



## AdventHealth Florida Graduate Medical Education

### Visiting Student Learning Opportunities 2025 - 2026

**VSLO Host Institution Contact and AdventHealth Orlando**

**Central Florida Division Onboarding:**

**Heather Hernandez, [Heather.Hernandez@AdventHealth.com](mailto:Heather.Hernandez@AdventHealth.com)**

Decisions are made at the discretion of each preceptor until all slots are filled. Rotations allowing students to suggest their preferred dates will be designated as such through VSLO, otherwise block dates will be provided. Some may include suggested dates but also allow adjustments by the student. Please withdraw dates if you are no longer interested. If you must cancel an already accepted rotation, please drop in VSLO and email the preceptor directly as a matter of courtesy and professionalism with at least 30-day notice.

**International Medical Students: We do not participate in VSLO Global, and we are not entering into new academic affiliation agreements with international medical schools.**

**Academic Affiliation Agreements/Onboarding:** AdventHealth Central Florida listed offerings under the headers AdventHealth East Orlando, AdventHealth Orlando and AdventHealth Winter Park including other hospitals and departments considered a part of AdventHealth Orlando are the same system and legal entity as Adventist Health System/Sunbelt, Inc., d/b/a AdventHealth Orlando. If you are accepted Heather will work with your clinical coordinator if a new agreement is necessary. Post-acceptance requirements will be available through VSLO.

If you are accepted to rotate with **AdventHealth Tampa** GME programs considered part of AdventHealth West Florida Division, your school will require separate contracting and onboarding from AdventHealth Orlando (Central Florida Division) which will be communicated to you directly through AdventHealth WFD Students: [WFD.Students@AdventHealth.com](mailto:WFD.Students@AdventHealth.com). The post-acceptance institution requirements for WFD offerings do not apply for this location because AdventHealth Tampa is considered a separate legal entity.

Updated 7/2/25

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## **Colon and Rectal Surgery Fellowship at AdventHealth Orlando**

### **Elective Rotation / 4 weeks**

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The Colon and Rectal surgery program at AdventHealth has both fellows and residents with a robust academic schedule. This rotation will expose students to both basic and complex colon and rectal disease.

#### **What to Expect from the Rotation**

##### ***Academics***

- **Monday - Indication Conference** - Major cases are discussed to review indication, appropriate work up and patient clearance. This conference is a great way for students to learn about the upcoming cases. This will allow you to review the topics prior to surgery and provide you with ample time to prepare for the cases.
- **Tuesday - GI and Rectal Tumor Board** - You will be attending tumor board weekly. This is a great opportunity to learn about the complexity of cancer management.
- **Wednesday - Teaching and Research Conference** - Over two hours of various colorectal topics are discussed. The discussions are led by faculty or the fellows. During the third hour we discuss ongoing research to ensure goals are met in a timely manner.
- **Thursday - IBD Conference** - Once a month, we discuss complex Inflammatory Bowel Disease (IBD) cases. We review history, pathology and imaging and make recommendations on treatment.

##### ***Clinical Experience***

- You will be paired with one primary attending and one fellow during your rotation.
- Clinic – You will see patients, take a history, do a supervised exam and discuss their work up and treatment. Office procedures are commonly performed. You will spend at least two half days in the clinic each week.
- OR - You will typically two days assisting with operative cases. These include open, laparoscopic and robotic cases. At least one day will be devoted to colonoscopies and anorectal surgery.
- You will round and manage same day and hospitalized patients.

***Summary of Expectations*** - You will have the opportunity to work with a diverse group of practitioners including senior attendings, fellows and advance practice providers. In the process, you will learn that there are many ways you can manage a particular condition, depending on the situation and setting. The robust academic schedule will provide you with a great learning

experience during your time with us. The conferences are meant to stimulate growth and the desire for additional, independent learning.

***Student Expectations*** - We expect students to be attentive and active participants during the academic conferences, in clinic, the operating rooms and during rounds. You are required to present a 30-minute talk on a topic of your choice or a case report illustrating an aspect of colon and rectal care. This rotation is a great learning opportunity, and you will receive extensive, personalized teaching.

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez at AdventHealth Orlando main campus. Attire for this rotation is scrubs.

**Center For Colon & Rectal Surgery:** 258 S. Chickasaw Trail, Suite 201, Orlando, FL 32825

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Yaphet Tilahun, MD, [Yaphet.Tilahun.MD@AdventHealth.com](mailto:Yaphet.Tilahun.MD@AdventHealth.com)

**Fellowship Coordinator:** Carrie Hersman, [Carrie.Hersman@AdventHealth.com](mailto:Carrie.Hersman@AdventHealth.com)

## **Emergency Medicine Residency at AdventHealth East Orlando**

### **Emergency Medicine Rotation / 4 weeks**

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#### **Goals & Objectives:**

One of the principal goals of this clerkship is to introduce students to the role that Emergency Medicine plays in the management of acute disease. The Emergency Department provides an opportunity for significant clinical exposure and learning of many skills. Such skills include appropriately directed patient history and physical exams, differential diagnoses, medical decision making, and acquisition of procedural skills. In the ED, there is exposure to a broad base of undifferentiated patients with a wide variety of personal, social, and cultural issues that influence patient care. This environment places a premium on physical exam skills and diagnostic reasoning, emphasizing the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency.

#### **Patient Care:**

During the fourth year EM rotation the student will individually take care of non-critical and critical patients under direct faculty supervision. This will stimulate their critical thinking, assess their knowledge and skills, and allow them to make clinical decisions affecting patient care.

#### Specific Learning Objectives

1. Obtain an accurate problem-focused history and physical exam
2. Recognize immediate life-threatening conditions
3. Patient management skills
  - a. Develop a list of possible differential diagnosis
  - b. Develop an evaluation and treatment plan
  - c. Perform procedural skills necessary for treating adult and pediatric emergency patients.
  - d. Reassess the patients after the interventions have been made
  - e. Develop appropriate disposition and follow up plans
4. Health Education for the Patient
  - a. Educate patients on safety and provide anticipatory guidance regarding patient chief complaint or diagnosis
  - b. Educate patient on the discharge planning and ensured comprehension by the patient

#### **Medical Knowledge:**

The student should develop differential diagnosis list of the potential life-threatening conditions and likelihood of disease. Students should demonstrate knowledge of basic diagnostic modalities and interpretation of results. Students should discuss the risk stratification and pretest probabilities based on the chief complaint and patient presentation.

#### Specific Learning Objectives

1. Develop a differential diagnosis when evaluating patients with no specific diagnosis
  - a. Prioritize likelihood of diagnoses based on patient presentation and acuity

- b. List the most emergent diagnoses.
2. Develop diagnostic plan based on differential diagnoses.
3. Develop a management plan for the patient with both an undifferentiated complaint and a specific disease process.

### **Self-Directed Learning and Lifelong Improvement:**

Practice-based learning can be demonstrated through systematically evaluating patient care and population features; teaching other students and health care professionals; and applying knowledge gained from a systematic evaluation of the medical literature, including study design and statistical methodology.

#### Specific Learning Objectives

Effectively use available information technology, including reviewing medical record and other educational resources, to optimize patient care and improve their knowledge base.

### **Interpersonal and Communication Skills:**

Students must demonstrate interpersonal and communication skills that result in effective information exchange and interaction with patients, family members, and health care providers.

#### Specific Learning Objectives

1. Humanistic qualities
  - a. Effectively communicate with patients, and family members
  - b. Demonstrate a compassionate and nonjudgmental approach when caring for patients.
2. Presentation skills:
  - a. Present cases in an organized, complete, and concise fashion;
  - b. Effectively communicate with faculty, residents and other healthcare providers.

### **Professionalism:**

Professionalism should be viewed as an academic virtue, not just an expected set of behaviors. Students should learn to reflect on their professionalism during clinical rotations and learn from faculty role models.

#### Specific Learning Objectives

1. Work ethic:
  - a. Always show up on time and ready to work
  - b. Exhibit honesty and integrity in patient care
  - c. Demonstrate genuine interest
  - d. Demonstrate compassion
2. Practice ethical decision-making
  - a. Exercise accountability
  - b. Maintain a professional appearance
  - c. Be sensitive to cultural issues (age, sex, culture, disability, etc.)
  - d. Work in a collegial manner with other members of the health care team

- e. Maintain patient confidentiality
- f. Conference attendance
- g. Procedure reporting
- h. Completion of the Quizzes
- i. Completion of the Video

**Systems-Based Practice:**

Specific Learning Objectives

1. Recognize when patients should be appropriately referred to the emergency department (ED)
2. Develop appropriate follow-up plans for patients being discharged from the ED
3. Recognize the role of EM in the community, including access to care and its impact on patient care.
4. Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies and therapies.

**Prerequisites:**

- Must be either: 1) a 4<sup>th</sup> year medical student or 2) a 3<sup>rd</sup> year medical student who has completed all of the required core clerkships of the junior year to participate in the Emergency Medicine Clerkship.
- USMLE or COMLEX Step 1 exam
- CV
- Students with plans to pursue Emergency Medicine as their career
- Student must write a personal statement addressing:
  - Why they are interested in Emergency Medicine
  - What future goals they hold as an Emergency Medicine physician
  - A statement reflecting the authenticity of their interest in Emergency Medicine

**Comments:**

Applications will be reviewed and considered based on prerequisite criteria and availability. Students may apply from suggested preferred date ranges provided through VSLO.

