — Director of Global Health — Local, regional, national, and global experiences in clinical skills, research and training
- **ERO Database** — Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

ANESTHESIOLOGY Q&A

AT EVMS AND AWAY: If EVMS doesn't have an on-site program, how do I get experience?

M3s: If you haven't taken Career Exploration clerkship, you can request Anesthesiology. Also secure a specialty advisor. **M4s:** Confirm an anesthesiology elective in Blocks 1 or 2 for experience and a letter writer.

AWAY ROTATIONS: Are away rotations required? Since EVMS does not have an anesthesiology residency program, away rotations are highly recommended. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be "on it" every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive "reach" programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	5	100%	1-3	Blocks 3-5

For additional information as to where students completed away electives contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three to four: One from an anesthesiologist who can directly attest to your performance in the specialty, and the remaining letter writers from other specialties or from research experience. They should also be able to comment on those strengths and attributes that would make you a strong resident and anesthesiologist.

M3-M4 checklist:

☒ Request an anesthesiology elective for Career Exploration. If unavailable, this block will have time for shadowing.

☒ Research and apply to away rotations.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni (check out the back of this sheet for details).

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

ANESTHESIOLOGY ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR:

Nanette B. 388-4871

Nanette@atlanticanesthesia.com

ANESTHESIOLOGY ALUMNI:

alumni@evms.edu

Course Information

Course Director	Craig Stopa, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	2 weeks
Main Contact	Nanette Broughman Nanette@atlanticanesthesia.com 757-388-4871	# of Students	Varies by block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Practical and theoretical aspects of anesthetic techniques with special emphasis on selection of the anesthetic technique of choice and contraindications to different anesthetic techniques. Selected references recommended to be read before elective.

Course Objectives

1. Evaluate uncomplicated patients for elective, straight forward surgery.
2. Recognize indications for general or regional anesthesia.
3. Understand standard and invasive monitors, including mechanism of action, indications, and troubleshooting.
4. Place I.V. cannulas easily and be aware of operative fluid management.
5. Master airway skills including: mask, ventilation, LMA placement, endotracheal intubation.
6. Understand changes in physiology during general and regional anesthesia
7. Review pharmacology of anesthetic drugs.
8. Be aware of the process of recovery from anesthesia.
9. Understand methods of post-op pain control.

Course Specifics

Report First Day	Contact at least two weeks prior to start of elective		
Student Efforts	95% of time in inpatient setting	36 hours/week of direct patient care	
	5% of time in trauma/ICU	4 hours/week of didactics	
	0% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	80% clinical observation, 20% review of readings		
Additional Physicians Participating in Teaching	Matthew Schlossberg, MD; Tara Johnson-Williams, MD; Christopher Dupre, MD; Matthew Isenhower, MD; Daphne Lenox, MD; Peter Mosnes, MD; Craig Stopa, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Andrea Martineau, MD Anzea Dukes, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	2 or 4 weeks (Course length is 2 weeks with the option to extend to 4 weeks for those students planning to go into anesthesiology field.)
Main Contact	Diana Dominique diana.dominique@chkd.org 757-668-7320	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Adult anesthesiology or another anesthesiology elective is a prerequisite for this course. Before registering for this course please email Ms. Dominique with your motivations for taking this course and details of your past anesthesia experience.

Course Description

The clinical anesthesia elective offered at Children's Hospital of The King's Daughters/Eastern Virginia Medical School will provide the medical student with practical and theoretical aspects of anesthetic techniques as they apply to the subspecialty of pediatric anesthesia with special emphasis on the differences between the adult and the pediatric patient in areas of airway management, fluid management, preoperative and postoperative evaluation and care. There will be hands-on experience with managing the pediatric airway including mask ventilation, insertion of airways, laryngoscopy and intubation; there will also be hands-on experience in the techniques of intravenous access. Participation in resident's didactic session will be optional. Due to the very specialized nature of pediatric anesthesia, previous experience in adult anesthesia is required prior to this elective.

Course Objectives

1. Evaluate the pediatric patient from an anesthetic perspective.
2. Recognize the indications for proceeding or delaying surgery in the child.
3. Set up basic equipment for the administration of anesthesia.
4. Understand the differences between the adult and the pediatric patient from the anesthetic perspective.
5. Gain an understanding of airway management including mask ventilation and orotracheal intubation.
6. Become familiar with the pharmacologic and physiologic effects of anesthesia on multiple organ systems in the anesthetized patient.
7. Have an awareness of the recovery of the pediatric patient from anesthesia.
8. Become familiar with the pediatric patient as a day surgery patient; follow the patient from admission in the Day Surgery Unit to discharge from PACU.

Course Specifics

Report First Day	Report to the OR Charge Desk, 3rd floor CHKD, at 6:45 am. Be ready in scrubs. Ask for the anesthesiologist board runner and introduce yourself. On the first day, go to the Anesthesiology Office to sign-in and obtain the course material.	
Student Efforts	10% of time in inpatient setting 0% of time in trauma/ICU 90% of time in outpatient setting	35 hours/week of direct patient care 1 hours/week of didactics 2 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Miriam Schoepf, MD; Jessica Kell, MD; Amy Wilborn, MD; Amelia Randall, MD; Liana Hosu, MD; Valbona Kanarek, MD; Andrea Martineau, MD; Anzea Dukes, MD; Mark Polak, DO; Justin John, MD; Christopher Karsanac, MD; Steve DeFreitas, MD; Jeffrey Schubert, DO; Mike Shackelford, DO; David Blakey, Matthias Koenig, MD; Ronald Brodsky, MD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The King's Daughters

Department of Dermatology

EVMS Dermatology is committed to teaching the next generation of skilled dermatologists. Our faculty lecture at numerous national conferences, conduct research and publish annually in scholarly journals.

In addition to caring for patients at Andrews Hall (on the EVMS campus in Norfolk) and at our Virginia Beach location, our doctors provide care for our nation's veterans at the Hampton Veterans Affairs Medical Center and in underserved clinics at EVMS and Sentara Norfolk General Hospital.

Our residency program is ACGME accredited and is 3 years long. Upon completion of the program, our residents are able to confidently enter private practice or a career in academic dermatology. The department also actively participates in the educational programs for both medical students and physician assistants. This includes the teaching of core courses such as histology, pathology, and clinical skills. Elective clerkships in dermatology, dermatopathology and dermatologic research are offered.

Members of EVMS Dermatology actively collaborate with investigators at EVMS, the Jones Institute for Reproductive Medicine and Old Dominion University to answer questions about the biology of the skin and process of diagnosis. Clinical trials are conducted under the direction of Dr. Abby Van Voorhees with specific areas of research in psoriasis and atopic dermatitis. Dr. Edward Prodanovic oversees research involving cutaneous cancers.

To learn more about the Department, visit

https://www.evms.edu/education/schools_institutes_centers_departments/dermatology/

Are you competitive?

Competitiveness: Highly competitive

Mean Step 1/2 score: 249/256 (AAMC Charting Outcome Data 2018)

Total number of programs: 141 (13 PGY1 + 128 PGY2)

Interview timing: October-January

Away rotations: Highly recommended

Research: Recommended (specific to dermatology not required)

2018 AAMC Charting Outcome Data	Matched (n=340)	Unmatched (n=72)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	9.3	4.3
Mean USMLE Step 1 score	249	241
Mean USMLE Step 2 score	256	249
Mean number of research experiences	5.2	4.8
Mean number of abstracts, presentations, publications	14.7	8.6
Mean number of volunteer experiences	9.1	7.5
Percentage who are AOA members	49.1	22.2
Percentage who have another graduate degree	16.4	18.3

You have the data. Now let's break it down.

How do I get started if I want to **present/publish my research**?

We have EVMS staff ready to help point you in the right direction!

- **Abby Van Voorhees, MD** – EVMS Dermatology Chair – Check with Dr. Van Voorhees to look into any ongoing EVMS dermatology research projects. (Cc April McGuire)
- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

DERMATOLOGY Q&A

AWAY ROTATIONS: Are away rotations required? It is highly recommended! **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	2	100%	2-3	Blocks 3-5

For additional information as to where students completed away electives contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, from the Dermatology chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but your ability to form meaningful relationships with faculty.

PARALLEL PLANS: This is definitely a specialty I want to pursue but I am worried about its competitiveness. You may be advised to do a parallel plan where you apply for two specialties at once. This will be discussed with your advisor.

DRM408: Dermatology

M3-M4 checklist:

☑ When you receive the survey for your Career Exploration clerkship elective preferences, request a derm rotation.

☑ Schedule a meeting with department chair Dr. Abby Van Voorhees to formally make the request for a **letter**. Contact other faculty for letters (see Q&A section).

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni (check out the back of this sheet for details).

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> **Specialties** >> **Specialty Advisor List** for contact info

COORDINATOR: [April McGuire](#)

DERM ALUMNI: alumni@evms.edu

Category: AMB, Elective

Course Information

Course Director	Abby Van Voorhees, MD	Period Offered	Continuously
Location	EVMS, Andrews Hall EVMS Princess Anne Fort Norfolk Plaza Pariser Dermatology	Duration	4 weeks
Main Contact	April McGuire, C-TAGME mcguiral@evms.edu 757-446-0593	# of Students	3 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	August – October preference given to students pursuing a Dermatology residency

Course Description

This elective is designed to give the student exposure to clinical dermatology including the vocabulary, diagnosis, and management of common skin diseases seen in general practice. Rotations through a variety of clinical outpatient settings will provide a broad-based background.

Course Objectives

1. Be able to perform a directed history and physical examination to assess a patient with skin disease and to formulate a plan of action.
2. Be able to accurately describe skin lesions.
3. Be able to diagnose and manage the 20 most common skin diseases.
4. Be familiar with the following procedures:
 - a. KOH preparation
 - b. Tzanck smear
 - c. Scraping for ectoparasites
 - d. Wood's light examination
5. Understand the principles of dermatologic surgery and cryotherapy.
6. Know how and when to refer a patient to a dermatologist.

Course Specifics

Report First Day	TWO WEEKS BEFORE FIRST DAY contact April McGuire, 721 Fairfax Avenue, Suite 200 to complete paperwork required to begin the elective		
Student Efforts	5% of time in inpatient setting	25 hours/week of direct patient care	
	0% of time in trauma/ICU	9 hours/week of didactics	
	95% of time in outpatient setting	6 hours/week asynchronous activities	
Evaluation	End of rotation exams, clinical observation and clinical presentations.		
Additional Physicians Participating In Teaching	Edward Prodanovic, MD, Judith Williams, MD, Julia Burden, MD, David Pariser, MD, Robert Pariser, MD, Alice Roberts, MD, PhD		

Site Compliance Requirements

Hospital 1: EVMS

Course Information

Course Director	Abby Van Voorhees, MD	Period Offered	Continuously
Location	EVMS, Andrews Hall	Duration	4 weeks
Main Contact	April McGuire, C-TAGME mcguiral@evms.edu 757-446-0593	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Student must meet w/ Dr. Van Voorhees at least two weeks prior to the start of the rotation.

Course Description

This elective is offered to individuals with a special interest in dermatology. Opportunities will be available to pursue a research project that will result in a publication. Projects will be tailored to the individual's area of interest.

Course Objectives

1. Work with a mentor to refine the project's aims, research questions, and protocol
2. Form clinical questions and retrieve evidence to advance patient care
3. Demonstrate curiosity, objectivity, and scientific reasoning
4. Retrieve and assess evidence
5. Demonstrate awareness and early skill in the appraisal of sources and content of medical information
6. Present credible research questions and hypothesis
7. Present credible conclusions or proposed solutions of value for medical practice
8. Achieve significant results or stated goals with a presentation or publication at the end of the rotation

Course Specifics

Report First Day	Contact April McGuire one month in advance to schedule meeting with Program Director.		
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	0% of time in outpatient setting	40 hours/week asynchronous activities	
Evaluation	Observation, their ability to work with research resources, and fund of knowledge.		
Additional Physicians Participating In Teaching	Edward Prodanovic, MD		

Site Compliance Requirements

Hospital 1: Non-hospital experience

Department of Emergency Medicine

The Department of Emergency Medicine is proud to serve as a center of excellence in Emergency Medicine in the Commonwealth of Virginia. We provide a comprehensive approach to the discipline of Emergency Medicine, providing leadership in clinical, academic and pre-hospital services.

We are one of the oldest Emergency Medicine residency programs and one of the oldest academic departments of Emergency Medicine in the U.S. We have been training outstanding Emergency physicians since 1981.

Our faculty and residents are actively engaged in scholarly activity and research, and we promote an atmosphere of inquiry and investigation. Our faculty and residents contribute to the advancement of emergency medical care through their research and publications. Faculty members lecture at the local, state, regional, national and international levels. Multiple members of the faculty have received national awards for their outstanding teaching and mentoring skills.

To learn more about the Department, visit https://www.evms.edu/emergency_medicine/#education

Specialty Advising: Emergency Medicine

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 233/247 (EVMS emergency medicine graduates 2014-18)

Mean Step 1/2 score: 233/247 (AAMC Charting Outcome Data 2018)

Total number of programs: 238

Interview timing: October-January

Away rotations: Required

Research: Not required but helpful

2018 AAMC Charting Outcome Data	Matched (n=1538)	Unmatched (n=141)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	12.8	5.0
Mean USMLE Step 1 score	233	220
Mean USMLE Step 2 score	247	233
Mean number of research experiences	2.5	2.3
Mean number of abstracts, presentations, publications	3.7	2.9
Mean number of volunteer experiences	7.3	6.3
Percentage who are AOA members	12.4	0.7
Percentage who have another graduate degree	16.9	17.5

You have the data. Now let's break it down.

How do I get started if I want to **present/publish my research**?

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

EMERGENCY MEDICINE Q&A

AWAY ROTATIONS: Are away rotations required? Yes! Will it help me match into a residency at the away institution? Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	18	100%	1-4	Blocks 2-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Two to three from Emergency Medicine faculty, including the director, then one from a faculty from other departments. Emergency Medicine residencies use SLOEs, or Standardized Letters of Evaluation. [More info on SLOEs here \(scroll to Demystifying the SLOE\).](#)

M4 SCHEDULING: What electives should I include in my M4 schedule? After two or three EM rotations, use the rest of your schedule to gain a deeper exposure in other areas such as Ophthalmology, Dermatology, Cardiology, Otolaryngology, Anesthesia, and Critical Care. CHKD also offers a pediatric emergency medicine elective.

M3-M4 checklist:

- ☒ Schedule a meeting with Emergency Medicine director Dr. Knapp to formally make the request for a **letter**. Contact other faculty for letters (see Q&A section).
- ☒ Search and apply for away rotations.
- ☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.
- ☒ Participate in **mock interviews**.
- ☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.
- ☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)
- ☒ Start scheduling **interviews** and make travel arrangements.
- ☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

EM ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Lisa Brennan](#)
388.3397

EM ALUMNI: alumni@evms.edu

RESOURCE: [EMRA and CORD Student Advising Guide](#)

Course Information

Course Director	Michael Bono, MD, FACEP	Period Offered	Blocks 1-8
Location	Sentara Norfolk General Hospital Sentara Princess Anne Hospital Sentara Leigh Hospital Sentara Virginia Beach General Hospital Sentara Obici Hospital	Duration	4 weeks
Main Contact	Traci Pugh pughtm@evms.edu 757-388-3397	# of Students	5-8 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 are reserved for students pursuing Emergency Medicine residency

Course Description

Rotate through the Emergency Department at several area Sentara hospitals with under EM Attending physicians. The student will see and evaluate all types of emergency patients, while working closely with emergency medicine attendings and residents. There is ample opportunity for hands-on care and developing procedural and clinical skills. Students will be assigned to a resident/attending and are expected to work their assigned shifts. Any schedule requests/changes must be approved in advance by the Chief Resident. Students are required to attend a series of lectures, grand rounds, SIM lab assessments, FAST exam Ultrasound, and our monthly Journal Club. The final grade is based on case conference presentation, patient/procedure logbook, clinical performance, and final exam grade. Clinical performance is a composite score based on resident and attending evaluations. The logbook refers to clinical experience documented in a patient/procedure log kept by the student during the rotation. In order to be considered for a grade of Honors for this elective, (the student must complete 15 documented shifts), a clinical score evaluation of Honors, and take the shelf exam. Students will be assigned to a resident and are expected to work the shifts of the assigned resident. Any schedule changes must be approved in advance by the Chief Resident.

Course Objectives

1. Perform the initial evaluation of the emergent patient.
2. Know the fundamentals of advanced cardiac and trauma life support.
3. Understand the evaluation and management of trauma.
4. Evaluate any patient presenting to the Emergency Department.
5. Order and interpret labs, EKGs, and imaging studies in the evaluation of the emergent patient.
6. Recognize a patient requiring urgent or emergent care and initiate management.
7. Recognize when specialty or subspecialty consultation is appropriate.
8. Demonstrate proper wound care and suturing techniques for simple lacerations.
9. Perform a detailed examination of the trauma patient.
10. Develop a differential diagnosis for patients with common ED complaints.
11. Recognize arrhythmias and ischemic patterns of EKG tracings and rhythm strips.
12. Interpret radiographs of the chest, extremities, and spine.
13. Learn how to document electronic medical record.
14. Perform a FAST Exam with the use of Ultrasound lab.

Course Specifics

Report First Day	Rm 304, Raleigh Building, Sentara Norfolk General Hospital, 600 Gresham Drive, Norfolk 23507		
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	100% of time in outpatient setting	5 hours/week asynchronous activities	
Evaluation	Exam grade, case conference presentation, patient/procedure logbook, clinical performance, and number of shifts.		
Additional Physicians Participating in Teaching	All physicians employed by the Emergency Physicians of Tidewater (EPT)		

Site Compliance Requirements

Hospital 1: Sentara Norfolk General Hospital
 Hospital 2: Sentara Princess Anne Hospital
 Hospital 3: Sentara Leigh Hospital
 Hospital 4: Sentara Virginia Beach General Hospital
 Hospital 5: Sentara Obici Hospital

Course Information

Course Director	LT Alyssa Krepela, DO	Period Offered	Continuously
Location	Naval Medical Center Portsmouth	Duration	4 weeks
Main Contact	Rachel Darling usn.hampton-roads.navhosporsva.list.NMCP-MedStudentCoordinator@mail.mil 757-953-0672 or 757-953-3677	# of Students	Varies
		Visiting Students	No
		Night Call	Yes; shift work
		Pre-Requisites/Restrictions	Priority given to HPSP students July-October. To request this elective CLICK HERE . Click on "Request for Clerkship/Interview" in the bottom left corner

Course Description

Rotating medical students spend 4 weeks in our department, and function in a capacity similar to that of the typical sub-intern. Students evaluate patients autonomously and make presentations to any one of 17 individual emergency medicine attending physicians whose cumulative background encompasses over 9 separate residency training programs throughout the nation. They participate in the resuscitation of critically ill or injured patients, and perform necessary procedures when indicated. Didactically, the student participates in the weekly emergency medicine residency conferences, daily intern lectures, and patient rounds. Additionally, students benefit from a specialized medical student curriculum which covers key concepts in the field. They are invited to attend monthly journal club sessions. Students also benefit from their interaction with interns and residents of varied levels of training and specialty interests. A particularly unique feature of our rotation is the exposure to emergencies presenting primarily in the military setting and emergency physician use of ultrasound. Naval Medical Center Portsmouth is a large 450 bed teaching hospital which has 14 specialty residencies/fellowships. The annual patient census in the emergency department approaches 70,000 visits. Approximately 30-40% of these pertain to the pediatric population. The recently renovated and upgraded emergency department has 13 general beds, 5 specialty beds, and 2 resuscitation beds.

Course Objectives

1. To introduce the student to the specialty of emergency medicine, and to afford the opportunity to participate to the fullest in its practice.
2. To assist the student in developing a thorough, systematic approach to the rapid recognition, evaluation, treatment, and disposition of the critically ill or injured patient. Additionally, to refine student skills in case presentation.
3. To teach the student how to prioritize patient care in terms of risk to life and limb as well as to introduce the student to self-management of multiple patients in a busy emergency department.
4. To set forth and teach a defined body of knowledge and skills which constitute the cornerstone of the specialty of emergency medicine.
5. To define acceptable standards of treatment for frequently encountered problems in the emergency department setting.
6. To involve the student in the regularly scheduled activities corresponding to the active established residency curriculum.
7. To introduce the student to the field of pre-hospital care, toxicology, disaster management, and environmental medicine – areas which fall into the special expertise of the emergency physician.
8. To involve the student in special procedures such as suturing, I and D, slit lamp examination, lumbar puncture, gastric lavage, Foley catheter placement, fracture identification and immobilization techniques, acute resuscitation procedures, venous access and CVP line placement, arterial puncture, airway management procedures, and many others.
9. To maintain sufficient flexibility to meet the personal needs of the trainee, to afford time for reading and individualized study, and to provide the necessary time for rest and relaxation.
10. Ultimately, to allow the student to function as a team-member in our department, improving the quality of care to our patients.

Course Specifics

Report First Day	Graduate Medical Education Office, Bldg. #3, 3rd floor at 0800 a.m. on first day of rotation for check-in documents.	
Student Efforts	0% of time in inpatient setting	30 hours/week of direct patient care
	0% of time in trauma/ICU	5 hours/week of didactics
	100% of time in outpatient setting	1 hours/week asynchronous activities
Evaluation	A brief 25-question examination based on the assigned readings is administered at the end of the rotation. The test is designed to be educational. Evaluations are primarily based on input from staff and resident physicians familiar with the performance of the student and ultimately collated by the medical student coordinator. Plenty of time-off is scheduled to allow the student time to complete the assignments.	
Additional Physicians Participating in Teaching	CAPT John Devlin, MD; CDR Patrick Cronyn, MD; CAPT John Alex, MD; LCDR Micah Gasparly, MD; LCDR Michael Jackson, DO; LCDR Adrianna Kyle, DO; Mike Owens, DO; Bob Frank, MD; LCDR Adam Bloom, DO; LCDR Ken McManus, DO; Rob Marshall, MD; LT Alyssa Krepela, DO; LT Grace Landers, MD	

Site Compliance Requirements

Hospital 1: Naval Medical Center Portsmouth

Course Information

Course Director	Don Byars, MD, RDMS, RDCS	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	Longitudinal for 4 weeks of credit
Main Contact	Ashton Pas PasAN@evms.edu 757-446-0364	# of Students	15 spots
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Reserved for students pursuing EM residency - some exceptions made. Prospective students must submit an email request to be selected for the Honors Ultrasound Program to the course coordinator (Ashton Pas: PasAN@evms.edu).

Course Description

The purpose of this course is to longitudinally teach the fundamentals of point-of-care ultrasound for selected students pursuing a career in emergency medicine. During the year, M4 students will have the opportunity to work with emergency medicine physicians proficient in emergency ultrasound. The student will become proficient in the core applications of bedside ultrasound in emergency medicine. The M4 student will serve as an education resource to assist in teaching other students.

Hours Bank: It is expected each student engage in 160 hours of ultrasound activities during the course of the academic year (4 weeks x 40 hours = 160 hours). All hours must be logged in the hours bank within one week of the activity. A minimum of 60 hours needs to be completed by Jan 1 of the academic year. In order to pass the course, all hours must be documented by May 1 of the academic year. Given the hectic and variable nature of the fourth year of medical school with away rotations and residency interviews, the faculty realize that students will not be able to participate in all course educational offerings. Examples of activities that may be logged into the hours bank include, but are not limited to: Facilitating M1/M2 Ultrasound Education Sessions (counts 2 hours for every 1 hour engaged); Attending ultrasound didactics; Attending ultrasound rounds in the emergency department; Completing SonoSIM modules (max 40 hours); An ultrasound case presentation is required (max 10 hours); Participating in teaching during the Transition into Clinical Practice (TIPS) course is required (max 20 hours). In addition, students are required to document 50 ultrasound exams over the course of the academic year.

Course Objectives

1. To learn the fundamental physics and knobology of point of care emergency ultrasound
2. To learn how to apply goal directed emergency ultrasound across the breadth of pathology in the Emergency Department.
3. How to specifically apply organized but focused emergency ultrasound at the bedside of a critically ill or injured patient.
4. To learn to properly interpret emergency ultrasound images from the most common applications.
5. To assist in ultrasound education of other med students.

Enabling Objectives:

1. Perform a Focused Assessment with Sonography in Trauma (FAST) examination.
2. Place a Central Venous Catheter using ultrasound guidance in the simulation laboratory.
3. Perform a right upper quadrant ultrasound.
4. Perform an abdominal focused cardiac ultrasound.
5. Perform an abdominal aortic ultrasound
6. Perform a pelvic ultrasound in a female in early pregnancy.
7. Perform a limited renal ultrasound.
8. Use ultrasound to aid guidance in invasive procedures.

Course Specifics

Report First Day	Raleigh Bldg, Rm 304, Sentara Norfolk General Hospital	
Student Efforts	0% of time in inpatient setting 0% of time in trauma/ICU 20% of time in outpatient setting	0 week of direct patient care 10 hours/week of didactics 10 hours/week asynchronous activities
Evaluation	Honors, Pass or Fail based directly upon the student's level of engagement, performance of bedside ultrasounds in the clinical space and simulation lab over the course of the year, and successful completion of the optional Honors Ultrasound project. Pass Criteria: Log 160 total hours in the "Hours Bank" over the course of the year; Perform 50 documented ultrasounds over the course of the year. Honors Criteria: Meet Pass Criteria; Perform an additional 100 documented ultrasounds, for a total of 150 scans over the year. Mastery Criteria: Meet Honors Criteria and perform a total of 500 scans over the year; Pass the ARDMS SPI Exam; optionally, obtain a specialty certification from the ARDMS (abdomen, cardiac, OB, etc.)	
Additional Physicians Participating in Teaching	Don Byars, MD, RDMS, RDCS, Felicia M. Toreno, PhD, RDMS, RDCS, RVT, Barry J. Knapp, MD, RDMS, FACEP	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Family Medicine

Our mission is to improve and promote the health of our patients and the people of Virginia through leadership and innovation in clinical practice, medical education, patient care, scholarly activities, research, and community service. We are concerned with current needs and future generations, and we have made special commitments to the underserved, children, mothers, the elderly and other at-risk populations in a time of rapid change in the healthcare world.

Our Patient-Centered Medical Home accreditation aims to improve the quality and efficiency of care and promote partnerships between patients and their personal physician. Each patient's care is tended to by clinician-led care teams who provide for all the patient's healthcare needs and coordinate treatments across the healthcare system.

EVMS Ghent Family Medicine is a comprehensive primary care center that exists to provide exceptional personalized patient care and broad-based medical education. We strive to foster the development of competent, compassionate family physicians and other healthcare professionals through lifelong personal and professional growth. Our guiding principles include continuity, accessibility and collaboration. Diversity is our strength. EVMS Portsmouth Family Medicine offers a supportive environment for residents while promoting expert, compassionate and comprehensive care. Residents are the key members of the Portsmouth Family Medicine family as they learn to be diagnosticians, counselors, scientists, teachers and friends in the healthcare community. Our goal is for all physicians and staff to focus on treating the whole family, body, mind and spirit.

EVMS Family and Community Medicine provides educational services for students at EVMS and partnering institutions. Our faculty contributes to medical student education through classroom teaching, early clinical experiences, medical simulations, service teaching and mentoring. Our clinical clerkship allows students to experience a sample of family and community medicine.

Goals for the electives in Family Medicine include:

- Learn about common patient-care issues encountered by family physicians
- Understand the family physician's role in directing and coordinating care for patients, their families and the EVMS community
- Observe and understand the disparities in healthcare outcomes.
- Attempt to correct the health disparities in our community through service-learning experiences by providing culturally and contextually appropriate care and by applying lessons learned in patient-centered communications.
- Motivate patients toward better self-care and adherence to a medical plan
- Understand how evidence-based medicine, team-based interdisciplinary care, information technology and medical systems analysis can improve healthcare while decreasing waste and errors

Experiences come from a variety of sources, including Family Medicine faculty, community physicians, residents, inpatient and outpatient services and didactics.

Medical students work closely with faculty, community physicians and residents in both inpatient and outpatient services. Lectures and conferences complement the clinical experiences each resident gains.

Following basic clinical experiences, we offer complementary and additive electives in Family Medicine that include electives in the hospital, ambulatory and rural settings, as well as electives in quality improvement and cost conscious care.

To learn more about the Department visit:

https://www.evms.edu/education/schools_institutes_centers_departments/family_community_medicine/

Specialty Advising: Family Medicine

Are you competitive?

Competitiveness: Less competitive

Mean Step 1/2 score: 227/239 (EVMS family medicine graduates 2014-18)

Mean Step 1/2 score: 220/237 (AAMC Charting Outcome Data 2018)

Total number of programs: 641

Interview timing: October-January

Away rotations: Not required

Research: Less important but helpful

2018 AAMC Charting Outcome Data	Matched (n=1438)	Unmatched (n=55)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	11.4	3.9
Mean USMLE Step 1 score	220	206
Mean USMLE Step 2 score	237	223
Mean number of research experiences	2.1	2.7
Mean number of abstracts, presentations, publications	3.0	2.3
Mean number of volunteer experiences	7.7	6.1
Percentage who are AOA members	7.4	0.0
Percentage who have another graduate degree	17.6	36.0

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research?

We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

FAMILY MEDICINE Q&A

AWAY ROTATIONS: Are away rotations required? Not necessarily, but some students find them to be rewarding experiences and an opportunity to explore different regions/programs. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your “reach” programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	12	40%	2-3	Blocks 2-5

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinsr@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Since Family Medicine is so broad, LoRs can be from multiple specialties (that can attest to your clinical skills), but be sure to have 1-2 from family medicine faculty and the chair.

PERSONAL STATEMENT: Show your personality, experience, goals, and commitment. From the AAFP: Demonstrated awareness and excitement about what is going on in family medicine can distinguish a good personal statement from a great one. For example, a student will demonstrate real interest and potential as a residency candidate by showing awareness of—or experience with—population health management, super-utilizers, care coordination, the Family Medicine for America's Health initiative, or other factors related to the specialty's impact and role in health care at a national level.

