

Senior Rotation Offerings

2022 - 2023

Class of
2023

Louisiana State University Health Sciences Center

School of Medicine
Office of Student Affairs and Records
2020 Gravier Street
New Orleans, Louisiana 70112

Seniors are expected to complete 8 course requirements:

▪ **Critical Concepts (MCLIN 400)**

The Critical Concepts rotation provides exposure to critical topics in patient care, procedural skills, medical knowledge, and disease management using a variety of teaching modalities: traditional didactics, patient simulations, on-line interactive modules, quizzes, and direct clinical experience in emergency and ICU settings. This rotation provides every senior medical student, regardless of career choice, with a broad and solid foundation in the principles and skills needed to care for acute and emergency patients. Having completed their core junior rotations, senior students will be challenged to apply their skills and knowledge to more complicated and critical patient care situations. This rotation will also provide senior students with the opportunity to refine and expand their skills in commonly performed procedures and medical interventions. Furthermore, senior students will develop a more sophisticated understanding of their upcoming roles as resident physicians with increased responsibility to individual patients, to health care team, and to the health care system.

▪ **Primary Acting Internship (419)**

▪ **Secondary Acting Internship (417 or 418)**

The Primary and Secondary Acting Internship provides senior students with the opportunity to begin functioning as interns. Students will develop additional skills in all areas of core competence. Particular emphasis is given to improving skills of clinical judgment and decision making by giving students more responsibility for patient care than they had in the third year. Students are encouraged to take increasing amounts of responsibility while under the close supervision of staff and faculty. In addition to patient care skills, students will also enhance their communication skills, and develop a better appreciation of systems based practice due to their involvement as a more prominent member of the health care team. Students will continue to increase their medical knowledge and skills of practice-based learning through reading, faculty feedback, and attendance at conferences and didactic sessions.

▪ **Elective (410, 420 - 499)**

There are a broad number of electives offered to support every students' learning experience. Students must complete 4 elective rotations.

▪ **Special Topics (SPTP 400)**

This one-week course contains very practical information for seniors as they make final preparations for residency: financial management and loan repayment, malpractice insurance, practice management, legal advice for physicians, end of life care, substance abuse among physicians, etc.

**Seniors are encouraged to plan a curriculum that positions them well for the residency match, but that is also balanced enough to prepare them for internship. Students may take up to 4 rotations in a single discipline (e.g. AI plus 3 electives in the same field), but they must choose a different field for their last elective. If a student wishes to do 5 rotations in a single discipline, he or she must use one of their independent study months.*

**Students have 4 independent study/interview/off rotations to study for USMLE exams, prepare residency applications, interview for residency programs, and to take some vacation time.*

2022 – 2023

L4 Block Dates

Block 1	July 5, 2022 – July 29, 2022
Block 2	August 1, 2022 – August 26, 2022
Block 3	August 29, 2022 – September 23, 2022
Block 4	September 26, 2022 – October 21, 2022
Block 5	October 24, 2022 – November 18, 2022
Block 6	November 21, 2022 – December 16, 2022
Block 7	December 19, 2022 – January 13, 2023 Limited Number of Rotations Offered
Block 8	January 17, 2023 – February 10, 2023
Block 9	February 13, 2023 – March 10, 2023
Block 10	March 13, 2023 – April 6, 2023
Block 11	April 10, 2023 – May 5, 2023
Block 12	May 8, 2023 – May 12, 2023 Special Topics

CLASS OF

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Primary Acting Internships

2022-2023

Family Medicine

Rotation	Blocks	N.O.	LAF	BOG	LC	OoS
FMMD 419- Required Acting Internship	Varies	✓	✓	✓	✓	

Medicine

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
MED 419- Acting Internship	All, but 7	✓	✓	✓	

*Obstetrics/
Gynecology*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
OBGYN 419- Required Acting Internship	Varies	✓		✓	

Pediatrics

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
PEDI 419- Primary Acting Internship	All			✓	
PEDI 419- Primary Acting Internship- HEME/ONC	All	✓			
PEDI 419- Primary Acting Internship-WARDS	2 - 10	✓			
PEDI 419- Primary Acting Internship- Wards/HEME-ONC	6 - 10	✓			

Surgery

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
SURG 419- Required Acting Internship Cardiac and Thoracic Surgery	All	✓			
SURG 419- Required Acting Internship Colorectal Surgery	All	✓			
SURG 419- Required Acting Internship General Surgery	All		✓	✓	
SURG 419- Required Acting Internship General Surgery (Cohn's service)	All	✓			
SURG 419- Required Acting Internship Plastic Surgery	All	✓			
SURG 419- Required Acting Internship Surgical Oncology	All	✓			
SURG 419- Required Acting Internship Trauma/TICU	All	✓			
SURG 419- Required Acting Internship Vascular Surgery	All	✓			

*Academic
Affairs*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
FLEX	ALL				✓

Anatomy

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
ANAT 420- Elective- Surgical Anatomy	9	✓			

Anesthesiology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
ANES 418- Secondary Acting Internship	All	✓	✓		✓
ANES 420- Elective- Anesthesiology	Varies	✓	✓	✓	
ANES 499- Elective- Pediatric Anesthesiology	All	✓			
ANES 499- Elective- Anesthesiology	All				✓

Dermatology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
DERM 417- Secondary Acting Internship	All				✓
DERM 420- Elective- Clinical Dermatology	All, but 7	✓			
DERM 499- Elective- Dermatology	All				✓

Family Medicine

Rotation	Blocks	N.O.	LAF	BOG	LC	OoS
FMMD 410- Global Health (Multiple Locations)	Varies					X
FMMD 418- Secondary Acting Internship	Varies	✓	✓	✓	✓	✓
FMMD 419- Required Acting Internship	Varies	✓	✓	✓	✓	
FMMD 420- Elective- ER (Rural Scholars Track ONLY)	All		✓			
FMMD 420- Elective- Family Practice	Varies	✓	✓	✓	✓	
FMMD 420- Geriatrics (Rural Scholars Track ONLY)	All		✓			
FMMD 420- Radiology (Rural Scholars Track ONLY)	All		✓			
FMMD 420- Rural Scholars Preceptorship	All		✓			
FMMD 420- Sports Medicine (Rural Scholars Track ONLY)	All		✓			
FMMD 499- Elective- Family Medicine	All					✓