An Orientation email will be sent to all students who are rotating approximately one week prior to start date. Any necessary schedule requests must be submitted to the Clerkship Director at least two weeks prior to rotation start date.

**AdventHealth East Orlando:** 7727 Lake Underhill Rd, Orlando, FL 32822

**Clerkship Director:** Kevin Tomecsek, MD, [Kevin.Tomecsek.MD@AdventHealth.com](mailto:Kevin.Tomecsek.MD@AdventHealth.com)

**Assistant Clerkship Director:** Peter Alamia, DO, [Peter.Alamia.DO@AdventHealth.com](mailto:Peter.Alamia.DO@AdventHealth.com)

**Residency Coordinator:** Delta James, [Delta.James@AdventHealth.com](mailto:Delta.James@AdventHealth.com)

# **Emergency Medicine Residency at AdventHealth East Orlando**

## **Emergency Medicine Bedside Point-of-Care Ultrasound (POCUS)**

### **Elective Rotation / 4 weeks**

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#### **Description**

A 4 week elective rotation to gain exposure to bedside ultrasound through in-person and asynchronous didactics, hands-on scan shifts within the department, and weekly quality assurance image review. Upon completion, the learner should have knowledge of the indications and clinical applications of the core bedside ultrasound procedures in Emergency medicine, gain experience with image acquisition, and exposure to image optimization via qa/image review.

#### **Objectives:**

- Learn indications and clinical applications for core bedside ultrasound procedures in Emergency medicine
- Practice image acquisition via hands-on probe time during scan shifts in the emergency department
- Exposure to quality assurance process via weekly image review with Ultrasound Faculty

#### **Patient Care**

During the fourth year EM rotation the student will evaluate patients under direct faculty supervision with specific ultrasound needs. This will stimulate their critical thinking, assess their knowledge and skills, and allow them to make clinical decisions affecting patient care.

#### **Specific Learning Objectives**

- Gather accurate, essential information in a timely manner from all sources, including medical interviews, physical examinations, medical records, and diagnostic/therapeutic procedures.
- Integrate diagnostic information and generate an appropriate differential diagnosis.
- Competently perform diagnostic and therapeutic procedures considered essential to the practice of emergency medicine.
- Demonstrate ability to appropriately prioritize and perform other responsibilities simultaneously.

#### **Medical Knowledge**

The student should develop differential diagnosis with the aid of point of care ultrasound to list potential life-threatening conditions and likelihood of disease. Students should demonstrate knowledge of basic diagnostic ultrasound modalities and interpretation of results. Students should discuss the risk stratification and pretest probabilities based on the chief complaint and patient presentation.

### Specific Learning Objectives

- Understand the basic principles of medical ultrasonography with the potential risks and benefits to the patient.
- Demonstrate the ability to appropriately use the ultrasound machine to obtain basic images.
- Demonstrate the ability to identify basic ultrasound anatomy.
- Understand the appropriate use of ultrasound in the diagnosis of common medical problems.
- Demonstrates adequate foundation of knowledge in US applications: FAST, Aorta, Renal, First Trimester Bleeding, Echo, Gallbladder, and Procedural ultrasound.
- Demonstrates that can correlate ultrasound findings with patient history & Clinical assessment – correlates findings to patient’s clinical history, lab data and ultrasound findings to provide a differential diagnosis

### **Self-Directed Learning and Lifelong Improvement**

Practice-based learning can be demonstrated through systematically evaluating patient care and population features; teaching other students and health care professionals; and applying knowledge gained from a systematic evaluation of the medical literature, including study design and statistical methodology.

### Specific Learning Objectives

- Effectively use available information technology, including reviewing medical record and other educational resources, to optimize patient care and improve their knowledge base.
- Locate, appraise, and assimilate evidence from scientific studies related to the health problems of their patients
- Use information technology to manage information, access online medical information, and support their own education

### **Professionalism**

Professionalism should be viewed as an academic virtue, not just an expected set of behaviors. Students should learn to reflect on their professionalism during clinical rotations and learn from faculty role models.

### Specific Learning Objectives

1. Work ethic:
  - a. Always show up on time and prepared to work
  - b. Exhibit honesty and integrity in patient care.
  - c. Demonstrate genuine interest
  - d. Demonstrate compassion
2. Practice ethical decision-making

3. Professional behavior:
  - a. Exercise accountability
  - b. Maintain a professional appearance
  - c. Be sensitive to cultural issues (age, sex, culture, disability, etc.)
  - d. Work in a collegial manner with other members of the health care team
  - e. Maintain patient confidentiality
  - f. Conference attendance
  - g. Procedure reporting
  - h. Completion of the learning modules and at the end complete final exam within the rotation

Applications will be reviewed and considered based on prerequisite criteria and availability.

**Prerequisites/Comments:**

- Must be either: 1) a 4<sup>th</sup> year medical student or 2) a 3<sup>rd</sup> year medical student who has completed all of the required core clerkships of the junior year to participate in the Emergency Medicine Ultrasound Clerkship.
- USMLE or COMLEX Step 1 exam
- CV
- Students with plans to pursue Emergency Medicine as their career
- Student must write a personal statement addressing:
  - Why they are interested in Emergency Medicine
  - What future goals they hold as an Emergency Medicine physician
  - A statement reflecting the authenticity of their interest in Emergency Medicine

**Comments:** Students may apply only from set date ranges provided through VSLO.. If approved and accepted, any necessary schedule time off requests must be submitted to the EM Ultrasound Clerkship Director at least two weeks prior to rotation start date.

**AdventHealth East Orlando:** 7727 Lake Underhill Rd, Orlando, FL 32822

**Clerkship Director:** Drew Jones, MD, [Drew.Jones.MD@AdventHealth.com](mailto:Drew.Jones.MD@AdventHealth.com)

**Residency Coordinator:** Delta James, [Delta.James@AdventHealth.com](mailto:Delta.James@AdventHealth.com)

## **Emergency Medicine Residency at AdventHealth East Orlando**

### **Emergency Medicine Research Elective / 4 weeks**

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The Department of Emergency Medicine (EM) is committed to medical students' education in addition to resident physicians and offers a unique Emergency Medicine Research Rotation for fourth-year medical students, who have rotated with our department and are looking for a second opportunity. The rotation goal is to allow students an opportunity to receive an intensive two-week educational experience in EM research.

Students will partake in 2-week research in EM elective. During these 2 weeks, students will perform the following:

- CITI training through AdventHealth before their first day
- Meet with AdventHealth Research Team twice to discuss question development and IRB
- Develop a Research Idea/Perform a literature review
- Work 3 Research Shifts (**8a-4p, 2p-10p**) during each week
- (Mon-Sun) for 6 total during their 2 weeks
- Work 2 Clinical Shifts (1 each week)
- Write a clinical case report/create a case poster.
- Attend Monthly student skills lab/weekly resident didactics

#### **Grading:**

- Case Reports will be graded (see attached rubric)
- End of Clinical Shift Evaluations

**AdventHealth East Orlando:** 7727 Lake Underhill Rd, Orlando, FL 32822

**Program Director, EM Research Director:** Andy Little, DO, [Andrew.Little.DO@AdventHealth.com](mailto:Andrew.Little.DO@AdventHealth.com)

**Residency Coordinator:** Delta James, [Delta.James@AdventHealth.com](mailto:Delta.James@AdventHealth.com)

## **Family Medicine Osteopathic Residency at AdventHealth East Orlando**

### **Family Medicine Osteopathic Audition Rotation / 4 weeks**

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#### **Introduction:**

Our Family Medicine rotation at AdventHealth East Orlando is designed to introduce you to the full breadth and scope of Osteopathic Family Medicine as practiced in our residency program. You will be working alongside our residents, ONMM3 Fellows, Ob fellows, Pediatric faculty and our FM and FM/NMM attendings in the inpatient and outpatient setting. You will have the opportunity to rotate through our outpatient family medicine clinic, our outpatient pediatrics clinic, our inpatient OMT consult service, our inpatient Family Medicine Residency Service (FMRS), our outpatient prenatal clinic, our acupuncture clinic and our specialty outpatient OMM clinics. These experiences will expose you to a variety of medical conditions and pathology, in addition to a wide array of MSK, gynecologic, and dermatologic procedures that fall within the scope of a well-trained family medicine physician.

#### **Goals & Objectives:**

1. Refine basic clinical skills that are essential to practicing Family Medicine effectively:
  - a. Obtain a focused, problem-oriented history and physical in an efficient manner.
  - b. Present a patient case in an orderly and thorough manner.
  - c. Record a complete and organized SOAP note.
2. Develop a differential diagnosis relevant to the clinical situation and be able to discuss the rationale for establishing a final diagnosis.
3. Integrate Osteopathic Principles and Practice (OPP) into the medical care provided to patients as appropriate and identify patients who would benefit from OMT.
4. Develop knowledge and skills related to common medical office procedures practiced in the family physician's office.
5. Demonstrate an understanding of health promotion and disease prevention using up to date guidelines and resources.
6. Demonstrate an ability to develop rapport with patients through effective listening skills, empathy, sensitivity, and respect for the patient.
7. Provide patient care that is compassionate, appropriate, and effective for the treatment of their health problems.
8. Develop an awareness of, and sensitivity to, the psychosocial, cultural, familial, and socioeconomic aspects of medical problems as they relate to patient management.