M3-M4 checklist:

☒ Schedule a meeting with Family Medicine Chair Alison Dobbie, MB ChB to formally request a letter.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

FAMILY MEDICINE ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Stephanie Ratcliffe](#)

FAM MED ALUMNI: alumni@evms.edu

FAMILY MEDICINE AAFP ADVISING RESOURCE: [Updated for 2019: Strolling Through the Match](#)

Course Information

Course Director	John Snellings, MD	Period Offered	Continuously
Location	Ghent Family Medicine Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	1 per block
		Visiting Students	Yes
		Night Call	Yes; up to one week of night call per rotation.
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing Family Medicine residency training

Course Description

The student will spend 4 weeks with the Ghent Family Medicine inpatient team at Sentara Norfolk General Hospital. Inpatient service only admits patients from the Ghent Family Practice. The student's responsibilities are commensurate to those of an intern on the family medicine service. These responsibilities include daily rounds, management of patients, evaluations of patients in the emergency department, admissions and discharges through EMR. For continuity, there will be opportunities to follow the discharged patient(s) during follow-up at the Ghent ambulatory center. There will also be opportunities to take night call with the family medicine intern. All activities will be supervised by a senior resident and the rounding faculty. The acting intern will attend didactic lectures one afternoon per week, and will spend one afternoon per week in the outpatient setting seeing patients.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Perform at the level of a first year resident.
2. Follow and have primary responsibility for the care of the patients they admit (from admission through discharge).
3. Work with hospital healthcare team to transition patient safely back to outpatient setting.
4. Demonstrate the ability to order appropriate diagnostic studies and interpret their results.
5. Perform procedures, when indicated, on their patients (under direct supervision of attending/resident).
6. Demonstrate a working knowledge of the psychosocial and biomedical aspects of common outpatient medical problems for which patients are commonly admitted to a family medicine service.
7. Demonstrate the ability to assess the psychosocial aspects of a patient's history and the effects they might have on the health of that patient.
8. Become familiar with practice-based learning – i.e. Cost effective medicine
9. Become familiar with community-based learning – i.e. Communication with other care providers and consultants.

Course Specifics

Report First Day	Prior to the first day of the rotation, student is contacted and provided the meeting location of the inpatient team.	
Student Efforts	95% of time in inpatient setting 0% of time in trauma/ICU 5% of time in outpatient setting	35 hours/week of direct patient care 5 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	The student's final grade will be based on performances as evaluated by attending and resident physicians. Also included will be attendance at the didactic sessions and a written H&P on one of the patients that the student admits while on the rotation.	
Additional Physicians Participating in Teaching	Michael Layne MD; Thomas Grant MD; Sahira Humadi MD; Margaret Baumgarten MD; Richard Whalen MD; Mary Rubino MD; Sahira Humadi MD; Amanda Gibson MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Stephen Brawley, MD	Period Offered	Continuously
Location	Portsmouth Family Medicine Bon Secours Mercy, Maryview Medical Center	Duration	4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing Family Medicine residency training

Course Description

The student will spend 4 weeks at Portsmouth Family Medicine. The student's responsibilities will be comparable to those of an intern on the family medicine service. They will be required to do admission histories and physicals and follow the patients admitted to the service. They will also attend didactic lectures at the appropriate site. The student will spend one afternoon per week in the office seeing patients with hospital residents to provide continuity for discharged patients.

Course Objectives

1. Upon completion of this rotation the student will be able to:
2. Perform at the level of a first year resident.
3. Follow and have primary responsibility for the care of the patients they admit (from admission through discharge).
4. Work with hospital healthcare team to transition patient safely back to outpatient setting.
5. Demonstrate the ability to order appropriate diagnostic studies and interpret their results.
6. Perform procedures, when indicated, on their patients (under direct supervision of attending/resident).
7. Demonstrate a working knowledge of the psychosocial and biomedical aspects of common outpatient medical problems for which patients are commonly admitted to a family medicine service.
8. Demonstrate the ability to assess the psychosocial aspects of a patient's history and the effects they might have on the health of that patient.
9. Become familiar with practice-based learning – i.e. Cost effective medicine
10. Become familiar with community-based learning – i.e. Communication with other care providers and consultant

Course Specifics

Report First Day	Justin Beck at Portsmouth Family Medicine, 757-264-5936. Prior to the first day of the rotation, the student is contacted and provided the meeting location of the inpatient team.		
Student Efforts	90% of time in inpatient setting	36 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	10% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	The student's final grade will be based on performances as evaluated by attending and resident physicians. Also included will be attendance at the didactic sessions and a written H&P on one of the patients that the student admits while on the rotation.		
Additional Physicians Participating in Teaching	Portsmouth Family Medicine faculty and residents		

Site Compliance Requirements

Hospital 1: Bon Secours, Maryview Medical Center

Course Information

Course Director	John Snellings, MD	Period Offered	Continuously
Location	Ghent Family Medicine	Duration	4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing Family Medicine residency training

Course Description

The student will spend four weeks providing patient care at the Ghent Family Medicine ambulatory center under the supervision of attending physicians and senior residents. The student will have the opportunity to provide “point of care” services such as cryotherapy and joint injections. Participation in the center’s minor surgery, colposcopy and other specialty clinics can be arranged based on interest and availability.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Appreciate the scope of ambulatory family practice.
2. Develop his/her clinical skills in managing common outpatient problems.
3. Develop his/her understanding of practicing in an environment which interfaces with managed care systems.

Course Specifics

Report First Day	Contact Stephanie Ratcliffe at Ghent Family Medicine, 757-446-7460		
Student Efforts	0% of time in inpatient setting	35 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Student will receive a composite evaluation based on assessments completed by faculty and residents; 100% observation.		
Additional Physicians Participating in Teaching	Ghent Family Medicine Faculty		

Site Compliance Requirements

Hospital 1: Non-hospital experience

Course Information

Course Director	Barry Gentry, MD	Period Offered	Continuously
Location	Portsmouth Family Medicine	Duration	4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing Family Medicine residency training

Course Description

The student will spend four weeks in their rotations seeing patients with their preceptor. The student will provide care for patients under supervision and when appropriate participate in educational activities.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Appreciate the scope of ambulatory family practice.
2. Develop his/her clinical skills in managing common outpatient problems.
3. Develop his/her understanding of practicing in an environment which interfaces with managed care systems.

Course Specifics

Report First Day	Contact Justin Beck at Portsmouth Family Medicine, 757-264-5936.						
Student Efforts	<table> <tr> <td>0% of time in inpatient setting</td><td>32 hours/week of direct patient care</td></tr> <tr> <td>0% of time in trauma/ICU</td><td>4 hours/week of didactics</td></tr> <tr> <td>80% of time in outpatient setting</td><td>4 hours/week asynchronous activities</td></tr> </table>	0% of time in inpatient setting	32 hours/week of direct patient care	0% of time in trauma/ICU	4 hours/week of didactics	80% of time in outpatient setting	4 hours/week asynchronous activities
0% of time in inpatient setting	32 hours/week of direct patient care						
0% of time in trauma/ICU	4 hours/week of didactics						
80% of time in outpatient setting	4 hours/week asynchronous activities						
Evaluation	Student will receive a composite evaluation based on assessments completed by faculty and residents; 100% observation.						
Additional Physicians Participating in Teaching	Portsmouth Family Medicine faculty						

Site Compliance Requirements

Hospital 1: Non-hospital experience

Course Information

Course Director	Bruce Britton, MD	Period Offered	Continuously
Location	Community Family Doctor's Office who holds an EVMS Community Faculty appointment and has an affiliation agreement in place with EVMS. See list maintained by Stephanie Ratcliffe.	Duration	4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	3 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Through reading and direct observation of family physician preceptors, the student will develop an accurate understanding of family medicine as a discipline and potential career choice.

Course Objectives

Upon Completion of this rotation the students will be able to:

1. Refine their knowledge of the scope of ambulatory family medicine
2. Develop his/her clinical skills in managing common outpatient problems
3. Develop his/her understanding of practicing in an environment which interfaces with managed care systems
4. Use the resources of the EVMS Department of Family and Community Medicine to meet ongoing educational and career guidance needs in medical

Course Specifics

Report First Day	Family Physician's Office with a physician who holds an EVMS Community Faculty appointment		
Student Efforts	0% of time in inpatient setting	30-50 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation, OR the student may take this as a non-credit elective with a letter documenting their participation sent to their academic file in the Dean's Office.		
Additional Physicians Participating in Teaching	See list maintained by Stephanie Ratcliffe		

Site Compliance Requirements

Health System: Compliance requirements will be identified at time of placement

Course Information

Course Director	Bruce Britton, MD	Period Offered	Continuously
Location	Community Family Doctor's Office who holds an EVMS Community Faculty appointment and has an affiliation agreement in place with EVMS. See list maintained by Stephanie Ratcliffe.	Duration	2 or 4 weeks
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing primary care residency training

Course Description

This elective is designed to provide an in-depth experience in community/rural medicine. Student will work with a family physician in a rural primary care office. Travel may be necessary to Franklin/Courtland, VA, Western Tidewater, the Eastern Shore, or other sites.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Identify special health conditions within the rural populations.
2. Identify the nutritional factors in rural population which contribute to their health problems.
3. Recognize the environment, family situations, and social structures as important contributions to the health status of an individual.
4. Describe the contribution poverty plays in the distribution of infections and chronic diseases, especially among rural populations.
5. Demonstrate health education skills.

Course Specifics

Report First Day	Family Physician who holds an EVMS Community Faculty appointment		
Student Efforts	0-10% of time in inpatient setting	100 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	90-100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	The student's final grade will be based on performances and completion of course objectives as evaluated by the assigned preceptor.		
Additional Physicians Participating in Teaching	See list maintained by Stephanie Ratcliffe		

Site Compliance Requirements

Health System: Compliance requirements will be identified at time of placement

Course Information

Course Director	Margaret Baumgarten, MD Catherine Derber, MD	Period Offered	August - May
Location	EVMS	Duration	Longitudinal for 4 weeks of credit
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	20+
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Meeting with Course Director

Course Description

The student will longitudinally over academic year work with Dr. Margaret Baumgarten/Dr. Catherine Derber, and other faculty for approximately 8 sessions starting in August and continuing once a month. The student will work with the Quality Improvement team in various aspects of EVMS QI activities that may include practice based research and implementation, best practices research and implementation, disease registry development and implementation, and development of dissemination of knowledge programs.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Understand basic principles of Continuous Quality Improvement in a Healthcare organization.
2. Understand basic process improvement methodologies and techniques utilized in Quality Improvement and Institutional Review Board.
3. Understand basic organizational structures that foster integration of Quality Improvement into Healthcare organizations.
4. Course objectives may be tailored to meet their specific needs in conjunction with Dr. Baumgarten/ Dr. Derber.

Course Specifics

Report First Day	Dr. Margaret Baumgarten/Dr. Catherine Derber	
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care
	0% of time in trauma/ICU	10% hours/week of didactics
	10% of time in outpatient setting	80% hours/week asynchronous activities
Evaluation	The student's final grade will be based on performance as evaluated by Director and the QI team and on student's research and written QI project.	
Additional Physicians Participating in Teaching	Richard Bikowski, MD	

Site Compliance Requirements

Hospital 1: Non-hospital experience

Course Information

Course Director	Brian Cubbage, MD	Period Offered	Continuously
Location	David B Nichols Health Center 16186 Main Ridge Road Tangier Island, VA 23440	Duration	2 or 4 weeks
Main Contact	Elizabeth Pruitt / Stephanie Ratcliffe elizabeth.pritt@rivhs.com ratclisl@evms.edu 804-435-3133 or 804-435-2119	# of Students	1 per block
		Visiting Students	No
		Night Call	Yes
		Pre-Requisites/Restrictions	Blocks 1-6 are for students pursuing Family Medicine residency training

Course Description

This elective is designed to provide an in-depth experience in frontier/rural medicine, experience with environmental and occupational health, inter-professional team based care, and health information technology (HIT) that bridges care for frontier populations. Student will work with a family physician in rural primary care office and in the Frontier Community Clinic (<http://tangierclinic.org/>) with Physician Assistant Inez Pruitt. Travel will be necessary to the Eastern Shore and Tangier Island. Students should be prepared to stay in housing/dorm provided. Students will need to undergo rotation specific training for Riverside Health Systems prior to clinical experiences. Students should be prepared to fly to Tangier Island with physician supervisor or take the ferry.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Identify special health conditions within the eastern shore and Tangier Island populations. Student will review information on unique population needs of Tangier Island residents provided by supervising physician.
2. Identify the unique barriers to health care in frontier populations and the systems and team required to bridge those barriers including physician extenders and telemedicine. Student will work with inter-professional team; utilize HIT to communicate with supervising physician.
3. Recognize the occupational, environmental, family systems, and social structures as important contributions to the health status of an individual.
4. Demonstrate health education skills that are sensitive to unique culture of Tangier Island residents.

Course Specifics

Report First Day	Brian Cubbage, MD						
Student Efforts	<table> <tr> <td>0% of time in inpatient setting</td><td>40 hours/week of direct patient care</td></tr> <tr> <td>0% of time in trauma/ICU</td><td>0 hours/week of didactics</td></tr> <tr> <td>100% of time in outpatient setting</td><td>5 hours/week asynchronous activities</td></tr> </table>	0% of time in inpatient setting	40 hours/week of direct patient care	0% of time in trauma/ICU	0 hours/week of didactics	100% of time in outpatient setting	5 hours/week asynchronous activities
0% of time in inpatient setting	40 hours/week of direct patient care						
0% of time in trauma/ICU	0 hours/week of didactics						
100% of time in outpatient setting	5 hours/week asynchronous activities						
Evaluation	Upon completion of objectives, the student's final grade will be completed by supervising physician and based on observations and evaluations from PA.						
Additional Physicians Participating in Teaching	Elizabeth Pruitt, PA						

Site Compliance Requirements

Hospital 1: Riverside Regional Medical Center
Health System: Eastern Shore Health Department

Course Information

Course Director	John Snellings, MD	Period Offered	August-March
Location	EVMS Hofheimer Hall, online classrooms	Duration	Longitudinal for 4 weeks of credit
Main Contact	Stephanie Ratcliffe RatcliSL@EVMS.EDU 757-446-7460	# of Students	15 spots
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Students will meet for initial course introduction to enhance cost-conscious medical care appreciation for the ambulatory or inpatient care settings, and/or interfaces of care (e.g., emergency departments). There are 8 total sessions held between August and April. Students will prepare for evening seminars reviewing best practices in cost-conscious care, from the Choosing Wisely Initiative to principles of parsimony. Students will have the opportunity to meet independently to design and carry out education or clinical interventions, while learning metrics for quality and cost of care.

Course Objectives

Upon completion of this rotation the student will be able to:

1. Describe the basic cost drivers of medical care in the United States.
2. Demonstrate the influence of social determinants of health and their relationship to medical costs in the United States;
3. Analyze the impact of medical costs on the accessibility of medical care and health disparities in the United States.
4. Define the effects of diagnostic testing costs on the costs of medical care.
5. Describe how physicians can affect the costs of patient care.

Course Specifics

Report First Day	Contact Stephanie Ratcliffe two weeks in advance, 757- 446-7460	
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care
	0% of time in trauma/ICU	10-20 hours/week of didactics
	0% of time in outpatient setting	2 hours/week asynchronous activities
Evaluation	Students will be graded based on combination of overall course participation including seminar discussion, online discussion groups, and assignments. Grading will be based on these outcomes.	
Additional Physicians Participating in Teaching	Guest lecturers, TBD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Internal Medicine

The Department of Internal Medicine is one of Eastern Virginia Medical School's most established academic departments, having been one of the founding graduate medical education training programs of the school when it was established in 1975.

Welcome to the Department of Medicine website at EVMS. We invite you to learn more about our outstanding education, patient care, and research programs. We strive for excellence in all three of these missions and we are proud of our achievements and wonderful faculty and residents. We strive to provide the highest quality of primary and subspecialty care for patients throughout the area. We train tomorrow's physicians in both the science and art of medicine with innovative programs. Our goal is also to provide outreach to meet the community needs to improve the quality of care and patient outcomes.

Each of our Internal Medicine Divisions can be explored at https://www.evms.edu/internal_medicine/#education

Specialty Advising: Internal Medicine

Are you competitive?

Competitiveness: Varies by program and location

Mean Step 1/2 score: 235/245 (EVMS Internal Medicine graduates 2014-18)

Mean Step 1/2 score: 233/246 (AAMC Charting Outcome Data 2018)

Total number of programs: 564

Interview timing: October-January

Away rotations: Not required

Research: Not required but helpful

2018 AAMC Charting Outcome Data

Source: [Charting Outcomes in the Match 2018](#)

	Matched (n=3,070)	Unmatched (n=59)
Mean number of contiguous ranks	12.6	3.6
Mean USMLE Step 1 score	233	207
Mean USMLE Step 2 score	246	223
Mean number of research experiences	3.1	2.1
Mean number of abstracts, presentations, publications	5.1	2.9
Mean number of volunteer experiences	6.8	5.5
Percentage who are AOA members	16.7	1.7
Percentage who have another graduate degree	17.6	35.7

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

INTERNAL MEDICINE Q&A

AWAY ROTATIONS: Are away rotations required? EVMS has a large selection of Internal Medicine rotations so it isn't required. **Will it help me match into a residency at the away institution?** In the senior year, audition rotations are unnecessary and sometimes risky. After all, simply getting stuck with a bad attending could ruin your chances of matching at that program. Concentrate more on LORs/personal statement!

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	30	40%	1-3	Blocks 2-7

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, from Internal Medicine faculty, including the Chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

PATHWAY TO SUB-SPECIALTY: Remember, you are applying for Internal Medicine residency, not fellowship in a subspecialty. In addition, all subspecialists are, at heart, excellent general internists, so make sure you gain experience in different subspecialties. Nearly all applicants change their mind during residency about subspecialties, so if you're undecided, that's OK!

M3-M4 checklist:

☑ Schedule a meeting with Internal Medicine Clerkship Directors Dr. Derber or Dr. Mills to formally make the request for a **letter**. Contact other faculty for letters (see Q&A section).

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

INTERNAL MEDICINE ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATORS: [Kaitlyn Ray](#) and [Azucena Palomares](#)

IM ALUMNI: alumni@evms.edu

General Internal Medicine

Course Information

Course Director	Mark Flemmer, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Kaitlyn Ray rayke@evms.edu 757-446-8425	# of Students	4 per block
		Visiting Students	Yes
		Night Call	Yes
		Pre-Requisites/Restrictions	Blocks 1-6 are open to students pursuing categorical Internal Medicine residency only. During interview season please contact Ms. Ray via email once you are notified of an interview. Please keep in mind that you are only allowed 3 interview days during the rotation.

Course Description

An advanced experience in general internal medicine, with the opportunity to select a subspecialty area. The student will function as an Acting Intern on the medical service.

Course Objectives

Intermediate Objectives:

1. To improve and advance the clinical skills.
2. To acquire the ability to reach a differential diagnosis and a relevant problem list at the end of a history and physical exam.
3. To acquire the ability to order relevant investigations.
4. To learn the indicators and complications of invasive procedures in Internal Medicine.
5. To learn the natural history (includes prognosis) of common disease.

Enabling Objectives:

1. Perform initial evaluation of the patient requiring admission to the hospital.
2. Develop differential diagnosis and institute management of common internal medicine problems.
3. Ability to interpret laboratory results.
4. Discuss progress and disposition as applied to a patient with a given disease.
5. Able to discuss clinical features on a pathophysiological basis.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, EVMS classroom, 2nd floor (Near GICU), no later than 8AM	
Student Efforts	100% of time in inpatient setting	48 hours/week of direct patient care
	0-5% of time in trauma/ICU	5 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation. A student trying for honors or receiving a failure, are required to take an oral exam with Dr. Mark Flemmer.	
Additional Physicians Participating in Teaching	Thomas Manser, MD; James Dixon, MD; Mitch Goodman, MD; Jody King, MD; Jennifer Ryal, MD; Brooke Hooper, MD; Mark Flemmer, MD; Sami Tahhan, MD; Matt Chakan, MD; Jason Dukes, MD; Aaron Mills, DO	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Mary Yurachek, MD	Period Offered	Continuously
Location	Veteran's Affairs Medical Center, Hampton	Duration	4 weeks
Main Contact	Kaitlyn Ray rayke@evms.edu 757-446-8425	# of Students	1 per block
		Visiting Students	No
		Night Call	Yes
		Pre-Requisites/Restrictions	During interview season please contact Ms. Ray via email once you are notified of an interview. Please keep in mind that you are only allowed 3 interview days during the rotation.

Course Description

The purpose of this rotation is to provide the student an opportunity to function as an Acting Intern on the general medicine wards at the VA Medical Center. The student will admit patients, perform initial history and physical examinations, write all orders, discuss the case with an attending, make daily rounds with the attending physician and other members of the ward team and perform all necessary procedures. Skills to be obtained during this rotation include improved diagnostic techniques through history and physical examination and improved skills in therapy. Since continuity of care is essential to training, absences should be minimized during this elective.

Course Objectives

Intermediate Objectives:

1. To improve and advance the clinical skills.
2. To acquire the ability to reach a differential diagnosis and a relevant problem list at the end of a history and physical exam.
3. To acquire the ability to order relevant investigations.
4. To learn the indicators and complications of invasive procedures in Internal Medicine.
5. To learn the natural history (includes prognosis) of common disease.

Enabling Objectives:

1. Perform initial evaluation of the patient requiring admission to the hospital.
2. Develop differential diagnosis and institute management of common internal medicine problems.
3. Ability to interpret laboratory results.
4. Discuss progress and disposition as applied to a patient with a given disease.
5. Able to discuss clinical features on a pathophysiological basis.

Course Specifics

Report First Day	Medical Service Office, Building 135, Room A110, VA Medical Center	
Student Efforts	100% of time in inpatient setting	40 hours/week of direct patient care
	0-5% of time in trauma/ICU	5 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Nahid Rizvi, MD; Ian Chen, MD; Tajamul Hasan, MD; Rachel Paul Jeyadhas, MD	

Site Compliance Requirements

Hospital 1: Veteran's Affairs Medical Center, Hampton

Course Information

Course Director	Kusama K. Nanduri, MBBS	Period Offered	Blocks 5-6
Location	12255 Fair Lakes Parkway, Fairfax, VA 22033	Duration	4 weeks
Main Contact	Jonathan Holland jonathan.m.holland@kp.org 301-816-5672	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

Course Objectives

At the end of the elective, the medical student should be able to:

1. Evaluate how internal medicine and its subspecialties can be applied in a practical setting.
2. Execute an appropriate, accurate and systematic history.
3. Demonstrate appropriate communication and psychosocial skills.
4. Demonstrate ability to skillfully perform physical examination appropriate to patient's history.
5. Develop differential diagnosis and institute management of common internal medicine problems.
6. Perform initial evaluation of the patient requiring admission to the hospital.
7. Interpret laboratory results, simple X-rays, ECG and demonstrate knowledge of basic prescriptions appropriate for treatment.
8. Discuss progress and disposition as applied to a patient with a given disease.
9. Formulate oral presentations and medical write-ups that are complete, accurate and organized.

Course Specifics

Report First Day	Fair Oaks Medical Center, 12255 Fair Lakes Pkwy, Fairfax, VA 22033. Please email one week beforehand.		
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Health System: Kaiser

Course Information

Course Director	Jason M. Rashkin, MD	Period Offered	Blocks 1, 4, 5, 8, 9
Location	8008 Westpark Drive, McLean VA 22102	Duration	4 weeks
Main Contact	Jonathan Holland jonathan.m.holland@kp.org 301-816-5672	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Through direct observation and practicing medicine under the supervision of Cardiology preceptor, the student will develop an accurate understanding of cardiology and cardiac electrophysiology, as a discipline and potential career choice.

Course Objectives

At the end of the elective, the medical student should be able to:

1. Take a detailed cardiovascular history, perform a good cardiovascular physical examination, order appropriate tests, and correlate these into a logical diagnosis and plan of management.
2. Detect symptoms and physical findings of congestive heart failure, hypertension, ischemic valvular heart diseases.
3. Understand the theory and interpretation of EKG scalar electrocardiography.
4. Recognize mitral valvular abnormalities, chamber enlargement, and ventricular overload on the echocardiogram.
5. Understand cardiac hemodynamics and be able to correlate these events with cardiac symptoms, physical findings and the electrocardiogram.
6. Understand the basic pharmacology, including indications, contraindications, and dose of common cardiac drugs, including digitalis, antihypertensive, and antiarrhythmic drugs.
7. Recognize and diagnose chamber enlargement, ST-segment abnormalities, arrhythmias, conduction defects and digitalis toxicity on the electrocardiogram.
8. Recognize common problems encountered in patients with permanent pacemakers.
8. Have an understanding of problems involved in ambulatory monitoring.

Course Specifics

Report First Day	Tysons Corner Medical Center, 8008 Westpark Dr, McLean, VA 22102. Please email beforehand for details.		
Student Efforts	30% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	70% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Health System: Kaiser

Course Information

Course Director	Seraphine Soosaimanickam, MBBS	Period Offered	Blocks 1-5
Location	10701 Rosemary Drive, Manassas VA 20109	Duration	4 weeks
Main Contact	Jonathan Holland jonathan.m.holland@kp.org 301-816-5672	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

Course Objectives

At the end of the elective, the medical student should be able to:

1. Evaluate how internal medicine and its subspecialties can be applied in a practical setting.
2. Execute an appropriate, accurate and systematic history.
3. Demonstrate appropriate communication and psychosocial skills.
4. Demonstrate ability to skillfully perform physical examination appropriate to patient's history.
5. Develop differential diagnosis and institute management of common internal medicine problems.
6. Perform initial evaluation of the patient requiring admission to the hospital.
7. Interpret laboratory results, simple X-rays, ECG and demonstrate knowledge of basic prescriptions appropriate for treatment.
8. Discuss progress and disposition as applied to a patient with a given disease.
9. Formulate oral presentations and medical write-ups that are complete, accurate and organized.

Course Specifics

Report First Day	10701 Rosemary Drive, Manassas VA 20109. Please email beforehand for details.		
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Jason Singh, MD; Priya Mathur, MD; Avtar Chana, MD		

Site Compliance Requirements

Health System: Kaiser

Course Information

Course Director	Jonas P. Wiltz, MD	Period Offered	Blocks 1-6, 11
Location	201 N. Washington St, Falls Church, VA 22046	Duration	4 weeks
Main Contact	Jonathan Holland jonathan.m.holland@kp.org 301-816-5672	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Through direct observation and practicing medicine under the supervision of Internal Medicine preceptors, the student will develop an accurate understanding of internal medicine as a discipline and potential career choice.

Course Objectives

At the end of the elective, the medical student should be able to:

1. Evaluate how internal medicine and its subspecialties can be applied in a practical setting.
2. Execute an appropriate, accurate and systematic history.
3. Demonstrate appropriate communication and psychosocial skills.
4. Demonstrate ability to skillfully perform physical examination appropriate to patient's history.
5. Develop differential diagnosis and institute management of common internal medicine problems.
6. Perform initial evaluation of the patient requiring admission to the hospital.
7. Interpret laboratory results, simple X-rays, ECG and demonstrate knowledge of basic prescriptions appropriate for treatment.
8. Discuss progress and disposition as applied to a patient with a given disease.
9. Formulate oral presentations and medical write-ups that are complete, accurate and organized.

Course Specifics

Report First Day	Falls Church Medical Center, 201 N. Washington St, Falls Church, VA 22046. Please email beforehand for details.		
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Merrell Sami, MD; Donna Lee, MD; Cassandra Sims, MD		

Site Compliance Requirements

Health System: Kaiser

Cardiology

Course Information

Course Director	JE Brush, MD	Period Offered	Blocks 1-10
Location	Sentara, Leigh Hospital	Duration	4 weeks
Main Contact	Lena Seals lrseals1@sentara.com 757-507-8909	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

A busy consultative service, emphasizing clinical cardiology, clinical decision-making, intensive care cardiology, EKG reading and the proper use of cardiac testing.

Course Objectives

1. Introduction to a broad array of cardiology patients with a variety of common cardiology disorders.
2. Introduction to basic principles of clinical reasoning, using cardiology patients as examples.
3. Introduction to basic EKG reading and an understanding of the proper use of common cardiac tests and therapies.

Course Specifics

Report First Day	Please call Lena at 757-507-8909 one week prior to your start date. She will provide the name and pager number of the physician that you will contact on your first day. Rounds start at 7am. Meet at Sentara Leigh Hospital on the 3rd floor - ICU.		
Student Efforts	100% of time in inpatient setting	28 hours/week of direct patient care	
	10% of time in trauma/ICU	2 hours/week of didactics	
	0% of time in outpatient setting	10 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	John P Parker, MD; Sanjay G Shah, MD; Paul Levigne, MD; Luke Kohan, MD; Partha Manchikalapudi, MD; Ramanaiah Kakani; MD		

Site Compliance Requirements

Health System: Sentara, Leigh Hospital

Critical Care Medicine

Course Information

Course Director	Paul E Marik, MD, FCCP, FCCM	Period Offered	Blocks 1-9
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Ylonda Boatright boatright@evms.edu 757-446-7439	# of Students	4 per block
		Visiting Students	No
		Night Call	Yes
		Pre-Requisites/Restrictions	Blocks 1-6 are open to students pursuing categorical Internal Medicine residency only

Course Description

Fourth year students involved in the Intensive Care Unit Rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of upper level residents and Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions, such as nutritional support.

Course Objectives

1. The students will learn basic knowledge of Intensive Care Medicine including Cardiac and Pulmonary support, indications for enteral and parenteral nutrition, continuous and intermittent dialysis techniques, and appropriate antibiotic use in the Intensive Care Unit.
2. Students will acquire experience in placing arterial and venous catheters, x-ray interpretation, and an understanding of the technique of oral intubation and bronchoscopy.

Course Specifics

Report First Day	General Intensive Care Unit, 10h Floor River Pavilion, Sentara Norfolk General Hospital. Contact Ylonda Boatright, boatright@evms.edu one week prior to rotation start to obtain additional objectives and instructions for the rotation. Students are asked to review the ICU handbook prior to start of rotation.	
Student Efforts	100% of time in inpatient setting 100% of time in trauma/ICU 0% of time in outpatient setting	50 hours/week of direct patient care 10 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Joshua Sill, MD; Alex Levitov, MD; Matthew Bernens, MD; Xian Qiao, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Aileen Tiro, DO	Period Offered	Blocks 2, 4, 7, 9
Location	Sentara, Leigh Hospital	Duration	4 weeks
Main Contact	Ylonda Boatright boatright@evms.edu 757-446-7439	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Open to students pursuing categorical Internal Medicine residency only

Course Description

Fourth Year student involved in the Intensive Care Unit rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions- such as vasopressors, nutritional support, and sedation.

Course Objectives

1. Learn basic knowledge of Intensive Care Medicine including cardiac and pulmonary support
2. Know the indications for enteral and parenteral nutrition
3. Understand intermittent dialysis techniques
4. Prescribe appropriate antibiotics for critically ill patients
5. Place arterial and venous catheters
6. Interpret chest x-rays
7. Understand the technique of oral intubation and bronchoscopy

By the end of the critical care rotation, the learners will be able to demonstrate the ability to:

1. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
2. Develop a thorough, systematic approach to the rapid recognition, evaluation, treatment, and disposition of the critically ill or injured patient.
3. Collaborate as a member of an interprofessional team
4. Give or receive a patient handover to transition care responsibility
5. Obtain informed consent for tests and/or procedures
6. Perform general procedures of a physician

Course Specifics

Report First Day	Contact Ylonda Boatright 2 weeks prior to start of course	
Student Efforts	100% of time in inpatient setting 100% of time in trauma/ICU 0% of time in outpatient setting	50+hours/week of direct patient care 1-3 hours/week of didactics N/A hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Joseph Gresens, MD; Arpana Mahalingashetty, MD; Dr. Baker; Dr. Crawley	

Site Compliance Requirements

Health System: Sentara, Leigh Hospital

Course Information

Course Director	Krishna C. Thandra, MBBS	Period Offered	Block 2, 9
Location	Sentara, Virginia Beach General Hospital	Duration	2 or 4 weeks
Main Contact	Ylonda Boatright boatright@evms.edu 757-446-7439	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Fourth Year student involved in the Intensive Care Unit rotation will be expected to round with the Intensive Care Unit Team. Students will work under the supervision of Pulmonary/Critical Care Medicine Faculty. This rotation will allow students to see critically ill patients and gain experience in managing mechanical ventilation, interventions- such as vasopressors, nutritional support, and sedation.