Medical Clinical Sciences

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
MCLIN 400- Critical Concepts	All, but 2	✓		✓	
MCLIN 420- Elective- Humanities in Medicine	8	✓			
MCLIN 430- Elective- Leadership (Virtual)	2	✓			
MCLIN 460- Elective- Medical Education	2-6, 8-11	✓			
MCLIN 498- Senior Research Elective	All	✓	✓	✓	✓
MCLIN 499- External Clinical Experience (1 week / 38 hours)	All				✓
MCLIN 499- External Clinical Experience (2 weeks / 76 hours)	All				✓
MCLIN 499- External Clinical Experience (3 weeks / 114 hours)	All				✓
MCLIN 499- External Clinical Experience (4 weeks / 152 hours)	All				✓

Medicine

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
MED 418- Secondary Acting Internship	Varies	✓	✓	✓	✓
MED 418- Secondary Acting Internship- Emergency Medicine	Varies	✓		✓	✓
MED 418- Secondary Acting Internship- PM&R	All	✓			✓
MED 419- Acting Internship	Varies	✓	✓	✓	
MED 420- Elective- Allergy/Immunology	All, but 7	✓			
MED 420- Elective- Ambulatory Care	Varies	✓	✓	✓	
MED 420- Elective- Applied Theory in Clinical Medical Education: An Introductory Approach	6			✓	
MED 420- Elective- Cardiology	Varies	✓	✓	✓	
MED 420- Elective- Concept Maps (Virtual)	1 & 2			✓	
MED 420- Elective- Emergency Medicine	Varies	✓		✓	
MED 420- Elective- Endocrine	All, but 7	✓	✓		
MED 420- Elective- Gastroenterology	Varies	✓	✓	✓	
MED 420- Elective- Hematology/Oncology	Varies	✓	✓	✓	
MED 420- Elective- Hospital Medicine	All, but 7			✓	
MED 420- Elective- ICU (Rural Scholars Track ONLY)	All		✓		
MED 420- Elective- Infectious Diseases	Varies	✓		✓	
MED 420- Elective- MICU	All, but 7	✓		✓	
MED 420- Elective- Nephrology	All, but 7	✓		✓	
MED 420- Elective- PM&R- EMG/Inpatient Consults	All	✓			
MED 420- Elective- PM&R- General	All	✓		✓	

MED 420- Elective- PM&R- Inpatient Rehabilitation	All	✓			
MED 420- Elective- PM&R- Musculoskeletal	All	✓			
MED 420- Elective- PM&R- Pediatric Rehabilitation	All	✓			
MED 420- Elective- Population Health Management	All			✓	
MED 420- Elective- Pulmonary Medicine	All, but 7	✓		✓	
MED 420- Elective- Rheumatology	All, but 7	✓			
MED 499- Elective- Emergency Medicine	All				✓
MED 499- Elective- Internal Medicine	All				✓
MED 499- Elective- Occupational Medicine	All				X
MED 499- Elective- PM&R	All				✓
MED 499- Elective- Radiation Oncology	All				✓

*Medicine
Pediatrics*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
MEDPED 420- Elective- Medicine/Pediatrics	All	✓			
MEDPED 499- Elective- Medicine Pediatrics	All				✓

Neurology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
NEURO 418- Secondary Acting Internship	All, but 7	✓			✓
NEURO 420- Elective- Clinical Neurology- Inpatient	All, but 7	✓			
NEURO 420- Elective- Clinical Neurology- Outpatient/Clinics	All, but 7	✓			
NEURO 420- Elective- Neurology/Child Neurology	All, but 7	✓			
NEURO 420- Elective- Pain Medicine	All, but 7	✓			
NEURO 499- Elective- Neurology	All				✓

*Neurological
Surgery*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
NSURG 418- Secondary Acting Internship	All	✓			✓
NSURG 420- Elective- Clinical Neurosurgery	All	✓			
NSURG 499- Elective- Neurosurgery	All				✓

*Obstetrics/
Gynecology*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
OBGYN 418- Secondary Acting Internship	All, but 7	✓		✓	✓
OBGYN 418- Secondary Acting Internship- Gynecologic Oncology	All, but 7	✓			
OBGYN 418- Secondary Acting Internship- Obstetrics and Gynecology	All, but 7	✓			
OBGYN 419- Required Acting Internship	All, but 7	✓		✓	
OBGYN 420- Elective- Ambulatory Care	All, but 7	✓		✓	
OBGYN 420- Elective- Gynecologic Oncology	Varies	✓		✓	
OBGYN 420- Elective- MFM	All, but 7	✓		✓	
OBGYN 420- Elective- Obstetrics and Gynecology	All, but 7	✓		✓	
OBGYN 420- Elective- Reproductive Endocrinology & Infertility	All, but 7	✓		✓	
OBGYN 420- Elective-Boot Camp: Introduction to Intern Year	10	✓			
OBGYN 499- Elective- Obstetrics and Gynecology	All				✓

Ophthalmology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
OPHTH 418- Secondary Acting Internship	All				✓
OPHTH 420- Elective- Clinical Ophthalmology	All	✓			
OPHTH 420- Elective- Clinical Ophthalmology- Glaucoma	All	✓			
OPHTH 420- Elective- Clinical Ophthalmology- PEDS	All	✓			
OPHTH 420- Elective- Clinical Ophthalmology- Retina	All	✓			
OPHTH 499- Elective- Ophthalmology	All				✓

Orthopedics

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
ORTH 418- Secondary Acting Internship	All	✓			✓
ORTH 420- Elective- Orthopedic Clinics	All	✓			
ORTH 420- Elective- Orthopedic Pediatrics	All	✓			
ORTH 420- Elective- Orthopedic Surgery	All	✓			
ORTH 420- Elective- Orthopedic Trauma	All	✓			
ORTH 499- Elective- Orthopedics	All				✓

*Otorhino-
laryngology*

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
OTOR 418- Secondary Acting Internship	All			✓	✓
OTOR 420- Elective- ENT Clinical Clerkship	All		✓	✓	
OTOR 499- Elective- Otorhinolaryngology	All				✓

Pathology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
PATH 420- Elective- Anatomic and Clinical Pathology	All, but 7	✓			
PATH 499- Elective- Pathology	All				✓