#### **Prerequisites/Comments:**

- Must be a 4<sup>th</sup> year osteopathic medical student who plans to pursue FM as their career
- The student must write a personal statement reflecting the authenticity of their interest in FM, including:
  - Why they are interested in a FM Residency with Osteopathic Recognition
  - What future goals they hold as a Family Medicine Physician
- Completed COMLEX Step 1 exam
- CV

Applications will be reviewed and considered based on prerequisite criteria and availability. Six students will be accepted per offering set to custom dates in VSLO. Please contact Jennifer for questions regarding time off.

**AdventHealth Medical Group Family Medicine at East Orlando:**

7975 Lake Underhill Rd., Ste 210, Orlando, FL 32822

**Interim Program Director:** Kamini Geer, MD, [Kamini.Geer.MD@AdventHealth.com](mailto:Kamini.Geer.MD@AdventHealth.com)

**Program Coordinator:** Jennifer Hanns, [Jennifer.Hanns@AdventHealth.com](mailto:Jennifer.Hanns@AdventHealth.com)

**Anesthesiology Residency at AdventHealth Orlando**  
**Advanced Anesthesiology Audition Rotation / 2 or 4 weeks**

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**Goals:** The purpose of the Advanced Anesthesiology Audition Rotation for the fourth year medical students is to expose the student to management of wide variety of cases and to understand the peri-operative role of a physician-anesthesiologist. The clinical elective is intended for students considering anesthesiology as a career and interested in exploring AdventHealth Orlando Anesthesiology Residency Program.

**Learning Objectives:**

- Perform pre-operative evaluation, including airway assessment, and gage preparedness for surgery
- Understand the effects of anesthetic agents on cardiopulmonary physiology
- Derive anesthesia plan with consideration of patient's medical condition
- Appreciate ventilator management basics
- Comprehend pharmacology of opioid, non-opioid and local anesthetics
- Acquire skills in airway management, vascular access, and regional techniques.

**Description of Elective:** Students will act as part of the anesthesia team under the direction of a supervising anesthesiologist and/or resident. They will rotate through the General OR, Pediatric OR, Cardiothoracic OR, Neurosurgical OR, Regional Anesthesia, Preoperative Assessment Clinic, and Ambulatory Surgical Center.

Preferred date ranges will be suggested through VSLO.

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Tommy Wieland, MD, [Tommy.Wieland@usap.com](mailto:Tommy.Wieland@usap.com)

**Program Coordinator:** Lillian Figueroa, [Lillian.Figueroa@AdventHealth.com](mailto:Lillian.Figueroa@AdventHealth.com)

## Cardiovascular Disease Fellowship at AdventHealth Orlando

### Cardiovascular Disease Elective Rotation / 4 weeks

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The Cardiovascular Disease program at AdventHealth has both fellows and residents with a distinct academic schedule. This rotation will expose students to both basic and complex cardiovascular disease.

#### What to Expect from the Rotation

##### *Academics*

- **Monday** - General Cardiology/Cardiac Cath Lab
- **Tuesday** - Electrophysiology Lab/ Heart Failure/Pulmonary Disease
- **Wednesday** - General Cardiology/Cardiac Cath Lab
- **Thursday** - Electrophysiology Lab/Daily ECHO Reviews

##### *Clinical Experience*

- General Cardiology: The medical students will be working alongside the Fellow and cardiology attending evaluating patients. Cases will be discussed as a group for assessment and planning
- CATH Lab – Students will view procedures with the invasive attending and Cardiology Fellow on the rotation
- Echocardiography – Students will be working with the attending on Echo assignments
- Electrophysiology – Students will be working with the Fellows and attendings on EP assignments
- Heart Failure/Pulmonary Disease – Students will have the opportunity to shadow the Heart Failure team on assignments

**Summary of Expectations** - You will have the opportunity to work with a diverse group of practitioners including senior attendings, fellows and advance practice providers. In the process, you will learn that there are many ways you can manage a particular condition, depending on the situation and setting. The academic schedule will provide you with a great learning experience during your time with us. The conferences are meant to stimulate growth and the desire for additional, independent learning.

**Student Expectations** - We expect students to be punctual, tentative and active participants during the academic conferences and during rounds. You are required to present a 30-minute talk on a topic of your choice or a case report illustrating an aspect of Cardiovascular Disease. This rotation is a great learning opportunity, and you will receive extensive, personalized teaching.

**AdventHealth Orlando:** 601 E Rollins St., Suite 400, Orlando, FL 32803 (Ginsburg Tower G Level 1 – CVI Administration)

**Program Director:** Rodrigo do Lago, MD, FACC, [Rodrigo.MarinasDoLago.MD@AdventHealth.com](mailto:Rodrigo.MarinasDoLago.MD@AdventHealth.com)

**Fellowship Coordinator:** Holly Nguyen, [Holly.Nguyen1@AdventHealth.com](mailto:Holly.Nguyen1@AdventHealth.com)

## **Critical Care Medicine Fellowship Program at AdventHealth Orlando**

### **Critical Care Medicine Elective Rotation / 4 weeks**

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#### **Goals & Objectives:**

One of the principal goals of this rotation is to introduce students to the role that Critical Care Medicine plays in the management of critical disease. The Critical Care Department provides an opportunity for significant clinical exposure and learning of many skills. Such skills include appropriately directed patient history and physical exams, differential diagnoses, medical decision making, and acquisition of procedural skills.

During this rotation you will be a part of the ICU team. On the fourth year CCM rotation the student will take care of critical patients with a team that will include faculty and CCM fellow supervision. This will stimulate their critical thinking, assess their knowledge and skills, and allow them to make clinical decisions affecting patient care.

#### **Prerequisites/Comments:**

- Must be a 4<sup>th</sup> year MD or DO student
- LCME medical school is the focus
- Availability is limited
- Suggested date ranges in VSLO are based on the academic calendar for AdventHealth, however, we are able to host students off-cycle based on their personal academic calendar. Approvals are at the discretion of the program.
- Reporting instructions and day to day schedule will be provided a month prior to the start date by Lexi. Please email her directly if you have any time off needs for testing or interviews.

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Robert Cambridge, DO, [Robert.Cambridge.DO@AdventHealth.com](mailto:Robert.Cambridge.DO@AdventHealth.com)

**Fellowship Coordinator:** Lexi Heller, [Lexi.Heller@AdventHealth.com](mailto:Lexi.Heller@AdventHealth.com)

## **Diagnostic Radiology Residency at AdventHealth Orlando**

### **Diagnostic Radiology Elective Rotation/2 or 4 weeks**

### **Diagnostic Radiology Residency Track Audition Rotation/4 weeks**

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During your General Diagnostic Radiology Clerkship, you will learn about the various imaging modalities including CT, MRI, Ultrasound, Nuclear Medicine, and Radiography. Rotations will include the following imaging subsections: Abdominal (GI/GU), Musculoskeletal, Pediatrics, OB, Cardiothoracic, Neuroradiology, Mammography, and Vascular/Interventional. Rotations may be individualized to emphasize the area of imaging most pertinent to your future career.

You will also become familiar with the integral role that the Radiologist plays in patient care by observing patient interactions and procedures, the interpretation of imaging exams, and the exchange of important information with referring physicians. The use of clinically appropriate imaging will be emphasized.

We are also pleased to offer an "Acting Sub-Internship" option for this elective, which includes more in-depth exposure to radiology for those interested in pursuing a career in Radiology. This is a 4-week option, which requires individual case dictation and an end of rotation PowerPoint case presentation.

August to December clerkships should be limited to those choosing a career in Radiology. You will receive an email approximately 4 weeks before your rotation. You will choose the "Residency Track" Acting Internship option.

For those not planning to pursue a Radiology Residency, rotations can be geared toward specialty-specific goals to suit your future medical career. You will receive an email approximately 4 weeks before your rotation asking you to specify rotation requests.

The rotation requires completion of various reading assignments and online modules. Reading materials and/or online teaching file websites will be made available during your rotation. The Radiology Residency Department has an extensive library for your use.