Course Objectives

1. Learn basic knowledge of Intensive Care Medicine including cardiac and pulmonary support
2. Know the indications for enteral and parenteral nutrition
3. Understand intermittent dialysis techniques
4. Prescribe appropriate antibiotics for critically ill patients
5. Place arterial and venous catheters
6. Interpret chest x-rays
7. Understand the technique of oral intubation and bronchoscopy

By the end of the critical care rotation, the learners will be able to demonstrate the ability to:

1. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
2. Develop a thorough, systematic approach to the rapid recognition, evaluation, treatment, and disposition of the critically ill or injured patient.
3. Collaborate as a member of an interprofessional team
4. Give or receive a patient handover to transition care responsibility
5. Obtain informed consent for tests and/or procedures
6. Perform general procedures of a physician

Course Specifics

Report First Day	Contact Ylonda Boatright 2 weeks prior to start of course	
Student Efforts	100% of time in inpatient setting 100% of time in trauma/ICU 0% of time in outpatient setting	Varies hours/week of direct patient care hours/week of didactics hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Health System: Sentara, Virginia Beach General Hospital

Endocrinology

Course Information

Course Director	Elizabeth Jenkins, MD	Period Offered	Continuously
Location	Strelitz Diabetes Center Sentara, Norfolk General Hospital Sentara Heart Hospital	Duration	4 weeks
Main Contact	Natalie Gray graynr@evms.edu 757-446-5910	# of Students	1-2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The endocrine elective will expose the student to a comprehensive spectrum of endocrine conditions. The student will see a broad spectrum of endocrine diseases, including type 1 and type 2 diabetes and their complications, thyroid disorders, conditions affecting both male and female reproduction, obesity, adrenal and pituitary gland disease, neuroendocrine tumors and their associated syndromes, and conditions involving bone and calcium metabolism. Students will be involved in both initial patient visits in the clinic and in follow-up visits. They will also participate as a member of the endocrine consult service for a portion of the elective, and will write and present patient notes to the consult attending. Students are encouraged to attend a variety of endocrine-focused conferences during their elective time, including endocrine grand rounds, the endocrine core lecture series, journal club and endocrine case conference.

Course Objectives

1. Perform the initial assessment including history and clinical presentation and development of differential assessments of patients referred for concerns of endocrine disease
2. Know common physical exam findings associated with common endocrine conditions
3. Know the appropriate review of systems for endocrine disease
4. Learn the diagnostic approach and common clinical tests for frequently seen conditions in outpatient endocrinology
5. Understand the diagnostic workup and follow-up of patients with more complex inpatient endocrine disease
6. Understand the role of a consultant

Course Specifics

Report First Day	Please contact Natalie Gray for details (757) 446-5910 or graynr@evms.edu.	
Student Efforts	50% of time in inpatient setting	28 hours/week of direct patient care
	0% of time in trauma/ICU	4 hours/week of didactics
	50% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Elias Siraj, MD; Romesh Khardori, MD; David Lieb, MD; Cheryl Almirante, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Sentara, Heart Hospital

Gastroenterology

Course Information

Course Director	F. Taylor Wootton, MD	Period Offered	Continuously
Location	Sentara, Leigh Hospital Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Donna Beck donnab@glstva.com 757-961-1127	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

An intensive clinical experience in gastroenterology and hepatology, heavily weighted to inpatient consultation and management of primary, secondary and tertiary level care problems. Cognitive and diagnostic approaches to patients with digestive and liver diseases are emphasized.

Course Objectives

1. To provide a rich and intensive clinical experience in digestive-liver diseases and nutritional support.
2. To integrate basic physiology, pathophysiology and clinical medicine at the bedside.
3. To emphasize the importance and complementary nature of cognitive and procedural diagnostic testing.
4. To become familiar with the basic GI-liver textbooks, journals and their use as aids in clinical problem solving, conference design and writing case reports.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, GI Station, 8 AM		
Student Efforts	90% of time in inpatient setting	40 hours/week of direct patient care	
	10% of time in trauma/ICU	5 hours/week of didactics	
	0% of time in outpatient setting	3 hours/week asynchronous activities	
Evaluation	85% clinical, 15% oral		
Additional Physicians Participating in Teaching	Michael J. Ryan, MD, David A. Johnson, MD, F. Taylor Wootton, MD, Kelvin Hornbuckle, MD, Whitney D. Brooks, MD, Syed Ismail M. Thiwan, MD, John H. Smith, MD; Parth J. Parekh, MD; Alan Tiev, MD		

Site Compliance Requirements

Hospital 1: Sentara, Leigh Hospital
Hospital 2: Sentara, Norfolk General Hospital

Infectious Disease

Course Information

Course Director	Catherine Derber, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Kaitlyn Ray rayke@evms.edu 757-446-8425	# of Students	3 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students must have a pager during this rotation. During interview season please contact Ms. Ray via email once you are notified of an interview. Please keep in mind that you are only allowed 3 interview days during the rotation.

Course Description

This elective will provide an introduction to infectious disease. Emphasis will be on the evaluation of patients with a variety of infections on the inpatient wards including endocarditis, meningitis, nosocomial infectious, antibiotic resistance and osteomyelitis. A set of reference materials covering the major aspects of Infectious Disease will be provided to each student.

Course Objectives

1. To become familiar with the signs and symptoms, and differential diagnosis of infectious disease.
2. To become familiar with the services of the microbiology laboratory and the cost effective use of lab tests.
3. To learn the safe, cost effective use of anti-microbial agents.

Course Specifics

Report First Day	Contact two weeks prior to the start of the elective	
Student Efforts	100% of time in inpatient setting 10% of time in trauma/ICU 0% of time in outpatient setting	45 hours/week of direct patient care 2 hours/week of didactics N/A hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Ronald Flenner, MD; Patrick Haggerty, MD; Udip Dahal, MD; Barry Rittman, MD; Moumita Sarker, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Catherine Derber, MD	Period Offered	Continuously
Location	EVMS Department of Internal Medicine	Duration	4 weeks
Main Contact	Kaitlyn Ray rayke@evms.edu 757-446-8425	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective includes a comprehensive approach to HIV/AIDS care beginning with initial diagnosis, moving through preventative care, and dealing with end-stage processes and death related issues. There is a strong focus on outpatient experience but hospital care/teaching will also be provided. Teaching will be on a one-on-one basis for patient care. Reading topics and slide collections will be provided.

Course Objectives

1. To develop clinical expertise in diagnosis and treatment of HIV-related immune compromise and opportunistic infections.
2. To understand and implement preventative measures and health maintenance for HIV-infected individuals.
3. To become familiar with adjunct therapies and psycho-social aspects of HIV care from a physician's standpoint and the patient's.

Course Specifics

Report First Day	Contact two weeks prior to the start of the elective	
Student Efforts	0% of time in inpatient setting	30 hours/week of direct patient care
	0% of time in trauma/ICU	12 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Ronald Flenner, MD; Patrick Haggerty, MD; Udip Dahal, MD; Barry Rittman, MD; Moumita Sarker, MD; CHKD Infectious Diseases specialists, CHKD Cystic Fibrosis clinic	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Nephrology

Course Information

Course Director	Thomas McCune, MD, FACP	Period Offered	Continuously
Location	Nephrology Associates of Tidewater Sentara, Norfolk General Hospital	Duration	2 or 4 weeks
Main Contact	Chrisandra Knight knightcs@evms.edu 757-446-0375	# of Students	1 per block if 4 week session 2 per block if 2 week session
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The student will make clinical rounds on patients on the inpatient EVMS Renal and Nephrology Assoc. Consult Service. The M4 student will also be given selected lectures and will be given the opportunity for presenting a clinical topic or journal article at one of our division renal conferences.

Course Objectives

Intermediate Objectives:

1. To learn the pathophysiology of acute renal failure in the hospitalized patient with renal disease."
2. To learn the management of acute and chronic renal failure in the hospitalized patient.
3. To learn the evaluation of acid-base, fluid and electrolyte imbalance and their management.
4. To understand the rationale for the choices of different forms of treatment in acute renal failure and end-stage renal disease.
5. To learn the management of hypertension in the hospitalized patient.
6. Students will have experience with inpatient and outpatient care of kidney and pancreas transplantation.

By the end of the elective the student should be able to:

1. Assess renal function in patients and plan a rational investigative course using both non-invasive and invasive techniques to determine the cause and extent of disease.
2. To formulate a plan for the short and long term management of the hospitalized renal patient.
3. Understand the evaluation of an acid-base issue
4. Understand the evaluation of common electrolyte abnormalities.

Course Specifics

Report First Day	Unless notified, you will report to the Transplant Clinic at 8am. Please contact Chrisandra Knight: knightcs@evms.edu with any questions.	
Student Efforts	30% of time in inpatient setting 30% of time in trauma/ICU 40% of time in outpatient setting	40 hours/week of direct patient care 3 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Harlan Rust, MD; Suresh Rijhwani, MD; Varun Malhotra, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Pulmonary Medicine

Course Information

Course Director	Joshua Sill, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Ylonda Boatright boatry@evms.edu 757-446-7439	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Students will round on a daily basis with the Pulmonary attending, fellow, and resident. The students will be responsible for maintaining contact with a group of patients on the Pulmonary Consult Service. Students will also be expected to evaluate new consultations in the outpatient sphere under the supervision of the pulmonary resident and attending.

Students will attend academic conferences to include thoracic multidisciplinary conference, pulmonary case conference, pulmonary didactics, and pulmonary/critical care journal club.

Course Objectives

1. Students will become familiar with basic knowledge of pulmonary infections, inflammatory lung disease, pulmonary vascular disease and neoplasms of the lung and pleura.
2. Students will learn the indications, contraindications, and technique of pulmonary function testing, Methacholine Challenge testing, radiographic evaluation and bronchoscopy.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, Pulmonary Function Lab. Contact Ylonda Boatright, (boatry@evms.edu) 446-7439 one week prior to start of rotation to obtain additional objectives and instructions for the rotation.		
Student Efforts	90% of time in inpatient setting	40 hours/week of direct patient care	
	5% of time in trauma/ICU	4 hours/week of didactics	
	5% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Clinical observation, participation on rounds and observations of interactions with patients, families and care team members		
Additional Physicians Participating in Teaching	ICU/Pulmonary fellows and Internal Medicine residents		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Rheumatology

Course Information

Course Director	Roger Lidman, MD	Period Offered	Blocks 4, 8
Location	Center for Arthritis and Rheumatic Disease, 816 Greenbrier Circle, A, Chesapeake VA 23320	Duration	4 weeks
Main Contact	Barbara Almas balmas@centerforarthritis.com 757-407-5852	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The student will receive a well-rounded exposure to rheumatology, spending time in the office assisting with patients and helping work-up admissions.

Course Objectives

The student will be able to:

1. Perform a reasonably thorough examination of the joints.
2. Perform a reasonably thorough rheumatologic history.
3. Recognize significant abnormalities when they are found and apply them to a differential diagnosis of rheumatologic conditions.
4. Describe in some detail certain rheumatologic conditions.
5. Identify treatment programs and drugs for the rheumatologic diseases.
6. Describe rheumatologic procedures (e.g. joint taps, synovial biopsies, polarizing microscopic use, etc.)
7. Identify and explain the special laboratory tests available (FANA's, rheumatoid factor, etc.).
8. Learn x-ray interpretation of joint abnormalities.

Course Specifics

Report First Day	Email Barbara Almas to arrange your schedule	
Student Efforts	0% of time in inpatient setting	34 hours/week of direct patient care
	0% of time in trauma/ICU	0 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	90% clinical observation, 10% written exam	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Neurology

Members of the Neurology Department are involved in the education of both medical students and residents, offering preclinical and clinical instruction in neuroscience, physical examination and diagnosis, teaching conferences and elective rotations.

The Neurology Department also conducts research regarding neurological complications of diabetes, management of stroke and epilepsy, and headaches and seizures in children.

Specialty Advising: Neurology

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 223/241 (EVMS neurology graduates 2014-18)

Mean Step 1/2 score: 231/242 (AAMC Charting Outcome Data 2018)

Total number of programs: 114

Interview timing: October-January

Away rotations: Case-by-Case basis

Research: Helpful

2018 AAMC Charting Outcome Data	Matched (n=437)	Unmatched (n=16)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	11.7	4.0
Mean USMLE Step 1 score	231	213
Mean USMLE Step 2 score	242	229
Mean number of research experiences	3.6	3.4
Mean number of abstracts, presentations, publications	6.3	7.3
Mean number of volunteer experiences	6.5	6.8
Percentage who are AOA members	11.9	0.0
Percentage who have another graduate degree	16.7	37.5

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

NEUROLOGY Q&A

AWAY ROTATIONS: Are away rotations required? No, but they may or may not be recommended.

This is an individual decision based on your competitiveness and other factors. Set an appointment with the [Associate Dean](#) or your specialty advisor to discuss the pros/cons.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	1	100%	3	Block 3

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three, with at least one from the neurology chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

M3-M4 checklist:

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

NEURO ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

NEURO ALUMNI:
alumni@evms.edu

Course Information

Course Director	Daniel Cohen, MD	Period Offered	Blocks 1-4
Location	Sentara, all regional locations Chesapeake Regional Medical Center	Duration	4 weeks
Main Contact	Daniel Cohen, MD cohend@evms.edu 757-388-6105	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Pursuing residency in Neurology or Neurosurgery

Course Description

Clinical neurology in the outpatient and inpatient settings in cooperating hospitals. The students will evaluate and follow neurology consultations in the hospital and assist in the neurology clinic. Specific reviews of various neurological illnesses will be made. Opportunities exist for observation in diagnostic laboratories (e.g. Epilepsy Monitoring Unit, Autonomic Lab, EMG Lab, Music Medicine, etc.)

Course Objectives

The primary goal will be to acquire competence in the performance of the neurological examination, i.e., assessment of mental status, cranial nerves, coordination/station/gait, motor system, reflexes, and sensation. A secondary objective will be to obtain exposure to common neurological conditions such as headache, cerebrovascular disease, seizure disorders, dementia, coma, demyelinating disease, extrapyramidal disease, and peripheral neuropathy.

Course Specifics

Report First Day	Email Dr. Cohen to arrange
Student Efforts	0-25% of time in inpatient setting 0% of time in trauma/ICU 75-100% of time in outpatient setting
Evaluation	100% clinical observation
Additional Physicians Participating in Teaching	Kamal Chemali, MD; Philip Davenport, MD; Hua Wang, MD; Bruno Maton, MD; Pamela Evans, MD; Nayeem Karim, DO; Andrew Galbreath, DO; Amelito Malapira, MD; Michelle Kuczma, DO; Karen Thomas, DO; Soham Sheth, MD; Robert Lanue, MD

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
 Hospital 2: Sentara, Leigh Hospital
 Hospital 3: Sentara, Princess Anne Hospital
 Hospital 4: Sentara, Virginia Beach General Hospital
 Hospital 5: Sentara, OBICI Hospital
 Hospital 6: Sentara, Careplex
 Hospital 7: Chesapeake Regional Medical Center

Department of Obstetrics & Gynecology

Welcome to the EVMS Obstetrics and Gynecology. We offer a broad spectrum of obstetrical and gynecological health care services and our excellent team of physicians, educators, and researchers is dedicated to improving quality of life for women of all ages.

Our mission:

- To provide the highest caliber health care and patient services available to women in southeastern Virginia and northeastern North Carolina.
- To serve the community through advanced biomedical research and outreach educational programs benefiting our women patients.
- To educate medical students, residents, fellows, and community faculty on issues regarding all aspects of obstetrics, gynecology, women's health, and preventive health care measures.

Our faculty is committed to pursuing our mission at the highest levels and many are recognized nationally/internationally for their efforts. Our pioneering research in reproductive medicine is recognized globally, our ultrasound research in Maternal-Fetal Medicine is among the most advanced in the world, and our other specialty divisions are also active in cutting edge clinical research. Our goal is to provide a first class training and research experience for future obstetricians and gynecologists, preparing them equally well for both academic and private pursuits.

If you are interested in our program, consider applying for one of the M4 Electives in the Department of OB-GYN. Electives can be offered almost any time of year, as the schedules are not strictly established. Current EVMS students have priority, and they fill on a first-come, first-served basis. The full elective is four weeks long, but exceptions can be made for two weeks of credit if this works better with your schedule.

To learn more about the Department visit: https://www.evms.edu/obstetrics_and_gynecology/#education

Specialty Advising: OB/GYN

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 230/242 (EVMS OBGYN graduates 2014-18)

Mean Step 1/2 score: 230/247 (AAMC Charting Outcome Data 2018)

Total number of programs: 267

Interview timing: October-January

Away rotations: Not required

Research: Less important but helpful

2018 AAMC Charting Outcome Data	Matched (n=1005)	Unmatched (n=132)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	12.4	7.4
Mean USMLE Step 1 score	230	218
Mean USMLE Step 2 score	247	235
Mean number of research experiences	3.4	2.9
Mean number of abstracts, presentations, publications	4.9	3.3
Mean number of volunteer experiences	8.5	8.0
Percentage who are AOA members	16.2	3.0
Percentage who have another graduate degree	18.5	20.8

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

OB/GYN Q&A

AWAY ROTATIONS: Are away rotations required? EVMS has a large selection of OBGYN rotations so it isn't required. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be "on it" every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive "reach" programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	9	80%	1-2	Blocks 2-7

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinsr@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, including one from the OB chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but your ability to form meaningful relationships with faculty.

RESEARCH: Research is not required, but having a scholarly activity such as a research, community service, or quality improvement project can help set you apart from other applicants.

NOTE: At a residency interview, you must be able to describe the work in detail.

M3-M4 checklist:

☑ Schedule a meeting with the OBGYN chair (for contact information, see specialty advisor list, info below) to formally request a letter.

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

OBGYN ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Tara Chauhan](#)

OBGYN ALUMNI:
alumni@evms.edu

RESOURCE: <https://www.acog.org/>

Course Information

Course Director	Gloria Too, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	Yes; 2 overnight call shifts during the four-week rotation will take place at Sentara Norfolk General Labor and Delivery.
		Pre-Requisites/Restrictions	Blocks 1-6 only open for student pursuing OB/GYN Residency. Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and residency application. Along with the elective application you must submit a school transcript, resume and personal statement.

Course Description

This acting internship will give students the opportunity for direct inpatient management of patients at Sentara Norfolk General Obstetric Unit, primarily on Labor and Delivery. The faculty will be pleased to attempt to tailor a program to the student's particular interest, including the opportunity for outpatient clinics as desired. Students will be expected to take 2 overnight call shifts during the four-week rotation. Labor and Delivery Acting Intern Schedule*

Monday:	5:30am – 6:30pm Labor and Delivery
Tuesday:	5:30am – 6:30pm Labor and Delivery
Wednesday:	5:30am – 6:30pm Labor and Delivery
Thursday:	5:30am – 8:00am Labor and Delivery 8:00am – 12:00pm Didactics 12:00pm – 6:30pm - Labor and Delivery
Friday:	5:30am – 6:30pm Labor and Delivery

*Schedule may be altered by overnight call shifts

In the last week of the rotation, the student will be expected to sit down with the course director for an oral exam.

Course Objectives

1. To increase and reinforce the basic core knowledge of Obstetrics.
2. To increase skills in clinical evaluation and management.
3. To increase technical skills in Obstetrics and Gynecology, such as pelvic exam and obstetric ultrasound.

Course Specifics

Report First Day	SNGH L&D, per instructions of Chief Resident	
Student Efforts	100% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	53 hours/week of direct patient care 4 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	20% oral exam/case presentation; 80% clinical observation	
Additional Physicians Participating in Teaching	Chief Residents	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Pritha Workman, MD	Period Offered	Blocks 3-5, 8, 9
Location	6501 Loisdale Court Springfield VA 22150	Duration	4 weeks
Main Contact	Jonathan Holland jonathan.m.holland@kp.org 301-816-5672	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective permits the assumption of greater patient responsibility on the part of the medical student in the outpatient setting. This elective is recommended if a student is interested in pursuing a residency in Ob/Gyn and desire more in depth exposure to the specialty. The faculty will be pleased to attempt to tailor a program to the student's particular interest, but the basic usual expectation should be advanced clinical management and reinforcement of cognitive material and problem solving skills.

Course Objectives

1. Be cognizant of the social and health policy aspect of women's health (ethical issues, sterilization, abortion, domestic violence; adolescent care regarding STDs, contraception and pregnancy).
2. Conduct a medical interview and accurate physical exam with emphasis on obstetrics and gynecology.
3. Understand current contraceptive technology.
4. Provide a differential diagnosis of an 'acute abdomen'- pelvic infection, ectopic pregnancy, adnexal torsion, appendicitis, diverticulitis, renal calculi, etc.
5. Gain greater competence in both acute outpatient ambulatory care treatment
6. Perform supervised prenatal care to assess fetal wellbeing using ultrasound and doppler
7. To provide comprehensive counseling to patients regarding postpartum care, contraceptive options, and prevention of sexually transmitted diseases

Course Specifics

Report First Day	Please call before arrival to established location	
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care
	0% of time in trauma/ICU	0 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation and oral feedback	
Additional Physicians Participating in Teaching	Nahed Ezmerli, MD; Jennifer Biggs, MD; Carolyn Payne, MD; Megan Early, MD	

Site Compliance Requirements

Health System: Kaiser

Course Information

Course Director	Silvina Bocca, MD, PhD, HCLD	Period Offered	Continuously
Location	The Jones Institute for Reproductive Medicine	Duration	4 weeks
Main Contact	Irene Foy foya@evms.edu 757-446-7119	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding residency application. Along with the elective application you must submit a school transcript, resume and personal statement.

Course Description

The experience teaches introductory concepts of homeostasis, hormone synthesis, structure/function and hormonal signal transduction; the key hormones and growth factors and their roles in reproduction; basic female and male reproductive anatomy; physiology of the ovulatory cycle, menstruation and menopause; pharmacological control of follicular development of fertility treatment and contraception; disorders of fertility and pathology of the reproduction system; ovarian stimulation protocols; and the role of GnRH agonists and antagonists in ART. There is opportunity to be involved with surgery depending on experience and desire of the student.

Textbook: Clinical Gynecologic Endocrinology & Infertility by Speroff, et.al, 9th edition, 2019, Lippincot, Williams and Wilkins.

Course Objectives

1. To obtain history and physical exam from patients in the clinic under the supervision of the attending physician and learn work-up and patient management. These types of patients include basic infertility patients, premature ovarian failure, IVF patients, patients with menstrual disturbances, (amenorrhea, DUB, PCOS, PMS), recurrent miscarriages, mullerian anomalies, pubertal disorders, menopausal problems, PMS, patients with contraceptive needs, and cancer patients seeking fertility preservation.
2. To be proficient with the following procedures in the clinic – IUI, transvaginal ultrasound (2D and 3D), hydrososonogram, hysterosalpingogram, endometrial biopsy, and ovulation induction with clomid, femara and gonadotropins.
3. To understand the basic steps involved in the performance of the following procedures: TESA and TESE, IUI, cryopreservation, semen preparation, semen analysis, PGD, PGS.
4. To assist in the OR with the attending and fellow on laparoscopies, daVinci assisted laparoscopies, endometriosis surgery, laparotomies, myomectomies, hysteroscopies with resection of polyps, fibroids, vaginal and uterine septi, IVF retrieval and transfers, etc.
5. To attend noon conferences, Journal Club (last Monday of the month, 5-7 pm) and Ob/Gyn Dept. Grand Rounds (Thursday, 8 am).
6. To know how to evaluate the endocrine status by clinical skills, BBT, cervical mucus and vaginal smere.
7. To understand the principles of selectively ordering a laboratory test for the differential diagnosis of reproductive endocrine problems.

Course Specifics

Report First Day	The Jones Institute Building, 601 Colley Ave, Norfolk, VA 23507; First Floor, Nurses Station; ask for the “first year fellow” for orientation.		
Student Efforts	.5% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	3 hours/week of didactics	
	99.5% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Laurel Stadtmauer, MD, PhD; Tarita Pakrashi, MD, MPH; David Archer, MD		

Site Compliance Requirements

Hospital 1: Non-Hospital Experience unless participating in surgery at Sentara Norfolk General Hospital or at Jones Institute OR (2nd floor)

Course Information

Course Director	Gloria Too, MD	Period Offered	Continuously
Location	EVMS Hofheimer Hall Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	Yes; Night call will take place at SNGH Labor and Delivery.
		Pre-Requisites/Restrictions	Blocks 1-6 only open for students pursuing OB/GYN residency training. Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding Residency application. Along with the elective application you must submit a school transcript, resume, and personal statement.

Course Description

The student will participate in the care of the high risk obstetrical patients, working directly with the faculty members of the Division of Maternal-Fetal Medicine and the residents on the Academic Obstetrics Service at Sentara Norfolk General Hospital. The rotation emphasizes inpatient care, but students will also participate in outpatient high-risk obstetric clinic for one half day per week. At the completion of the elective, the student should have an understanding of the approach to the clinical approach to common high-risk obstetric complications. Students will be expected to take 2 overnight call shifts during the four week rotation.

Labor & Delivery Acting Intern Schedule*

Monday:	5:30am – 6:30pm Antepartum/Labor and Delivery
Tuesday:	5:30am – 6:30pm Antepartum/Labor and Delivery
Wednesday:	5:30am – 6:30pm Antepartum/Labor and Delivery
Thursday:	5:30am – 8:00am Antepartum/Labor and Delivery 8:00am – 12:00pm Didactics 12:00pm – 6:30pm Antepartum/Labor and Delivery
Friday:	5:30am – 6:30pm Antepartum/Labor and Delivery

*Schedule may be altered by overnight call shifts and outpatient clinic

In the last week of the rotation, the student will be expected to sit down with the course director for an oral exam.

Course Objectives

- To become familiar with the clinical presentation, evaluation, diagnosis, and management of common complications of pregnancy, such as (but not limited to):
 - pre-term labor
 - premature rupture of membranes
 - hypertensive disease
 - diabetes in pregnancy
- To increase skills in clinical evaluation and management.
- To increase technical skills in Obstetrics and Gynecology, such as pelvic exam and obstetric ultrasound.

Course Specifics

Report First Day	EVMS Maternal-Fetal Medicine Office at Hofheimer Hall, third floor 8:00 am	
Student Efforts	90% of time in inpatient setting	55 hours/week of direct patient care
	0% of time in trauma/ICU	4 hours/week of didactics
	10% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	20% oral exam/case presentation; 80% clinical observation	
Additional Physicians Participating in Teaching	Alfred Abuhamad, MD; Camille Kanaan, MD; Lea Porche, MD; Eliza Berkley, MD; Malgorzata Mlynarczyk, MD; Steven Warsof, MD; Margarita de Veciana, MD; Ray Abinadar, MD; Juliana Martins, MD; Elizabeth Seagraves, DO	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Kindra Larson, MD Peter Takacs, MD	Period Offered	Blocks 3, 4, 6-9
Location	EVMS Sentara Princess Anne Office and OR	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding residency application. Along with the elective application, you must submit a school transcript, resume and personal statement.

Course Description

Experience in urogynecology in an office and hospital setting. Hands on experience in the operating room in a supervised setting. Management of outpatient urodynamic testing and other evaluations pertinent to the patient with urinary incontinence.

Course Objectives

1. Basic knowledge in the diagnosis and treatment of female incontinence and related issues.
2. Basic knowledge in operative techniques including cystoscopy.
3. Improve ability to perform pelvic exams in an office setting.
4. Basic knowledge of urodynamic testing.

Course Specifics

Report First Day	Princess Anne Office (8:00 am)		
Student Efforts	30% of time in inpatient setting	30 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	70% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	35% oral exam/case presentation; 65% clinical observation		
Additional Physicians Participating in Teaching	Peter Takacs, MD		

Site Compliance Requirements

Hospital 1: Sentara, Princess Anne Hospital

Course Information

Course Director	Andrew Moore, MD	Period Offered	Continuously
Location	EVMS Hofheimer Hall Sentara, Norfolk General Hospital Sentara, Leigh Hospital Sentara, Princess Anne Hospital	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding residency application. Along with the elective application, you must submit a school transcript, resume and personal statement.

Course Description

The purpose of this elective is to provide the students with further experience in inpatient and outpatient benign gynecology. The student will function as a “sub-intern” in the diagnosis, evaluation and treatment of women with various gynecologic problems. It will include both inpatient and outpatient experiences, with participation in clinics, gynecologic surgeries, and on-going inpatient care.

Course Objectives

1. To increase knowledge and experience in the differential diagnosis and management of benign gynecologic diseases.
2. To gain practical experience with pelvic examination and other GYN office procedures.
3. To gain experience with other modalities of outpatient and inpatient evaluation of common gynecologic problems.
4. To learn the indications for gynecologic surgical procedures.

Course Specifics

Report First Day	Meeting time and place will be determined by the Chief Resident		
Student Efforts	30% of time in inpatient setting	60 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	70% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	75% clinical observation, 25% written and oral presentation		
Additional Physicians Participating in Teaching	Richard Willard, MD; Beth Levin, MD; Thomas Kimble, MD; Andrew Moore, MD; Renee Morales, MD, FACOG		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
 Hospital 2: Sentara, Princess Anne Hospital
 Hospital 3: Sentara, Leigh Hospital

Course Information

Course Director	Joseph Hudgins, MD	Period Offered	Blocks 1-4 and 7-11
Location	Sentara, Norfolk General Hospital Sentara Princess Anne Hospital	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	Blocks 1-4: 2 Block 7: 1 Block 8-11: 2
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call. This course is designed for students pursuing a surgical career who are interested in increasing their knowledge of pelvic anatomy and fundamental surgical skills with an emphasis in minimally invasive surgery. The student will complete a structured curriculum that includes pelvic anatomy, surgical instrumentation, surgical energy, & fundamental laparoscopic skills. The student will participate in clinical activities including observation in the operating room one and one half days per week and will be involved in direct patient care two half days in outpatient gynecology clinics. The remainder of the time will be in self-directed study and surgical simulation skills. The student will be assigned a mentor from the Gynecology Division to supervise the completion of the course.