Pediatrics

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
PEDI 418- Secondary Acting Internship	All			✓	✓
PEDI 418- Secondary Acting Internship- CICU *Due to demand, students must submit ICU combination requests as well.	All	✓			
PEDI 418- Secondary Acting Internship- CICU/NICU	All	✓			
PEDI 418- Secondary Acting Internship- HEME/ONC	All	✓			
PEDI 418- Secondary Acting Internship- NICU *Due to demand in, students must submit ICU combination requests as well. (For NOLA requests only)	Varies	✓		✓	
PEDI 418- Secondary Acting Internship- PICU *Due to demand in, students must submit ICU combination requests as well. (For NOLA requests only)	Varies	✓		✓	
PEDI 418- Secondary Acting Internship- PICU/CICU	2 -10	✓			
PEDI 418- Secondary Acting Internship- PICU/NICU	Varies	✓		✓	
PEDI 418- Secondary Acting Internship- WARDS/HEME-ONC	6 – 10	✓			
PEDI 418- Secondary Acting Internship- WARDS	2 – 10	✓			
PEDI 419- Primary Acting Internship	All			✓	
PEDI 419- Primary Acting Internship- HEME/ONC	All	✓			
PEDI 419- Primary Acting Internship- WARDS	2 - 10	✓			
PEDI 419- Primary Acting Internship- WARDS/HEME-ONC	6 – 10	✓			
PEDI 420- Elective- Adolescent Medicine	Varies	✓		✓	
PEDI 420- Elective- Allergy/Immunology	Varies	✓		✓	

PEDI 420- Elective- Ambulatory Care Clinic	All, but 7			✓	
PEDI 420- Elective- Ambulatory Care Clinic/Newborn Nurse	All			✓	
PEDI 420- Elective- Ambulatory Pediatrics-Children's Subspecialty Clinics	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Children's Subspecialty Clinics/Children's ER	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Private Office	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Tiger Care Clinic	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Tiger Care Clinic/Adolescent Medicine	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Tiger Care Clinic/Children's Hospital ER	All	✓			
PEDI 420- Elective- Ambulatory Pediatrics-Tiger Care Clinic/Well-Baby Nursery	All	✓			
PEDI 420- Elective- Cardiology	Varies	✓		✓	
PEDI 420- Elective- Child Abuse Pediatrics *Limited rotation, must be confirmed one block in advance	1, 3, 5, 7, 9	✓			
PEDI 420- Elective- Children's Hospital Administration	All	✓			
PEDI 420- Elective- Children's Hospital ER	Varies	✓			
PEDI 420- Elective- Clinical Genetics and Metabolic Disease	All	✓			
PEDI 420- Elective- Combination *For hybrid elective experiences	All	✓			
PEDI 420- Elective- Community Medicine *[Clinic, Nursery, ER] in Bogalusa, LA; housing available with approval	All	✓			
PEDI 420- Elective- Endocrinology	Varies	✓		✓	
PEDI 420- Elective- Gastroenterology & Nutrition	Varies	✓		✓	
PEDI 420- Elective- Hematology/Oncology	Varies	✓		✓	
PEDI 420- Elective- ICU (PICU, CICU, NICU, combination)	6 - 10	✓			
PEDI 420- Elective- Infectious Disease	Varies	✓		✓	
PEDI 420- Elective- Lactation/Tiger Care *Currently unavailable, email sberr1@lsuhsc.edu for interest		X			
PEDI 420- Elective- Lactation/Well Baby *Currently unavailable, email sberr1@lsuhsc.edu for interest		X			
PEDI 420- Elective- Nephrology	Varies	✓		✓	
PEDI 420- Elective- NICU				✓	
PEDI 420- Elective- Non-Operative Sports Medicine	All			✓	

PEDI 420- Elective- Pediatric Emergency Medicine	All			✓	
PEDI 420- Elective- Pediatric Palliative Care *Currently unavailable, email sberr1@lsuhsc.edu for interest		X			
PEDI 420- Elective- PICU/NICU	All, but 7			✓	
PEDI 420- Elective- Pulmonary *Currently unavailable in NOLA, email sberr1@lsuhsc.edu for interest	Varies	X		✓	
PEDI 420- Elective- Research/QI	All	✓			
PEDI 420- Elective- Subspecialty Combination	Varies	✓		✓	
PEDI 420- Elective- Wards/NICU	All, but 7			✓	
PEDI 420- Elective- Wards/PICU	All			✓	
PEDI 420- Elective- Well-Baby Nursery	Varies	✓		✓	
PEDI 420- Elective- Well-Baby Nursery/NICU	All	✓			
PEDI 499- Elective- Pediatrics	All				✓

Psychiatry

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
PSYC 418- Secondary Acting Internship	All	✓		✓	✓
PSYC 420- Elective- Addiction Psychiatry	All	✓			
PSYC 420- Elective- Child/Adolescent Inpatient Psychiatry	All	✓		X	
PSYC 420- Elective- Consult/Liaison Psychiatry	All	✓		✓	
PSYC 420- Elective- Emergency Psychiatry	All	✓		✓	
PSYC 420- Elective- Forensic Psychiatry	All	✓			
PSYC 420- Elective- General Adult In-patient	All			✓	
PSYC 420- Elective- General Psychiatry	All	✓		✓	
PSYC 450- Elective- Narrative Medicine: Critical Concepts, Methods and Applications	9	✓			
PSYC 460- Elective- Introduction to Medical Humanities for Psychiatrists	8	✓			
PSYC 499- Elective- Psychiatry	All				✓

Radiology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
RADI 420- Elective- General Diagnostic Radiology	Varies	✓		✓	
RADI 420- Interventional Radiology	All, but 7	✓			
RADI 420- Elective- Pediatric Radiology	All, but 7	X			
RADI 499- Elective- Radiology	All				✓

Special Topics

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
SPTP 400- Special Topics	12	✓			