#### **Goals & Objectives:**

##### **Goal # 1: Medical Knowledge**

###### *General Principles*

Throughout the Radiology Curriculum, students will be exposed to the following general principles of the practice of radiology. Upon completion of this curriculum, students will have the appropriate basic diagnostic and therapeutic skills for radiological interpretation, practice, and application for their own future careers. Our graduates will demonstrate competency in the following areas of radiology:

1. Role of radiologists as specialists and consultants working with other medical staff as part of the healthcare team;

2. Applications of radiology as a screening modality of disease and for use in guiding medical and surgical interventions;
3. Importance of evidence-based medicine in choice of radiological imaging, procedures, and appropriate interpretation;
4. Basic concepts of risk management, malpractice, and confidentiality, as it applies to radiology and the legal obligations to protect patients' interests;
5. Formulation of appropriate differential diagnoses for common radiologic findings

Throughout the Radiology Curriculum, our students will become familiar with imaging of both the normal anatomy and pathologic findings that affect the human body. Our graduates will demonstrate competency in:

**Plain Radiography:**

1. Discuss principles of radiology and radiation
2. Identify normal anatomy on PA, AP, and lateral chest films
3. Recognize abnormal chest films including pleural effusion, pneumothorax, pneumonia and lobe location, changes of congestive heart failure, changes of chronic obstructive pulmonary disease, atelectasis, pulmonary nodules and masses, and hyaline membrane disease of the newborn
4. Identify normal anatomy on abdominal radiography
5. Recognize abnormal abdominal films including ileus, small bowel obstruction, large bowel obstruction, free air, and calcifications
6. Identify normal anatomy of the spine and long bones in both adults and children
7. Recognize abnormal bone radiographs including fractures, degenerative joint disease, osteoporosis, and primary versus metastatic bone malignancy
8. Identify normal anatomy on intravenous pyelogram, barium enema, and upper gastrointestinal series

**Computed Tomography:**

1. Recognize and treat contrast allergy, its signs and symptoms, and implications to the patient
2. Discuss principles of CT function and applications
3. Discuss differences between CT, MRI, plain film, and US, including the comparative benefits/drawbacks and strengths/weaknesses of each modality
4. Discuss general indications of when to use CT as the imaging of choice
5. Identify normal anatomy found on CT of the head, spine, chest, abdomen, and pelvis
6. Recognize abnormal head CTs including acute hemorrhage (subarachnoid, subdural, and parenchymal), infarction, edema, mass effect, and hydrocephalus in an infant and adult
7. Recognize abnormal chest CT findings including pulmonary nodules and masses
8. Recognize abnormal abdominal/pelvis CT findings including diverticular disease, appendicitis, bowel obstruction, abdominal aortic aneurysms, pancreatitis, abdominal abscesses, ascites, and hepatic, pancreatic and renal masses

9. Recognize abnormal CTs of the spine, including metastatic disease, degenerative joint disease, and disc disease

### **Magnetic Resonance Imaging:**

1. Discuss principles of magnetic resonance imaging, including differences in abilities and applications of MRI versus CT
2. Identify normal anatomy on MRI of the head and spine
3. Recognize abnormal head and spine MRIs including central nervous system infection, masses, stroke syndromes, multiple sclerosis, disc disease, metastatic vertebral column disease, and cord compression

### **Ultrasound:**

1. Discuss general principles of ultrasound including the differences between 2D, Doppler, and M mode
2. Discuss indications and limitations of ultrasound for specific scenarios:
  - vascular Doppler ultrasound (aneurysm, deep vein thrombosis, and carotid artery and peripheral vascular disease),
  - ultrasound for gall bladder, bile ducts and liver,
  - echocardiogram (transthoracic versus transesophageal echocardiography, chamber size, valvular disease, and pericardial effusions),
  - renal ultrasound for cysts and tumors,
  - prostate ultrasound (for evaluation of nodules and biopsy),
  - ultrasound for trauma
  - OB/Gyn (molar pregnancy, anencephalic pregnancy, placenta previa, fetal age using biparietal diameter and femur length, and ectopic pregnancy)

### **Mammography:**

1. Discuss basics of normal and abnormal mammograms
2. Discuss indications and utility of mammography, including usefulness as a screening method and as a surgical tool for resection and biopsy

### **Nuclear Medicine:**

1. Discuss general principles and therapeutic uses of nuclear medicine
2. Discuss mechanisms, indications, and limitations of HIDA scans, bone scans, tagged RBC scans, myocardial perfusion and function (gated blood pool) scans, bone densitometry scans, and ventilation/perfusion scans

### **Angiography:**

1. Discuss diagnostic and therapeutic principles of angiography
2. Discuss indications for obtaining angiograms
3. Discuss applications and utility of MRA angiograms
4. Recognize normal anatomy of the great vessels and other vasculature on angiograms

5. Discuss indications for angiograms for abnormal processes including subarachnoid hemorrhage and berry aneurysms, vascular stenotic lesions, pulmonary angiogram for pulmonary embolus, aortic dissection, aortic trauma, and gastrointestinal bleeding. Finally, our graduates will not only have obtained adequate competency in the identification of normal and abnormal findings, but also will have learned appropriate and judicious choice and sequencing of imaging modalities to optimize the diagnosis in balance with sensitivity and specificity, utility, and potential patient complications. Our graduates will have developed competence regarding the radiologic work-up of:

- Pulmonary embolism
- Neurological syndromes including spinal cord compression, seizures, cerebrovascular accident, headaches, focal neurological findings, mental status changes, and head trauma
- Child abuse
- Acute abdomen
- Neck and back pain
- Cardiac ischemia
- Preventive medicine including spiral CT for pulmonary nodules, bone densitometry scans for osteoporosis, mammograms for breast cancer screening, and prostate ultrasound for cancer screening and nodule evaluation
- Bone and joint pain
- Physical findings including ascites, abnormal heart sounds, prostate nodules, bruits, aneurysm, testicular masses, thyroid nodules, and breast lumps
- Hematuria and flank pain
- Trauma
- Gastrointestinal bleeding
- Aortic aneurysms/dissections
- Staging of common cancers
- Normal and abnormal pregnancy

### **Goal # 2: Communication Skills**

Radiology is a field that requires effective communication among many health care professionals working as a team in the best interest of the patient. Upon completion of this curriculum, our graduates will demonstrate the competence to:

1. Recognize the role of the radiologist as a consultant and the importance of effective communication between radiologists and other clinicians

### **Goal # 3: Professionalism**

As physicians, radiologists are expected to hold themselves to the highest standards of integrity, service, and professionalism. Our graduates will demonstrate the competence to:

1. Work collaboratively as members of a healthcare team in a variety of settings.

#### **Goal # 4: Patient Care**

Our graduates will demonstrate the competence to:

1. Interpret the results of the most frequent commonly used radiological tests;
2. Select and use information technology as it relates to radiological imaging with respect to PACS, and employ electronic communications for effective communication with clinical services.

#### **Goal # 5: Practice Based and Lifelong Learning**

Our observers will demonstrate the competence to:

1. Use information technology to access and manage clinical information and perform online searches to support ongoing self-directed learning;
2. Search, evaluate, and critically review radiological scientific evidence appropriate as an approach to a clinical problem;

**Goal # 6: Social and Community Context of Healthcare** Our observers will demonstrate the competence to:

1. Develop diagnostic and treatment strategies with regard to radiological technologies that are cost-effective, sensitive to limited resources, and do not compromise quality of care.

#### **Prerequisites/Comments:**

1. 3<sup>rd</sup> or 4<sup>th</sup> year medical students
2. Medical student must have transportation to be able to travel between the following campuses:

AdventHealth Orlando

AdventHealth Imaging Princeton

AdventHealth Altamonte Springs, a part of AdventHealth Orlando

AdventHealth Celebration, a part of AdventHealth Orlando

AdventHealth East Orlando, a part of AdventHealth Orlando

AdventHealth Kissimmee, a part of AdventHealth Orlando

AdventHealth Imaging Oviedo

AdventHealth Imaging Waterford Lakes

AdventHealth Winter Park, a part of AdventHealth Orlando

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**Program Director:** Michele Edison, MD, Edison MD, [Michele.Edison.MD@AdventHealth.com](mailto:Michele.Edison.MD@AdventHealth.com)

**Residency Coordinator:** Maria Mangual, [Maria.Mangual@AdventHealth.com](mailto:Maria.Mangual@AdventHealth.com), 407-303-6973

## **Emergency Medicine Residency at AdventHealth for Children Pediatric Emergency Medicine Rotation / 4 weeks**

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**Goals & Objectives:** One of the principal goals of this clerkship is to introduce the students to the role that Pediatric Emergency Medicine plays in the management of acute disease in the pediatric population. The Pediatric Emergency Department provides an opportunity for significant clinical exposure and learning of many skills. Such skills include appropriately directed patient history and physical exams, differential diagnoses, medical decision making, and acquisition of procedural skills. These skills are necessary for the care of acutely ill or injured pediatric patients of all ages in the setting of the Emergency Department (ED). In the Pediatric ED, there is an exposure to a broad base of undifferentiated pediatric patients with a wide variety of personal, social, and cultural issues that influence patient care. This environment places a premium on physical exam skills and diagnostic reasoning, emphasizing the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency in the pediatric patient.

The students are taught to appreciate the dynamic state of emergency medicine knowledge, the necessity for maintaining the currency, and the means to do it. Although the primary teaching method employed in this clerkship is tutorial by individual faculty members, students are also exposed to simulation and procedure skills labs.

### **Prerequisites:**

1. Must be either: 1) a 4th year medical student or 2) a 3rd year medical student who has completed all of the required core clerkships of the junior year to participate in the Pediatric Emergency Medicine Clerkship.
2. USMLE or COMLEX Step 1 exam
3. CV
4. Students with plans to pursue Emergency Medicine or Pediatrics will be given preference for rotations
5. Student must write a personal statement addressing:
  - Why they are interested in Emergency Medicine
  - What future goals they hold as an Emergency Medicine physician
  - A statement reflecting the authenticity of their interest in Emergency Medicine

**Comments:** Applications will be reviewed and considered based on prerequisite criteria and availability. Any necessary schedule requests must be submitted to the Peds EM Clerkship Director at least two weeks prior to rotation start date.