Course Objectives

By the completion of this rotation the medical student should be competent in the following:

1. Describe the key pelvic anatomic land marks and anatomic relationships of the pelvis
2. Assess these land marks in both pelvic exam and surgical settings as they relate to the pathophysiology, evaluation and treatment of gynecologic disease
3. Identify the surgical instruments and equipment commonly used in gynecologic procedures
4. Describe the use of surgical energy in relation to gynecologic surgery
5. Describe and employ basic dissection techniques use in gynecologic and minimally invasive surgery
6. Describe the critical steps necessary in following the patient through the surgical process including pre-operative assessment in the clinical setting, pre-operative evaluation and planning the day of surgery, intraoperative planning, and post-surgical care
7. Develop an evaluation and treatment algorithm for assessing patients with complex gynecologic pathology to include patient history, physical exam, employing and interpreting appropriate diagnostic studies, and developing an appropriate management plan

Course Specifics

Report First Day	EVMS Hofheimer Hall	
Student Efforts	25% of time in inpatient setting 0% of time in trauma/ICU 25% of time in outpatient setting	20 hours/week of direct patient care 6 hours/week of didactics 14 hours/week asynchronous activities
Evaluation	15% final multiple choice exam; 10% weekly exams; 10% final oral exam; 25% clinical observation; 40% required lab sessions	
Additional Physicians Participating in Teaching	Traci Ito MD; Andy Moore, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Sentara, Princess Anne Hospital

Course Information

Course Director	Kindra Larson, MD Beth Levin, MD	Period Offered	Blocks 1, 2 and 5
Location	Sentara, Norfolk General Hospital Sentara Princess Anne Hospital	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call. This course is designed for students pursuing a surgical career who are interested in increasing their knowledge of pelvic anatomy and fundamental surgical skills with an emphasis in minimally invasive surgery. The student will complete a structured curriculum that includes pelvic anatomy, surgical instrumentation, surgical energy, & fundamental laparoscopic skills. The student will participate in clinical activities including observation in the operating room one and one half days per week and will be involved in direct patient care two half days in outpatient gynecology clinics. The remainder of the time will be in self-directed study and surgical simulation skills. The student will be assigned a mentor from the Gynecology Division to supervise the completion of the course.

Course Objectives

By the completion of this rotation the medical student should be competent in the following:

1. Manage common outpatient obstetric and gynecologic problems
2. Perform routine gynecologic examinations, Pap smears, and gynecologic biopsies
3. Identify the surgical instruments and equipment commonly used in gynecologic procedures. Basic knowledge of operative techniques, including: cystoscopy, hysteroscopy, and laparoscopy
4. Describe the critical steps necessary in following the patient through the surgical process including pre-operative assessment in the clinical setting, pre-operative evaluation and planning the day of surgery, intraoperative planning, and post-surgical care
5. Develop an evaluation and treatment algorithm for assessing patients with complex gynecologic pathology to include patient history, physical exam, employing and interpreting appropriate diagnostic studies, and developing an appropriate management plan
6. Basic knowledge of urodynamic testing

Course Specifics

Report First Day	EVMS Hofheimer Hall	
Student Efforts	60% of time in inpatient setting	30 hours/week of direct patient care
	0% of time in trauma/ICU	4 hours/week of didactics
	40% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	80% clinical observation; 20% oral exam/case presentation	
Additional Physicians Participating in Teaching	Peter Takacs, MD; Andy Moore, MD; Stephen Davis, MD; Richard Willard, MD; Renee Morales, MD, FACOG	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Sentara, Princess Anne Hospital

Course Information

Course Director	Steve Warsof, MD	Period Offered	Continuously
Location	EVMS Hofheimer Hall Sentara, Princess Anne Hospital	Duration	4 weeks
Main Contact	Steve Warsof, MD warsofsl@evms.edu 757-446-7902	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding residency application. Along with the elective application, you must submit a school transcript, resume and personal statement.

Course Description

Although exposed to the general “concepts” of genetic risk assessment in the third year clerkship, the majority of students have little experience with medical genetics as practiced. The goals of the elective will include observation of genetic counseling, risk assessment calculation, counseling regarding prenatal diagnosis options, prenatal screening to include noninvasive prenatal testing of fetal aneuploidy (NIPT), population based carrier screening, ultrasound assessment of fetal anomalies (and their implications), teratogen exposure in pregnancy and recurrence risk.

Course Objectives

1. To increase knowledge and experience in the differential diagnosis and management of reproductive genetic disease.
2. To gain practical experience with obstetric ultrasound.
3. To learn the indications for prenatal diagnosis.

Course Specifics

Report First Day	Maternal-Fetal Medicine, Hofheimer Hall, 8:30 a.m., 3rd Floor. Ask for genetics counselor.		
Student Efforts	0% of time in inpatient setting	30 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	65% clinical observation; 35% case presentation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Hospital 1: Sentara, Princess Anne Hospital

Course Information

Course Director	Gloria Too, MD	Period Offered	Continuously
Location	EVMS Hofheimer Hall	Duration	4 weeks
Main Contact	Tara Chauhan chauhatp@evms.edu 757-446-7902	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students interested in Obstetrics and Gynecology as a career choice should contact Dr. Too regarding electives and regarding residency application. Along with the elective application, you must submit a school transcript, resume and personal statement.

Course Description

The student will actively participate in the planning, coordinating, and successful execution of various educational activities of the third year OB-GYN clerkship. Included duties with respect to the third year clerkship include, but are not limited to: assisting with orientation, suture workshops, simulation training, updating and proctoring the clerkship mid-term examination, development and testing of objective structured clinical exams (OSCE's), standardized patients (SP's) and other teaching responsibilities as directed by Dr. Too.

The student may participate in educational and/or clinical research under the direction of Dr. Too and her appointed clinical research supervisors, and will be required to submit clear research objectives at least 4 weeks prior to the start of the rotation.

Course Objectives

1. To increase and reinforce the basic core knowledge of Obstetrics and Gynecology through teaching and educational research.
2. To develop academic medical skills by actively participating in the formal educational process of junior medical students.
3. To become familiar with the rigors of clerkship scheduling, proctoring, and question and examination development.
4. To gain competence in educational and/or clinical research by exposure to ongoing research projects in the Department of Obstetrics and Gynecology.
5. To increase clinical knowledge and competence in Obstetrics and Gynecology through continued clinical interaction with faculty and patients.

Course Specifics

Report First Day	Maternal-Fetal Medicine, Hofheimer Hall, 8:30 a.m., 3rd Floor	
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care
	0% of time in trauma/ICU	0 hours/week of didactics
	0% of time in outpatient setting	40 hours/week asynchronous activities
Evaluation	100% mentor evaluation	
Additional Physicians Participating in Teaching	Andrew Moore MD, Renee Morales MD, self-selected research faculty mentor	

Site Compliance Requirements

Hospital 1: Non-Hospital Experience

Department of Ophthalmology

Established in 1976 by its founding chair, Dr. William Humphrey, and a group of dedicated community ophthalmologists, the EVMS Ophthalmology Residency Program started as a community based training program to meet the needs of the rapidly growing population in Hampton Roads.

Since that time, the Ophthalmology Residency Program has experienced tremendous growth in its academic, clinical and research programs. The program offers an outstanding, well-balanced exposure to all aspects within the field of Ophthalmology including: Cornea and external disease, Cataract, Glaucoma, Pediatrics, Uveitis, Retina, Neuro-Ophthalmology, Oculoplastics and Ocular Pathology. With over 30 community faculty members and 3 research faculty members, the wealth of expertise available to the program is outstanding. The majority of the clinical experience occurs at Sentara Norfolk General Hospital and the Hampton VA Medical Center. The residents also rotate at several faculty members private offices during their subspecialty exposure. The curriculum is further augmented by rotations at CHKD. The personalized attention received by the residents, along with an exceptional breadth of eye pathology exposure, with one resident to 247K population, distinguishes this unique program.

The program offers extensive exposure to ocular trauma and emergencies through its association with the Level 1 trauma center at Sentara Norfolk General Hospital. The Lions Center for Sight, located within Norfolk General Hospital, is the primary site of the resident eye clinic. The on campus Thomas R. Lee Center for Ocular Research offers exceptional opportunities for resident research. Residents regularly present papers and research projects at local and national meetings.

The three-year residency program is fully accredited by the ACGME. Residents enter the program after completing a year of internal medicine, surgery or a rotating internship. The program receives over 300 applications annually, through the SF Match program, for its two first year ophthalmology resident positions. About half the residents graduating from the program pursue fellowship training.

To learn more about the Department visit:

https://www.evms.edu/education/schools_institutes_centers_departments/ophthalmology/

Specialty Advising: Ophthalmology

Are you competitive?

Competitiveness: Highly competitive

Mean Step 1/2 score: EVMS N/A

Mean Step 1/2 score: 245

(SF Match 2020 Data)

Total number of programs: 120

Interview timing: October-December

Away rotations: highly Recommended

Research: Importance usually high, but varies by program

Ophthalmology Match Report 2020			
Total # of registrations	737	Total # of rank lists	635
Total # of CAS participants	703	Total # of applicants ranked	617

Matched applicants:		Pct. Matching:	
US Seniors	444	Overall	78%
US Grads	22	US Seniors	90%
IMGs	29	US Grads	4%
Total Matched:	495	IMGs	6%
Unmatched applicants:	140		

Avg. USMLE Step 1:	
Matched	245
Unmatched	233
Avg. applications per applicant	77

Positions:	
Offered	496
Filled	495
Left	1

Ophthalmology Q&A

AWAY ROTATIONS: AWAY ROTATIONS: Are away rotations required? It is highly recommended! **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

COHORT	# OF STUDENTS IN SPECIALTY	% STUDENTS WHO DID AN AWAY ROTATION	RANGE OF AWAYS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	5	100%	1-3	Blocks 3-5

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinsr@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters should I get and from whom? Two letters from ophthalmologists and one from a faculty member on a core clerkship (Medicine, Surgery, Pediatrics). For ophthalmology, you might choose a research advisor, mentor, or attending you worked closely with during your clerkship/away rotation.

Ophthalmology is a small field, so letters from well-known individuals can help your application, but only if they know you well. In general, make sure you choose someone who knows you well and can vouch for your character, work ethic, and enthusiasm for the field. If using a LOR from a clerkship, ask the letter writer during or immediately after your clerkship, while your work is still fresh in their mind. NOTE: These same 3 letters of recommendation will be sent to ALL the ophthalmology programs you apply to.

APPLYING FOR RESIDENCY: The Ophthalmology Match is a unique process for medical students. Unlike your classmates, you will need to apply through two separate application services, the San Francisco Match (for ophthalmology) and ERAS (for your preliminary/internship year). You will also find out if you matched in mid-January instead of mid-March.

M3-M4 checklist:

☒ Schedule a meeting with the Ophthalmology chair for a letter of recommendation (see Specialty Advisors List for specific contact info).

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

OPHTHALMOLOGY ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Ally Hemphill](#)

OPHTHAL ALUMNI:
alumni@evms.edu

RESOURCES:

- [Residency Match Basics for Ophthalmology](#)
- [Ophthalmology Residency match Summary Report 2019](#)
- [San Francisco Match](#)

Course Information

Course Director	Shannon McCole, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital Children's Hospital of The Kings Daughters	Duration	2 or 4 weeks
Main Contact	Ally Hemphill hemphiam@evms.edu 757-388-2473	# of Students	1 per block Visiting: Only Blocks 4-9
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

An introduction to comprehensive and subspecialty ophthalmic practice. Emphasis will be placed on general ophthalmology, acute ocular pathology and trauma, retinal pathology, glaucoma, and pediatrics. The student will work closely with ophthalmology residents as well as faculty. Curriculum can be tailored to the student's particular interests. The rotation will particularly benefit those interested in ophthalmology as a career, as well as other subspecialties including emergency medicine, internal medicine and pediatrics.

Required Educational Materials: Web-based instruction, University of Michigan "The Eyes Have It"

Suggested Educational Materials: Basic Ophthalmology, Cynthia A. Bradford, Executive Editor, 8th edition, 2004, published by the American Academy of Ophthalmology. ISBN 978-1-56055-361-8. | The Physician's Guide to Eye Care, Jonathan D. Trobe, 3rd edition, 2006, published by the American Academy of Ophthalmology. | The Eye Exam and Basic Ophthalmic Instruments.

Course Objectives

1. To provide the student with a basic understanding of the field of Ophthalmology.
2. To teach the student to perform a basic vision and external ophthalmic exam.
3. The student will be given an opportunity to earn and practice more advanced examination techniques. Including external slit lamp exam, slit lamp funduscopy and indirect ophthalmoscopy.
4. To introduce the student to ophthalmic subspecialties such as glaucoma, retina, oculoplastics, pediatrics and neuro-ophthalmology.
5. To gain an understanding of the evaluation, diagnosis and management of common medical and surgical ophthalmic conditions.

Course Specifics

Report First Day	Lions Eye Clinic, 8:30 am		
Student Efforts	15% of time in inpatient setting	36 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	85% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Clinical Observation, written examination. Course is administered thru blackboard and medical students are asked to upload all Eyes Have it Quiz's to blackboard courses		
Additional Physicians Participating in Teaching	Avi Meir, MD; Lourdes Garr, MD, PhD; Eric Adar, MD; Dietrich Felr, MD; Giovanni DiSr, MD; Albert Cher, MD; Mark Ferr, MD; Mark Pavr, MD; Elizabeth Yeur, MD; Stephen Scor, MD; Dawnielle Kerr, MD; Peter Mitr, MD; Samantha Dewr, MD; Constance Oker, MD, MSCE; Arielle Spir, MD; Thomas Jolr, MD, PhD; Alan Wagr, MD, FACS, FICS; Adam Lipr, MD; Kapil Kapr, MD, FACS; Barry Manr, MD; David Salr, MD; Rohit Adyr, MD; Kori Elkr, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Children's Hospital of The Kings Daughters

Course Information

Course Director	G. Peyton Neatrou, MD	Period Offered	All blocks
Location	Beach Eye Care 1201 First Colonial Road Virginia Beach	Duration	2 weeks
Main Contact	Trish Stauffer pstauffer@beacheyecare.com 757-425-5550	# of Students	1 per 2 week block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective will include exposure to the office practice of ophthalmology and ophthalmic surgery with emphasis on managing and diagnosing common eye diseases.

Course Objectives

1. To observe and learn in an office setting the practice of ophthalmology.
2. To become familiar with the diagnosis and management of infections and minor eye trauma.
3. To learn the basics of taking an ocular history and performing an ocular examination. This will include visual acuity, tonometry, external exam, muscle testing, ophthalmoscopy and slit lamp exam
4. To learn appropriate referral of patients to an ophthalmologist.
5. To correlate eye findings with systemic disease.
6. To become familiar with ophthalmic instrumentation.
7. Audiovisuals will be used to supplement the clinical experience.

Course Specifics

Report First Day	Beach Eye Care		
Student Efforts	0% of time in inpatient setting	32 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Vinek Jain, MD; William Waschler, MD; Ed Levine, MD		

Site Compliance Requirements

Hospital 1: Non-Hospital Experience

OPH403: Subspecialty Ophthalmology: Cornea, External Disease, Uveitis

Category: AMB, Elective

Course Information

Course Director	John Sheppard, MD	Period Offered	Continuously
Location	Virginia Eye Consultants 241 Corporate Boulevard, Norfolk, VA 23502	Duration	2 weeks
Main Contact	Karen Fowler kfowler@vec2020.com	# of Students	1 per 2 week block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Intended for students interested in a career in Ophthalmology

Course Description

40-50 hour per week clinical rotation with close observation in clinic and OR

Course Objectives

- Utilize and familiarize the student with basic instrumentation:
 - slit lamp
 - direct ophthalmoscope
 - indirect ophthalmoscope
 - visual field testing
 - rudimentary refraction
- Understand the scope of ophthalmic practice.
- Appreciate the unique aspects of referral-only practice.
- Diagnose and treat common ophthalmic disorders seen in primary care.

Course Specifics

Report First Day	Email Karen Fowler to confirm at least two weeks prior to the start of the elective	
Student Efforts	5% of time in inpatient setting	34 hours/week of direct patient care
	5% of time in trauma/ICU	4 hours/week of didactics
	90% of time in outpatient setting	2 hours/week asynchronous activities
Evaluation	75% clinical observation, 25% oral exam	
Additional Physicians Participating in Teaching	Student may follow other physicians in various specialties during clinic rotation.	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Otolaryngology

Head and Neck Surgery

Our vision is to provide superior quality, personal, and compassionate care for our patients. As part of an academic medical center, we also endeavor to explore and advance the science of disorders of the ear, head and neck and to provide superior education for medical students and residents. We are dedicated to maintaining personal lifelong scholarship and to actively participate in the education of our patients and their future doctors. We have offices located in Norfolk, Virginia Beach, Chesapeake and Newport News to serve our patients all over Hampton Roads.

Our physicians are fellowship-trained and skilled experts in their chosen subspecialties. They are dedicated to providing superior and compassionate care. Additionally, they actively participate in advocacy, education and research.

To learn more about the Department visit: https://www.evms.edu/otolaryngology_ent/#education

Specialty Advising: Otolaryngology

Are you competitive?

Competitiveness: Highly competitive

Mean Step 1/2 score: 245/251 (EVMS ENT graduates 2014-18)

Mean Step 1/2 score: 248/254 (AAMC Charting Outcome Data 2018)

Total number of programs: 120

Interview timing: November-January

Away rotations: Recommended

Research: Recommended

2018 AAMC Charting Outcome Data	Matched (n=276)	Unmatched (n=12)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	14.3	5.7
Mean USMLE Step 1 score	248	238
Mean USMLE Step 2 score	254	242
Mean number of research experiences	5.3	3.6
Mean number of abstracts, presentations, publications	10.4	5.3
Mean number of volunteer experiences	7.6	8.1
Percentage who are AOA members	40.2	8.3
Percentage who have another graduate degree	21.9	27.3

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **ENT specialty group at EVMS** – research spreadsheet.
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

OTOLARYNGOLOGY Q&A

AWAY ROTATIONS: Are away rotations required? They are highly recommended. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. We recommend doing one ENT rotation at EVMS, one at a school with name recognition, and one you would want to get a guaranteed interview.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	2	100%	2	Blocks 3-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Two to three from ENT faculty, including the director or chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

M3-M4 checklist:

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

OTOLARYNGOLOGY ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Kelly Sylvester](#)

ENT ALUMNI: alumni@evms.edu

RESOURCE:

<http://www.headmirror.com> —

Resource maintained by Otolaryngology physicians and medical students.

Course Information

Course Director	Jonathan Mark, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital Sentara, Princess Anne Hospital Children's Hosp. of The Kings Daughters	Duration	4 weeks
Main Contact	Kelly Sylvester sylvesks@evms.edu 757-388-6229	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective is designed for the medical student interested in the primary care specialties (family practice, internal medicine, pediatrics) and is oriented toward outpatient services. The student will receive a wide exposure to medical and surgical aspects of diseases of the head and neck in adults and children. Major patient contact will be through the department's clinical offices, hospital clinics, and hospital rounds.

There will be selected operating room experience to demonstrate common procedures.

Course Objectives

1. Learn the basics of the ear, nose and throat examination.
2. Diagnose and treat the spectrum of diseases related to chronic serous otitis media, acute otitis media and chronic otitis media.
3. Diagnose and treat the spectrum of diseases in the oral cavity and pharynx (e.g., tonsillitis, adenoiditis and oral/dental diseases).
4. Evaluate and treat nasal/sinus disorders.
5. Learn the basic work-up and follow-up of the head and neck cancer patient and thyroid/parathyroid patient.
6. Diagnose and treat voice and swallowing problems.
7. To understand the basic surgical skills and perioperative problems involved in performing myringotomy, tonsillectomy, sinus and laryngeal endoscopic surgery.

Course Specifics

Report First Day	Students will be provided a schedule the week before beginning the rotation. Students should email Kelly Sylvester (sylvesks@evms.edu) if they have not received an email from her with their rotation schedule. Report to the designated clinic on your first day.	
Student Efforts	10% of time in inpatient setting 0% of time in trauma/ICU 90% of time in outpatient setting	40 hours/week of direct patient care 3 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Barry Strasnick, MD; Matthew Bak, MD; Eric Dobratz, MD; Will Doiugherty, MD; Joseph Han, MD; Daniel Karakla, MD; Kent Lam, MD; Stephanie Moody Antonio, MD; Ben Rubinstein, MD; Ashley Schroeder, MD; Cristina Baldassari, MD; David Darrow, MD; Craig Derkay, MD; Thomas Gallagher, DO	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Children's Hospital of The Kings Daughters
Hospital 3: Sentara, Princess Anne Hospital

Course Information

Course Director	Jonathan Mark, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital Sentara, Princess Anne Hospital Children's Hosp. of The Kings Daughters	Duration	4 weeks
Main Contact	Kelly Sylvester sylvesks@evms.edu 757-388-6229	# of Students	1-2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Students applying to this department for residency in Otolaryngology-Head and Neck Surgery must submit a C.V. prior to being considered for the elective.

Course Description

This elective offers an orientation to otolaryngology for the future surgeon. An emphasis will be placed on medical and surgical aspects of diseases of the head and neck with the development of specific surgical skills related to these diseases. The course will be divided between operating room experiences and office otolaryngology. The elective will be fashioned to meet the needs of the student, and be tailored toward medical students interested in the Otolaryngology-Head & Neck Surgery residency.

Course Objectives

1. Learn the basics of the ear, nose and throat examination.
2. Diagnose and treat the spectrum of diseases related to chronic serous otitis media, acute otitis media and chronic otitis media.
3. Diagnose and treat the spectrum of diseases related to tonsillitis, adenoiditis and sinusitis.
4. Evaluate and treat nasal/sinus disorders.
5. Learn the basic work-up and follow-up of the head and neck cancer patient and thyroid/parathyroid patient.
6. Diagnose and treat voice and swallowing problems.
7. Develop surgical skills, such as performing myringotomy, tympanostomy tube placement, sinus irrigation, laryngoscopy, wound closure and tracheotomy.
8. To understand practical head and neck anatomy as it relates to the patient with surgical disease.
9. To understand the pre-op and post-op care of patients with head and neck cancer.

Course Specifics

Report First Day	Students will receive a welcome email from Kelly Sylvester a week before the course is to begin. Please contact Kelly Sylvester (sylvesks@evms.edu) if you have not received this email. The email will give a general schedule dictating which ENT sub-specialty they will be with each week. The Chief Resident of each sub-specialty will give a more detailed schedule. Students should email the Otolaryngology-Head & Neck Surgery Chief Resident for instructions the week before beginning the rotation.		
Student Efforts	80% of time in inpatient setting 0% of time in trauma/ICU 20% of time in outpatient setting	40 hours/week of direct patient care 3 hours/week of didactics 4 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Barry Strasnick, MD; Matthew Bak, MD; Eric Dobratz, MD; Will Dougherty, MD; Joseph Han, MD; Daniel Karakla, MD; Kent Lam, MD; Stephanie Moody Antonio, MD; Ben Rubinstein, MD; Ashley Schroeder, MD; John Sinacori, MD; Cristina Baldassari, MD; David Darrow, MD; Craig Derkay, MD; Thomas Gallagher, DO		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Children's Hospital of The Kings Daughters
Hospital 3: Sentara, Princess Anne Hospital

Course Information

Course Director	Virginia Teti, MD	Period Offered	Continuously
Location	Naval Medical Center Portsmouth	Duration	4 weeks
Main Contact	Rachel Darling usn.hampton-roads.navhospporsva.list.NMCP- MedStudentCoordinator@mail.mil 757-953-0672 or 757-953-3677	# of Students	2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Priority given to HPSP students July-October. To request this elective CLICK HERE . Click on "Request for Clerkship/Interview" in the bottom left corner

Course Description

This elective offers a broad and flexible orientation suitable for medical students interested in surgery or the primary care specialties. The student will receive a wide exposure to medical and surgical aspects and diseases of the head and neck in adults and children. All students obtain experience with the diagnosis and initial treatment of head and neck problems commonly encountered by primary care providers. Because the ENT department serves a large and diversified patient population, there is also ample opportunity for more in-depth experience with the complete spectrum of head and neck disorders. The proportion of time each medical student spends in the clinic or operating room will be tailored to emphasize the student's interests.

Course Objectives

1. Outpatient evaluation of patients in a busy clinic: The student will observe and participate in the care of both routine and unique patients under the guidance of a staff or senior resident otolaryngologist.
2. Inpatient management of postoperative and medically treated patients: The student will round with one of two teams and may cross teams to round on particularly interesting patients, or those seen in the clinic or operating room.
3. Operative experience: The student will attend our academic conferences which include Morbidity and Mortality (monthly), Preoperative Conference (weekly), Didactic Lecture (weekly), Tumor Board (bi-monthly), and any of our in-house courses.
4. Audiology exposure: The student may spend one half day in the audiology department to observe routine audiograms, play audiometry, and ENG's or ABR's if ongoing. Related readings on the indications and interpretation are provided to round out the experience.
5. Allergy therapy exposure: The student will spend one half day in the allergy clinic observing the interpretation of allergy evaluations, the preparation of therapeutic antigens and the administration of immunotherapy.
6. Surgical experience: Each student will receive experience and guidance in soft tissue surgical techniques.

Objectives:

1. Learn the basics of the ear, nose and throat examination.
2. Learn the differential diagnosis and evaluation of rhinitis and nasal obstruction.
3. Learn the diagnosis & treatment of pediatric ear disease & the indications for myringotomy with tympanostomy tubes.
4. Learn the indications for tonsillectomy and adenoidectomy.
5. Learn to diagnose and treat a peritonsillar abscess and other masses of the neck.
6. Learn the initial management of epistaxis and nasal fractures.
7. Learn the differential diagnosis and initial evaluation of the patient with balance disorder.
8. Learn the risk factors for and indicated evaluation of head and neck cancer.
9. Learn the techniques of proper traumatic and surgical wound closure.
10. Learn the systematic management of pediatric and adult upper airway obstruction.

Course Specifics

Report First Day	Graduate Medical Education Office, Bldg. #3, 3rd floor at 8:00 a.m.		
Student Efforts	10% of time in inpatient setting	10 hours/week of direct patient care	
	40% of time in trauma/ICU	8 hours/week of didactics	
	40% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Marco Ayala, MD; Greg Capra, MD; Craig Folsom, MD; Dinchen Jardine, MD; Jeff Radabaugh, MD; Gabriel Santiago, MD		

Site Compliance Requirements

Hospital 1: Naval Medical Center Portsmouth

Department of Pathology & Anatomy

Welcome to EVMS Pathology and Anatomy. The department strives to promulgate the school's vision of "Community Service. World Impact." through innovative educational programs for our medical and graduate students, cutting-edge research in neuroscience and community outreach.

The department is proud to champion ultrasound education in the pre-clerkship curriculum in addition to providing instruction in anatomy, neuroscience, and pathology in the EVMS integrated Care Forward medical school curriculum. Unique to EVMS is the popular 'Anatomy Guy' website that is used to foster this education and viewed worldwide. The department is also intimately involved in providing the foundational basic science courses for several of EVMS's Master's level programs. In all endeavors, new innovative methods of course delivery and assessment are employed.

Research efforts within the department focus on sleep neurobiology and posttraumatic stress disorder. The department is well funded in these areas. Collaborations with other departments on stress and neuroimmune interactions and the effects of ionizing radiation on brain function are areas of active investigation. Educational grants have been awarded to department faculty for the development of innovative educational curricula including our 4-year ultrasound curriculum. The department also oversees the EVMS Biorepository, which holds over 85,000 specimens available for research by EVMS faculty and collaborators.

The department has a diverse faculty with varied interests in education, research and service. Faculty are active in traveling outside of EVMS to lecture on topics of interest to our community. Many of the seminars and presentations deal with neuroscience, mental health and educational initiatives in the basic sciences.

The department is cognizant of the health needs of our active duty soldiers, veterans and military retirees and is proud to provide faculty support to EVMS's military medicine club and to our students with military commitments. Given the large number of military, veterans and retirees in the Hampton Roads area we look for venues where we can support them through education, research and community service.

Student recognition is another key departmental undertaking. Annually, students are selected for membership in the Association of Pathology Chairs Honor Society, and for graduation awards in anatomy, neuroscience, and pathology. The department also has an outstanding record for recruiting students to pursue postgraduate training in pathology. For the Class of 2014, 7 graduating students out of a class of 124 students pursued pathology residencies, which is well above the national average.

The Department is also proud to have established the Nicholas A. D'Amato M.D. memorial lecture. Dr. D'Amato was a Navy veteran, and long-time EVMS faculty member well versed in anatomy, pathology, medical education and the humanities. Please read more about Dr. D'Amato on the website. Donations to the EVMS Foundation to support the Nicholas A. D'Amato lecture, or to the Pathology and Anatomy Department to fund faculty development as well as faculty and student research are welcomed.

To learn more about the Department, visit

https://www.evms.edu/education/schools_institutes_centers_departments/pathology_anatomy/

Specialty Advising: Pathology

Are you competitive?

Competitiveness: Less Competitive

Mean Step 1/2 score: 231/244 (EVMS pathology graduates 2014-18)

Mean Step 1/2 score: 233/242 (AAMC Charting Outcome Data 2018)

Total number of programs: 162

Interview timing: October-January

Away rotations: Required

Research: Helpful

2018 AAMC Charting Outcome Data	Matched (n=194)	Unmatched (n=4)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	10.8	6.3
Mean USMLE Step 1 score	233	216
Mean USMLE Step 2 score	242	238
Mean number of research experiences	2.9	2.8
Mean number of abstracts, presentations, publications	6.7	6.8
Mean number of volunteer experiences	5.5	5.5
Percentage who are AOA members	8.8	25.0
Percentage who have another graduate degree	23.1	50.0

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

PATHOLOGY Q&A

AWAY ROTATIONS: Are away rotations required? Yes! **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three, with at least one from a pathologist, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty. *Note: This is the most cited factor for program directors.*

M3-M4 checklist:

- ☑ Request a pathology rotation during your **Career Exploration** clerkship.
- ☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.
- ☑ Participate in **mock interviews**.
- ☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.
- ☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)
- ☑ Start scheduling **interviews** and make travel arrangements.
- ☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

PATHOLOGY ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

PATH ALUMNI: alumni@evms.edu

Course Information

Course Director	Erik Shanahan, MD	Period Offered	Continuously
		Duration	4 weeks
Location	Naval Medical Center Portsmouth	# of Students	2 per block
		Visiting Students	No
Main Contact	Rachel Darling usn.hampton-roads.navhosporsva.list.NMCP- MedStudentCoordinator@mail.mil 757-953-0672 or 757-953-3677	Night Call	No
		Pre-Requisites/Restrictions	Priority given to HPSP students July-October. To request this elective CLICK HERE . Click on "Request for Clerkship/Interview" in the bottom left corner

Course Description

Laboratory medicine is an exciting and broad discipline that includes anatomic pathology (surgical pathology, autopsy pathology and cytology), clinical pathology (hematology, chemistry and microbiology), and transfusion medicine (clinical transfusion medicine and blood banking). The goal of this rotation is to provide an opportunity to learn the functional aspects of each of these areas, the appropriateness of test ordering and the processes involved in arriving at specific diagnoses, thereby fostering understanding and better working relationships between clinicians and the laboratory. Students will have the opportunity to rotate through all of the major areas of the anatomic and clinical laboratories and any other areas of special interest, time permitting.

