

Inventory of Sustainability Courses

School of Medicine Tulane University

The STARS methodology for assessing sustainability in the curriculum counts the number of sustainability courses and courses that include sustainability, and then compares it to the overall number of courses offered. This methodology is very difficult to apply to the Medical School curriculum, which is not organized around or defined by “courses” in the same manner as other university programs.

The Medical School has a curriculum that all students take for four years. Medical students take a set of required courses during Year 1 and Year 2 that do not follow a semester-type schedule. There are diverse elective opportunities during these years, which include taking courses in the School of Public Health and Tropical Medicine and participating in a department’s research. During the Clinical Years, Years 3 and 4, medical students complete required “clerkships,” which combine care for patients and intensive study. In identifying sustainability courses, courses that include sustainability, and counting overall courses, we considered only the required courses and clerkships, as the time commitment and experiences of the electives vary a great deal.

“Sustainability education” engages students in the work of building healthy, lasting communities. In sustainability courses, students develop the capacity to critically theorize, analyze and communicate about interconnected social, economic and environmental issues. Students learn to work in collaboration with members of the larger community and to help create solutions in the long-term public interest. Work in the community and service learning have long been a part of School of Medicine’s curriculum. The School of Medicine’s mission is expressed as “Education, Research and Patient Care: We Heal Communities.” In all clinical courses, students are engaged in activities that enhance the well-being of the community.

All courses offered by the School of Medicine are at the graduate level.

This list of sustainability courses in the School of Medicine was developed in consultation with Dr. Kevin Krane, Vice Dean of Academic Affairs. To review the overall curriculum of the Tulane School of Medicine, visit: <http://tulane.edu/som/courses/courses.cfm>

First Year Courses:

Foundations in Medicine I

The Foundations in Medicine course provides the grounding in the physician-patient relationship that is central to all of medical practice. It includes medical interviewing, medical

ethics, community preceptorships, service learning, preventive medicine, human behavior and the healthcare system as well as other topics and issues important for contemporary medicine. The course uses large and small group discussions and extensive field experiences emphasizing patient and community contact. It meets every Tuesday and Thursday afternoon throughout the first year.

Second Year Courses:

Foundations in Medicine II

The Foundations in Medicine II course builds on the physician-patient relationship from Foundations in Medicine I. This course serves to integrate your other medical school experiences with the development of the heart and soul of the physician. It takes the core idea of what you think a physician should be and expand upon the idea to develop the physician you will become. It includes Sexual History taking, medical ethics, Growth & Development, service learning, preventive medicine, human behavior and Nutrition as well as other topics and issues important for contemporary medicine. The course uses large and small group discussions.

Clerkships:

Internal Medicine

The Internal Medicine Clerkship is designed to give the students experience diagnosing, treating, and caring for adult hospitalized patients. All students are placed on an inpatient general internal medicine team that includes residents and faculty. Student are expected to be active members of the team and contribute to patient care every day. Students are exposed to a variety of internal medicine patients, with no particular subspecialty emphasized over another. Students are expected to see patients everyday, write progress notes on each patient, present his or her patients on rounds, engage in active discussion regarding diagnosis and management with the team, and participate in the administrative duties necessary for patient care. The greatest emphasis is placed upon meeting the needs of the patient. Particular emphasis is placed on the physical exam, proper patient documentation, oral presentations, clinical reasoning, and professionalism. All students complete the clerkship with a fundamental understanding of the role of the Internist and the diseases that he or she treats.

Obstetrics & Gynecology

The Obstetrics and Gynecology clerkships provides diverse experiences in women's health in a variety of primary and tertiary health care systems. Our primary goal is to cultivate student interest in the unique aspects of women's healthcare. The department's commitment in training includes providing them with the very best instruction in the technical aspects of the specialty. The department also strives to instill a spirit of compassion for women of all races and economic status.