### **AdventHealth for Children, a part of AdventHealth Orlando:**

601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Barbara B Bostick, MD, [Barbara.Bostick.MD@AdventHealth.com](mailto:Barbara.Bostick.MD@AdventHealth.com)

**Residency Coordinator:** Delta James, [Delta.James@AdventHealth.com](mailto:Delta.James@AdventHealth.com)

## **General Surgery Residency at AdventHealth Orlando**

### **General Surgery Audition and/or Elective Rotation / 4-weeks**

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#### **Goals & Objectives:**

1. To be able to adequately evaluate and prepare the surgical patient for operation.
2. To effectively help manage the postoperative patient in a team setting alongside residents in surgery and dedicated core faculty.
3. To appreciate less common disease processes and the role of surgery.
4. To recognize the subtleties encountered with the geriatric surgical patient.
5. To improve upon minor surgical skills and surgical assisting.

#### **Description of Elective:**

The student will be exposed to working as a sub intern with exposure and involvement in surgery, which would include; Patient workups, pre and post-operative care, ICU management, intra operative surgical assisting, minimal invasive surgery and robotic surgery.

#### **Prerequisites:**

1. LCME accredited
2. Allopathic
3. USMLE Step 1 exam
4. Students with strong interest in surgical career pathways.

Students may apply based on their personal academic calendar.

Request time off for testing or interviews to Maria, Joseph and Dr. Ward:

[Haven.Ward.MD@AdventHealth.com](mailto:Haven.Ward.MD@AdventHealth.com)

Reporting instructions and day to day schedule will be provided the week prior to the start date by Maria and/or Joseph

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**AdventHealth Medical Group General Surgery at Orlando:**

2415 N Orange Ave Suite 400, Orlando, FL 32804

**Clerkship Director:** Marcus Darrabie, MD, [Marcus.Darrabie.MD@AdventHealth.com](mailto:Marcus.Darrabie.MD@AdventHealth.com)

**Residency Coordinators:** Maria Cepero, [Maria.Cepero@AdventHealth.com](mailto:Maria.Cepero@AdventHealth.com),

Joseph Jones, [Joseph.Jones4@AdventHealth.com](mailto:Joseph.Jones4@AdventHealth.com)

## **Internal Medicine Residency at AdventHealth Orlando**

### **Internal Medicine Rotation / 4 weeks**

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#### **Goals & Objectives:**

The purpose of the rotation is to prepare the student for a subsequent PGY-1 year. The focus is on inpatient care from Emergency Department entry to subsequent discharge. Students will have 2-4 patients and be under supervision by a PGY-2/3 Resident and Attending Physician as part of a ward team.

#### **Prerequisites/Comments:**

- Must be a 4<sup>th</sup> year medical student \* LCME medical school is the focus
- Availability is extremely limited. Block dates you may choose to apply will show as open date ranges and will be closed once filled.

Reporting instructions and day to day schedule will be provided the end of the week prior to the start date by Jessica.

**AdventHealth Orlando:** 601 E Rollins St, Orlando, FL 32803

**Program Director:** Dwayne Gordon, MD, [Dwayne.Gordon.MD@AdventHealth.com](mailto:Dwayne.Gordon.MD@AdventHealth.com)

**Residency Coordinators:** Jessica Tardd, [Jessica.Tardd@AdventHealth.com](mailto:Jessica.Tardd@AdventHealth.com)  
Angie Benavides, [Angie.Benavides@AdventHealth.com](mailto:Angie.Benavides@AdventHealth.com)

## **Neurocritical Care Fellowship at AdventHealth Orlando**

### **Neurocritical Care Elective Rotation / 4 weeks**

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**Description of Elective:** This 4-week elective provides medical students with an immersive experience in the field of Neurocritical Care at AdventHealth Orlando, a high-volume, quaternary care center with a dedicated neuroscience ICU. Students will work closely with board-certified neurointensivists, neurology, neurosurgery, and multidisciplinary teams managing critically ill patients with a wide range of acute neurologic and neurosurgical conditions including large-vessel stroke, intracerebral hemorrhage, status epilepticus, CNS infections, neuromuscular emergencies, traumatic brain injury, and post-operative neurosurgical care.

Students will participate in daily multidisciplinary rounds, observe procedures (e.g., intracranial pressure monitoring, EEG interpretation, lumbar puncture, etc.), and contribute to the clinical assessment and management of patients under supervision. Emphasis will be placed on neurologic examination skills, clinical reasoning in complex cases, and principles of neuro-resuscitation and critical care support (ventilation, hemodynamics, sedation, fluid/electrolyte balance).

Students will also have access to structured teaching sessions, simulation-based learning, and opportunities for involvement in ongoing research or quality improvement projects. The rotation is designed to prepare students for residencies in neurology, neurosurgery, internal medicine, or critical care, and is well-suited for those with a specific interest in the neurosciences.

**Evaluation:** Students will be evaluated based on clinical performance, professionalism, engagement, and a case-based presentation at the end of the rotation.

**Eligibility:** Open to both MD and DO students.

Students may request four-week blocks aligned with their academic calendars.

**AdventHealth Orlando:** 601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Amay Parikh, MD, [Amay.Parikh.MD@AdventHealth.com](mailto:Amay.Parikh.MD@AdventHealth.com)

**Fellowship Coordinator:** Lexi Heller, [Lexi.Heller@AdventHealth.com](mailto:Lexi.Heller@AdventHealth.com)

## Neurological Surgery Elective Rotation / 3 or 4 weeks

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### Description of Elective:

The Neurological Surgery Program at AdventHealth's Neuroscience Institute is a high-volume quaternary referral center which encompasses the breadth of neurosurgical practice at our flagship 1,200 bed hospital AdventHealth Orlando and one of our sister facilities, AdventHealth Celebration. During this elective rotation you will be exposed to a broad spectrum of neurosurgical pathologies including benign and malignant brain tumors, minimally invasive and complex spine disease, cerebral aneurysms, various intracranial hemorrhages, hydrocephalus, functional disorders such as trigeminal neuralgia, hemifacial spasm, movement disorders, and epilepsy. You will have the opportunity to rotate on the minimally invasive brain surgery and tumor service, minimally invasive and complex spine service, pediatric neurosurgery service, and the cerebrovascular-neurointerventional service. During the clerkship you will get exposure to both basic and complex neurosurgical diseases. You will work as a sub-intern with the neurosurgical team, neurocritical care, and affiliated subspecialists in skull-base ENT and Neuro-Radiation Oncology. You will gain proficiency in: the workup and evaluation of the neurosurgical patient, examining patients in a comatose state, multidisciplinary care, pre and post-operative neurosurgical patient management, intraoperative surgical assisting, and nuances of bedside neurosurgical procedures.

The neurosurgical clerkship is composed of a 3- or 4-week rotation at AdventHealth with 1-week rotations in:

- Minimally Invasive and Complex Spine Surgery
- Minimally Invasive Brain Surgery and Neurosurgical Oncology
- Cerebrovascular Neurosurgery and Interventional Neuroradiology
- Pediatric Neurosurgery and Epilepsy Surgery

During the clerkship you will spend, on average, 4 days per week in the operating room and 1 day per week in clinic. You will round on patients in the NeuroICU and Neurosurgical floor daily and you will participate in neurosurgical call 1 day per week.

\*\* In addition, you will have the opportunity to work with the Functional Neurosurgery team or Gamma Knife Radiosurgery team during the clerkship. \*\*

### Prerequisites:

1. USMLE Step I exam
2. Completed rotations in Neurology and General Surgery
3. Students with intent of pursuing a career in Neurosurgery
4. 3<sup>rd</sup> or 4<sup>th</sup> year medical students

### Goals and Objectives:

Upon completion of the clerkship the student should:

1. Be proficient in the neurological assessment of the neurosurgical patient
2. Be able to adequately evaluate and prepare the neurosurgical patient for the OR.
3. Be able to effectively manage the postoperative neurosurgical patient in a multidisciplinary team setting.
4. Have a basic understanding of neurosurgical technique and neurosurgical assisting.
5. Have a basic understanding of the skill set, lifestyle, and commitment required to succeed in the field of neurosurgery.

**Student Expectations:**

We expect students who are planning a career in neurosurgery to be attentive and to actively participate during academic conferences, in clinic, during rounds and in the operating room. During the clerkship you will be required to present a 20-minute talk on a neurosurgical topic of your choice that illustrates an aspect of neurosurgical care that interests you. This rotation is a fantastic opportunity to gain perspective on real-life neurosurgery and to help you prepare for neurosurgical residency.

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez at the main Orlando campus prior to reporting per Dr. Field's instructions.. Attire for this rotation is scrubs.