Course Objectives

1. Be present each day of the rotation.
2. Participate in department consensus conference.
3. Attend tumor boards as scheduled.
4. Prepare and present a short lecture on a pathology topic to the departmental medical staff.
5. Rotate through each of the laboratory divisions.
6. Participate in autopsies as available.
7. Participate in fine needle aspiration biopsies.
8. Participate in specimen grossing and frozen section diagnoses.
9. Review surgical pathology and cytology cases with staff members.
10. Review clinical laboratory studies with a staff member.
11. Self-study as needed or directed.

Course Specifics

Report First Day	Graduate Medical Education Office, Bldg. #3, 3rd floor at 8:00 a.m. on first day of rotation for check-in documents, before proceeding to Dept. of Laboratory Medicine, Building #2, 1st Floor.		
Student Efforts	0% of time in inpatient setting	35 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Rotators will be evaluated based on elements of the ACGME defined six core competencies of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. In addition to staff observation, there will be a 15 minute didactic presentation by the student on a case/topic of his/her choice.		
Additional Physicians Participating in Teaching	Jean Kemp, MD		

Site Compliance Requirements

Hospital 1: Naval Medical Center Portsmouth

PAT401: Gross Anatomical Pathology of Trauma and Sudden Death

Category: Elective

Course Information

Course Director	Wendy Gunther, MD	Period Offered	Continuously
Location	Office of the Chief Medical Examiner 830 Southampton Avenue, Suite 100 Norfolk	Duration	4 weeks
Main Contact	Donna Price donna.price@vdh.virginia.gov 757-683-8366	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	All students are required to fill out VDH F_A Form

Course Description

The role of the Medical Examiner in the community is investigating deaths in the public interest of the administration of justice and detecting hazards to public health and safety. Pathology of sudden death and trauma.

Course Objectives

1. Evaluation of possible pathology from review of historical circumstances surrounding death.
2. Clinico-pathological correlation.
3. To review gross anatomy and gross pathology.
4. Interpretation of trauma and its mechanism of causation of injury and its ultimate pathophysiology.
5. How to testify in court as an expert witness. To become aware of legal consequences of medical practice.

Course Specifics

Report First Day	Report to OCME at 0800 hours with EVMS photo ID. We will supply scrubs. Student supplies autopsy operations appropriate shoes. No jeans, shorts, t-shirts or open-toed shoes. Clothing to be appropriate for court or death scene visitation.	
Student Efforts	N/A % of time in inpatient setting N/A % of time in trauma/ICU N/A % of time in outpatient setting	N/A hours/week of direct patient care N/A hours/week of didactics N/A hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Elizabeth Kinnison, MD; Gary Zientek, MD	

Site Compliance Requirements

Hospital 1: Non-Hospital Experience

Department of Pediatrics

Children's Hospital of The King's Daughters is the focus of all pediatric undergraduate, graduate and post-graduate training.

In addition to over 350 full-time faculty, EVMS Pediatrics also boasts a fully accredited three-year pediatric residency program, providing educational and clinical experiences in all aspects of pediatric medicine for over 50 years.

Post-residency training also exists through EVMS Pediatrics. EVMS and CHKD partner to offer four outstanding pediatric fellowship opportunities:

- Child Abuse
- Emergency Medicine
- International Peds Emergency Medicine
- Simulation in Medical Education

In addition to serving graduate and post-graduate trainees, EVMS Pediatrics aims to educate the next generation of pediatric professionals both locally and throughout the country. This is achieved by facilitating:

- Conferences
- Membership organizations (Tidewater Pediatrics Society & Virginia AAP)
- Online Resources

Outside of typical clinical settings, scientific investigation and new discoveries in pediatric medicine are being made within the EVMS Pediatrics laboratories to improve upon the quality of life for children.

To learn more about the Department visit: <https://www.evms.edu/pediatrics/#education>

Specialty Advising: Pediatrics

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 228/244 (EVMS pediatrics graduates 2014-18)

Mean Step 1/2 score: 227/243 (AAMC Charting Outcome Data 2018)

Total number of programs: 220

Interview timing: October-January

Away rotations: Not required

Research: Not required but helpful

2018 AAMC Charting Outcome Data

Source: [Charting Outcomes in the Match 2018](#)

	Matched (n=1640)	Unmatched (n=18)
Mean number of contiguous ranks	12.5	4.3
Mean USMLE Step 1 score	227	209
Mean USMLE Step 2 score	243	222
Mean number of research experiences	2.8	2.5
Mean number of abstracts, presentations, publications	4.1	3.2
Mean number of volunteer experiences	8.3	6.6
Percentage who are AOA members	14.6	0.0
Percentage who have another graduate degree	14.7	14.3

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

PEDIATRICS Q&A

AWAY ROTATIONS: Are away rotations required? EVMS has a large selection of Pediatrics rotations so it isn't required. **Will it help me match into a residency at the away institution?**

Possibly. An away rotation is a four-week interview so you must be "on it" every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive "reach" programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	13	62%	1-2	Blocks 2-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinsr@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, from pediatric faculty, including the Chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

M3-M4 checklist:

☒ Schedule a meeting with Pediatrics Chair C.W. Gowen, MD to formally request a letter.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

PEDIATRICS ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: pedres@chkd.org

PEDS ALUMNI: alumni@evms.edu

Course Information

Course Director	C.W. Gowen, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	Block 1: 1 Block 2-8: 7 Block 9-11: 3
		Visiting Students	Yes
		Night Call	Yes
		Pre-Requisites/Restrictions	Blocks 2-6 priority given to students pursuing Pediatric Residency

Course Description

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call.

The purpose of this course is to provide the student with the opportunity to further develop his/her clinical skills and knowledge in pediatrics. Under the supervision of the faculty attending and supervising resident, the student will admit patients, perform history and physical examinations, write orders, discuss the case with the supervising resident and attending, make daily rounds with the pediatric team, and perform clinical procedures. This elective is designed to give the student considering a career in pediatrics the opportunity to function as an acting-intern on a pediatric ward and to assess his/her suitability and interest in pediatric residency training.

Course Objectives

By the end of the elective, the student should be able to:

1. Demonstrate the ability to perform a detailed history and physical examination on children and adolescents
2. Will demonstrate the ability to develop a differential diagnosis and to institute a detailed management plan for the pediatric patient
3. Exhibit the skills and knowledge to perform clinical procedures on the pediatric patient such as blood drawing and performing a lumbar puncture
4. Interpret laboratory and radiographic studies.

Course Specifics

Report First Day	Student will be contacted prior to the start of the elective	
Student Efforts	100% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	60 hours/week of direct patient care 8 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	All Physicians at CHKD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	John Harrington, MD	Period Offered	EVMS: All Blocks Visiting: 1, 3, 5, 7, 8
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective is designed to give the student experience in the diagnosis and management of common acute illnesses in children, the essential features of well child and adolescent care including developmental assessment and health maintenance and common long-term illness management including ADHD and Asthma of children in the General Academic Pediatrics Outpatient Center. Students will be supervised by multiple pediatric attending physicians in the General Academic Pediatrics Outpatient Center.

Course Objectives

By the completion of the elective, the student:

1. The student shall demonstrate the skills and knowledge to perform a complete and detailed examination on a well-child 0-21 years of age.
2. The student shall become skilled in the performance of a complete developmental assessment on children under five years of age.
3. The student shall demonstrate the skills and knowledge to perform a complete and detailed examination on an acutely ill child or adolescent.
4. The student shall acquire the knowledge to develop a differential diagnosis and to institute a detailed management plan for the most commonly encountered acute illnesses.
5. The student shall become knowledgeable about the functions of the members of the pediatric health care delivery team.
6. Students will learn about what a Patient Centered Medical Home is and provide optimal care to patients diagnosed with asthma, ADHD and mental health problems

Learning Activities:

1. Students will have the opportunity to be closely supervised and assisted by the faculty in the delivery of acute care, well baby care, and general pediatric medicine.
2. Participate in continuity clinic curriculum via online <http://pediatrics.evms.edu/residency/passport/index.html>
3. Students will learn about vaccines and be supervised in giving IM and SQ injections of vaccines during their rotation in GAP

Course Specifics

Report First Day	General Academic Pediatrics, CHKD, 1st Floor	
Student Efforts	0% of time in inpatient setting	30 hours/week of direct patient care
	0% of time in trauma/ICU	8-10 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	90% clinical observation, 10% literature review and presentation of clinical topic	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Marta Satin-Smith, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Opportunity to become acquainted with endocrine problems of childhood and adolescence. Students will learn about the more common endocrine problems and how they are managed. They will also learn about the impact of chronic disease on physical and psychosocial-emotional growth.

Course Objectives

By the completion of the elective, the student:

1. Do a comprehensive history and physical exam.
2. Identify the common pediatric endocrine problems and understand the management of those problems.
3. Be able to interpret common endocrine laboratory data.
4. Be able to describe the underlying pathophysiology and biochemistry of common pediatric endocrine disorders.

Course Specifics

Report First Day	Medical Offices, Children's Hospital of The Kings Daughters, Room 2C-A14		
Student Efforts	5% of time in inpatient setting	35 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	95% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Eric Gyuricsko, MD; Nicole Nejedly, MD; Melinda Penn, MD; Kent Reifschneider, MD; Melissa Russell, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Rose Cummings, DO	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This is primarily an outpatient cardiology clinic rotation with opportunities to observe surgeries, TEEs, catheterizations, advanced imaging, and EP studies. The student will learn the clinical signs and symptoms of the major congenital and acquired pediatric cardiac conditions. Self-directed reading of primary articles as well as texts will be required. Relevant EKGs echocardiography, x-rays and physical exam findings will be reviewed.

Course Objectives

By the completion of the elective, the student:

1. Take a detailed cardiovascular history, perform a cardiovascular physical examination, order appropriate tests, and formulate these results into a logical diagnosis and plan of management.
2. Describe the symptoms and physical findings of congestive heart failure in infants and children.
3. Understand the anatomy, pathophysiology, clinical manifestations, natural history and therapeutic management of the more common congenital and acquired heart disease in infants and children.
4. Describe cardiac hemodynamics and be able to correlate these events with physical findings.
5. Interpret pediatric electrocardiograms in relation to age.
6. Recognize on chest x-rays, enlargement of great vessels and heart chambers and changes in pulmonary vascular markings.
7. Have a general understanding of the indications and usage of noninvasive (echocardiogram, exercise stress test) and invasive studies (cardiac catheterization and angiography)
8. Know the basic pharmacology including indications and contraindications for common cardiovascular drugs.

Course Specifics

Report First Day	Cardiology, Children's Hospital of The Kings Daughters		
Student Efforts	0% of time in inpatient setting	30-40 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Alexander Ellis, MD; Robert Escalera, MD; Jonathan Fleenor, MD; Lopa Hartke, MD; John Reed, MD; Elliot Tucker, MD; Michael Vance, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Chris Foley, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	No
		Night Call	Yes
		Pre-Requisites/Restrictions	Blocks 2-6 only open for students pursuing Pediatric Residency Training

Course Description

This elective is designed to familiarize the student with the subspecialty of pediatric critical care medicine. The student shall become familiar with the management of critically ill children who have a variety of medical and surgical problems. The student will be familiar with the social, ethical and medical-legal issues associated with the practice of critical care. The student will function as a house officer under the direct supervision of the attending and senior residents on the PICU service.

The rotation allows flexibility in order to accommodate opportunities to go on pediatric transports or go into the operating room to observe surgery and/or anesthesia.

Course Objectives

By the completion of the elective, the student:

1. Understand basic recognition, evaluation and appropriate intervention of an acute life threatening process. The student should develop an appreciation of resuscitative and support skills to achieve the initial stabilization of the critically ill child.
2. Understand basic pathophysiology of critical illness focusing primarily on the central nervous system, pulmonary system, cardiovascular system, hepatic system, renal system, nutrition and shock mechanisms.
3. Understand the basic appreciation of pharmacotherapy in critically ill children.

Responsibilities:

1. The student will follow patients in the PICU under the supervision of a senior pediatric or ER resident and the PICU attending. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student.
2. Students will be required to present their patients on rounds. They should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending.
3. Students will be responsible for initial admission notes, writing orders, daily progress notes, and communication with consultants and primary care physicians.
4. Students may be responsible for preparing or assisting with a case conference dealing with specific topics in ICU medicine.
5. Students may have an opportunity to assist or perform procedures in the PICU under the supervision of the PICU attending. Priority for procedures is given to pediatric and emergency medicine residents rotating through the PICU.

Course Specifics

Report First Day	Pediatric Intensive Care Unit, 3rd Floor, CHKD- 7:15 am	
Student Efforts	0% of time in inpatient setting	50 hours/week of direct patient care
	100% of time in trauma/ICU	10 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Thomas Cholis, MD; Meaghan Dominy, MD; Jenna Fine, DO; Robert Gomez, MD; Lara Mamikonian, MD; Diana Pang, MD; Chie-Youn Shih, MD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Michelle Clayton, MD, MPH	Period Offered	Blocks 2-11
Location	Children's Hospital of The Kings Daughters, Child Abuse Program 935 Redgate Avenue, Norfolk	Duration	2 or 4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

During this observation-only rotation, students will become familiar with the forensic medical and mental health assessment of children with suspected sexual abuse, physical abuse, and/or neglect. Basic knowledge of child abuse pediatrics will be acquired via observation of inpatient and outpatient consultations, clinic appointments, and court testimony; attendance at multidisciplinary team meetings; and observation of program staff and faculty in a variety of disciplines performing evaluations.

Course Objectives

By the completion of the elective, the student will:

1. Understand the presentation and evaluation of child physical abuse cases, and be able to formulate a differential diagnosis for suspected abusive injuries.
2. Understand how to document injuries which are suspected to be the result of inflicted trauma.
3. Be able to perform a complete forensic genital examination on male and female children, and appropriately document findings.
4. Understand the dynamics of parent-child interactions.
5. Understand the principles of forensic interview of children.
6. Understand the importance of domestic violence screening in child abuse.
7. Understand the reporting laws for child abuse.
8. Know the community resources available for the investigation of child abuse cases, including the function of a multidisciplinary team.

Course Specifics

Report First Day	Child Abuse Program, 935 Redgate Avenue		
Student Efforts	0-25% of time in inpatient setting	0 hours/week of direct patient care	
	0-25% of time in trauma/ICU	2 hours/week of didactics	
	25-50% of time in outpatient setting	10 hours/week asynchronous activities	
Evaluation	80% Clinical Observation, 20% literature review and presentation of journal article or Power Point presentation.		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

PED411: Pediatric Gastroenterology, Hepatology and Nutrition

Category: AMB, Elective

Course Information

Course Director	V. Marc Tsou, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

A comprehensive rotation encompassing all aspects of the discipline of pediatric gastroenterology, hepatology and nutrition. The student will work with all age groups, from newborn to young adult, in the inpatient and outpatient setting. Travel to satellite offices is the student's option but it may help to optimize the overall experience. The student will observe procedures, such as endoscopy, dilation, manometry and liver biopsy. Attendance at all GI-related conferences is expected and a short oral presentation on a mutually agreed topic will be required.

Course Objectives

By the completion of the elective, the student:

1. To learn how to perform a comprehensive history and physical emphasizing all aspects of the gastrointestinal tract.
2. Understand the role of diagnostic testing in problems related to the GI tract.
3. Understand the physiology of the hepatobiliary system, pancreas, stomach, intestinal tract, etc.
4. Become familiar with the pathophysiology of common GI disorders in the pediatric population, such as vomiting, constipation, abdominal pain, diarrhea, hepatitis and inflammatory bowel disease.
5. To learn about nutrition as it relates to disease and health maintenance.

Course Specifics

Report First Day	Pediatric GI Outpatient Suite, 4th floor, CHKD, 0830	
Student Efforts	10% of time in inpatient setting	36 hours/week of direct patient care
	0% of time in trauma/ICU	4 hours/week of didactics
	90% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Rana F. Ammourey, MD; Orhan K. Atay, MD; Michael R. Konikoff, MD; Nancy U. Yokois, MD; Sameer P. Lapsia, MD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	William Owen, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The purpose of this elective is to provide the student with an opportunity for practical application of acquired knowledge and skills pertaining to pediatric hematology/oncology. The student's clinic time will be spent in the outpatient practice.

Course Objectives

By the completion of the elective, the student:

1. Evaluate a peripheral blood smear.
2. Work up a patient with a solid tumor.
3. Work up suspected anemia, leukemia, and coagulation disorders.
4. Diagnose and treat iron deficiency.
5. Diagnose and outline the management for the various sickle cell related complications.
6. Give the characteristics and common side effects of the chemo-therapeutic agents most often used in pediatric oncology.
7. Describe the principles of comprehensive management of the common pediatric malignancies.
8. Be knowledgeable in the functions of the pediatric hematologist/oncologist and how to consult with one effectively.

Learning Activities:

1. Students will review peripheral blood and bone marrow smears on both current patients and learn physiologic aspects of pediatric hematology and oncology.
2. Students will participate in the pediatric tumor conferences.
3. Students will work closely with faculty and residents on a case basis in the outpatient area.
4. Student will receive interactive one on one or small group talks with attending physicians on topics of pediatric hematology/oncology.

Course Specifics

Report First Day	CHKD, Medical Staff Office Suite, 8:00 am (Monday, 7:45 a.m., Hematology/Oncology Clinic)		
Student Efforts	5% of time in inpatient setting	35 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	95% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Clinical Observation		
Additional Physicians Participating in Teaching	Wilson File, MD; Eric Lowe, MD; Melissa Mark, MD; Linda Pegram, MD; Katherine Watson, MD; Eric Werner, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Randall Fisher, MD	Period Offered	All blocks
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The student will gain experience in the diagnosis, evaluation, and treatment of infectious diseases in both inpatient and outpatient settings. Inpatient experience is mostly in a consultative role, which allows the student to focus on the infectious disease issues. Work is distributed to maximize learning. Students are encouraged to delve into the literature about patients or conditions they find particularly interesting. The outpatient clinic provides experience with acute infectious problems outside the realm of the generalist's knowledge. In addition, patients with sub-acute or chronic infections or immune-compromising conditions are followed. Weekly city-wide infectious diseases case conference provides additional didactic learning, and contact with many ID-trained sub-specialists.

Course Objectives

By the completion of the elective, the student:

1. Learn how a sub-specialist approaches the history, physical examination, and diagnostic process in patients with infectious diseases.
2. Learn about the appropriate use and interpretation of laboratory tests, including serologic assays, PCRs, and bacterial, fungal, and viral cultures.
3. Understand the basics of anti-microbial use and misuse, including the mechanism of action of various classes of antibiotics, narrow versus broad-spectrum antibiotics and their appropriate uses, and the development of anti-microbial resistance.
4. Learn the basics about maternal-fetal transmission of HIV, care of the HIV-exposed infant, and the day-to-day care of children with HIV infection and AIDS, including the use of anti-retrovirals, rationale for and appropriate use of prophylaxis against opportunistic infections, and the approach to the care of an HIV-infected child with a febrile illness.
5. Understand how a microbiology laboratory functions, how a specimen is processed, and which treatment decisions can be based on data obtained from the microbiology lab.

Course Specifics

Report First Day	Contact Dr. Fisher two weeks prior to the start of the elective		
Student Efforts	50% of time in inpatient setting	36 hours/week of direct patient care	
	0% of time in trauma/ICU	1 hours/week of didactics	
	50% of time in outpatient setting	3 hours/week asynchronous activities	
Evaluation	Evaluation of students is based mostly upon clinical observation. No examination is administered.		
Additional Physicians Participating in Teaching	Kenji Cunnion, MD; Laura Sass, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Brett Siegfried, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective is designed to familiarize the student with the Neonatal Intensive Care Unit (NICU) at CHKD and to participate in the management of neonates under direct supervision of the neonatal-perinatal medicine faculty. Students will be able to apply the basic sciences (physiology, biochemistry, and microbiology) to the care of sick neonates. This elective is designed to allow the student to function as an acting intern in the NICU. When taking night call, the student will have the opportunity to accompany the attending neonatologist and pediatric residents in the delivery room to attend high risk deliveries.

Course Objectives

By the completion of the elective:

1. The student will demonstrate the ability to perform an initial evaluation, including prenatal history and physical examination, on a newborn admitted to the NICU.
2. The student shall demonstrate the ability to develop a differential diagnosis and to institute a management plan.
3. The student shall demonstrate knowledge of the indication for the following procedures on term and premature infants: venipuncture, arterial puncture, umbilical catheterization, lumbar puncture, needle aspiration of pneumothorax, gestational age assessment, and resuscitation of the newborn. The student will have the opportunity to participate in/perform procedures as appropriate clinical opportunities arise.
4. The student shall exhibit the ability to calculate and write fluid and caloric intakes.
5. The student shall become knowledgeable in the functions of the various members of the neonatal team, e.g., nurses and respiratory therapists.
6. The student shall become knowledgeable in the functions of the neonatologist/perinatologist and how to consult with one effectively.

Course Specifics

Report First Day	Children's Hospital of The Kings Daughters NICU	
Student Efforts	0% of time in inpatient setting	35 hours/week of direct patient care
	77% of time in trauma/ICU	10 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Neonatal-Perinatal Medicine faculty	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	J. Bryan Carmody, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	2 or 4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

A comprehensive experience in pediatric nephrology. Includes daily inpatient rounds, consultations, outpatient clinics. Emphasis on clinical diagnosis and management of hypertension and acute and chronic renal diseases including fluid-electrolyte, acid-base, and kidney failure. Prior arrangement required.

Course Objectives

1. To learn diagnostic criteria of pediatric renal disease.
2. To learn diagnostic criteria of acute renal failure.
3. To learn interpretation and clinical diagnosis of fluid and electrolyte disorders.
4. To learn interpretation and clinical diagnosis of acid-base disorders.
5. To learn management of acute and chronic renal failure.
6. To learn management of fluid electrolyte, acid-base disorders.
7. To observe special procedures such as renal biopsy, hemodialysis and peritoneal dialysis.
8. To learn anatomic and physiologic renal correlation with clinical diseases.

Enabling Objectives:

1. Recognize differential diagnosis of acute and chronic renal failure and understand and organize management plans.
2. Utilize anatomic and physiologic correlation with diagnosis and treatment of disorders particularly glomerulopathies.
3. Diagnose fluid and electrolyte and acid-base disorders and formulate a management plan.
4. Be knowledgeable in the functions of the pediatric nephrologist and how to consult with one effectively.

Course Specifics

Report First Day	Contact two weeks prior to start of elective	
Student Efforts	5% of time in inpatient setting	35 hours/week of direct patient care
	0% of time in trauma/ICU	5 hours/week of didactics
	95% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Irene Restaino, MD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Jose Chocano, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The student will actively participate as a member of the division, on an outpatient basis. Student will either shadow or independently see patients in clinic. Inpatient time is to be expected when there are no clinics. Attendance at general pediatric conferences will be expected.

Course Objectives

1. Perform the initial assessment including history and clinical presentation and development of differential diagnoses for common outpatient pediatric diseases, including asthma, bronchopulmonary dysplasia, apnea, cystic fibrosis, and congenital anomalies of the pulmonary system.
2. Interpret common diagnostic tests including pulmonary function tests, chest x-ray, bronchoscopy findings, and blood studies for immune dysfunction

Course Specifics

Report First Day	Pediatric Pulmonary Office with Pulmonary Attending of the month		
Student Efforts	5% of time in inpatient setting	32 hours/week of direct patient care	
	0% of time in trauma/ICU	10 hours/week of didactics	
	95% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Observation by Pulmonology Faculty including Frank Chocano, MD; Cynthia Epstein, MD		
Additional Physicians Participating in Teaching	Cynthia Epstein, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Lauren Smith, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	2 or 4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	General Pediatrics and interest in entering primary care residency

Course Description

Student will be involved directly in the evaluation and management of patients with allergic and immunologic disorders, including asthma, allergic rhinitis, atopic dermatitis, urticaria, food allergy, anaphylaxis, and recurrent infections. Knowledge and clinical experience will be obtained by learning to interpret blood levels for immune function, CXRs, PFTs, skin testing and food challenges.

Course Objectives

1. Understand how to evaluate a patient with asthma, determine the severity, and develop an appropriate treatment plan.
2. Learn the appropriate use of the various medications used in the treatment of asthma; understand the proper use of inhalers, spacers, and peak flow meters.
3. Learn how to recognize the child who may have allergies by acquiring proper history taking and physical examination skills.
4. Understand the various medications, including antihistamines and decongestants, used in the treatment of allergies.
5. Understand the principles of immuno-therapy and its appropriate use.
6. Learn how to evaluate and recognize children with a suspected primary immunodeficiency.
7. Understand the appropriate use of referrals to the allergist/immunologists.
8. Diagnose and understand food sensitization, food allergy and clinical outcomes.
9. Evaluate patients with urticaria and hereditary angioedema.

Course Specifics

Report First Day	Pediatric Allergy/Immunology Division Office with the attending of the week		
Student Efforts	0% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Based on clinical observation		
Additional Physicians Participating in Teaching	Angela Hogan, MD; Cynthia Kelly, MD; Kelly Maples, MD; Lindsey Moore, DO; Maripax Morales, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Nicole Schacherer, MD	Period Offered	Blocks 2-9
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	2 per block
		Visiting Students	No
		Night Call	Yes; approx. 3-8 hour shifts
		Pre-Requisites/Restrictions	None

Course Description

This elective is located in the emergency department of the Children's Hospital of The King's Daughters. Students will be expected to see patients independently and then present the history, physical examination, assessment and plan to the ED attending physician in an efficient, organized manner. Participants in the elective will receive hands-on experience in managing a wide variety of medical and surgical problems that present to a busy pediatric emergency department. The ideal student for this rotation is one who is serious about experience in pediatric emergency medicine, can work independently and who is willing to work a full clinical schedule.

Course Objectives

1. Appreciate the specialty of pediatric emergency medicine and participate in the fullest to its practice
2. Develop a thorough systematic approach to pediatric emergency and the critically ill or injured pediatric patient
3. Demonstrate appropriate decision making for complex or critically ill pediatric patients who present to emergency department
4. Function in a multi-disciplinary team
5. Communicate plans and results of procedures and studies with patients and primary care physicians
6. Learn how to perform common procedures such as laceration repairs, incision and drainage of abscesses, pelvic exams, lumbar punctures, orthopedic reductions, and sedation

Course Specifics

Report First Day	Will be contacted by Dr. Schacherer approx 2-4 weeks prior to the start date to develop a schedule		
Student Efforts	0% of time in inpatient setting	32 hours/week of direct patient care	
	20% of time in trauma/ICU	0 hours/week of didactics	
	0% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Michelle Arzubi-Hughes, DO; James Burhop, DO; Joel Clingenpeel, MD; Margaret Eason, MD; Noelle Gabriel, MD; Sandip Godambe, MD; Rupa Kapoor, MD; Alexandra Leader, MD; Jill Miller, MD; Paul Mullan, MD; Michael Poirier, MD; Faiqa Quireshi, MD; Nicole Schacherer, MD; James Schmidt, MD; Melanie Weller, MD; Nicholas White, MD; Byron Weaver, MD; Vipin Philip, MD; Drexel Proctor, MD; Allison Wood, DO		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	C.W. Gowen, MD	Period Offered	Blocks 4, 5, 8, 9
Location	Children's Hospital of The Kings Daughters	Duration	2 or 4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective is being offered as an opportunity to obtain experience in a Pediatrician's office. Under the supervision of the pediatrician, the student will perform duties of a practicing pediatrician. The elective is designed to give the student considering a career in pediatrics the opportunity to further assess his/her interest in pediatric practice.

Course Objectives

By the completion of the elective, the student:

1. Will demonstrate the ability to perform a detailed history and physical examination on children and adolescents
2. Will demonstrate the ability to develop a differential diagnosis and to institute a detailed management plan for the pediatric patient

Course Specifics

Report First Day	Call at least two weeks prior to the start of the elective	
Student Efforts	0% of time in inpatient setting	35 hours/week of direct patient care
	0% of time in trauma/ICU	4 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	CMG Pediatricians with EVMS faculty appointments	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Samantha Vergano, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective provides the student with a comprehensive introduction to the field of clinical genetics. Students have the opportunity to learn about a range of genetic disorders, genetic diagnostics and genetic counseling by participating in the evaluation of children in inpatient and outpatient settings.

Course Objectives

By the completion of the elective, the student:

1. Recognize the special complexity of evaluating patients and families with a genetic disease
2. Learn the indications for genetic testing and recognize the challenges in the interpretation of genetic information
3. Learn how medical genetics relates to other areas of medicine, especially regarding the concept of individualized medicine
4. Provide clinical care for patients with rare or undiagnosed genetic disease in a research environment
5. Learn to take a complete genetic history and construct a 3 generation pedigree
6. Learn to develop a genetic-based differential diagnosis by understanding the main classifications of genetic and metabolic diseases
7. Learn how to distinguish benign from causal genomic variants
8. Effectively communicate genetic information to patients, families, the patient care team, and nursing staff
9. Be able to effectively use online resources to identify, treat, and teach others about genetic conditions

Course Specifics

Report First Day	Call at least two weeks prior to the start of the elective	
Student Efforts	10% of time in inpatient setting 5% of time in trauma/ICU 85% of time in outpatient setting	30-40 hours/week of direct patient care 1 hours/week of didactics 5 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Kelly Jones, MD	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Michael Strunc, MD	Period Offered	Continuously
Location	CHKD Health Center, 850 Southhampton Ave, Norfolk VA 23510 and Community Physician Offices	Duration	4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Clinical experience with the wide spectrum of neurological disorders in children, including neuromuscular diseases, epilepsy, headache, brain tumors, neuro-degenerative diseases, and neonatal neurology.

Course Objectives

The student will do the following:

1. Acquire the fundamental skills of extracting a neurological history and performing a neurological examination.
2. Receive exposure to the various aspects of neonatal neurology: neonatal seizures, intra-ventricular hemorrhage, infantile hypotonia, inborn errors of metabolism, CNS malformations.
3. Learn the concepts of epilepsy classification, diagnosis, investigation, and pharmacological management.
4. Learn to evaluate and manage children with developmental disabilities, cerebral palsy, mental retardation, autism, and learning disabilities.
5. Become familiar with common outpatient neurological problems of childhood, such as headache/migraine, muscular dystrophy, myasthenia, neuropathy, tics and other involuntary movements, and paroxysmal disorders.
6. Become comfortable with the immediate and urgent management of status epilepticus, ataxia, coma/altered consciousness, and meningitis/encephalitis.
7. Learn, through case study, to develop differential diagnoses for common pediatric neurological problems.