Surgery

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
SURG 418- Secondary Acting Internship Cardiac and Thoracic Surgery	All	✓			
SURG 418- Secondary Acting Internship Colorectal Surgery	All	✓			
SURG 418- Secondary Acting Internship General Surgery	All		✓	✓	✓
SURG 418- Secondary Acting Internship General Surgery (Cohn's service)	All	✓			
SURG 418- Secondary Acting Internship Plastic Surgery	All	✓			
SURG 418- Secondary Acting Internship Surgical Oncology	All	✓			
SURG 418- Secondary Acting Internship Trauma / TICU	All	✓			
SURG 418- Secondary Acting Internship Vascular Surgery	All	✓			
SURG 419- Required Acting Internship Cardiac and Thoracic Surgery	All	✓			
SURG 419- Required Acting Internship Colorectal Surgery	All	✓			
SURG 419- Required Acting Internship General Surgery	All		✓	✓	
SURG 419- Required Acting Internship General Surgery (Cohn's service)	All	✓			
SURG 419- Required Acting Internship Plastic Surgery	All	✓			
SURG 419- Required Acting Internship Surgical Oncology	All	✓			
SURG 419- Required Acting Internship Trauma/TICU	All	✓			
SURG 419- Required Acting Internship Vascular Surgery	All	✓			
SURG 420- Elective- Cardiac and Thoracic Surgery	All	✓			
SURG 420- Elective- Colorectal Surgery	All	✓			
SURG 420- Elective- Craniofacial, Head and Neck Reconstruction	All	✓			
SURG 420- Elective- General Surgery	All		✓	✓	

SURG 420- Elective- General Surgery (Cohn's Service)	All	✓			
SURG 420- Elective- Oncologic Medicine and Surgery	All	✓			
SURG 420- Elective- Pediatric Surgery	All	✓			
SURG 420- Elective- Plastic Surgery	All	✓			
SURG 420- Elective- Surgical Oncology	All	✓			
SURG 420- Elective- Trauma/TICU	All	✓			
SURG 420- Elective- Vascular Surgery	All	✓			
SURG 450- Elective- MS 5	11	✓			
SURG 499- Elective- Surgery					✓

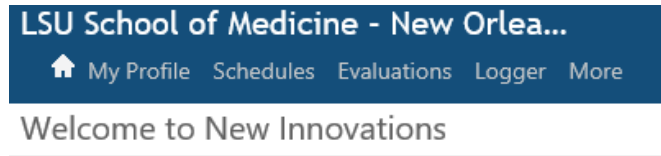
Urology

Rotation	Blocks	N.O.	LAF	B.R.	Out of System
UROL 418- Secondary Acting Internship	Varies	✓			✓
UROL 420- Elective- Urology	All, but 5	✓			
UROL 499- Elective- Urology	All				✓

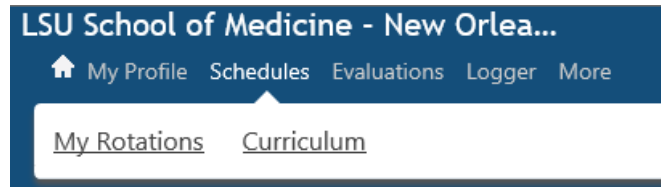
Log into New Innovations

Link: [New Innovations](#)

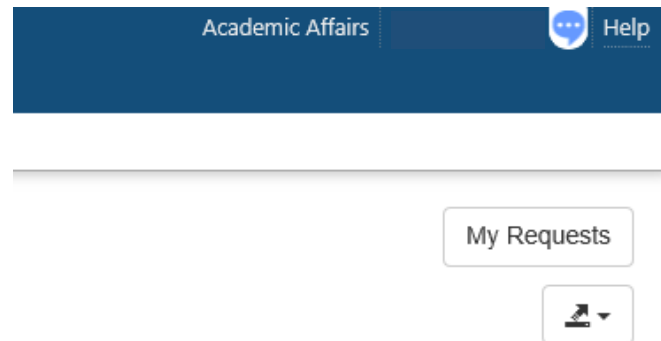
At the top-left corner of the homepage, select **Schedules**



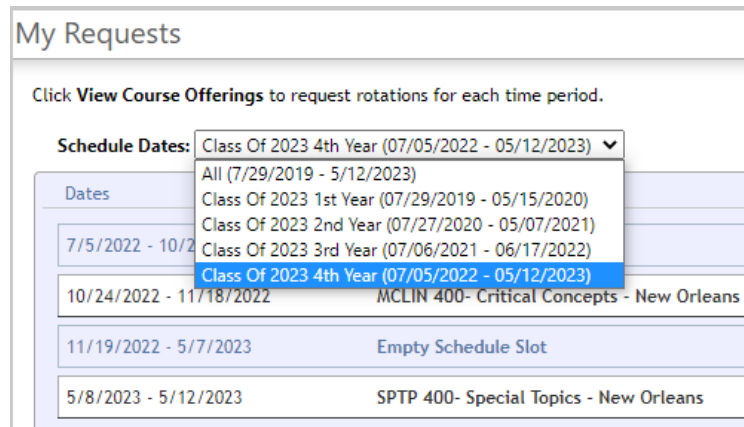
Then select, **My Rotations**



Once you have reached the *My Rotations* page, in the upper-right corner, select **My Requests**



Then in the top-left corner of the *My Requests* page, the **Schedule Dates** dropdown menu will appear. Select, **Class of 2023 4th Year**



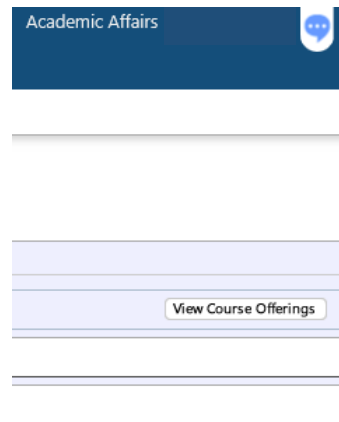
The *My Request* page will then display all senior courses that are currently scheduled and those pending for the 2022-2023 academic year.

Click **View Course Offerings** to request rotations for each time period.

Schedule Dates: Class Of 2023 4th Year (07/05/2022 - 05/12/2023) ▼

Dates	Rotation
7/5/2022 - 10/23/2022	Empty Schedule Slot
10/24/2022 - 11/18/2022	MCLIN 400- Critical Concepts - New Orleans
11/19/2022 - 5/7/2023	Empty Schedule Slot
5/8/2023 - 5/12/2023	SPTP 400- Special Topics - New Orleans

By selecting **View Course Offerings**, in the center-right, you can then request rotations for each period, beginning with Block 1 or any block that you prefer.



Once **View Course Offerings** is selected, a complete list of available offerings will display.

To request a rotation, select **Request** next to the desired rotation.

New Innovations

Available Offerings

Requests cannot be made for offerings that overlap currently scheduled items or for offerings that have been previously requested and declined.