**Orlando NeuroSurgery**

265 East Rollins Street, Suite 12000, Orlando, FL 32804-5571

400 Celebration Place, Suite A360, Celebration, FL 34747

**Preceptor:** Melvin Field, MD, [melvinfield@me.com](mailto:melvinfield@me.com)

**Coordinator:** Denal Wiczorek, [Denal.Wiczorek@AdventHealth.com](mailto:Denal.Wiczorek@AdventHealth.com)

## **Obstetrics and Gynecology Residency at AdventHealth Orlando**

### **Obstetrics and Gynecology Elective Rotation / 4 weeks**

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The Obstetrics and Gynecology program at AdventHealth Orlando will expose students to both basic and complex obstetric and gynecologic disease.

#### *Clinical Experience*

- **Gynecology Service; 2 weeks**

You will work with a team on the Gynecology service during these two weeks that includes residents, attendings, and physician assistants. You will provide clinical care in the following settings: OR, ED, inpatient units, and clinic.

- Clinic – You will see patients, take a history, do a supervised exam and discuss the work up and treatment.
- Rounds – You will round each morning on gyn consults and any patients admitted to the gyn service.
- Consults – You will see consults, take a history, do a supervised exam and discuss the work up and treatment plan.
- OR - You will assist the Gyn Resident and/or Attending in any emergency cases (torsions, ectopics, suction D&C's, etc.) and any scheduled cases.
- You are expected to give a 10-15 minute gyn presentation to the gyn service on a topic of your choosing during the two-week block.
- Clinical Time: Monday – Friday from 7am -7pm

- **Labor and Delivery Nights Service; 2 weeks**

You will work with a multidisciplinary team of resident and attending physicians, midwives, and nurses to manage patients in the OB ED, Perinatal High Risk Unit (PHRU), and Labor and Delivery (L&D).

- OBED: You will assess patients in the OBED who present for labor symptoms and other complaints by performing a history and a supervised physical exam.
- PHRU/Postpartum: You will see patients who present as transfers and take a history, do a supervised exam, and create an assessment and plan.
- You will assist the midwives and/or physicians on L&D with antepartum and intrapartum patients. You will assist in c-sections.
- You are expected to give a 10-15 minute presentation on an Ob topic of your choosing during the two weeks of L&D nights.
- Clinical Time: Monday – Friday from 7pm – 7am

Prerequisites:

1. USMLE Step 1 and USMLE Step 2 (if available). Send COMLEX scores if no USMLE.
2. CV

3. Please provide a brief summary (1 page or less) of why you are interested in doing an Ob/Gyn rotation at AdventHealth Orlando.

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez. Attire for this rotation is scrubs.

**AdventHealth Orlando Campus:** 601 E. Rollins Street, Orlando, FL 32803

**Clerkship Director:** Sarah Weaver, MD, [Sarah.Weaver.MD@AdventHealth.com](mailto:Sarah.Weaver.MD@AdventHealth.com)

**Residency Coordinator:** Jessica Rodriguez, [Jessica.Rodriguez3@AdventHealth.com](mailto:Jessica.Rodriguez3@AdventHealth.com)

## **Obstetrics and Gynecology Residency at AdventHealth Orlando**

### **Maternal Fetal Medicine Elective Rotation / 2 weeks**

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The Maternal Fetal Medicine elective at AdventHealth Orlando will expose students to high-risk pregnancies through diagnosis of complex maternal and fetal conditions as well as the evidence-based care for these conditions.

#### What to Expect

##### *Clinical Experience*

**Maternal Fetal Medicine:** Monday – Friday from ~7:30 am – 5 pm.

- Work with our Maternal Fetal Medicine attendings and OBGYN residents in the high-risk clinic as well as on the antepartum unit.
- Observe patient counseling about maternal disease, pregnancy complications and fetal concerns.
- Develop ultrasound technique by performing limited obstetric ultrasounds, fetal biometry and biophysical profiles.

##### *Presentation*

Prepare a brief (10-15 minute) oral presentation on an interesting case. Present to MFM attending for verbal feedback on content and presentation skills.

##### Prerequisites:

4. USMLE Step 1
5. Curriculum Vitae
6. Please provide a brief summary (1 page or less) of why you are interested in doing this rotation at AdventHealth Orlando.

RESOURCES: (available through hospital library)

Creasy and Resnik's Maternal-Fetal Medicine

Williams Obstetrics by Cunningham, Leveno, Bloom, Hauth, Gilstrap, Wenstrom

ACOG Practice Bulletins

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez. Attire for this rotation is scrubs.

**AdventHealth Orlando Campus:** 601 E. Rollins Street, Orlando, FL 32803

**AdventHealth Medical Group High Risk Pregnancy at Orlando**

235 E Princeton Street, Suite 102, Orlando, FL 32804

**Clerkship Director:** Kathryn Berryman, MD, [Kathryn.Berryman.MD@AdventHealth.com](mailto:Kathryn.Berryman.MD@AdventHealth.com)

**Residency Coordinator:** Jessica Rodriguez, [Jessica.Rodriguez3@AdventHealth.com](mailto:Jessica.Rodriguez3@AdventHealth.com)

# **AdventHealth/Rothman Orthopaedics**

## **Orthopaedic Surgery Residency at AdventHealth Orlando**

### **Acting Internship Rotation/4 weeks**

AdventHealth Orlando, Innovation Tower, AdventHealth Altamonte Springs, Magic Training Center

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#### **Goals & Objectives**

The AdventHealth/Rothman Orthopaedics medical student clerkship is designed to give students in-depth exposure to Orthopaedic Surgery and its sub-specialties. The 4-week rotation integrates students into the clinical care team overseeing the care of patients in a variety of orthopaedic sub-specialties, including: Sports Medicine, Adult Hip & Knee Reconstruction, Foot & Ankle, Trauma, Hand & Upper Extremity (Shoulder & Elbow), Spine, Pediatric Orthopaedics and Primary Care Sports Medicine. Care settings include a mix of outpatient ambulatory clinics, outpatient ambulatory surgery, inpatient surgery (including OR experience, rounding, and orthopaedic consultation). Students will interact with a variety of Orthopaedic Surgery Staff, Orthopaedic Surgery Residents, Orthopaedic Physician Assistants & Nurse Practitioners, and other members of an Orthopaedic Clinic Team while gaining experience in Orthopaedics.

#### **Prerequisites**

1. 3<sup>rd</sup> & 4<sup>th</sup> Year Medical Students in good standing at their home institution
2. Interest in pursuing a career in Orthopaedic Surgery and applying for Orthopaedic Surgery Residency
3. LCME accredited program
4. USMLE Step 1 Exam
5. Both MD and DO students accepted

#### **Student Expectations**

##### **Accountability**

Students are expected to be engaged members of their assigned clinical team. Their responsibility is to integrate into the care team and to be an active participant in the care of orthopaedic patients while learning orthopaedic care. To be successful, students will be: punctual, engaged, friendly, and respectful in all interactions with the clinical team and patients.

##### **Patient Care**

Students will have the opportunity to directly participate in patient care at varying levels, based on experience, care team needs, and students' performance. At all times, exceptional patient care will be the focus of the entire clinical team (including rotating students). Patient care in Orthopaedics requires: history gathering, physical examination, interpretation of imaging studies, development of differential diagnoses, recommending treatments including both surgical and non-surgical modalities. Procedural care includes: splinting, casting, reduction maneuvers, injections, and surgical procedures.

**Professionalism**

Professionalism is a basic expectation of all rotating students. Students are expected to be punctual, dress professionally for the clinical setting, communicate clearly/respectfully/and timely with the clinical team and in all interactions with patients.

**Medical Knowledge**

Students are expected to have a baseline medical knowledge consistent with their level of training. Additionally, the rotation will evaluate and expand upon students' knowledge of orthopaedic conditions and their appropriate treatments.

**Surgical Skills**

Procedural skills are an integral component of orthopaedic surgery and students will have the opportunity to observe, participate and be active learners in hands-on opportunities to participate in procedural skills (at the discretion of their clinical team).

**System-Based Practice**

Delivery of orthopaedic care occurs in a variety of clinical settings and requires an understanding of system-based practice in order to deliver exceptional patient care. Students will be directly exposed to the pathways and system-based processes that are necessary to provide care for orthopaedic patients.

**Comments**

Applications are reviewed and considered based on pre-requisite criteria, availability, and dedication/interest in orthopaedic surgery. Available dates are set as custom offerings only where students may choose from established ranges in VSLO as opposed to choosing their own dates.

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez. Attire for this rotation is scrubs. If you need time off for interviewing or testing, please email Dr. Pepper.

**Clerkship Director:** Andrew M. Pepper, MD FAAOS, [Andrew.Pepper@rothmanortho.com](mailto:Andrew.Pepper@rothmanortho.com)

**Program Coordinator:** Isabelle Gaffney, [Isabelle.Gaffney@AdventHealth.com](mailto:Isabelle.Gaffney@AdventHealth.com)

## **Otologic/Neurotologic/Skull Base Surgery Elective Rotation**

### **AdventHealth Celebration and AdventHealth Orlando Campuses / 4 weeks**

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#### **Introduction**

The specialty education of physicians to practice independently is experiential, and necessarily occurs within the context of the health care delivery system. Developing the skills, knowledge, and attitudes leading to proficiency in all the domains of clinical competency requires the student to assume personal responsibility for the care of individual patients. The essential learning activity is interaction with patients under the guidance and supervision of faculty members who give value, context, and meaning to those interactions. As the student (s) gain experience and demonstrate growth in their ability to care for patients, they assume roles that permit them to exercise those skills with greater independence. This concept--graded and progressive responsibility--is one of the core tenets of American graduate medical education. Supervision in the setting of graduate medical education has the goals of assuring the provision of safe and effective care to the individual patient; assuring each resident's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.