Course Specifics

Report First Day	Pediatric Neuro-Developmental Center, 850 Southhampton Avenue (South Campus) Child and Adolescent Neurology, third floor.		
Student Efforts	5% of time in inpatient setting	32 hours/week of direct patient care	
	0% of time in trauma/ICU	10 hours/week of didactics	
	95% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% clinical observation		
Additional Physicians Participating in Teaching	Sarah Chagnon, MD; Thomas Enlow, MD; Crystal Proud, MD; Svinder Toor, MD; Ryan Williams, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Course Information

Course Director	Ami Mehta, MD	Period Offered	Continuously
Location	Children's Hospital of The Kings Daughters Potential for home visits	Duration	2 or 4 weeks
Main Contact	Patricia Chapman pedres@chkd.org 757-668-7272	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This elective provides the student with an introduction to the fields of pediatric pain management and pediatric palliative care. Students have the opportunity to learn about a variety of medical conditions requiring palliative care and pain management by participating in the evaluation of children in inpatient and outpatient settings.

Course Objectives

By the completion of the elective, the student:

1. Recognize the medical and psychosocial complexity of evaluating patients with palliative care and pain needs.
2. Learn an introduction to pain medication management, from over the counter medications, to opioids, to adjuvant therapies.
3. Learn the complexities of treating pain with opioids, and gain familiarity with different opioids, learn their pharmacologic properties and their clinical indications.
4. Learn to take a complete pain history and understand the pathophysiology of chronic pain.
5. Gain an understanding of the emotional, spiritual and psychosocial burden of a patient
6. Effectively communicate with families when discussing goals of care and conversations surrounding end of life.
7. Understand the concept of both pain management and palliative care as a team sport.

Course Specifics

Report First Day	Contact the course director the Friday prior to your start date	
Student Efforts	50% of time in inpatient setting 0% of time in trauma/ICU 50% of time in outpatient setting	20-30 hours/week of direct patient care 10 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Children's Hospital of The Kings Daughters

Department of Physiological Sciences

Our department includes board-certified pediatric physiatrists and pain management specialists. Our faculty is dedicated to patient care and teaching residents, fellows and medical students in one-on-one clinical situations. Faculty participates in four to six hours a week of formal resident lectures, journal club and clinical case conferences on electrodiagnostics, gait analysis, sports medicine, ethics and practice management. Faculty members are also actively involved in research.

The Department of Physical Medicine and Rehabilitation (PM&R) offers a three-year accredited residency training program (PGY2-PGY4) for a total of eleven residents. It provides comprehensive inpatient and outpatient training experience for specialty care of patients with traumatic brain injury, stroke, spinal-cord injury, trauma, amputee, orthopedic/spine injury, sports injury, pain and neuromuscular disorders.

In addition, we offer a one-year accredited pain management fellowship. Our fellows learn comprehensive medical evaluation, diagnosis and management of patients presenting with pain. They gain expertise in interventional pain management procedures including, but not limited to, cervical, lumbar and caudal epidural steroid injections; sacroiliac joint injections; facet blocks; intercostal nerve blocks; peripheral joint injections; and spinal cord stimulator trials. Our faculty works closely with local neurosurgeons for intrathecal pump medication trials and management. During the year, fellows gain experience in pain management from physiatric, anesthesia and neurology perspectives in both adult and pediatric patients, including end of life care.

To learn more about the Department visit:

https://www.evms.edu/education/schools_institutes_centers_departments/physical_medicine_rehabilitation/

PHY400: Regulation of Maternal Well-Being, Fetal Development and Fetal Origins of Adult Disease

Category: Elective

Course Information

Course Director	Gerald Pepe, PhD	Period Offered	Continuously
Location	EVMS Lewis Hall	Duration	4 weeks
Main Contact	Gerald Pepe, PhD pepegj@evms.edu 757-446-5616	# of Students	6-8 per block Visiting only in Block 4 & 5
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This laboratory studies the role of estrogen on fetal/placental development and impact of alterations in the maternal/fetal hormonal milieu as well as endocrine disruptors that mimic estrogen action (e.g. bisphenol) on placental and fetal development, maternal well-being, fetal programming, pregnancy outcome and risk for development of disease in adulthood. Studies show that estrogen regulates placental cellular invasion of the maternal uterine spiral arteries in early pregnancy a process that is essential for appropriate utero-placental blood flow and which when defective leads to development of maternal hypertension and preeclampsia as well as compromise fetal growth leading to IUGR. Studies also show that estrogen in the second half of gestation regulates placental catabolism of maternal stress hormones (e.g. cortisol) and programs fetal organ/metabolic systems important for insulin action and thus prevention of insulin resistance (e.g. diabetes) in adulthood. The student will be expected to choose one or more of these or other clinical complications of human pregnancy (e.g. preeclampsia, IUGR; gestational diabetes, prematurity; placenta accreta), summarize the etiology, clinical manifestations etc. and via library search and interaction/discussion with Dr. Pepe to summarize and integrate the relevant basic science research being performed to elucidate cause, improve treatment and enhance fetal-maternal well-being and pregnancy outcome.

Course Objectives

- To make the student aware of the:
 - importance, uses and appropriate applications, i.e. translation of basic science studies to clinical sciences/medicine.
 - the impact of the intrauterine hormonal milieu and programming (epigenetics) on fetal development and origins of adult disease
- To enhance the independent learning skills of the student by:
 - perusal of the scientific literature and the translational research pertinent to the project identified
 - preparation of a paper outlining the goals, methods, and significance of the research project identified and integration of the basic science that underpins normal fetal-placental development

Course Specifics

Report First Day	Student will be contacted several weeks before the start date to meet with Dr. Pepe	
Student Efforts	N/A % of time in inpatient setting N/A % of time in trauma/ICU N/A % of time in outpatient setting	N/A hours/week of direct patient care Independent work to write paper hours/week of didactics N/A hours/week asynchronous activities
Evaluation	Based on completion of objectives and paper	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Non-Hospital Experience

Department of Physical Medicine & Rehabilitation

Welcome to Physiological Sciences at EVMS. Our mission is to improve human health by educating health care professionals and scientists and by advancing biomedical knowledge through cutting edge basic and translational research.

Our educational focus is to provide students with an integrated understanding of physiology, pharmacology and biochemistry that underpin cell structure and function, the mechanisms, interactions and applications of drugs, as well as metabolism and nutrition that are the foundations of clinical medicine.

We utilize contemporary and innovative technologies in its didactic lectures and small-group and team based clinical problem solving sessions and laboratories and encourage students to apply critical thinking and develop patient-oriented problem-solving skills.

To learn more about the Department, visit https://www.evms.edu/physiological_sciences/#education

Specialty Advising: Physical Med & Rehab

Are you competitive?

Competitiveness: Less Competitive

Mean Step 1/2 score: 209/214 (EVMS PMR graduates 2014-18)

Mean Step 1/2 score: 225/239 (AAMC Charting Outcome Data 2018)

Total number of programs: 37 PGY-1 and 65 PGY-2

Interview timing: October-January

Away rotations: Highly Recommended

Research: Not required, but can strengthen application

M3-M4 checklist:

☒ Request a PM&R rotation during your **Career Exploration** clerkship.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

2018 AAMC Charting Outcome Data	Matched (n=228)	Unmatched (n=31)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	13.1	6.4
Mean USMLE Step 1 score	225	215
Mean USMLE Step 2 score	239	229
Mean number of research experiences	2.9	2.9
Mean number of abstracts, presentations, publications	4.2	3.4
Mean number of volunteer experiences	7.8	6.6
Percentage who are AOA members	5.3	0.0
Percentage who have another graduate degree	14.8	17.2

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

PHYSICAL MEDICINE & REHABILITATION Q&A

AWAY ROTATIONS: Are away rotations required? It is highly recommended! **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinsr@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three, with at least one from a physiatrist, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

Specialty advisors:

PM&R ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Valerie Prorise](#)

PM&R ALUMNI: alumni@evms.edu

Course Information

Course Director	Mark Bergsten, DO	Period Offered	Continuously
Location	EVMS Andrews Hall, 3rd Floor	Duration	2 or 4 weeks
Main Contact	Valerie Prosisie prosisvm@evms.edu 757-446-5915, option 1	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Flexible inpatient and/or outpatient clinical experiences for adult physical medicine and rehabilitation. Inpatient rehabilitation of stroke, head injury, spinal cord injury, amputee and other orthopedic and neurologic disorders. Outpatient musculoskeletal and pain management including manipulation, acupuncture, epidurals and nerve blocks. Specialty clinics for spinal cord injury, muscular dystrophy, spasticity and cerebral palsy and head injury. Electrodiagnostic evaluation of muscle and nerve disorders.

Course Objectives

1. Exposure to rehabilitation medicine holistic evaluation of patient. Assessment of illnesses and their effects on the basic daily functional activities, mobility, and social roles of individuals and their families.
2. Exposure to prescription of physical therapy, speech therapy, occupational therapy, cognitive therapy, recreational therapy and psychotherapy for inpatients and outpatients with disabling disorders.
3. Exposure to focused musculoskeletal physical examinations and assessments of sports and work related injuries.
4. Exposure to management of acute and chronic pain syndromes including use of medications, exercise, manipulation, modalities, acupuncture and epidurals.
5. Exposure to acute inpatient rehabilitation team management for patients with stroke, head injury, spinal cord injury, cancer, amputations, orthopedic and neurologic injuries.
6. Exposure to vocational rehabilitation and disability assessments.
7. Exposure to electrodiagnostic assessments of nerve entrapments, nerve injuries, radiculopathies, neuropathies, myopathies, and spinal cord disorders.
8. Exposure to prescription of bracing for neck and back injuries, gait disorders and upper extremity disorders.
9. Exposure to prescription of assistive devices for mobility (crutches, walkers, wheelchairs) and activities of daily living (reachers, adaptive utensils, bathroom equipment).
10. Exposure to cardiac, pulmonary and cancer rehabilitation.

At the end of this elective, the student will be able to:

1. Able to assess functional status of individuals with injuries and illnesses.
2. Able to state the roles of the physical therapist, occupational therapist, speech therapist, rehabilitation nurse, recreational therapist, psychologist and social worker on the inpatient rehabilitation team.
3. Able to perform basic musculoskeletal and neurologic physical examinations.
4. Able to state the common indications for electrophysiologic studies.
5. Able to prescribe appropriate assistive gait devices and knowledgeable of when to request evaluation for bracing, prostheses and adaptive equipment.
6. Knowledgeable of potential psychological and social consequences of injuries and illnesses.

Course Specifics

Report First Day	Department of PM&R, Andrews Hall		
Student Efforts	50% of time in inpatient setting	36 hours/week of direct patient care	
	0% of time in trauma/ICU	4 hours/week of didactics	
	50% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	1 on 1, evaluation and test		
Additional Physicians Participating in Teaching	Maria R. DeGuzman, MD; Sun D Kwon, MD; Beverly Roberts-Atwater, DO		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Psychiatry & Behavioral Sciences

In addition to our essential role in medical student education, the Department of Psychiatry & Behavioral Sciences houses major educational/training programs that include our psychiatry residency, clinical psychology internship, and doctoral clinical psychology program (in collaboration with Old Dominion University and Norfolk State University). In addition, art therapy faculty members hold joint appointments with our Department. All of these educational programs are approved and accredited by their respective national organizations (ACGME, APA, and AATA).

To learn more about the Department visit: <https://www.evms.edu/psychiatry/>

Specialty Advising: Psychiatry

Are you competitive?

Competitiveness: Less competitive

Mean Step 1/2 score: 230/240 (EVMS psychiatry graduates 2014-18)

Mean Step 1/2 score: 226/239 (AAMC Charting Outcome Data 2018)

Total number of programs: 298

Interview timing: October-January

Away rotations: Less important

Research: Less important but varies by program

2018 AAMC Charting Outcome Data

Source: [Charting Outcomes in the Match 2018](#)

	Matched (n=869)	Unmatched (n=154)
Mean number of contiguous ranks	10.0	5.8
Mean USMLE Step 1 score	226	215
Mean USMLE Step 2 score	239	229
Mean number of research experiences	2.8	2.7
Mean number of abstracts, presentations, publications	4.8	3.7
Mean number of volunteer experiences	7.0	6.2
Percentage who are AOA members	6.8	0.6
Percentage who have another graduate degree	18.1	18.7

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

PSYCHIATRY Q&A

AWAY ROTATIONS: Are away rotations required? Not necessarily, but some students find them to be rewarding experiences and an opportunity to explore different regions/programs. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	14	64%	1-3	Blocks 2-7

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, from psychiatry faculty, including the Chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

M3-M4 checklist:

☒ Schedule a meeting with a psychiatry advisor (see table below).

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

PSYCHIATRY ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Margaret Meynardie](#)

PSYC ALUMNI: alumni@evms.edu

RESOURCE: [Guide to Applying for Psychiatric Residency](#) – American Psychiatric Association

Course Information

Course Director	Justin Petri, MD Jessica Mees-Campbell, MD	Period Offered	Blocks 1-6
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Students must be intending to enter a Psychiatry Residency upon Graduation. Applicants should contact Dr. Petri via email to outline their interest in this elective prior to scheduling.

Course Description

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. The purpose of this rotation is to provide increasing amounts of responsibility for treating psychiatric inpatients. The student will act as an intern with primary responsibility for patient care including evaluation and treatment.

Course Objectives

1. To be able to complete a full psychiatric evaluation and interview and determine the initial treatment for a psychiatric inpatient.
2. To be able to evaluate on an emergency or walk-in basis the appropriate intervention and/or treatment needed at that time.
3. To be able to recognize clinical indications for psychotropic agents and recommend several choices in terms of their different risks and benefit to profiles for individual patients.
4. To work as an effective member of the psychiatric inpatient team with primary responsibility for assigned patients.
5. To begin to understand the basics of supportive psychotherapy.

Course Specifics

Report First Day	Sentara, Norfolk General Hospital, 8B at 8AM	
Student Efforts	100% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	30 hours/week of direct patient care 2 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Jessica Mees-Campbell, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	David Spiegel, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	3 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Completion of M3 Psychiatry clerkship

Course Description

The student will be exposed to Consultation/Liaison Psychiatry, a branch of Psychiatry specializing in psychiatric care of the medically ill patient. The student will participate as an integral member of the consultation team, which is comprised of an attending consultation/liaison psychiatrist, residents, and clerkship students. The rotation takes place at Sentara Norfolk General Hospital, a 425 bed general hospital with developed trauma, critical care and specialty units. The students will be expected to evaluate, present and write up consult cases. The student will work closely with the resident and attending physicians and will attend rounds, follow-up on assigned cases, attend conferences and grand rounds. Common diagnoses encountered include delirium, dementia, mood, anxiety and personality disorders.

Course Objectives

1. To obtain knowledge relevant to providing psychiatric consultation to patients and staff in non-psychiatric settings.
2. To obtain a complete history and mental status exam from patients in the consultation/liaison setting and to offer a basic biopsychosocial formulation.
3. To gain knowledge regarding evaluation, differential diagnosis and treatment of psychiatric symptoms and to distinguish between primary and secondary symptoms.
4. To gain knowledge about medical disorders which present with psychiatric symptoms.
5. To gain insight into the evaluation and treatment of psychiatric problems involving physical illness and to understand the patients emotional responses in the context of different social systems (i.e., the hospital ward, nurses, doctors, family, etc.)
6. To develop and enhance liaison skills in interacting with non-psychiatric staff.

Course Specifics

Report First Day	EVMS Hofheimer Hall, Department of Psychiatry & Behavioral Sciences, 7th floor at 9AM	
Student Efforts	80% of time in inpatient setting 20% of time in trauma/ICU 0% of time in outpatient setting	40 hours/week of direct patient care 5 hours/week of didactics N/A hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Sarah Beth Berner-Orcutt, DO	Period Offered	Continuously
Location	Naval Medical Center Portsmouth	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	2 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Priority given to HPSP students July-October. To request this elective CLICK HERE . Click on "Request for Clerkship/Interview" in the bottom left corner

Course Description

The rotation is focused on developing an understanding of the major mental illnesses from the biopsychosocial perspective and serving as an introduction to their treatment. The student will work directly with staff and residents to gain exposure to both inpatient and consult liaison psychiatry. The student will also be involved in the unique disposition planning of the military. Additional experiences in outpatient, child/adolescent psychiatry and substance use disorder treatment are available for half day and full day experiences during the rotation.

Course Objectives

1. To advance data gathering talents, and interviewing skills.
2. To practice composing coherent and thoughtful assessments.
3. To develop the habit of reciting concise oral presentations of cases.
4. To advance differential diagnoses abilities, and ideas for treatment.
5. To learn how to address the needs of both the patient and the medical-surgical team.
6. To gain knowledge about the psychiatric needs of medically ill patients.
7. To apply medical, legal, and ethical principles in the psychiatric management of the physically ill patient.

Course Specifics

Report First Day	Graduate Medical Education Office, Bldg. #3, 3rd floor at 8:00 am on first day of rotation for check in documents		
Student Efforts	100% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	0 hours/week of didactics	
	0% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Based on core competencies endorsed by ACGME: 1. Patient Care 2. Medical Knowledge 3. Practice-based Learning and Improvement 4. Interpersonal and Communication Skills 5. Professionalism 6. Systems-based Practice		
Additional Physicians Participating in Teaching	Gregory Henderson, MD; James Rapley, MD; Michael Downes, MD; Justine Sprague, MD; Hamid Tavakoli, MD		

Site Compliance Requirements

Hospital 1: Naval Medical Center Portsmouth

Course Information

Course Director	Kathleen Stack, MD	Period Offered	Continuously
Location	Ft. Eustis	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Military outpatient mental health care is different than general outpatient care in several ways. The population is generally physically healthy and younger. The goal of treatment is not only symptom improvement, but evaluation of fitness for duty. There are administrative evaluations not conducted in the civilian sector. Focus will be on new patient evaluations conducted in the outpatient setting. Will also include some experience with the substance use disorder treatment in the military setting.

Course Objectives

The educational focus of the experience would be to:

1. Become familiar with the lexicon used in the Army.
2. Identify the different treatment issues present in the active duty population.
3. Obtain a full and accurate history including deployments and present the same in oral and written form.
4. Learn to evaluate for appropriate level of care within the military system.
5. Utilize the electronic medical record system of the Army and the Behavioral Health Data Platform for self-reported symptoms using well standardized instruments

Course Specifics

Report First Day	Ft. Eustis building 502, 7:30 am	
Student Efforts	0% of time in inpatient setting	30 hours/week of direct patient care
	0% of time in trauma/ICU	10 hours/week of didactics
	100% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	Clinical evaluation and documentation	
	1. Patient Care	
	2. Medical knowledge	
	3. Professionalism	
	4. Interpersonal and communication skills	
	5. Initiative	
Additional Physicians Participating in Teaching	Jose Edwin Nieves, MD, DFAPA; Rosemary Jackson, NP; Elizabeth Calvano, LCSW	

Site Compliance Requirements

Hospital 1: Requires CAC card and Army training and compliance requirements. Must have a current flu shot and proof thereof. Must have HIPPA training certificate which is current, valid driver's license, proof of insurance and vehicle registration, and current BLS.

Course Information

Course Director	Elizabeth Collumb, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital ER	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	1-2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This course is based at the SNGH Emergency Room. The rotation affords students the opportunity to evaluate a broad spectrum of psychiatric patients, many of whom are in acute crisis. Under the supervision of residents and attending staff, students learn the principles and techniques of crisis intervention, rapid psychiatric evaluation, risk assessment, emergency psychopharmacology, and therapeutic approaches used in the acute ambulatory care setting. In addition, students participate in teaching conferences, ER rounds, departmental grand rounds, and morbidity and mortality conferences. Students must give a brief presentation on a relevant clinical topic of their interest during the final week of the rotation. In addition, the student must submit 2 patient consultation notes for review and feedback from the ER attending.

Course Objectives

1. Perform a complete, accurate, rapid initial psychiatric history and mental status examination
2. Recognize common signs and symptoms of medical and psychiatric illness in order to accurately triage and manage patients
3. Distinguish psychiatric presentations from other medical presentations by performing appropriate examinations, ordering diagnostic studies, and consulting with other physicians as needed
4. Formulate treatment plans for continuing care of patients
5. Learn the evidence base for the acute management of psychiatric disorders
6. Learn the evidence base used to guide assessments of risk and disposition decisions
7. Become familiar with forensic issues relevant to psychiatric care in the acute setting

Course Specifics

Report First Day	EVMS Hofheimer Hall, Suite 710, 9 AM		
Student Efforts	100% of time in inpatient setting	20 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	0% of time in outpatient setting	5 hours/week asynchronous activities	
Evaluation	100% Clinical observation: <ol style="list-style-type: none"> 1. Students are evaluated on their ability to complete and present a thorough yet focused consultation, which includes an accurate and descriptive mental status exam. 2. Students are evaluated on their ability to establish rapport with patients, conduct effective interviews, gathers relevant information and present in a cohesive spoken (and written) manner. 3. Students are evaluated on their ability to perform a thorough safety evaluation, including understanding risk factors for potential harm toward self and others. 4. Students are expected to demonstrate basic knowledge of psychiatric disease. 5. Students should participate actively every day, arriving on time and working through the shift. 6. Students should be courteous and respectful to patients, residents, and staff. 7. Students are expected to demonstrate the ability to research a well-defined clinical topic of their choosing and present the relevant facts and theories in a clear, concise, and effective manner. 		
Additional Physicians Participating in Teaching	Other attendings on some afternoons, PGY-2 and PGY-4 residents		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Nekesha Oliphant, MD	Period Offered	Blocks 1-5, 7-9
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	1 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. This elective may be beneficial for students interested in Geriatric Medicine, Internal Medicine, Family Medicine, Psychiatry or other fields that would involve the Geriatric population. The student will be exposed to the Senior Treatment Area at Sentara NGH, which is an inpatient Geriatric Psychiatry unit. This unit hosts a population of patients 65 years or older who often present with dementia, delirium psychosis, anxiety and affective states, alongside the physical impairments of various medical conditions, including movement disorders, cardiac and pulmonary conditions and progressive terminal illness. At this location, the student will work actively with the attending physician and will gain experience in diagnostic assessments, behavioral and pharmacologic management of psychiatric illness and the education of patients/caregivers. Treatment modalities include the exposure to Electroconvulsive Therapy which is an effective and safe option for medication-refractory depression, psychosis or catatonia in this population. The student will follow and manage patients daily and play an active role in team presentations. Common topics on this rotation include polypharmacy, ways to minimize confusional states, interdisciplinary management, palliative care, resources in the community and caregiver burden. Efforts will be made to expose the student to topics of interest.

Course Objectives

1. Obtain experience in the inpatient setting with special emphasis on initial assessment, including performing a complete history, mental status exam and diagnoses with a treatment plan.
2. Understand the thorough evaluation process of the older population on the inpatient unit. This would include obtaining a history from several sources, including the patient (who may be a poor historian based on clinical condition), the referring MD, the nursing staff, social workers and family.
3. Gain insight into psychiatric symptoms while using a biological psychological and social format of evaluation.
4. Practice the utilization of various psychiatric modalities, including Pharmacotherapy, Electroconvulsive Therapy, Non-pharmacologic behavioral interventions, and interdisciplinary care.
5. Demonstrate the ability to utilize educational resources in the field of Geriatric Psychiatry in order to make patient care decisions and to educate patients and caregivers.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, 6th Floor, Senior Treatment Area	
Student Efforts	100% of time in inpatient setting	40 hours/week of direct patient care
	0% of time in trauma/ICU	0 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	EVMS Psychiatry Residents	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Armin Ansari, MD	Period Offered	Blocks 1-4, 7-9
Location	Veteran's Affairs Medical Center, Hampton	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This course is designed for seniors wishing for a sub-internship experience in Inpatient Psychiatry prior to beginning residency in Psychiatry. However, students entering the Primary Care field, who want further experience recognizing and assessing mental illness should also apply. Cases of greater interest in maximizing the educational objectives and that meet the student interests will be selected. Particular areas of interest can include Substance (alcohol or Illicit Substances), Use Disorders, Neurocognitive Disorders (Dementia), Psychotic Disorders, Mood Disorders, Anxiety Disorders, Post Traumatic Stress Disorder or Personality Disorders. The Biopsychosocial model is used with a crisis intervention approach. Brief stabilization is followed by return to the community or non-acute level of care. Under the psychiatrist's supervision, the student would be responsible for assessing the patient and implementing their own treatment plan. The student would follow the response to treatment, updating or modifying the plan as required.

Course Objectives

Goal: To enhance ones understanding of the nature and treatment of psychiatric illness by treating individuals with addictions and mental illness on an adult patient.

Objectives:

1. The student will master the interviewing skills and complete a detailed psychiatric evaluation that includes the biopsychosocial underpinnings and arriving at a comprehensive treatment plan for the psychiatric inpatient.
2. The student will recognize clinical indications for psychotropic agents and recommend several options in terms of their different risks and benefit to profiles for individual patients.
3. The student will work as an effective member of the psychiatric inpatient team with primary responsibility for assigned patients.
4. The student will begin to understand the basics of supportive psychotherapy.

Course Specifics

Report First Day	Psychiatry Office, Bldg. 137 Room B101, Administrative Officer, MR. William Jordan. See Ms. Patricia Hade for orientation. (Call the Psychiatry Office 722-9961 ex 3585 several weeks ahead for required training and computer codes)	
Student Efforts	100% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	40 hours/week of direct patient care 0 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	Gregg Briscoe, MD; Charmaine Silva-Gata, MD	

Site Compliance Requirements

Hospital 1: Veteran's Affairs Medical Center, Hampton

Course Information

Course Director	Amer Khan, MD	Period Offered	Blocks 1, 3, 5, 6, 8, 9
Location	Veteran's Affairs Medical Center, Hampton	Duration	4 weeks
Main Contact	Margaret Meynardie meynarm@evms.edu 757-446-7189	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

The student will be exposed to Addiction Psychiatry, a branch of Psychiatry specializing in the treatment of addictive disorders, i.e. alcoholism and other psychoactive substance dependence. Many of the patients will also have a dual diagnosis. The students will participate as a member of a multidisciplinary team and work closely with the attending psychiatrist and other treatment team members. The rotation takes place in an intensive REHABILITATIVE RESIDENTIAL setting where patients reside for up to 120 days. This is an intensive and highly structured program, which operates on a "bio-psychosocial model" of treatment with a strong emphasis on the 12-Step recovery process. The program is headed by a psychiatrist and includes a program specialist, social worker, addiction therapists and other support personnel. Other treatment tracks include relapse prevention, aftercare, and family. The student will be expected to actively participate in program activities to include: (1) individual and group therapy; (2) community meetings; (3) family counseling; (4) didactic therapy; (5) physical, recreational and occupational therapy; (6) treatment planning; and (7) assessment triage. Students may also be exposed to subspecialty areas to include detoxification and inpatient psychiatric substance abuse education. Utilization of current literature and appropriate references is encouraged. Emphasis is placed on learning the biopsychosocial assessment and formulation, as well as in motivational intervening therapy.

Course Objectives

1. To be able to participate and learn about the bio-psychosocial assessment of a chemically dependent patient along with the intervention strategies used to bring and keep patients in treatment.
2. To be able to participate and learn about the bio-psychosocial assessment of a chemically dependent patient along with the intervention strategies used to bring and keep patients in treatment.
3. To be able to learn about intensive outpatient substance abuse treatment and the support systems necessary for successful recovery.
4. To learn about the psychodynamics of a chemically dependent patient through participation in individual and group therapy sessions.
5. To participate in family sessions and learn the family dynamics for chemical dependency.
6. To participate in staff in-service education and to learn the educational components of recovery.
7. To learn how supporting services, i.e., recreational, occupational and physical therapy, assist the chemically dependent patient in treatment.
8. To participate in the assessment of chemically dependent patients/prepare a case study from this patient population.

Course Specifics

Report First Day	A110 – Mental Health Admin Office. VA Medical Center, 100 Emancipation Drive, Hampton, VA 23667 (Adjacent to Hampton University, next to VA water tower).	
Student Efforts	100% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	30 hours/week of direct patient care 5 hours/week of didactics 5 hours/week asynchronous activities
Evaluation	100% clinical observation	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Veteran's Affairs Medical Center, Hampton

Department of Radiation Oncology and Biophysics

EVMS Radiation Oncology & Biophysics uses the most advanced techniques of delivering therapeutic irradiation for the treatment of malignant disease and some benign conditions. It also has its own physics and radiobiology support for patient care and tumor biology research.

The department's treatment equipment includes linear accelerators, CT simulators and treatment planning computers at all locations. A high-dose-rate remote afterloading unit and facilities for intra-operative radiation at Sentara Norfolk General Hospital complement the therapeutic armamentarium. The Cyberknife Stereotactic Robotic linear accelerator is available at Sentara Norfolk General Hospital.

In addition to standard radiation treatments, members of the department provide the latest treatment strategies, including altered fractionation schemes, interstitial implantation, high-dose-remote afterloading by outpatient and inpatient techniques and intraoperative radiation. The department provides a full range of radiation oncology services, including external beam and radioisotope therapy. The department is also involved in institutional multidisciplinary cancer research projects, as well as national projects.

To learn more about the Department visit:

https://www.evms.edu/education/schools_institutes_centers_departments/radiation_oncology_biophysics/

Specialty Advising: Radiation Oncology

Are you competitive?

Competitiveness: Highly Competitive

Mean Step 1/2 score: 247/253 (AAMC Charting Outcome Data 2018)

Total number of programs: 6 PGY-1 and 86 PGY-2

Interview timing: October-January

Away rotations: Required

Research: Highly important

2018 AAMC Charting Outcome Data	Matched (n=165)	Unmatched (n=11)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	12.3	7.6
Mean USMLE Step 1 score	247	238
Mean USMLE Step 2 score	253	243
Mean number of research experiences	6.1	4.2
Mean number of abstracts, presentations, publications	15.6	12.2
Mean number of volunteer experiences	6.6	7.4
Percentage who are AOA members	35.2	27.3
Percentage who have another graduate degree	19.2	11.1

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **Jaime Loyola, MD** – Research Support Specialist, Office of Research – Travel fund info
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

RADIATION ONCOLOGY Q&A

AWAY ROTATIONS: Are away rotations required? Yes! Try and secure an away rotation in your first and/or second block of M4. **Will it help me match into a residency at the away institution?**

Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three, two from radiation oncology faculty, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

PARALLEL PLANS: This is definitely a specialty I want to pursue but I am worried about its competitiveness. You may be advised to do a parallel plan where you apply for two specialties at once. This will be discussed with your advisor.

M3-M4 checklist:

☒ Request a meeting with Radiation Oncology Chair Mark S. Sinesi, MD, Ph.D. See specialty advisors list on Blackboard (info below).

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

ROC ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Liz Daniels](#)

Course Information

Course Director	Mark Sinesi, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital Sentara, Virginia Beach General Hospital Sentara, Princess Anne Hospital	Duration	4 weeks
Main Contact	Liz Daniels danielem@evms.edu 757-388-2075	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Students will learn biology, physics, and clinical application of radiation in the management of tumors and certain specific non-malignancies. They will be exposed to the use of external beam radiation therapy using 3-D planning, IMRT, using interstitial therapy such as prostate implants. This is accomplished by new patient conferences and examination of patients. The students will learn to evaluate tumor response, acute and late normal tissue reactions to radiation therapy, and the use of chemotherapy with radiation therapy.