Date Range: 7/5/2022 - 10/23/2022 Rotation: All Location: All [Clear Filter](#) [Filter Offerings](#)

ID Number	Rotation	Location	Start	End	Capacity	Requests	
27276	FMMD 419- Required Acting Internship	Bogalusa	7/5/2022	7/29/2022	0 of 99	0	Request
27298	FMMD 419- Required Acting Internship	Lafayette	7/5/2022	7/29/2022	0 of 1	0	Request
27287	FMMD 419- Required Acting Internship	Lake Charles	7/5/2022	7/29/2022	0 of 99	0	Request
27266	FMMD 419- Required Acting Internship	New Orleans	7/5/2022	7/29/2022	0 of 99	0	Request
27329	MED 419- Acting Internship	Baton Rouge	7/5/2022	7/29/2022	0 of 8	0	Request
27319	MED 419- Acting Internship	Lafayette	7/5/2022	7/29/2022	0 of 3	0	Request
27309	MED 419- Acting Internship	New Orleans	7/5/2022	7/29/2022	0 of 12	0	Request
27339	OBGYN 419- Required Acting Internship	Baton Rouge	7/5/2022	7/29/2022	0 of 2	0	Request
27349	OBGYN 419- Required Acting Internship	New Orleans	7/5/2022	7/29/2022	0 of 5	0	Request
27359	PEDI 419- Primary Acting Internship	Baton Rouge	7/5/2022	7/29/2022	0 of 4	0	Request

1 2 3 4 5 6 7 8 9 Page 1 of 9, items 1 to 10 of 83.

The selected rotation will then appear in a **Not Submitted** status on your *My Request* page.

7/1/2019 - 7/26/2019 ANES 499- Elective- Anesthesiology - Out of System

Not Submitted   [View Course Offerings](#)



To add an alternate request, please complete the same steps above used to schedule the initial request. The alternate option will then appear beneath the first request as an overlapping request.

Overlapping Requests 7/3/2017 - 7/28/2017

7/3/2017 - 7/28/2017	ANES 418- Secondary Acting Internship - Lafayette
7/3/2017 - 7/28/2017	ANES 418- Secondary Acting Internship - New Orleans

You are free to rearrange the order of the overlapping requests by toggling the arrows to rank by preference.

Rank by Preference

1		Not Submitted
2		Not Submitted

Please note that although each request has been saved, the rotation request is not submitted until you select, **Submit Requests!** The rotation request will then appear in a **pending** status until the rotation is approved or denied.

Dates	Rotation
Overlapping Requests 7/3/2017 - 7/28/2017	
7/3/2017 - 7/28/2017	ANES 418- Secondary Acting Internship - Lafayette
7/3/2017 - 7/28/2017	ANES 418- Secondary Acting Internship - New Orleans
7/29/2017 - 4/8/2018	Empty Schedule Slot
4/9/2018 - 5/4/2018	MCLIN 400- Critical Concepts - Baton Rouge
5/7/2018 - 5/11/2018	SPTP 400- Special Topics - New Orleans

Submit Requests

During Phase 2 and Phase 3, please allow 1 week for status notifications. For submissions beginning April 25th, please allow 24 – 48 hours to receive the New Innovations' notification status of submitted requests.

FMMD 499- Elective- Family Medicine - Out of System

Pending   [View Course Offerings](#)

Anatomy 420

While geared toward students expecting to match into surgical residencies, this course offers a review of the entire body and can benefit those entering non-surgical residencies as well.

Dermatology

Blocks 1 – 5 are for DERM students only.

Emergency Medicine – Baton Rouge

Blocks 1 – 6 are for EM students only.

Emergency Medicine – New Orleans

All blocks are designated for EM students only.

It is highly recommended that EM students enroll in either Blocks 1 or 2.

Internal Medicine & Pediatrics

Students must submit a paragraph to Dr. Betty Lo expressing interest.

Leadership (MCLIN 430)

While geared toward students interested in Psychiatry, the course is also open to students pursuing other specialties.

Otorhinolaryngology

Students will spend 3 weeks in Baton Rouge at OLOL and 1 week in New Orleans at Children's Hospital

Pediatrics

Pediatric rotation schedule request changes for LSU 4th year students will be accepted up through one block in advance of the request, with exceptions made for students with extenuating circumstances.

Physical Medicine and Rehabilitation

Only PM&R students are allowed to participate in acting internships.

Population Health Management (MED 420)

Enrollment must be submitted 30 days in advance.

Psychiatry

PSYC 418 is only offered to students with psychiatry listed as their primary or secondary interest for blocks 1-6. Open to all L4 students blocks 7-11.

Family Medicine

To schedule an LSUHSC Family Medicine:

1. Contact one of LSUNO's four residency programs for availability:
 - i. LSU Family Medicine Residency Program at Ochsner Medical Center – Kenner
 - i. Kenner, LA
 - ii. Beth Sutton @ eburro@lsuhsc.edu
 - ii. LSU Rural Family Medicine Residency Program at Our Lady of the Angels Hospital
 - i. Bogalusa, LA
 - ii. Susan Pieno @ spieno@lsuhsc.edu
 - iii. LSU Family Medicine Residency Program at Lake Charles Memorial Hospital
 - i. Lake Charles, LA
 - ii. Johanna Jones @ jjones@lcmh.com
 - iv. LSU Family Medicine Residency Program at University Hospital and Clinics
 - i. Lafayette, LA
 - ii. All requests are submitted via New Innovations for Lafayette.
 - iii. There is no need to reach out to the Lafayette team or Dr. Wiseman for approval.
2. Once you receive site approval, email your request to Dr. Pamela Wiseman @ pwise1@lsuhsc.edu for final departmental approval. Please Include:
 - i. Your Name
 - ii. Block #
 - iii. Course Name and Number (i.e. FMMD 419 Required AI)
 - iv. Location
3. Then forward your confirmation from Dr. Wiseman to Dr. Robin @ krobi2@lsuhsc.edu for approval in New Innovations and Academic Self-Service enrollment.

If for any reason you cancel your rotation, please be sure to inform the residency coordinator at the rotating facility immediately so that your slot can become available to another student.

To schedule all other Family Medicine rotations:

1. Contact the desired location to ensure space and housing, if applicable.
2. Once approval has been received from the desired site, please send Dr. Wiseman an email requesting final approval.
3. Then forward Dr. Wiseman's approval to Dr. Robin in Student Affairs.

Research Rotation – MCLIN 498

Process:

1. Identify a research project and mentor.
2. Complete an Away Rotation/Research form and be sure to attach/insert the summary of your project.
3. Email the Away Rotation/Research form to Dr. Robin (krobi2@lsuhsc.edu) **unsigned** so that proper approval can be established.
4. Submit the request in NI.