Otologic/Neurotologic/Skull base surgery relates to the diagnosis and management of disorders of the temporal bone, lateral skull base, and related anatomical structures, as well as advanced diagnostic expertise and advanced medical and surgical management skills beyond those attained in otolaryngology residency. Basic understanding of all Ear pathology, including but not limited to the management of patients with dizziness/vertigo, tinnitus, hearing loss, tumors of the skull base, chronic ear disease, otosclerosis, glomus tumors, meningiomas, implantable hearing devices, such as cochlear implants and more. Additionally, exposure to patients with head and neck pathology, including thyroid, parathyroid disorders, head and neck cancer, free flaps, neck dissections and more is possible.

There will be the opportunity for advanced didactic sessions, beyond the scope of otolaryngology residency education, in the basic sciences related to neurotology, including allergy and immunology, audiology and rehabilitative audiology, genetics, neuroanatomy, neurophysiology, neuropathology, neuropharmacology, neuro-ophthalmology, physical medicine and rehabilitation, temporal bone histopathology, and vestibular pathophysiology.

The diagnosis and therapy of advanced neurotologic disorders, including advanced audiologic and vestibular testing; the evaluation of cranial nerves and related structures; the interpretation of imaging techniques of the temporal bone and lateral skull base; and the electrophysiologic monitoring of cranial nerves VII, VIII, X, XI, and XII;

#### **Patient Care and Procedural Skills**

Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Students must be able to competently perform all medical, diagnostic, and gain exposure to surgical procedures considered essential for the area of practice.

### **Patient Safety and Quality Improvement**

All physicians share responsibility for promoting patient safety and enhancing quality of patient care. Graduate medical education must prepare fellows to provide the highest level of clinical care with continuous focus on the safety, individual needs, and humanity of their patients. It is the right of each patient to be cared for by students who are appropriately supervised; possess the requisite knowledge, skills, and abilities; understand the limits of their knowledge and experience; and seek assistance as required to provide optimal patient care.

Students must demonstrate the ability to analyze the care they provide, understand their roles within health care teams, and play an active role in system improvement processes. Graduating fellows will apply these skills to critique their future unsupervised practice and effect quality improvement measures.

It is necessary for students to work with fellows and faculty members to consistently work in a well-coordinated manner with other health care professionals to achieve organizational patient safety goals.

### **Patient Safety Culture of Safety**

A culture of safety requires continuous identification of vulnerabilities and a willingness to transparently deal with them. An effective organization has formal mechanisms to assess the knowledge, skills, and attitudes of its personnel toward safety in order to identify areas for improvement.

Our program will provide a professional, respectful, and civil environment that is free from mistreatment, abuse, or coercion of students, residents/fellows, faculty, and staff. Programs, in partnership with their Sponsoring Institutions.

In the current health care environment, Students, residents, fellows and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of fellowship training. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as they do to evaluate other aspects of fellow competence.

## **Faculty/Professors**

### **Michael D. Seidman: Program Director**

Michael D. Seidman, MD, FACS attained both his B.S. in Human Nutrition and M.D. from the School of Public Health and the Medical School at the University of Michigan. After a five-year residency

in Otolaryngology-Head and Neck Surgery at Henry Ford Health System (HFHS) he completed a fellowship in Otologic/Neurotologic and Skull Base Surgery. At HFHS, he led skull base surgery, wellness and integrative medicine and secured millions of dollars in philanthropy to build the first Center for Integrative Medicine, the first organic hydroponic green house to grow herbs and greenery for patients and employees and he was one of the lead architects for the new 370-million-dollar hospital based upon the concepts of wellness.

Seidman was recruited in 2016 to be the Director of Otologic/Neurotologic Surgery and the Medical Director of Wellness for FHCH and Professor of Oto-HNS for University of Central Florida. He served as Director of Research for 28 years for HFHS and is the Chief Scientific Officer for a health and wellness company. Seidman is a past President of the Michigan Otolaryngology Society, was elected as the Chair-Board of Governors for the American Academy of Otolaryngology-Head and Neck Surgery (AAO-HNS) in 2010-12, and elected in 2013 to the Board of Directors. He works on matters of Governmental and regulatory concerns, including several presentations to Congress and the FDA. He was appointed to the medical board for the State of Michigan by the Governor and has the privilege of serving in numerous leadership roles locally, nationally and internationally, and serves as an editor, associate editor, and on the review board of eight national or international journals including the American Journal of Chinese Medicine.

Seidman is an active scientist and has extramural funding from the National Institute of Health and other major institutions to study Maintenance of Certification and Licensure, hearing loss, NIHL and alternative therapies. He is an expert on the molecular basis of ageing, noise induced hearing loss, otologic/neurotologic-skull base surgery, all aspects of ear, nose, throat, head and neck surgery, tinnitus, herbal therapies, nutrition/antioxidants and their relationship to health, sports and aging and complementary/integrative medicine. He has mentored more than 250 high school, medical students, residents, post-docs and junior colleagues over the past 30 years. Seidman has developed two new surgical procedures; one to reconstruct the ear bones and the other, a brain surgery for tinnitus. He was one of several selected to work on Clinical trials with the Envoy Corporation (Fully Implantable hearing devices), Auris Medical, and Microtransponder.

Seidman lectures internationally on such topics; has more than 130 publications; 25 book chapters, a book published by Time Warner "Save Your Hearing Now" and another book "Complementary and Integrative Therapies for ENT Disorders". He has received numerous awards including being voted by his peers as a Top doctors and Best Doctors (top 3 and 4% of America's physicians) since 1998 and was honored by the AAO-HNS with the Clinical Practitioner Excellence Award (one Otolaryngologist selected annually). He has been awarded seven patents in the nutritional/aging and surgical fields. Additionally, he has several more patents pending on, aging, mitochondrial function endurance enhancement, and surgical tools and techniques. He consults for WebMD, BASF, Major League Baseball, Football, NHL, the Mexican Olympic team and other major corporations. Seidman has been interviewed on Good Morning America, CNN and other national news venues and has been quoted internationally in such magazines as "O", "Shape", Women's World, Prevention, Men's Health, The Wall Street Journal, New York and the London Times.

### **James Atkins MD: Otology/Neurotology**

Dr. Atkins has been practicing otology/Neurotology in Central Fla for 30+ years. He currently limits his practice to Medical Otology and is an expert in all otologic issues and skillful in managing these patients.

### **Aftab Patni, MD: Otology/Neurotology**

Dr. Patni has been a practicing Otolologist and Neurotologist at the Ear, Nose, Throat & Plastic Surgery Associates since 2004. He has a busy clinical practice that includes complex chronic ear disease surgery, hearing rehabilitation surgery including cochlear implants, and lateral skull base surgery. He completed his otology and neurotology fellowship at Michigan Ear Institute in 2004. His otolaryngology residency was completed at the University of Illinois at Chicago in 2002.

**Program Director**, Michael D. Seidman, MD., FACS  
AdventHealth Orlando System - Educational Opportunity  
Director Otologic/Neurotologic/Skull Base Surgery  
Medical Director Wellness and Integrative Medicine  
AdventHealth (Celebration and Orlando Campuses)

Professor Otolaryngology Head & Neck Surgery, University of Central Florida  
Adjunct Professor Otolaryngology Head & Neck Surgery, University of South Florida  
Past Board of Directors and Past Chair Board of Governors - American Academy of Oto-HNS

### **AdventHealth Medical Group Otolaryngology-Head & Neck Surgery**

410 Celebration Place Ste. 305, Celebration, FL 34747  
Office: 407-303-4120

**Preceptor:** [Michael.Seidman.MD@AdventHealth.com](mailto:Michael.Seidman.MD@AdventHealth.com)

**Practice Manager:** Advent Health Medical Group/ Otolaryngology Head and Neck Surgery  
Zaimary Romero, [Zaimary.Romero@Adventhealth.com](mailto:Zaimary.Romero@Adventhealth.com)

**Administrative Assistant:** Virginia Aponte, [Virginia.Aponte@AdventHealth.com](mailto:Virginia.Aponte@AdventHealth.com)

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez at the main Orlando campus prior to reporting per Dr. Seidman's instructions. Attire for this rotation is scrubs.

# AdventHealth for Children Pediatric Residency at AdventHealth Orlando

## NICU Rotation M4/ 4 weeks

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### Schedule/Call Responsibilities

Call: None

Schedule: 4 weeks of day shift

% of Time: Maximum of 80 hours/week, averaged over 4 weeks, max of 14 hours like PL1

### Brief Description

Team consists of a M4, PL-2 (resident) and a staff neonatologist.