The course curriculum has been adapted from a national curriculum developed by the Association of Professors of Gynecology and Obstetrics (APGO). The eight-week course is divided into two four-week segments: Obstetrics and Gynecology. Clinical training is offered at Tulane University Hospital and Clinic, Tulane-Lakeside Hospital, The Ochsner Foundation Hospital, and Huey P. Long Hospital in Pineville, Louisiana. The clinical experience is supplemented by a series of lectures and small preceptor groups. Students are evaluated on their clinical performance by faculty and residents (50%) and on their fund of knowledge by taking the National Board of Medical Examiners Obstetrics and Gynecology Exam (50%). All students are assigned 4 weeks on a general OBGYN team. They will be responsible for both inpatient & outpatient experiences in Obstetrics & Gynecology- including Gyn surgeries, pre-operative & post-operative care, obstetrical patients-postpartum, laboring, and antepartum, and often outpatient clinics. The experiences vary depending on site assigned. Sites include: HPL, Tulane Lakeside, University Hospital, and various Community Preceptors.

Surgery

The Surgery Clerkship rotation is primarily an inpatient-based experience designed to familiarize the student with acute and elective surgical decision making processes. However, to the extent that much of the preoperative and postoperative management is now carried out in the outpatient setting, students will as well be expected to participate in this phase of care. A team of surgery house officers and at least one attending surgeon-preceptor will staff each general surgery service, on which medical students will rotate. These personnel will provide ample opportunities for “on the job” experience relative to the discipline of Medicine in general and surgery in particular. During the course of the general surgery rotation, you are to keep a concise log of all patients for whom you were given primarily responsibility. Specific data to be recorded are: primary diagnosis, whether management occurred on an inpatient or outpatient basis, operation (if any), and complications.

Pediatrics

The Core Pediatric Clerkship is an 8 week clinical rotation that is designed to provide an introductory experience in the care of children for junior or senior medical students. The goals of the clerkship are to 1) encourage students to pursue a career involving the care of children, 2) provide students a firm foundation upon which to pursue additional graduate education in pediatrics, 3) provide students who will pursue primarily non-pediatric careers the core knowledge they need about the care of children, and 4) encourage the continued development of professional values and attitudes among all students. The curriculum is based on a national curriculum that is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general and specialty oriented inpatient ward services, and the well-baby and neonatal

intensive care nurseries. A focus of the clerkship is the development of competency in performing an appropriate history and physical examination on children of different ages.

Family Medicine

During this 6-week experience, students will have an opportunity to join a community-based Family Practice and to learn about primary care practice through a structured, yet "real world" clinical experience with a mentor. Students will live in the community and largely adopt their preceptor's schedule. This clerkship offers students a unique variety of opportunities different from other third-year clerkships including:

- working one-on-one with an experienced physician mentor, typically without other students or residents.
- experience in the type of ambulatory setting where a majority of the nation's health care is delivered. Students often have the opportunity for follow-up and continuity of care with ambulatory patients over several visits, and many of these patients have years and generations of continuity relationship with the preceptor.
- the challenge of seeing presenting signs and symptoms that are often vague, undifferentiated, and early, as well as patients presenting with multiple needs.
- daily repetition in history taking, the focused physical exam, and common procedural skills.
- a rural emphasis at many sites.
- service as ambassadors, through professionalism and contributions to the host practice and community, reflecting on Tulane throughout the region.

The Clerkship is possible due to a network of volunteer Family Physicians who enthusiastically give of their time and experience to welcome and mentor students in their practice and community. Preceptors are Board Certified Family Physicians, located across Louisiana, south Mississippi, south Alabama and the Florida panhandle. They have participated in an orientation, site visits by Faculty, and/or training workshops regarding the Clerkship, and have been oriented to the course goals and activities. Many are experienced teachers with years of office-based teaching. In exchange for their efforts, preceptors receive the benefit of contact with bright doctors-to-be, a Tulane Faculty appointment, access to continuing education, workshops on office-based teaching, and a preceptor newsletter.