Away Rotations

In addition to submitting the required documentation through the VSAS portal, students must also receive approval from the corresponding department at LSU.

Process:

1. After accepting an away rotation, submit the request in New Innovations (NI).
2. Complete an Away Rotation form and be sure to attach/insert the description of the course.
3. Submit the form to the corresponding department at LSUHSC for approval/signature.
4. Submit the signed/approved form to Dr. Robin (krobi2@lsuhsc.edu).

Away Approval Departmental Contact List

Department	Contact	Email Address
Anesthesiology	Ms. Eisha Mohiuddin	emohiu@lsuhsc.edu
Dermatology	Ms. Sherilyn Munoz	smunoz@lsuhsc.edu
Emergency Medicine	Dr. Elizabeth Clement	eclleme@lsuhsc.edu
Family Medicine	Dr. Pamela Wiseman	pwise1@lsuhsc.edu
Internal Medicine	Ms. Kelly Rauser	kraus1@lsuhsc.edu
Internal Medicine and Pediatrics (MED-PEDS)	Dr. Betty Lo	blo@lsuhsc.edu
Neurology	Ms. Michelle Snowden	msnow1@lsuhsc.edu
Neurological Surgery	Ms. Katy Smith	ksmi50@lsuhsc.edu
Obstetrics/Gynecology	Ms. Liz Williams	ewil37@lsuhsc.edu
Ophthalmology	Mr. Joshua Butrick	jbutri@lsuhsc.edu
Orthopedics	Ms. Linda Flot	lflot@lsuhsc.edu
Otorhinolaryngology	Ms. Andrelle Causey	aronde@lsuhsc.edu
Pathology	Dr. Elizabeth Rinker	erinke@lsuhsc.edu
Pediatrics	Dr. Shannon Palombo	sberr1@lsuhsc.edu
Physical Medicine and Rehabilitation	Dr. Randy Roig	rroig@lsuhsc.edu
Psychiatry	Ms. Marcy Punch	mpunc1@lsuhsc.edu
Radiology	Ms. Heather Clary	hclary@lsuhsc.edu
Surgery	Ms. Tiffany Thomas	ttho41@lsuhsc.edu
Urology	Ms. Linda Arruebarrena	larrue@lsuhsc.edu

How many weeks are in each rotation?

- Each rotation consists of 4 weeks.

What is FLEX?

- FLEX is the designated rotation to schedule an “off” month.

The dates of a 4-week Away Rotation that I am interested in does not coincide with the LSU Block dates. Can I still apply for that rotation?

- Absolutely. However, you will have to utilize a FLEX month to accommodate the off-sequence Away Rotation.

Should I contact departments to receive approval for my requested rotations?

- Unless noted, we kindly ask that you do not reach out to various department for rotation approval. The office of Students Affairs will work very closely with each department to approve all rotation requests.

After I am approved for a rotation, how do I know where to report?

- Once receiving approval for a requested rotation, all departments will be made aware of student assignments. In the upcoming weeks prior to the rotation, departments will contact all students regarding rotation details.

Do I need to submit anything at the end of my rotation?

- Yes! At the end of each rotation, students should promptly request an evaluation via New Innovations. If you participated in an Out of System rotation, a paper evaluation should be completed.

I am active on a rotation, but the rotation is not listed on New Innovations or Academic Self-Service. What should I do?

- Please contact the Office of Student Affairs immediately! LSUHSC does not provide medical malpractice coverage for rotations that have not been properly approved.

I was approved for a rotation, but I have decided that I would like to submit a different rotation request. Am I allowed to change rotations?

- Sure! Just be aware that the sooner requests are submitted, the greater the chances are for approval by the department. Untimely requests are up against capacity limits and credentialing delays. As a general rule, we urge students to submit requests at least 4 weeks before the start of the Block.

What is the difference between a secondary AI and an elective?

- In order for a rotation to satisfy a secondary AI requirement, in general, the rotation includes intensive, inpatient experiences with the emphasis on direct patient care responsibility and placement on call (the requirement of call varies by department). Electives are generally outpatient.

What if my away rotation is only 2 weeks?

Here are a few options:

- Ask the visiting site if they would be willing to extend your rotation to 4 weeks.
- Ask the corresponding department at LSU if they would allow you to complete the remaining weeks at a home site.
- If neither of the above options are available and you interested in completing the course for the experience minus graduation credit, you are free to enroll in MCLIN 499, which is Pass/Fail.

What if I want to do more than 4 rotations in a given specialty?

- Should you wish to complete 5 or more rotations in a single discipline, you will have to use your Flex months.

Who should I contact regarding rotation request, away rotations, and senior evaluations?

- Please contact:
Mrs. Melanie Brown – Visiting Student Application Service (VSAS)
Mrs. Sarah Berry – Senior Evaluations
Dr. Kourtne Robin – Senior Rotation Requests

**Away Rotation and Research Elective
Approval Form**

Student's Name: _____ Today's Date: _____

Type of Rotation: Secondary Acting Internship Elective Research Elective

Course Title: _____

Department: _____ Contact Number: _____

Preceptor: _____

Name of Host Institution: _____

Address: _____

City, State, Zip Code: _____

Length of Rotation: _____ Start Date: _____ End Date: _____
(weeks)

Please insert the rotation description or research abstract below.
(Submit full-length course descriptions as an attachment.)