Course Objectives

1. Student will develop an understanding of cancer.
2. Student will interact with patients with malignant tumors.
3. Student will become familiar with the different methods of management of patients with malignancy; e.g., surgery, radiotherapy, chemotherapy.
4. To learn the fundamental basis of radiation therapy for malignant tumors.
5. To learn the indications and contraindications in using radiation therapy.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, Radiation Oncology, Ms. Liz Daniels, danielem@evms.edu, 8:30 a.m.		
Student Efforts	0% of time in inpatient setting	35 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Based on clinical performance		
Additional Physicians Participating in Teaching	Mark Shaves, MD; Scott Williams, MD; Lara Bonner Millar, MD; Edwin Crandley, MD; Erik Lappinen, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Department of Radiology

Explore our Residency here: https://www.evms.edu/education/schools_institutes_centers_departments/radiology/

Specialty Advising: Radiology

Are you competitive?

Competitiveness: Competitive (Highly competitive for Interventional)

Mean Step 1/2 score: 246/236 (EVMS **diagnostic** radiology graduates 2014-18)

Mean Step 1/2 score: See charts below.

Programs: Diagnostic: 32 PGY-1 / 178 PGY-2 | Interventional: 21 PGY-1 / 61 PGY-2

Interview timing: November-January **Research:** Helpful

Away rotations: Recommended on a case-by-case basis (see below)

2018 AAMC Charting Outcome Data	Matched (n=621)	Unmatched (n=71)
DIAGNOSTIC RADIOLOGY Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	12.5	6.8
Mean USMLE Step 1 score	240	223
Mean USMLE Step 2 score	249	235
Mean number of research experiences	3.7	3.2
Mean number of abstracts, presentations, publications	6.0	3.9
Mean number of volunteer experiences	6.4	5.4
Percentage who are AOA members	15.8	7.0
Percentage who have another graduate degree	16.8	24.6

2018 AAMC Charting Outcome Data	Matched (n=118)	Unmatched (n=83)
INTERVENTIONAL RADIOLOGY Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	5.4	2.5
Mean USMLE Step 1 score	246	242
Mean USMLE Step 2 score	255	248
Mean number of research experiences	4.4	3.8
Mean number of abstracts, presentations, publications	8.4	7.3
Mean number of volunteer experiences	6.8	6.1
Percentage who are AOA members	30.5	12.0
Percentage who have another graduate degree	15.2	11.1

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research
- **Lester Johnson, MD** – EVMS Radiology Program Director – Radiology research
- **ERO Database** – Located at MyPortal >> Research >> Funding

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

RADIOLOGY Q&A

AWAY ROTATIONS: Are away rotations required? No, but they may or may not be recommended.

This is an individual decision based on your competitiveness and other factors. Set an appointment with the [Associate Dean](#) or your [specialty advisor](#) to discuss the pros/cons.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	9	56%	1-2	Blocks 3-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastins@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three to four, including one from the Radiology department chair. You can also include a letter from a mentor from a different department who knows you well.

PATHWAYS: Diagnostic vs. Interventional? If you are unsure which to apply for, remember that diagnostic can be a pathway to interventional.

M3-M4 checklist:

☒ Request radiology for Career Exploration. If unavailable, this block will have time for shadowing.

☒ Make an appointment with the Radiology Chair to request a letter.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

RADIOLOGY ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List for contact info*

COORDINATOR: [Marleen Viola](#)

RAD ALUMNI: alumni@evms.edu

Course Information

Course Director	Kathy Byun, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Marleen Viola, C-TAGME violaml@evms.edu 757-388-1141	# of Students	3-4 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

During the elective students will spend their mornings participating in read-out sessions in the various subspecialties of Diagnostic Radiology, spending 4-5 days in each modality. Time devoted to the sub-specialties can be tailored to the special needs and interests of the participants, such as pediatric radiology, interventional and neuroradiology, etc. (based on availability). Required reading is a basic radiology text that will be distributed to the students the first day of their rotation. Afternoons the students will attend lectures given by both attendings and residents in Radiology. Time will be allowed for self-instruction, so that students may review the ACR teaching files, web-based learning tools and radiologic anatomy. Students are expected to attend all teaching conferences held in the department at 7:00 a.m. and Noon. At the end of the rotation the student will prepare and present a short case presentation. A written and oral exam is given toward the end of the rotation.

Course Objectives

1. Contact with subspecialty areas with emphasis on understanding roles and limitations of various imaging modalities.
2. Understanding the basics of chest, bone and abdominal radiology.
3. Development of approach to evaluation of diagnostic problems with use of imaging procedures.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, Radiology Residency Office, Kaufman Entrance		
Student Efforts	0% of time in inpatient setting	20 hours/week of direct patient care	
	0% of time in trauma/ICU	10 hours/week of didactics	
	0% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	60% written exam; 20% case presentation; 10% oral exam; 10% clinical observation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Harlan Vingan, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Marleen Viola, C-TAGME violaml@evms.edu 757-388-1141	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Completion of RAD400

Course Description

The Interventional Radiology (IR) elective offers the 4th year student a 4-week experience in caring for patients undergoing image-guided procedures. A shorter experience is also available for 3rd year students during their elective time. The students will work closely with attendings, residents, and other providers as an integral member of the IR team. Students will learn to perform basic IR procedures including line and drain placements, needle biopsies, vascular & non-vascular interventions, and participate in consults for the IR service. The student will attend Department of Radiology morning (7AM) and noon didactic conferences. Students are also invited to attend an optional Liver Tumor board that happens every other week. This can be coordinated with the resident on service. The student will also attend Diagnostic Radiology medical student lectures given by residents, unless he/she has already completed RAD400 satisfactorily; if so, the lecture time will be replaced with reading/study time.

Required reading includes select chapters in The Handbook of Interventional Radiologic Procedures. Supplemental reading utilizing Learning Radiology: Recognizing the Basics is also recommended for those that have not completed the RAD 400 elective. Both texts available through Brickell Library's Online Resources. A written exam will be given at end of rotation and will be based on the required reading.

Course Objectives

1. To learn the fundamentals of image-guided procedures across multiple organ systems and imaging modalities.
2. To correlate radiologic findings with clinical presentations and pathophysiology of disease.
3. To participate in pre, peri, and post-procedure care of IR patients.
4. To develop procedural competency by assisting residents and attendings with image-guided procedures including line and drain placements, needle biopsies, vascular & non-vascular interventions, and participate in consults for the IR service.

Course Specifics

Report First Day	Sentara Norfolk General Hospital, Radiology Residency Office, Kaufman Entrance	
Student Efforts	0% of time in inpatient setting	20 hours/week of direct patient care
	0% of time in trauma/ICU	10 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	2/3 clinical observation, 1/3 written exam	
Additional Physicians Participating in Teaching	None	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Sarah Shaves, MD, FACR Wendy Brown, MD MPH	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital Children's Hospital of The Kings Daughters Bon Secours, Maryview Bon Secours, DePaul Chesapeake Regional Medical Center	Duration	Longitudinal for 4 weeks of credit
Main Contact	Marleen Viola, C-TAGME violamI@evms.edu 757-388-1141	# of Students	2 per year
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	RAD400 pre-requisite. M4 students who have participated in integrated ultrasound curriculum and who will be applying for Radiology Match must also take diagnostic radiology elective. Prospective students must complete an application to be considered for the Honors Ultrasound Program, be planning a career in radiology, and require acceptance by the elective co-directors. Application available from Radiology Residency Administrator.

Course Description

One to two EVMS M4 students planning a career in radiology with special interest in ultrasound will gain advanced understanding of the radiologic subspecialty while working with Radiology attendings and residents through a variety of activities including hands on scanning, developing procedural skills, didactics and self-directed learning.

We expect each student to provide 160 hours of engagement during the course of the year similar to a full four week block rotation (4 weeks x 40 hours = 160 hours) to be completed by March 15th of academic year. Given interviews and away rotations the student may not be able to participate in all course educational offerings. Maximum numbers of hours permitted for each activity will ensure a balanced experience.

Course Objectives

1. Improve knowledge of fundamental physics and knobology of ultrasound
2. Develop an understanding of the strengths and weakness of ultrasound in cross sectional imaging including ACR appropriateness criteria for use of ultrasound
3. Develop language for describing findings on ultrasound
4. Begin to develop the ability to recognize artifacts and abnormalities, strengthen the ability to identify anatomy
5. Improve ultrasound hands on technique
6. Acquire images and dictate ultrasound reports using appropriate macros and standard verbiage

Course Specifics

Report First Day	Sentara Norfolk General Hospital, Radiology Residency Office, Kaufman Entrance		
Student Efforts	10% of time in inpatient setting	2 hours/week of direct patient care	
	0% of time in trauma/ICU	1 hours/week of didactics	
	10% of time in outpatient setting	4 hours/week asynchronous activities	
Evaluation	Possible grades are Honors, Pass, Fail. Grade based directly upon the student's level of engagement, performance of ultrasounds in clinical spaces and simulation lab, clinical observation, completing independent materials with self-assessment, quality of presentations, preparation of didactics, attendance at didactics, oral exam, and completing all above within the required timeline of the longitudinal elective.		
Additional Physicians Participating in Teaching	Drs. Brown and Simmons; Dina Elgohary, MD; Christopher O'Neill, MD; Robert Post, MD; Prasanti Vachhani, MD; Michele Retrouvey, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
 Hospital 2: Children's Hospital of The Kings Daughters
 Hospital 3: Bon Secours, Maryview
 Hospital 4: Bon Secours, DePaul Medical Center
 Hospital 5: Chesapeake Regional Medical Center

Department of Surgery

EVMS Medical Group surgeons are nationally and internationally recognized for their expertise and skill and acclaimed for their clinical research, education of students and residents, and patient care. Many hold national and international positions in their specialty societies and are considered leaders in their fields. Our department specializes in surgical oncology (including breast surgery), acute care surgery (trauma, critical care, and emergency general surgery), minimally invasive surgery, and plastic and reconstructive surgery. Our surgeons are the only Level 1 Trauma surgeons in the Hampton Roads region of Virginia. We also offer several programs for medical students interested in general surgery subspecialties.

As full-time faculty at Eastern Virginia Medical School, our practice has access to research and specialists who form the medical school's faculty as well as the comprehensive resources of an academic medical center. Groundbreaking research, possible only in an academic setting, combined with state-of-the-art patient centered quality care, provides a level of service and knowledge unmatched by other medical service providers.

To learn more about the Department visit https://www.evms.edu/education/schools_institutes_centers_departments/surgery/

Specialty Advising: Surgery

Are you competitive?

Competitiveness: Competitive

Mean Step 1/2 score: 241/248 (EVMS surgery graduates 2014-18)

Mean Step 1/2 score: 236/248 (AAMC Charting Outcome Data 2018)

Total number of programs: 304 (Categorical) | 253 (Prelim, PGY-1 Only)

Interview timing: October-January

Away rotations: Recommended on a case-by-case basis (see below)

Research: Varies by program

2018 AAMC Charting Outcome Data	Matched (n=919)	Unmatched (n=161)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	13.1	5.2
Mean USMLE Step 1 score	236	219
Mean USMLE Step 2 score	248	233
Mean number of research experiences	3.6	3.1
Mean number of abstracts, presentations, publications	6.2	4.7
Mean number of volunteer experiences	7.0	6.6
Percentage who are AOA members	18.7	1.2
Percentage who have another graduate degree	18.7	22.4

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research
- **Alexandra Leader, MD, MPH** – Director of Global Health
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

SURGERY Q&A

AWAY ROTATIONS: Are away rotations required? It may be recommended. **Will it help me match into a residency at the away institution?** *From the American College of Surgeons:* You might be able to improve your chances of matching at an institution, particularly one that is geographically or philosophically remote from your medical school, by taking a surgery sub-internship and putting in a stellar performance. The more the surgical faculty get to know you, the better your chance of being selected.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	9	44%	1-2	Blocks 3-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

M4 SCHEDULING: *From the American College of Surgeons:* Take just enough courses within your specialty choice to make sure that you really want your career to be in that discipline. You should then spend as much time as possible in areas that you will not have further exposure—such as nephrology, cardiology, and radiology.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Who should I ask? Three or four, from surgery faculty, including the Chair, and if you have a mentor from a different department who knows you well, that's a good letter to include as well. LoRs reflect not only your accomplishments but also your ability to form meaningful relationships with faculty.

M3-M4 checklist:

☑ Schedule a meeting with Surgery Chair L.D. Britt, MD to formally request a **letter**. (Email [Casey Palmatier](#) for appointments)

☑ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☑ Participate in **mock interviews**.

☑ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☑ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☑ Start scheduling **interviews** and make travel arrangements.

☑ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

SURGERY ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

COORDINATOR: [Molly Brittain](#)

SURGERY ALUMNI: alumni@evms.edu

Course Information

Course Director	L.D. Britt, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Shawana Futrell FutrelST@EVMS.EDU 757-446-6107	# of Students	1-2 per block
		Visiting Students	Yes
		Night Call	Yes; in house call every 3rd to 4th night
		Pre-Requisites/Restrictions	None

Course Description

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call. Exposure to broad range of surgical conditions on the wards, in the operating room and clinics and full participation on the surgery professorial service. The student will participate in weekly teaching rounds with Dr. LD Britt and other faculty small group teaching sessions.

Course Objectives

By the end of this elective, the student should be able to:

1. Understand the physiologic consequences of surgical procedures.
2. Participate in the evaluation and postoperative management of surgical patients on daily morning and evening rounds.
3. Understand the preoperative evaluation and planning that patients require prior to major general and oncologic surgery.
4. Perform at the level of an intern in regards to postoperative decision making and knowledge of disease pathophysiology and surgical management

Course Specifics

Report First Day	Sentara Norfolk General Hospital in the 4K Classroom at 6am - Contact Shawana Futrell 2 weeks before to set up a meeting with Dr. Britt		
Student Efforts	85% of time in inpatient setting	varies hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	15% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	Clinical Observation & Literature Review		
Additional Physicians Participating in Teaching	Rebecca Britt, MD; Jay Collins, MD; Jessica Burgess, MD; Michael Martyak, MD; Charles Grigsby, MD; Eric Feliberti, MD; Marybeth Hughes, MD; Rachel Burke, MD; Chief Residents		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Jay Collins, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Shawana Futrell FutrelST@EVMS.EDU 757-446-6107	# of Students	3 per block
		Visiting Students	No
		Night Call	Yes; in-house call every third night
		Pre-Requisites/Restrictions	Blocks 1-5 only for students pursuing General Surgery

Course Description

This rotation is designed to introduce the student to the principles of initial assessment, resuscitation and decision making needed to deal with the multiply injured patient. Operative management, care in the intensive care unit and integration of care by multiple services are emphasized on daily rounds. The role of the Trauma Surgeon/team as coordinating physician is demonstrated especially regarding complex multi-system injury patients. The student will be assigned to one of the Trauma Teams. Responsibilities on call include care of all new incoming patients, ongoing care in the Burn Trauma Unit and on the floor service. The student is expected to function as an integral team member under the direction of the Chief Resident and attending staff. Initial reading material will be distributed at the start of the rotation.

Course Objectives

By the end of this elective, the student should be able to:

1. Determine criteria for stabilization of the trauma patient.
2. Provide a systematic approach to the single and multiple system trauma victim.
3. Know the criteria for determining priority of problems to be managed in the acute trauma patient.
4. Develop an overview of the total care of the trauma victim; pre-hospital, emergency room, critical care, operating phase and rehabilitation.
5. Understand emergency care approach to problems of airway, breathing and circulation.
6. Recognize, understand and treat hypovolemic shock.

Course Specifics

Report First Day	Sentara Norfolk General, Burn Trauma Unit, 9th floor of the River Pavillion, 6:50AM	
Student Efforts	100% of time in inpatient setting 40% of time in trauma/ICU 0% of time in outpatient setting	76 hours/week of direct patient care 4 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	Clinical observation	
Additional Physicians Participating in Teaching	Rebecca Britt, MD; Jessica Burgess, MD; Michael Martyak, MD; Charles Grigsby, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Eric Feliberti, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Shawana Futrell FutrelST@EVMS.EDU 757-446-6107	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This is a senior elective (year M4) for students interested in surgical oncology. The focus will be on the evaluation of patients with common malignancies including breast cancer, GI cancers, and melanoma, as well as rare malignancies. Importance of a multi-modality approach to care is emphasized and psychosocial and rehabilitation aspects of care are highlighted. The student will also become familiar with current national research protocols. The student will be assigned to patients for twice daily rounds, procedures and ward work. Students will be involved in tumor conferences by giving patient presentations. Students will also have the opportunity to be 1st assistant in operative procedures performing suturing, knot tying and use of surgical staplers. The student will be expected to give a brief 10-minute talk to the course director each week on a tumor specific evaluation or treatment that the student encountered. The textbook for the course is "THE MD Anderson Surgical Oncology Handbook". Online reference for the course is "The National Comprehensive Cancer Network" (NCCN).

Course Objectives

1. To learn how to evaluate and stage the patient with cancer.
2. To learn how to diagnose and treat the patient with gastrointestinal cancer, breast cancer, melanoma, and other common cancers, and unusual malignancies.
3. To learn how to develop a treatment plan that is appropriate for the stage of the cancer and the condition of the patient.
4. To observe and/or participate directly with patient care including surgical procedures.
5. To become familiar with the goals, objectives, and requirements of national protocol studies.
6. To develop an appreciation for the complex nature of multi-modality treatment of patients with cancer.

Course Specifics

Report First Day	Call to arrange	
Student Efforts	47% of time in inpatient setting	40 hours/week of direct patient care
	5% of time in trauma/ICU	4 hours/week of didactics
	47% of time in outpatient setting	4 hours/week asynchronous activities
Evaluation	75% Clinical observation; 25% analysis project	
Additional Physicians Participating in Teaching	Marybeth Hughes, MD; Rachel Burke, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Jay Collins, MD	Period Offered	Blocks 1-9
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Shawana Futrell futrelst@evms.edu 757-446-6107	# of Students	1 per block
		Visiting Students	No
		Night Call	Yes; Home call; in-house Friday nights
		Pre-Requisites/Restrictions	Blocks 1-6 only for students pursuing General Surgery

Course Description

One M4 year student per rotation will have the opportunity to work on the Emergency General Service (EGS) at Sentara NGH for four weeks. They will be expected to function at the intern level helping the R2 and chief manage the service. They will be expected to see inpatient and ED consults and to round on patients on a daily basis. Call will be every 4th to 5th night with early release post call. Students will be off at least one weekend day per week. Students will participate in patient management, placement of central lines, arterial lines, PA catheters, chest tubes, tracheostomies, PEGs and OR cases. Students will participate in all Department of Surgery conferences and didactic sessions during their rotations. Each acting intern will be responsible for organizing one EGS journal club. This elective is ideal for the student interested in surgery or the subspecialties.

Course Objectives

By the end of the elective, the student should be able to:

1. Perform the initial history and evaluation of inpatient consults and emergency room consults for the acute care surgery service
2. Improve surgical technical skills, participating in all procedures and surgeries on the service
3. Participate in the ICU management of critically ill surgical patients
4. Understand and appreciate basic emergency surgical diseases and their management
5. Perform at the level of an intern in regards to postoperative decision making and initial evaluation and management of acute care surgery patients

Course Specifics

Report First Day	Sentara Norfolk General, Burn Trauma Unit, 6th floor of the River Pavillion, Pod 4, 6:50AM	
Student Efforts	100% of time in inpatient setting	76 hours/week of direct patient care
	10% of time in trauma/ICU	4 hours/week of didactics
	0% of time in outpatient setting	0 hours/week asynchronous activities
Evaluation	100% Clinical Observation	
Additional Physicians Participating in Teaching	Rebecca Britt, MD; Jessica Burgess, MD; Michael Martyak, MD; Charles Grigsby, MD; Nicholas Bandy, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Duane Duke, MD	Period Offered	Continuously
Location	Children's Hospital of the King's Daughters	Duration	4 weeks
Main Contact	Niquita Hill/Trisha Arnel niiquita.hill@chkd.org Trisha.Arnel@chkd.org (757) 668-7649 (757) 668-7750	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Pediatric surgery offers the opportunity to become familiar with surgical diseases and congenital malformations affecting neonates, infants and children. The rotation also provides an opportunity to learn the surgical indications as well as the pre- and postoperative management of these highly complicated patients.

Course Objectives

Intermediate Objectives

1. To learn the approach and the assessment of the critically ill neonate and child.
2. To learn the difference and patho-physiology of pediatric surgical diseases.
3. To learn the basics of fluid and electrolyte metabolism in newborn babies.
4. To learn the difference in antibiotic and other medication requirements in babies and children.
5. To learn the assessment of pediatric patients in the outpatient department requiring possible admission for surgery.
6. To learn the preoperative preparation of pediatric patients.
7. To become familiar with the common pediatric surgical operations.
8. To become familiar with the postoperative care of neonates and children.

Enabling Objectives

By the end of the elective, the student should be able to:

1. Recognize those patients who have pediatric surgical diseases, such as appendicitis, diaphragmatic hernias, strangulated hernias, and intestinal atresias.
2. The student should be able to assess the critical nature of the illness and decide whether the patient requires elective surgery or immediate admission with emergency surgery.
3. The student should be able to assess the necessity of preoperative fluid and electrolyte therapy as well as antibiotic therapy.
4. The student should have basic understanding of surgical technique and surgical assistance.
5. The student should be able to provide postoperative care for the patient.
6. The student should be able to anticipate and prevent the common postoperative complications.
7. The student should be familiar with common postoperative practices.

Course Specifics

Report First Day	Contact Office (668-9761) at least one week prior to start of rotation.		
Student Efforts	80% of time in inpatient setting	35 hours/week of direct patient care	
	10% of time in trauma/ICU	5 hours/week of didactics	
	10% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	50% oral exam; 50% clinical observation		
Additional Physicians Participating in Teaching	CSSG Partners: M. Ann Kuhn, MD; Robert Kelly, MD; Robert Obermeyer, MD; Frazier Frantz, MD; Margaret McGuire, MD; Michael Goretsky, MD		

Site Compliance Requirements

Hospital 1: Children's Hospital of the Kings Daughters

Course Information

Course Director	Jean Panneton, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Latisha Yancey yanceyl@evms.edu 757-388-6402	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 only for students pursuing Vascular Surgery

Course Description

One M4 year student per rotation will have the opportunity to learn the clinical aspects of Basic Science and Vascular Surgery.

Course Objectives

The student will:

1. learn the evaluation of the Vascular System
2. learn basic principles in patient care
3. learn basic operating room techniques and anatomy by clinical instruction

Course Specifics

Report First Day	Contact Ms Yancey 30 days prior to scheduled start		
Student Efforts	85% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	3 hours/week of didactics	
	15% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% Clinical Observation		
Additional Physicians Participating in Teaching	Tina Chen, MD; Kenneth Cherry, MD; David Dexter, MD; Hosam El Sayed, MD; Jean Panneton, MD; Animesh Rathore, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Course Information

Course Director	Jean Panneton, MD	Period Offered	Continuously
Location	Sentara, Norfolk General Hospital	Duration	4 weeks
Main Contact	Latisha Yancey llyancey@evms.edu 757-388-6402	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Blocks 1-6 only for students pursuing Vascular Surgery. Previous involvement in an EVMS IRB approved research project

Course Description

Retrospective Vascular Surgery Clinical Research. Student will have opportunity to work with research fellows and co-author studies.

Course Objectives

The student will:

1. Assist with data collection with the goal of publication
2. Develop an understanding of clinical research and its translation to clinical practice
3. Learn about the various interpretations of data and statistical analysis
4. Learn about different forms of studies and their uses
5. Read current journal articles and determine difference between adequate and inadequate articles

Course Specifics

Report First Day	Contact Ms Yancey 30 days prior to scheduled start	
Student Efforts	15% of time in inpatient setting 0% of time in trauma/ICU 85% of time in outpatient setting	Optional hours/week of direct patient care 3 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	50% Clinical Observation 50% Scholarly Activity rubric	
Additional Physicians Participating in Teaching	Animesh Rathore, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Division of Orthopedic Surgery

Specialty Advising: Orthopedic Surgery

Are you competitive?

Competitiveness: Highly competitive

Mean Step 1/2 score: 247/257 (EVMS Ortho graduates 2014-18)

Mean Step 1/2 score: 248/255 (AAMC Charting Outcome Data 2018)

Total number of programs: 175

Interview timing: October-January

Away rotations: Required

Research: High importance

2018 AAMC Charting Outcome Data	Matched (n=678)	Unmatched (n=132)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	12.5	6.6
Mean USMLE Step 1 score	248	240
Mean USMLE Step 2 score	254	246
Mean number of research experiences	4.9	4.9
Mean number of abstracts, presentations, publications	11.5	6.7
Mean number of volunteer experiences	7.3	6.3
Percentage who are AOA members	40.4	15.9
Percentage who have another graduate degree	13.1	21.6

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research - Local and national research opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

ORTHOPEDIC SURGERY Q&A

AWAY ROTATIONS: Are away rotations required? Yes! Try and secure an away rotation in your first and/or second block of M4. **Will it help me match into a residency at the away institution?**

Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	4	100%	4	Blocks 1-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Three to four. **Who should I ask?** Once your application is selected for review, this is one of the most important parts of your application. Any orthopaedic attending that knows you well and can attest to your abilities can write a letter. Remember, a strong letter from a lesser known surgeon is better than a weak letter from a big name.

M3-M4 checklist:

☒ Request an ortho rotation during your Career Exploration clerkship.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

ORTHOPEDIC SURGERY

ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

ORTHO ALUMNI:

alumni@evms.edu

Course Information

Course Director	Thomas Douglas, MD	Period Offered	Blocks 5-11
Location	Naval Medical Center Portsmouth, Bone & Joint Sports Medicine Institute (outpatient)	Duration	4 weeks
Main Contact	Rachel Darling usn.hampton-roads.navhospporsva.list.NMCP-MedStudentCoordinator@mail.mil 757-953-0672 or 757-953-3677	# of Students	2 per block
		Visiting Students	Yes
		Night Call	No
		Pre-Requisites/Restrictions	Priority given to HPSP students July-October. To request this elective CLICK HERE . Click on "Request for Clerkship/Interview" in the bottom left corner

Course Description

Text to serve as basic reference while on rotation, (1) Essentials of Orthopaedic Surgery, by Sam Weisel, published by Saunders. Rotator will spend 0715 to 0800 in morning conference, and 0800 to 1600 in clinical setting, which will primarily be outpatient clinic, but can be assigned to a surgical team if desired and available (i.e., total joint, sports medicine, hand, trauma, etc.) A comprehensive curriculum of lectures intended for non-orthopedists will be given during the course of the month. (2) Physical Examination of the Spine and Extremities by Stanley Hoppenfeld (Appleton-Century-Crofts).

Course Objectives

- Demonstrate the capability to:
 - Take a thorough history of musculoskeletal problems
 - Perform adequate physical examination of the spine and extremities
 - Splint and cast basic orthopedic injuries
 - Read basic X-rays of the musculoskeletal system
- To become familiar with clinical tests used in orthopedics.

Course Specifics

Report First Day	Graduate Medical Education Office, Bldg. #3, 3rd floor at 8:00 a.m. on first day of rotation for check-in documents, before proceeding to Orthopedic GME Coordinator, Kelley Jacobson, Building 3, 5th floor.		
Student Efforts	0% of time in inpatient setting	50 hours/week of direct patient care	
	0% of time in trauma/ICU	8 hours/week of didactics	
	100% of time in outpatient setting	5 hours/week asynchronous activities	
Evaluation	100% Clinical Observation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Hospital 1: Naval Medical Center Portsmouth – outpatient

Course Information

Course Director	Boyd W. Haynes, MD	Period Offered	Continuously
Location	Orthopaedic & Spine Center, 250 Nat Turner Boulevard, Newport News, VA 23606	Duration	4 weeks
Main Contact	Boyd W. Haynes, III, MD pmurabito@osc-ortho.com 757-596-1900	# of Students	1 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

Student will follow private practice orthopedist during office hours. Student will have ample time for their own studying and reading. Student should come away with a basic understanding of orthopedic surgery and clinical and historical evaluation of the orthopedic patient.

Course Objectives

- Demonstrate the capability to:
 - Take a thorough history of musculoskeletal problems
 - Perform adequate physical extremity examination.
 - Understand basic orthopedic injuries
 - Read basic X-rays of the musculoskeletal system
 - Understand the business and efficiency of Medical Field, EHR, Staffing, etc.
- To become familiar with clinical tests used in orthopedics.

Course Specifics

Report First Day	Orthopaedic & Spine Center, 250 Nat Turner Boulevard, Newport News, VA 23606 8:00AM		
Student Efforts	0% of time in inpatient setting	12 hours/week of direct patient care	
	0% of time in trauma/ICU	12 hours/week of didactics	
	100% of time in outpatient setting	0 hours/week asynchronous activities	
Evaluation	100% Clinical Observation		
Additional Physicians Participating in Teaching	None		

Site Compliance Requirements

Hospital 1: Bon Secours, Mary Immaculate Hospital
Hospital 2: Riverside Regional Medical Center

Course Information

Course Director	Richard J Myers, MD	Period Offered	All blocks
Location	Sentara Norfolk General Hospital and Clinics	Duration	4 weeks
Main Contact	Rebecca Hastings hastinrs@evms.edu 757-446-7111	# of Students	1 per block
		Visiting Students	Yes
		Night Call	Yes
		Pre-Requisites/Restrictions	None

Course Description

Student to participate in a busy orthopaedic trauma surgery service at Sentara Norfolk General Hospital, the region's level 1 trauma center. The student will participate in insured and indigent clinic experiences, inpatient rounding, and major open orthopaedic surgery in the operating room. The student will integrate into our team that includes an orthopaedic trauma attending surgeon, advance practice clinician, orthopaedic chief resident, and usually a first year emergency medicine resident. Night call will be negotiable and consistent with the educational goals of the learner.

Course Objectives
Part 1: Orthopaedic History and Exam Skills

1. Develop and demonstrate the ability to obtain a basic history and orthopaedic specific history.
2. Apply and understand orthopaedic relevant physical exam and joint specific examination tests.
3. Enhance problem-solving skills in the daily evaluation and management of assigned patients.

Part 2: Orthopaedic Trauma Team Skills

1. Effectively integrate him/herself into the orthopaedic trauma team as a contributing member.
2. Demonstrate teamwork and communication skills with nurses, therapists, case managers and other clinicians on his/her patients.
3. Successfully complete in-house call responsibilities similar to or at the level of an intern.
4. Demonstrate effective oral and written communication skills related to the multiservice and multisystem care of the injured patient with isolated or multisystem orthopaedic injuries.

Part 3: Oral Communication Skills

1. The student will present a brief review of a case encountered during the rotation and perform a supplementary literature on the relevant topic in orthopaedic trauma.