Neurology

The neurology clerkship is designed to provide students with basic skills in diagnosis and treatment applicable to patients across all specialties, particularly those in primary care

practices. Students are assigned to a variety of in-patient and out-patient experiences. Hospital Sites: TUHC, University, Ochsner, TU Clinic and VA Clinic, Culicchia Neurological Group, Advanced Neurological Center (ANC), Individual Faculty, Neurology, and Out-of-region

Psychiatry

The psychiatry clerkship is designed to provide students with basic skills in diagnosis and treatment applicable to patients across all specialties, particularly those in primary care practices. There are a variety of local and regional sites in which the students are assigned for their clinical experience. In addition, the approach to patient care in a chemical dependency program is observed by all students for two days during each block. Each student will also have an outpatient psychiatric experience. Attendance is expected at the weekly didactics and grand rounds which are scheduled on Fridays.

Int. Med. Specialty Clinics

Welcome to the Internal Medicine Clerkship! Be prepared to learn more about being a physician than at any other time during medical school. The next eight weeks will be both physically and mentally challenging, but you will reap the rewards of your hard work with vast gains of insight and knowledge. You will witness amazing pathology and help treat the most complicated and challenging patients. You will be at the bedside everyday examining, listening to, and healing patients. You will work with us do great things for the people of New Orleans. You will learn from Tulane's best residents and teaching faculty. You will learn how to think like a physician and solve medical mysteries. More than ever, you will come to understand the sick condition and the limits of healthcare. You will understand the true value of caring for your patients, even when there is no treatment to make them better. There will be long days and long nights, but you will discover stamina you never thought you had. Make the most of these next eight weeks and immerse yourself fully into the world of Internal Medicine and our patients. I assure you that you will get back your investment of time and energy tenfold. We are grateful to have you help us in our mission to serve the people of this great city. Get ready for an intense, but meaningful experience. I look forward to meeting you on the first day of the block!

Sub-Internship

Sub-Internships provide the student with experience and preparation for inpatient medical care, similar to that of a first year house officer and can be done in Medicine, Surgery, Pediatrics, Family Medicine, or Obstetrics and Gynecology. When students are performing their Sub-Internship, regardless of department, they should act in all capacities as an intern, albeit with a smaller number of patients and greater supervision. The goals of the sub-internship are for students to

1. Be the "first evaluator" of patients

2. Perform complete history and physical examinations on new admissions
3. Independently establish a differential diagnosis
4. Write admitting and daily patient diagnostic and therapeutic orders, under the supervision of a resident and/or attending physician
5. Evaluate patients on a daily basis on morning rounds, and serve as the principle care giver, under the direct supervision of a resident and attending physician

Emergency Medicine

Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Regardless of their future career choice, students will face unexpected acute medical emergencies in their professional or personal lives. Evaluation of the undifferentiated patient – that is, figuring out who is truly “sick” or “not sick” – is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. All of the ACGME core competencies - patient care, professionalism, medical knowledge, interpersonal & communication skills, practice-based learning and systems-based practice, should be encountered and tested while on the EM rotation.

Radiology

All students are required to complete a two week experience in diagnostic imaging and its role in patient care. Students attend lectures and spend time in several of the imaging areas within the radiology department and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. This requirement can be met through a 2 or 4 week radiology course at any accredited academic health science center.

Outpatient Surgery

All students are required to complete 2 weeks in the outpatient surgery setting. Two week electives at any accredited academic health center that meets the following objectives will also satisfy this requirement. During this time we endeavor to broaden the students experience in evaluating surgical patients and to increase their understanding of the different environments in which surgery is performed.

Community Health

The new Tulane Community Health Clerkship is a four-week, non-clinical rotation which aims to educate students about the social determinants of health. These are the non-medical aspects of patients' lives - such as education, housing, employment, language, environment, nutrition, safety – that have an impact on the health of an individual. While other clerkships focus primarily on disease processes, medications and treatments, which impact the health of individuals largely irrespective of the individual, the focus on social determinants will highlight the distinction between health and healthcare. Students will participate in didactic sessions consisting of core readings, group discussions, talks and reflective writing assignments. In the final week of the rotation students will have a chance to apply what they have learned in a clinical setting through observation of patient-doctor encounters. Students will spend the majority of their time working with a community partner organization which will give them opportunities to make connections between health and its social determinants.