*Required for approval and credit

LSUHSC Department Head/Clerkship Director's Signature of Approval:

School of Medicine

Student's Name: _____ Evaluator's Name: _____

Course: _____ Location (School/Hospital): _____

Dates of Course: _____ Block: _____

MEDICAL KNOWLEDGE:

1. Knows basic disease processes encountered in the specialty:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Participates regularly in activities that maintain and advance competence:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PATIENT CARE:

3. Takes a developmentally appropriate and thorough history:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Examines patients as thoroughly as necessary and modifies the exam according to patients' developmental age:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Identifies and prioritizes patients' problems:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Develops a differential diagnosis for patients' symptoms:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Develops appropriate plans for laboratory and radiologic evaluation:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Develops appropriate plans for management:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Identifies and recommends health prevention measures where appropriate:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Provides effective care with respect to patient preferences and cultural beliefs:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Clearly and accurately presents patient findings to team members:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Maintains clear, complete, accurate, timely, and legible written records:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERPERSONAL RELATIONSHIPS AND COMMUNICATION:

13. Consults and takes advice from colleagues when appropriate:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Demonstrates effective communication with patients and families:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Shows empathy and respect to patients and families:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRACTICE BASED LEARNING AND IMPROVEMENT:

16. Uses evidence from practice guidelines and scientific studies to develop care plans:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Shows evidence of supplemental reading about patients' diseases:

<u>Consistently exceeds</u> basic expectations	<u>Occasionally exceeds</u> basic expectations	<u>Meets</u> basic expectations	<u>Does not meet</u> basic expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SYSTEMS BASED PRACTICE:

18. Advocates for safe care and efficient use of resources:

- Meets basic expectations
- Does not meet basic expectations

19. Effectively incorporates the services of non-physician care providers:

- Meets basic expectations
- Does not meet basic expectations

PROFESSIONAL BEHAVIOR:

20. Maintains honesty and integrity in documentation and presentations:

- Meets basic expectations
- Does not meet basic expectations

21. Establishes professional relationships with patients and families:

- Meets basic expectations
- Does not meet basic expectations

22. Reliably fulfills patient care responsibilities without frequent reminders:

- Meets basic expectations
- Does not meet basic expectations

23. Functions as a respectful and helpful team member:

- Meets basic expectations
- Does not meet basic expectations

24. Arrives on time and leaves only when work is done or for didactic sessions:

- Meets basic expectations
- Does not meet basic expectations

25. Seeks feedback and/or responds well to constructive criticism in order to improve performance:

- Meets basic expectations
- Does not meet basic expectations

PROFESSIONAL CAPABILITY:

I would <u>strongly recommend</u> this student as a house officer	I would <u>recommend</u> this student as a house officer	I would <u>be reluctant to recommend</u> this student as a house officer	I would <u>not recommend</u> this student as a house officer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL STUDENT PERFORMANCE:

Required Comments Regarding the Overall Performance of the Student:

Overall Final Grade:

<u>HONORS</u>	<u>HIGH PASS</u>	<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluators Signature: _____ **Date:** _____

In completing this evaluation, I attest that I have no conflict of interest resulting from a personal or familial relationship with the student, or from past medical treatment of the student.

- Yes
- No

Return completed form to:

Mail: Cathy J. Lazarus, MD, Associate Dean of Student Affairs and Records; 2020 Gravier St., 7th Floor, Box E7-17; New Orleans, LA 70112

Fax: (504) 568-8534

Email: sberr4@lsuhsc.edu or mbr015@lsuhsc.edu

School of Medicine

Student's Name: _____ Evaluator's Name: _____

Course: _____ Location (School/Hospital): _____

Dates of Course: _____ Block: _____

MEDICAL KNOWLEDGE:

1. Knows basic disease processes encountered in the specialty:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Participates regularly in activities that maintain and advance competence:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PATIENT CARE:

3. Takes a developmentally appropriate and thorough history:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Examines patients as thoroughly as necessary and modifies the exam according to patients' developmental age:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Identifies and prioritizes patients' problems:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Develops a differential diagnosis for patients' symptoms:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Develops appropriate plans for laboratory and radiologic evaluation:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Develops appropriate plans for management:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Identifies and recommends health prevention measures where appropriate:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Provides effective care with respect to patient preferences and cultural beliefs:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Clearly and accurately presents patient findings to team members:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Maintains clear, complete, accurate, timely, and legible written records:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERPERSONAL RELATIONSHIPS AND COMMUNICATION:

13. Consults and takes advice from colleagues when appropriate:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Demonstrates effective communication with patients and families:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Shows empathy and respect to patients and families:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRACTICE BASED LEARNING AND IMPROVEMENT:

16. Uses evidence from practice guidelines and scientific studies to develop care plans:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Shows evidence of supplemental reading about patients' diseases:

<u>Meets</u> expectations	<u>Does not meet</u> expectations	<u>N/A</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SYSTEMS BASED PRACTICE:

18. Advocates for safe care and efficient use of resources:

- Meets expectations
- Does not meet expectations
- N/A

19. Effectively incorporates the services of non-physician care providers:

- Meets expectations
- Does not meet expectations
- N/A

PROFESSIONAL BEHAVIOR:

20. Maintains honesty and integrity in documentation and presentations:

- Meets expectations
- Does not meet expectations
- N/A

21. Establishes professional relationships with patients and families:

- Meets expectations
- Does not meet expectations
- N/A

22. Reliably fulfills patient care responsibilities without frequent reminders:

- Meets expectations
- Does not meet expectations
- N/A

23. Functions as a respectful and helpful team member:

- Meets expectations
- Does not meet expectations
- N/A

24. Arrives on time and leaves only when work is done or for didactic sessions:

- Meets expectations
- Does not meet expectations
- N/A

25. Seeks feedback and/or responds well to constructive criticism in order to improve performance:

- Meets expectations
- Does not meet expectations
- N/A

PROFESSIONAL CAPABILITY:

I would recommend this student as a house officer	I would not recommend this student as a house officer
<input type="checkbox"/>	<input type="checkbox"/>

OVERALL STUDENT PERFORMANCE:

Required Comments Regarding the Overall Performance of the Student:

Overall Final Grade:

<u>PASS</u>	<u>FAIL</u>
<input type="checkbox"/>	<input type="checkbox"/>

Evaluators Signature: _____ **Date:** _____

In completing this evaluation, I attest that I have no conflict of interest resulting from a personal or familial relationship with the student, or from past medical treatment of the student.

- Yes
- No

Return completed form to:

Mail: Cathy J. Lazarus, MD, Associate Dean of Student Affairs and Records; 2020 Gravier St., 7th Floor, Box E7-17; New Orleans, LA 70112

Fax: (504) 568-8534

Email: sberr4@lsuhsc.edu or mbro15@lsuhsc.edu

MCLIN 498 Research Block Student Evaluation by Research Supervisor

Student Name: _____

Block #/Date: _____

Mentor Name: _____

Date of Evaluation: _____

Select the appropriate phrase (circle scores) that best describe the student's performance.