Course Specifics

Report First Day	Sentara Orthopaedic Trauma Specialists, Norfolk General Hospital, 600 Gresham Dr., Suite 204,	
Student Efforts	75% of time in inpatient setting	40-60 hours/week of direct patient care
	5% of time in trauma/ICU	1-5 hours/week of didactics
	20% of time in outpatient setting	TBD hours/week asynchronous activities
Evaluation	90% clinical observation, 10% oral presentation	
Additional Physicians Participating in Teaching	Suneel Bhat, MD; Dirk S. Proffer, MD; Harry J. Molligan IV, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Division of Plastic Surgery

Specialty Advising: Plastic Surgery

Are you competitive?

Competitiveness: Highly competitive

Mean Step 1/2 score: 243/261 (EVMS plastic surgery graduates 2014-18)

Mean Step 1/2 score: 249/254 (AAMC Charting Outcome Data 2018)

Total number of programs: 78

Interview timing: October-January

Away rotations: Highly Recommended

Research: High importance

2018 AAMC Charting Outcome Data	Matched (n=146)	Unmatched (n=24)
Source: Charting Outcomes in the Match 2018		
Mean number of contiguous ranks	13.7	6.8
Mean USMLE Step 1 score	249	239
Mean USMLE Step 2 score	254	248
Mean number of research experiences	5.4	5.1
Mean number of abstracts, presentations, publications	14.2	14.9
Mean number of volunteer experiences	7.5	7.3
Percentage who are AOA members	44.5	12.5
Percentage who have another graduate degree	18.1	17.4

You have the data. Now let's break it down.

How do I get started if I want to present/publish my research? We have EVMS staff ready to help point you in the right direction!

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **Alexandra Leader, MD, MPH** – Director of Global Health - Local, regional, national, and global experiences in clinical skills, research and training
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students

Mean number of contiguous ranks means what exactly? The number of programs that a student interviewed, then subsequently ranked in the Rank Order List.

PLASTIC SURGERY Q&A

AWAY ROTATIONS: Are away rotations required? It is highly recommended! Try and secure an away rotation in your first and/or second block of M4. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be “on it” every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive “reach” programs.

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Three to four. **Who should I ask?** Make sure your letters come from plastic surgeons that can attest to your clinical abilities. Ask preceptors from your rotations at EVMS as well as your away rotations. Letters of Recommendation are ranked as the highest factor for plastic surgery residency program directors.

PARALLEL PLANS: This is definitely a specialty I want to pursue but I am worried about its competitiveness. You may be advised to do a parallel plan where you apply for two specialties at once. This will be discussed with your advisor.

M3-M4 checklist:

☒ Request a plastic surgery rotation during your Career Exploration clerkship.

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

Specialty advisors:

PLASTIC SURGERY ADVISORS:

EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to *Career Advising Blackboard* >> *Specialties* >> *Specialty Advisor List* for contact info

PLS ALUMNI: alumni@evms.edu

RESOURCE:

<http://www.plasticmatchinsider.com/>

Course Information

Course Director	Lambros Viennas, MD	Period Offered	Continuously
		Duration	4 weeks
Location	Sentara, Norfolk General Hospital Sentara, Leigh Memorial Hospital Princess Anne Ambulatory Surgery Ctr Hofheimer Hall, 6th floor Dept of Surgery Princess Anne EVMS Office CHKD	# of Students	1 per block
		Visiting Students	No
		Night Call	No
Main Contact	Shawana Futrell FutrelST@EVMS.EDU 757-446-6107	Pre-Requisites/Restrictions	Special interest in plastic surgery or applying for residency in plastic surgery

Course Description

Students will rotate through the Plastic Surgery Service, engaging in contact with patients and assisting in surgery; attending lectures, conferences and suture workshops. Exposure to all aspects of reconstructive and aesthetic surgery; including breast, facial, pediatric and general plastic surgery procedures. Participation in a research project or preparation of an in-depth essay or paper on a particular subject in plastic surgery.

Course Objectives

To understand the scope and practice of plastic surgery; the diagnosis of specific problems, the medical and surgical management of plastic surgery patients (including pre and post-operative care), and an understanding of long-term outcomes of both functional and aesthetic procedures. This will be achieved through:

1. Exposure to and participation in the academic practices of full-time department members, as well as exposure to private plastic surgery practices.
2. Didactic lectures and conferences.
3. Directed reading of plastic surgery texts, journals and reviews of specific videotapes.

Course Specifics

Report First Day	EVMS Surgery, Division of Plastic and Cosmetic Surgery; Contact Shawana Futrell for reporting details 757-446-6107 /FutrelST@EVMS.EDU		
Student Efforts	20% of time in inpatient setting	40 hours/week of direct patient care	
	0% of time in trauma/ICU	5 hours/week of didactics	
	80% of time in outpatient setting	5 hours/week asynchronous activities	
Evaluation	Clinical assessment, essay or research project		
Additional Physicians Participating in Teaching	Lawrence Cohen, MD; George Hoerr, MD; Jesus Inciong, MD		

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Sentara, Leigh Memorial Hospital
Hospital 3: CHKD

Department of Urology

The Department of Urology at Eastern Virginia Medical School is committed to supporting the mission of the medical school to provide the highest caliber of specialized urologic care in the region, to provide excellence in education, and to provide advance knowledge through research.

Educational Programs

Medical School

The Department actively participates in the undergraduate educational programs for medical students. A fourth-year clerkship (sub-internship) is offered as an elective.

Residency Education

Our residency produces outstanding urologists, who have maintained a 100% American Board of Urology pass rate for more than 20 years and regularly finish well above the 50% of index procedures required for certification. We offer unique learning opportunities for residents, from collaboration with fellowship-trained faculty on research to international mission trips in more than five countries.

Handle cases that match your experience and enjoy the flexibility to focus on your interests as you train for a career in urology in a variety of community hospitals and outpatient practices.

Postgraduate Education

Community physicians are invited to participate in continuing medical education in urology via weekly grand rounds, guest lectureships, and a monthly journal club. The Department frequently sponsors continuing medical education seminars for area physicians of all specialties.

During the academic year, the Department also hosts many visiting physicians from both the U.S. and many other countries.

Research

Our researchers, residents and fellows publish and present regularly, and our research is making important advances possible in Urology. Proteomics researchers with the Leroy T. Canoles Jr. Cancer Research Center have collaborated with our urologists to identify a liquid-biopsy biomarker for aggressive prostate cancer, which will help with cancer treatment.

Our investigators partner with departments across EVMS including Microbiology and Molecular Cell Biology, as well as with regional cancer research groups, foundations and companies, to conduct clinical trials and advance the field of urological medicine.

To learn more about the Department visit: https://www.evms.edu/education/schools_institutes_centers_departments/urology/

Specialty Advising: Urology

Are you competitive?

Competitiveness: Highly competitive

Interview timing: October-December (AUA / Early Match)

Away rotations: Highly Recommended **Research:** Important

Programs	Jan 2020
Positions Offered	354
Positions Filled	353
Applicants	
Registrations	484
Lists Submitted	441
Ranked by Programs	430
Matched	353
Not Matched	88
Averages and Match Results	
Average Applications	74
Average Interviews Taken by Applicants	13
Average Offers	13
US Seniors Matched	83%
Previous U.S. Graduates Matched	78%
Women Matched	86%

STEP1: Here is a rough breakdown of scores, from urologymatch.com:

- **< 215** - seek advice on whether you have a reasonable chance at matching; people do match with these scores, but only with a very solid application.
- **215-230** - your score may hurt you in the eyes of many programs, but many people match every year with these scores.
- **230-240** - these are solid scores and you should certainly do fine. If you are aiming for top-tier programs, however, this is hopefully not the strongest part of your application.
- **240-250** - you are in great shape.
- **>250** - your board score is outstanding and will stand out.

M3-M4 checklist:

☒ ☒ Request a urology rotation during your Career Exploration clerkship

☒ July-Aug (M4): Schedule a meeting with the Vice Dean or Assoc. Dean of Clinical Education to go over **ERAS materials**.

☒ Participate in **mock interviews**.

☒ Research **residency programs** by searching online (i.e. FREIDA, Texas Star, etc.) and speaking to graduating seniors/alumni.

☒ Review your **MSPE** draft (Noteworthy Characteristics; Review your academic history/academic progress for accuracy and consistency with your transcript; and review your clerkship evaluations)

☒ Start scheduling **interviews** and make travel arrangements.

☒ Submit **Rank Order List**. An ROL advising event will be held Jan-Feb.

UROLOGY Q&A

AWAY ROTATIONS: Are away rotations required? It is highly recommended! Try and secure an away rotation in your first and/or second block of M4. **Will it help me match into a residency at the away institution?** Possibly. An away rotation is a four-week interview so you must be "on it" every day – you can make a negative impression as easily as a positive one. It will, however, give you a sense of the program and fit, and can set you apart from other applicants. This is particularly helpful for your competitive "reach" programs.

COHORT	STUDENTS SEEKING SPECIALTY	% OF STUDENTS WHO COMPLETED AN AWAY ROTATION	TYPICAL # OF AWAY ROTATIONS COMPLETED PER STUDENT	TYPICAL BLOCKS SCHEDULED
2020	3	100%	2	Blocks 2-4

For additional information as to where students completed away electives, contact Rebecca Hastings at hastinrs@evms.edu or 757-446-7111.

LETTERS OF RECOMMENDATION: How many letters or recommendation should I get? Three. **Who should I ask?** Make sure your letters come from urologists that can attest to your clinical abilities. Ask preceptors from your rotations at EVMS as well as your away rotations. Set an appointment with Urology Chair Dr. Kurt McCammon to formally request a letter.

RESEARCH: Who can I contact to get involved in research?

- **William Wasilenko, PhD** – Vice Dean for Research – Local/national opportunities
- **ERO Database** – Located at MyPortal >> Research >> Funding >> Section on Funding/Research Opportunities for Students
- **Kurt McCammon, MD** – EVMS Urology Department Chair / Program Director

Specialty advisors:

UROLOGY ADVISORS: EVMS faculty members have volunteered to advise students pursuing their specialties.

Go to Career Advising Blackboard >> *Specialties* >> *Specialty Advisor List* for contact info

URO COORDINATOR: [Lynn Vass](mailto:Lynn.Vass@evms.edu)

URO ALUMNI: alumni@evms.edu

RESOURCES:

<https://www.auanet.org/>
<https://www.urologymatch.com/>

Course Information

Course Director	Kurt McCammon, MD	Period Offered	Continuously
Location	Urology of Virginia 225 Clearfield Ave Virginia Beach VA 23462 Sentara, Norfolk General Hospital Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Lynn Vass vasslm@evms.edu 757-452-3459	# of Students	3 per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This course includes experience with the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. There will be an emphasis on the basic diagnostic procedures and treatment of patients with disease of the genitourinary organ system, male and female. Students will participate in assigned readings, diagnostic procedures, assist at surgery, and present patients at conferences.

Students will become familiar with the American Urological Association (AUA) website - National Medical Student Curriculum, specifically the Core Content (all 9 areas) and Uroradiology cases (all 6 cases).

Course Objectives

By the end of the elective, the student should be able to:

1. Participate in the care and evaluation of patients with urologic disease.
2. Learn the basic of urologic diagnosis, the signs and symptoms of urologic disease, the perils in reading GU x-rays, and the surgical treatment available for difficult urologic problems.
3. Learn the pathophysiology of diseases involving the adrenal gland kidney, ureter, bladder, prostate, urethra testis, scrotum and the surgical treatment for curing or reconstructing these diseased organs.

Course Specifics

Report First Day	6:45 AM Rads Conference, Location varies (Confirm with department)	
Student Efforts	90% of time in inpatient setting 0% of time in trauma/ICU 10% of time in outpatient setting	50 hours/week of direct patient care 3 hours/week of didactics 0 hours/week asynchronous activities
Evaluation	100% Clinical observation	
Additional Physicians Participating in Teaching	Victor Brugh, MD; Jessica DeLong, MD; Robert Given, MD; Charles Horton, MD; Douglas Kelly, MD; Jack Lambert, MD; John Malcolm, MD; Jeremy Tonkin, MD; Jyoti Upadhyay, MD; Ramon Virasoro, MD; Michael Williams, MD; Louis Wojcik, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital

Hospital 2: Children's Hospital of The Kings Daughters

Course Information

Course Director	Kurt McCammon, MD	Period Offered	All blocks
Location	Urology of Virginia 225 Clearfield Ave Virginia Beach VA 23462 Sentara, Norfolk General Hospital Children's Hospital of The Kings Daughters	Duration	4 weeks
Main Contact	Lynn Vass vasslm@evms.edu 757-452-3459	# of Students	3 per block
		Visiting Students	No
		Night Call	No/weekend only
		Pre-Requisites/Restrictions	None

Course Description

The Acting Internship (AI) experience is designed to encourage senior medical students to assume patient care responsibilities similar to those of an intern (PGY-1 resident), including call. This rotation will be offered to M4 students who are interested in a career in Urology. They will be expected to function at the intern level, helping the residents and chief manage the service. They will be expected to see inpatient and ED consults and to round on patients on a daily basis. Students will develop a broad knowledge base of the concepts of urologic disease and the practice of Urology in the hospital and outpatient setting. Emphasis will be placed on diagnostic procedures and treatment of patients with disease of the genitourinary organ system, male and female. Students will be responsible for assigned readings, carrying out diagnostic procedures, assist at surgery, and attending all departmental conferences where they will be expected to actively participate.

Students will become familiar with the American Urological Association (AUA) website - National Medical Student Curriculum, specifically the Core Content (all 9 areas) and Uroradiology cases (all 6 cases).

Course Objectives

By the end of the elective, the student should be able to:

1. Participate in the care and evaluation of patients with urological disease.
2. Know the basics of urologic diagnosis, the signs and symptoms of urologic disease, the perils of reading GU imaging studies, and the surgical treatments available for difficult urologic problems.
3. Know the pathophysiology of diseases involving the adrenal gland, kidney, ureter, bladder, prostate, urethra, scrotum and the surgical treatment for curing or reconstructing these diseased organs.

Course Specifics

Report First Day	6:45 AM Rads Conference, Location varies (Confirm with department)	
Student Efforts	90% of time in inpatient setting 0% of time in trauma/ICU 10% of time in outpatient setting	50 hours/week of direct patient care 3 hours/week of didactics 0hours/week asynchronous activities
Evaluation	Patient Contact: 90% Inpatient, 10% Outpatient	
Additional Physicians Participating in Teaching	Victor Brugh, MD; Jessica DeLong, MD; Robert Given, MD; Charles Horton, MD; Douglas Kelly, MD; Jack Lambert, MD; John Malcolm, MD; Jeremy Tonkin, MD; Jyoti Upadhyay, MD; Ramon Virasoro, MD; Michael Williams, MD; Louis Wojcik, MD	

Site Compliance Requirements

Hospital 1: Sentara, Norfolk General Hospital
Hospital 2: Children's Hospital of The Kings Daughters

Interdisciplinary Electives

Course Information

Course Director	A. Brooke Hooper, MD Erika Rhone, MD	Period Offered	Block 10 only
Location	EVMS	Duration	4 weeks
Main Contact	Aileen Shafer shaferam@evms.edu 757-446-5050	# of Students	150 spots
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Match commitment to a PGY-1 residency program

Course Description

Transition into Practice Series (TIPS): Residency Readiness is a required course that addresses the core competencies graduating medical students should possess prior to starting internship. TIPS is divided into 2 components: 1. Subspecialty week, which offers in-depth exposure to high-yield topics pertinent to a student's chosen field, 2. Professional Development week aimed to offer content highlighting professional development topics pertinent to all specialties. The additional 2 weeks of the course are designed for self-directed study and reflection, including the completion of required tasks related to preparation for residency.

Sub-Specialty Week Topics	Professional Development Week Topics
<ol style="list-style-type: none"> 1. Gather a history and perform a PE 2. Prioritize a differential diagnosis following a clinical encounter 3. Recommend and interpret common diagnostic and screening tests 4. Enter and discuss orders and prescriptions 5. Document a clinical encounter in the patient record 6. Provide an oral presentation of a clinical encounter 7. Form clinical questions and retrieve evidence to advance patient care 8. Give or receive a patient handover to transition care responsibility 9. Collaborate as a member of an interprofessional team 10. Recognize a patient requiring urgent or emergent care and initiate evaluation/management 11. Obtain informed consent for tests and/or procedures 12. Perform general procedures of a physician 13. Identify system failures and contribute to a culture of safety and improvement 	<ol style="list-style-type: none"> 1. Understand Malpractice 2. Wellness in Medicine 3. Career Pathways 4. Cultural Humility 5. Quality improvement and Population Health 6. Ethics 7. Risk Management 8. Financial Planning 9. Residents as Teachers 10. Healthcare Delivery: Insurance, coding, and billing 11. Communication Techniques 12. Opioid management and Opioid Misuse 13. Value-Based Care 14. Community Engaged Learning Capstone

Course Objectives

1. Alleviate student anxiety regarding transition from medical school to residency
2. Increase student confidence in both clinical and technical skills expected on Day 1 of residency
3. Review core clinical concepts specific to chosen specialty
4. Offer an integrated active multidisciplinary learning experience
5. Practice and receive feedback on technical and clinical skills specific to chosen subspecialty
6. Engage in discussion and reflect upon personal and professional topics likely to be encountered during residency

Course Specifics

Report First Day	Students will be sent the sub-specialty week dates in October of their M4 year for their planning purposes. The Professional Development Week is required for all students the last week of the course.	
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care
	0% of time in trauma/ICU	40 hours for 2 weeks /week of didactics
	0% of time in outpatient setting	40 hours for 2 weeks /asynchronous activities
Evaluation	Direct observation of skills, active participation during sessions	
Additional Physicians Participating in Teaching	Invited faculty and resident session leaders from multiple departments, teaching is supervised by the course directors (full list available on Blackboard course site)	

Site Compliance Requirements

Hospital 1: Non-hospital experience

Course Information

Course Director	Erika Rhone, MD	Period Offered	July-April
Location	EVMS	Duration	Longitudinal for 2 weeks credit
Main Contact	Erika Rhone, MD rhoneet@evms.edu 757-446-7266	# of Students	28-30 (including substitute facilitators)
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Brief meeting with Dr. Rhone to discuss objectives and personal goals

Course Description

The Junior Facilitator experience allows fourth-year medical students the opportunity to assist EVMS faculty in leading Clinical Skills sessions for first and second-year students. This is a longitudinal experience that begins with training concerning facilitating small group learning, giving strategic feedback, and evaluating learner performance. The participant will assist faculty in leading small group discussions, overseeing simulated patient interviews relevant to medical history and physical exam topics and guiding discussions about medical decision making. Student facilitators will also have an opportunity to lead and participate in other small group venues offered throughout the year.

The preparatory course is offered in June or July with clinical skills session beginning mid- August and extending through late-April. Small groups are coordinated with the M1 and M2 schedules and observant of vacation time. Most sessions are held on Tuesday or Thursday afternoon in the Sentara Center for Simulation and Immersive Learning (SCSIL). By meeting the requirements of the course the student will accrue two weeks of M4 credit.

Other Information: Students must be able to attend one of the two training sessions and participate in at least two-thirds of the small group sessions that span the academic year.

Course Objectives

The experience offers students a chance to develop educational skills that will become increasingly important during their post graduate training and careers. It also provides them an opportunity to contribute to the education of their fellow students.

Course Specifics

Report First Day	Dates of small group facilitation training will be emailed to students in approximately May or June by Malissa Edwards; including details of time and location.
Student Efforts	Total of 12 Clinical Skills sessions or 26-30 contact hours plus prep and follow-up time, although students are encouraged to participate in additional sessions. Please note that in order to receive course credit, 50% of required contact hours must be completed during the first semester. Students must also be able to attend 2 training sessions prior to facilitating sessions.
	0% of time in inpatient setting 0 hours/week of direct patient care
	0% of time in trauma/ICU 0 hours/week of didactics
	0% of time in outpatient setting 0 hours/asynchronous activities
Evaluation	Based on attendance and faculty/student feedback
Additional Physicians Participating in Teaching	Clinical Skills faculty small group facilitators; final list to be determined at the beginning of the academic year

Site Compliance Requirements

Hospital 1: Non-hospital experience

Course Information

Course Director	Bruce Britton, MD Jennifer Ryal, MD	Period Offered	Blocks 3, 4, 5, 7, 8, 9
Location	Old Dominion University Virginia Beach campus and online	Duration	2 weeks
Main Contact	Michele Bordelon mbordelo@odu.edu 757-446-7460	# of Students	30 spots per block
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Completion of M3 year

Course Description

This is a hybrid learning experience which means you will be learning and engaging with the content and each other in person as well as in an asynchronous online learning environment. You will be learning, getting to know each other and working together in an online learning environment, via the Internet, throughout the 2-week long IPE Learning Experience.

During this course you will:

1. complete discussion board assignments based on multimedia learning modules
2. participate in a day-long standardized patient workshop utilizing telehealth and home monitoring technology (please do not have anything else scheduled on this day)
3. be trained to develop websites to provide care at a distance
4. develop and present a healthcare education/support website an interprofessional team

Course Objectives

After completion of this 2 week long learning experience the student will be able to:

1. Identify core competencies for Interprofessional Practice and Collaboration
2. Given a scenario or case study, identify a collaborative interaction
3. Define interprofessional education
4. Describe the benefit and necessity of interprofessional team approaches in complex health systems
5. Identify goals for interprofessional practice
6. Compare personal values and professional codes of ethics
7. Identify/describe professional codes of ethics for other members of the healthcare team & potential conflicts of interest
8. Introduce/describe ethical analysis & Ethical Decision Making Framework for Interprofessional Collaboration & Practice
9. Delineate role of the interprofessional healthcare team in ethical-decision making
10. Utilize Technology/Telehealth to function in an interprofessional team
11. Identify barriers (legal, professional and structural) to establishing technology supported interprofessional collaboration
12. Define multiple chronic conditions (MCC)
13. Describe the impact of MCC on healthcare
14. Delineate strategies to provide preventative care for clients with MCC
15. Describe National Healthcare models and imbalances in the U.S. Healthcare System
16. Outline key aspects of the Affordable Healthcare Act as it impacts Interprofessional Practice
17. Identify attributes and evidence for the Patient Centered Medical Home (PCMH), Community Health Centers (CHC), and Accountable Care Organizations (ACO)

Course Specifics

Report First Day	Students will sign up for this course via signup genius – watch for an email!	
Student Efforts	0% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting	0 hours/week of direct patient care 12 hours TOTAL /week of didactics 30 hours/week asynchronous activities
Evaluation	Rubric based evaluation F/P/HP/H based on participation and quality of team work on assignments.	
Additional Physicians Participating in Teaching	Jennifer Ryal, MD	

Site Compliance Requirements

Hospital 1: Non-hospital Experience

Course Information

Course Director	Don Robison, PhD Jason Dukes, MD	Period Offered	Continuously
Location	EVMS	Duration	Longitudinal for 2 weeks credit
Main Contact	Don Robison, PhD robisodg@evms.edu 757-446-0378	# of Students	N/A
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Completion of M3 year

Course Description

This course will be a blended learning experience. Most of the student effort will be asynchronously stimulated through Blackboard. In addition to the asynchronous activities, a "Capstone Day" will be a single day during the current TIPs program. Students will be required to attend all of Capstone Day activities. Capstone Day will include various activities, including a Capstone Poster Session open to the entire EVMS community, and those served by the students' longitudinal service.

Course Objectives

1. With team of 6 or fewer students, develop poster in accordance with Capstone Poster development guidelines that effectively synthesizes the longitudinal service discoveries.
2. Reflect, list, and defend the attributes and professional choices of an effective community-oriented physician.
3. Define the population served by the student's service initiative.
4. Objectively describe the entering problem for the service initiative (i.e., any relevant quantitative or qualitative information). [Define metrics]
5. In writing, given a service initiative focus community, describe the magnitude of impact of environmental issues, human costs, and benefits for the most frequently occurring health concerns of the focus community.
6. Identify and define health disparities and inequities within the community-engaged learning served population.
7. Describe social justice implications of health disparities or inequities within the community-engaged learning served population.
8. Given a community-engaged learning context, reflect and list a health professional's responsibilities to the focus community, and then defend the reasoning behind each item on the list.
9. Given a service learning experience, reflect/write about how the interdisciplinary interactions you encountered enhanced the experience and/or outcomes. Include at least one communication skill, group skill, or form of conflict resolution that was important for the success of the team.
10. In writing, develop a draft outline project plan (3-pages maximum) for investigating, engaging the community, addressing a recurring health problem, and evaluating effectiveness of the project in the community served by the service project.

Course Specifics

Report First Day	
Student Efforts	0% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting
Evaluation	Multiple evaluation and feedback mechanisms as detailed in the syllabus including a poster project (75%), summary report (20%) and Blackboard reflections (5%)
Additional Physicians Participating In Teaching	None

Site Compliance Requirements

Hospital 1: Non-hospital Experience

Course Information

Course Director	James Dixon, MD	Period Offered	Continuously
Location	Department of Internal Medicine, Andrews Hall	Duration	Longitudinal for 4 weeks credit
Main Contact	Yolanda Arriaga arriagym@evms.edu 757-446-8910	# of Students	10 spots
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	None

Course Description

This M4 longitudinal elective is designed to further understanding of and develop practical approaches to several non-reproductive women's health medical issues. The elective will be most applicable to M4s who will train in Family Medicine, Internal Medicine or OB/GYN. Students will complete this one month elective over several months, September to March. Students will be provided a study guide and reading material in advance of each topic discussion. Students can participate in the topic discussion through the use of Blue Jean software when they are on away rotations. Discussion sessions are scheduled with the student's need to be interviewing and rotating on debut rotations in mind. Participants will prepare for and complete four of the five course topics. Clinical questions that introduce the discussions will be obtained from a variety of sources including the American College of Physicians Medical Knowledge Self-Assessment Program, the New England Journal's case based clinical discussions, and the Annals of Internal Medicine Grand Rounds discussions. Participants will advance their clinical knowledge of common issues in women's health by taking advantage of review articles and examining pertinent established and new literature. Guest faculty will occasionally join in the discussions.

Course Objectives

Breast Density:

- Understand the implications of the various mammogram breast density categories on breast cancer risk and mammographic sensitivity
- Be equipped to counsel patients on the impact of increased breast density as one of several breast cancer risk factors
- Appreciate Dr. Nancy Capello's work and the evolving requirement that radiologists include breast density and lifetime breast cancer risk in their mammogram report
- Learn how to estimate breast cancer risk using various prediction models and appreciate model limitations

Breast Cancer Prevention Medicines:

- Appreciate the expectations the USPSTF has of primary care providers to counsel regarding breast cancer prevention medicines (BCPM)
- Learn how to use the Breast Cancer Risk Assessment Tool to calculate breast cancer risk and review the various thresholds at which BCPM benefit would outweigh risk
- Use pictographs to portray BCPM risk and benefit in the patient counseling process

Menopause Symptoms:

- Understand the implications of Bernadine Healy, MD's work and the NIH Revitalization Act of 1993
- Appreciate the impact of the Women's Health Initiative, then and now, and discuss where the pendulum sits as it pertains to treating menopausal symptoms with hormone replacement therapy (HRT)
- Gain comfort assessing the risks and benefits of hormone replacement therapy, and the efficacy of SSRIs and non-hormonal therapies for the treatment of symptomatic menopause
- Develop an approach to treating the genitourinary syndrome of menopause utilizing topical estrogen and selective estrogen receptor modulators.
- Become familiar with the MenPro app to assist with making decisions about HRT

Osteoporosis:

- Be familiar with the impact (cost, morbidity, and mortality) of osteoporosis in the United States
- Be comfortable using the FRAX tool to estimate a patients' risk of a hip fracture and major osteoporosis fracture
- Understand the efficacy and side effects of osteoporosis medicine and put them in perspective relative to the risk of osteoporosis
- Be comfortable knowing when to initiate and stop bisphosphonates

Recent Women's Health:

- Participants will review an eclectic group of articles pertinent to the care of women
- Be comfortable with the concepts of the C-statistic and goodness of fit concept as they pertain to prediction models including, goodness of fit and the C statistic

Course Specifics

Report First Day	Contact Ms. Arriaga 2 weeks prior to the start of the elective for instructions
Student Efforts	0% of time in inpatient setting 0% of time in trauma/ICU 0% of time in outpatient setting
	0 hours/week of direct patient care 0 hours/week of didactics 30 hours/week x4 weeks of asynchronous activities over months
Evaluation	Pass/Fail. Grading will be based on: 1) A quiz at the end of each topic discussion tied to the topic objectives is required. Quizzes will require the student to demonstrate comfort with certain facts and concepts. 2) Evidence of preparation for and engagement during discussion sessions.
Additional Physicians Participating in Teaching	None

Site Compliance Requirements

Hospital 1: Non-hospital Experience

Course Information

Course Director	Julie Bridges, PhD	Period Offered	Continuously
Location	EVMS	Duration	Longitudinal for 4 weeks of credit
Main Contact	Julie Bridges, PhD bridgeja@evms.edu	# of Students	10 spots
		Visiting Students	No
		Night Call	No
		Pre-Requisites/Restrictions	Application required

Course Description

The student ACE program is intended to support students who have interest in pursuing a career as an academic clinician educator, including as future resident teachers. The curriculum is based on the curriculum created by the Faculty for Tomorrow Task Force and consists of 6 professional development workshops, a majority of which will be presented as self-paced online modules in an effort to provide schedule flexibility. Students will have an option to submit a personalized teaching philosophy statement for review and feedback that can be used during the interview season.

Workshop Topics:

1. Teaching: Adult learning theory, teaching philosophy
2. Feedback: Giving and receiving feedback
3. Social and Emotional Learning: The Learning Environment
4. Effective Presentations: Creating and Delivering Effective Presentations
5. Evaluation in Learning: How to Effectively Evaluate Medical Learners

Final Project: Students will be required to give a 10-minute presentation to their ACE peers and teaching faculty on a topic related to their specialty that could be used for teaching as a resident at the end of the course during the required portion of the TIPS-Residency program in April/Block 10. This will be included in the TIPS-Residency schedule.

Students will receive a Student Academic Clinician Educator certificate after the successful completion of the 5 modules and the optional personalized teaching philosophy statement.

Course Objectives

1. Explain the basic tenets of adult learning theory
2. Describe strategies for delivering effective feedback
3. Apply social and emotional learning to the everyday work of being a teacher
4. Describe techniques for effectively teaching a large or small group
5. Appraise the work of peers and receive feedback

Course Specifics

Report First Day	Participating students are invited to attend an orientation session	
Student Efforts	0% of time in inpatient setting	0 hours/week of direct patient care
	0% of time in trauma/ICU	0 hours/week of didactics
	0% of time in outpatient setting	18h/credit hours/week asynchronous activities
Evaluation	Module completion and final presentation	
Additional Physicians Participating in Teaching	Brooke Hooper, MD; Erika Rhone, MD	

Site Compliance Requirements

Hospital 1: Non-hospital experience

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