Data collection and data management

Not observed/applicable	Able to collect data, but needs significant guidance	Collects data independently, but requires assistance with management and critical thinking	Carefully collects and manages data in a reliable and reproducible way	Thoughtful approach toward data collection and management that demonstrates advanced problem-solving, ability to plan ahead, an in-depth grasp of subtleties of data collection and management
0	1	2	3	4

Analytic approach and interpretation

Not observed/applicable	Minimal analytic skills, required significant assistance with interpretation	Independent with simple analyses and beginning to demonstrate thoughtful interpretation	Solid analysis skills, able to perform and interpret more complex analyses	Demonstrates broad understanding of complex analysis plans and the ability to perform complex analyses as well as draw relevant conclusions.
0	1	2	3	4

Evidence-based approach

Not observed/applicable	Very little use of scientific evidence or practices	Performs searches of scientific literature, but requires assistance in putting prior work in context and understanding critiques of prior work	Independent in ability to thoroughly search, interpret and critique prior literature. Often applies findings from prior evidence to current projects.	Demonstrates a broad understanding of prior work and provides thoughtful appraisals of the state of the field. Appropriately utilizes prior evidence in planning and executing research projects.
0	1	2	3	4

Initiative and intellectual curiosity

Not observed/applicable	Does not display initiative and intellectual curiosity	Beginning to ask reasonable scientific questions and demonstrate initiative and independent thinking.	Asks multiple appropriate questions and shows initiative in developing ways to answer them	Demonstrates exceptional initiative, consistently asks thoughtful questions, and describes novel and interesting ways to approach scientific problems
0	1	2	3	4

Presentation Skills

Not observed/applicable	Poor presentation skills	Able to formulate and execute an organized scientific presentation, but requires assistance	Independent in scientific presentation skills and able to clearly communicate research methods and results	Excellent and skillful at presenting all aspects of research project in an organized and logical way, including the ability to answer questions about a presentation
0	1	2	3	4

Writing Skills

Not observed/applicable	Poor writing skills, unable to communicate clearly with writing	Beginning to demonstrate organized scientific writing, but requires assistance with some aspects of this	Independent in ability to clearly communicate research methods and results in writing, requires assistance with discussion, interpretation and impact	Excellent and skillful at all aspects of research-related writing. Independent and appropriate in writing discussion and impact of scientific work.
0	1	2	3	4

Interpersonal communication and teamwork

Not observed/applicable	Fails to construct relationship with mentor or research team	Beginning to form appropriate relationships with mentor and research team	Establishes a collaborative and constructive relationship with mentor and research team	Excels in interpersonal skills and approach to teamwork
0	1	2	3	4

Professionalism

Not observed/applicable	Lacking many professional skills. Questionable integrity and/or dependability	Beginning to demonstrate scientific reliability and integrity. Often in accountable and dependable	Demonstrates appropriate respect, accountability, dependability, and integrity, and conducts research in an ethical manner	Demonstrates a high level of respect, accountability, and integrity, and conducts research in an ethical manner
0	1	2	3	4

Independence

Not observed/applicable	Requires significant assistance with all aspects of scientific project	Sets appropriate goals and demonstrates follow-through, but requires supervision	Sets priorities and develops effective plans and requires little supervision	Displays leadership in planning and implementing scientific projects
0	1	2	3	4

MED-420 Population Health Management Block Student Evaluation

Student Name: _____

Block #/Date: _____

Mentor Name: _____

Date of Evaluation: _____

Select the appropriate phrase (circle scores) that best describe the student's performance.

Grading Scale: F= Fail P= Pass HP= High Pass H= Honors

Understanding of population health management

Not observed/applicable	Displayed minimal interest in addressing the health of populations	Displays some understanding of health and wellness concepts but needed some assistance in demonstrating the relationship to improving population health outcomes	Understands concepts for health and wellness and independently articulated the relationship to improving population health outcomes	Independently demonstrated the ability to design activities that address priority population health needs based on population health management concepts
0	1	2	3	4

Understanding of managed care operations

Not observed/applicable	Displayed minimal interest for managed care operations	Demonstrates a basic understanding of the integrated behavioral and physical health model of care in a managed care organization	Demonstrated a thorough understanding of the integrated behavioral and physical health model of care in a managed care organization but was assisted with the design of activities for implementation	Demonstrated a thorough understanding of the integrated behavioral and physical health model of care in a managed care organization and independently designed appropriate activities based on this model
0	1	2	3	4

Ability to design population health interventions using evidence-based approaches

Not observed/applicable	Very little use of scientific evidence or practices	Performs searches of scientific literature, but requires assistance in putting prior work in context and understanding critiques of prior work	Independent in ability to thoroughly search, interpret and critique prior literature. Often applies findings from prior evidence to current projects.	Demonstrates a broad understanding of prior work and provides thoughtful appraisals of the state of the field. Appropriately utilizes prior evidence in planning and executing projects.
0	1	2	3	4

Initiative and intellectual curiosity

Not observed/applicable	Does not display initiative and intellectual curiosity	Beginning to ask reasonable scientific questions and demonstrate initiative and independent thinking.	Asks multiple appropriate questions and shows initiative in developing ways to answer them	Demonstrates exceptional initiative, consistently asks thoughtful questions, and describes novel and interesting ways to approach scientific problems
0	1	2	3	4

Presentation Skills

Not observed/applicable	Poor presentation skills	Able to formulate and execute an organized presentation, but requires assistance	Independent in presentation skills and able to clearly communicate project methods and results	Excellent and skillful at presenting all aspects of a population health project in an organized and logical way, including the ability to answer questions about a presentation
0	1	2	3	4

Writing skills

Not observed/applicable	Poor writing skills, unable to communicate clearly	Beginning to demonstrate organized writing style	Independent in ability to clearly communicate interventions in writing but needs some assistance as it relates to addressing multiple target audiences	Excels in writing skills for multiple audiences including to those with low health literacy
0	1	2	3	4

Interpersonal communication and teamwork

Not observed/applicable	Fails to construct relationship with mentor or managed care team	Beginning to form appropriate relationships with mentor and managed care team	Establishes a collaborative and constructive relationship with mentor and managed care team	Excels in interpersonal skills and approach to teamwork to include those with low health literacy
0	1	2	3	4

Professionalism

Not observed/applicable	Lacking many professional skills. Questionable integrity and/or dependability	Beginning to demonstrate project reliability and integrity. Often is accountable and dependable	Demonstrates appropriate respect, accountability, dependability, and integrity, and conducts work in an ethical manner	Demonstrates a high level of respect, accountability, and integrity, and conducts work in an ethical manner including to vulnerable and underserved populations.
0	1	2	3	4