During this rotation, you will:

- Integrate clinical assessment and laboratory data to formulate management and therapeutic plans for critically ill infants
- Participate in daily rounds on your patients
- Participate in the decision making in the admitting, discharge, and transfer of NICU patients
- Participate in the resuscitation and stabilization of neonates in the delivery room
- Manage 3 patients and advance to 5 (2 of which are critically ill)

Participation in the care of critically ill infants remains an important part of well-rounded training. The following goals and objectives are meant to guide your study. Some of this material will not be taught on the neonatal service but may be incorporated into other areas of the training program, e.g. clinics, subspecialty rotations, grand rounds, and lectures.

### Documentation Responsibilities:

Admission notes, procedure notes, and updating the transfer summary/discharge summary.

### Procedures (Observation or participation under direct supervision of the attending)

Delivery room resuscitation, intubation, umbilical catheter placement, peripheral IVs, arterial line placement, bladder catheterizations, thoracentesis, and lumbar punctures

### Rotation Responsibilities/Conferences

- M4s are encouraged to attend the core curriculum sessions from 12:30 to 1:30 pm, Monday-Friday. M4s are also encouraged to attend morning report, peer lectures, and board review sessions 1-2 times a week from 6:30 am-7:00 am.
- M4s are encouraged to attend Neonatology Conferences
- Plan to attend deliveries and new admissions

### Goals & Objectives

#### **Patient Care:**

- Describe steps in resuscitation and stabilization, including equipment needed.

- Demonstrate competency in providing the initial steps of resuscitation, up to and including bag mask ventilation in the delivery room and/or simulated settings.
- For common signs and symptoms:
  1. Perform an appropriate assessment (history, physical examination, and initial diagnostic studies).
  2. Formulate a differential diagnosis with appropriate prioritization
  3. Formulate and carry out a plan for continuing assessment and management. • Ensure that initial history and physical examination records include appropriate history (e.g. family, obstetrical records, referring provider), record of procedures in the delivery room, exam appropriate for the infant's condition, labs, diagnostic testing such as chest films, assessment, and plan.
- Maintain daily timed notes, with updates as necessary, clearly documenting the patient's progress, and details of the on-going evaluation and plan. Maintain an up-to-date and concise discharge summary.
- Perform appropriate diagnostic and therapeutic procedures, which may include: intravenous catheter placement, arterial puncture, lumbar puncture, umbilical catheter placement, endotracheal intubation, thoracentesis, and bladder catheterization.

### Medical Knowledge:

- Demonstrate knowledge of the physiology of transition and resuscitation, including prenatal, perinatal, and neonatal risk factors for abnormal transition
- Define birth asphyxia and describe the complications and potential interventions to minimize injury from it
- Demonstrate knowledge of the major signs, symptoms, medical conditions, and complications presenting in the neonatal period, including:
  1. **General:** Intrauterine growth failure, large for gestational age, hypothermia, hyperthermia, prematurity (various gestational ages), feeding problems, poor post-natal weight gain, lethargy, irritability, jitteriness, neonatal abstinence syndrome, history of maternal infection or exposure
  2. **Cardiorespiratory:** Respiratory distress (flaring, grunting, tachypnea), cyanosis, apnea, bradycardia, heart murmur, hypotension, hypovolemia, dehydration, poor pulses, shock
  3. **Dermatologic:** Common skin rashes/conditions, birthmarks, hyper- and hypopigmented lesions, discharge and/or inflammation of the umbilicus, proper skin care for extremely premature neonates
  4. **GI/surgical:** Gastric retention or reflux, vomiting, bloody stools, distended abdomen, hepatosplenomegaly, abdominal mass, failure to pass stool, diarrhea
  5. **Genetic/metabolic:** Metabolic derangements, dysmorphism
  6. **Hematologic:** Jaundice in a premature or seriously ill neonate, petechiae, anemia, polycythemia, abnormal bleeding, thrombocytopenia, neutropenia
  7. **Musculoskeletal:** Birth trauma related fractures and soft tissue injuries, dislocations, birth defects and deformities
  8. **Neurologic:** Hypotonia, seizures, early signs of neurologic impairment, microcephaly, macrocephaly, spina bifida, birth-trauma related nerve damage

9. **Parental stress and dysfunction:** including poor attachment, teen parent, substance abuse, child abuse and neglect
  10. **Renal/urologic:** Edema, decreased urine output, abnormal genitalia, renal mass, hematuria, urinary retention
  11. **Nutrition:** assessment of appropriate growth
- Demonstrate knowledge of the pathogenesis, physiology, diagnostic work-up, and therapeutic options for the following common diagnoses:
    1. **Pulmonary disorders:** Hyaline membrane disease, transient tachypnea, meconium aspiration, amniotic fluid aspiration, persistent pulmonary hypertension of the newborn, pneumonia, pneumothorax, bronchopulmonary dysplasia, atelectasis
    2. **Cardiac conditions:** Congenital heart disease, cyanotic and acyanotic
    3. **Genetic, endocrine disorders:** Infant of a diabetic mother, common chromosomal anomalies (Trisomy 13, 18, 21, Turner's), neonatal screening programs
    4. **GI/nutrition:** Feeding plans and nutritional management of high risk neonates. Assessment of appropriate growth. Knowledge of nutritional content of breast milk and formulas.
    5. **Hematologic conditions:** Indications for phototherapy, exchange transfusion in the premature or ill neonate, erythroblastosis fetalis, hydrops fetalis, and partial exchange transfusion for anemia or polycythemia
    6. **Infectious disease:** Intrauterine viral infections, Group B Streptococcal infections, neonatal sepsis and meningitis, herpes simplex; infant of HIV, hepatitis, or syphilis; nosocomial infections in the NICU; fungal infections
    7. **Neurologic disorders:** Hypoxic-ischemic encephalopathy, intraventricular hemorrhage, retinopathy of prematurity, hearing loss in newborns (prevention and screening), drug withdrawal, central apnea, seizures, hydrocephalus, spina bifida
    8. **Surgery:** Surgical emergencies such as necrotizing enterocolitis, perforated viscus, intestinal obstruction, diaphragmatic hernia, esophageal or gut atresia, gastroschisis, omphalocele, imperforate anus Describe general principles about:
      - i Basic vital statistics that apply to newborns (neonatal and perinatal mortality, etc.).
      - ii Prenatal services available in one's region.
      - iii Tests commonly used by obstetricians to measure fetal well-being.
      - iv Neonatal transport systems.
  - For prenatal and perinatal complications:
    1. Describe the pediatrician's role in assessment and management to minimize the risk to the fetus and/or newborn.
    2. Recognize potential adverse outcomes for the fetus/neonate.
  - Describe the pathophysiologic basis of the disease for common diagnoses.
  - Describe initial assessment plans for common diagnoses.
  - Discuss key principles of the NICU management plan for common diagnoses.
  - Explain the role of the primary care provider for common diagnoses.
  - Explain when to use consultants.
  - Order and interpret laboratory and imaging studies appropriate for NICU patients, with additional understanding of the differences in normal values with gestational age.

- Explain indications, limitations, and gestational-age norms which may have specific application to neonatal care:
  1. Serologic and other studies for transplacental infection.
  2. Direct and indirect Coomb's tests.
  3. Neonatal drug screening.
  4. Cranial ultrasound.
  5. Abdominal x-rays for placement of umbilical catheters.
  6. Chest x-rays for endotracheal tube placement, heart size, and vascularity.
  7. Bilirubin & its direct and indirect fractions.
- Discuss indications and limitations and demonstrate proper use/instruction in how to use:
  1. Physiologic monitoring of temperature, pulse, respiration, blood pressure.
  2. Phototherapy.
  3. Pulse oximetry.
  4. Umbilical arterial and venous catheterization.
- Discuss in general terms, home medical equipment and services needed for oxygendependent and technology dependent graduates of the NICU (oxygen, cardiac/apnea monitor).

#### **Practice-Based Learning and Improvement:**

- Seek information as needed and apply this knowledge appropriately using evidencebased problem solving.
- Recognize the limits of one's own knowledge, skill level, and tolerance of stress; know when to ask for help, how to contact consultants, and where to find basic information.
- Demonstrate the ability to critically appraise the medical literature.
- Incorporate evidence (when possible) into the decision-making and treatment plans of common NICU health care issues.
- Locate patient information efficiently.
- Participate in student and resident orientation to delineate roles/responsibilities.
- Use clinical encounters for teaching opportunities.

#### **Interpersonal and Communication Skills:**

- Communicate and work effectively with fellows, residents, attendings, consultants, nurses, nurse specialists/clinicians, lactation consultants, nutritionists, pharmacists, respiratory therapists, social workers, discharge coordinators, referring physicians, and ancillary staff.
- Communicate effectively with highly stressed families.
- Demonstrate sensitivity and skills in dealing with death and dying in the NICU setting.
- Consistently listen carefully to concerns of families and provide appropriate information and support.
- Collaborate with parents to develop plans, accepting their wishes in a non-autocratic and culturally sensitive manner.
- Provide responsible communication with the neonate's primary care physician during the hospital stay and in discharge planning.

**Professionalism:**

- Discuss concepts of futility, withdrawal, and withholding of care.
- Describe hospital policy on "Do Not Resuscitate" orders.
- Identify situations warranting consultation with the hospital ethics committee.
- Demonstrate reliability in the daily function of the NICU.
- Maintain integrity and honor in complex situations.
- Maintain positive attitude amidst chaos.
- Avoid shortcuts that omit components of patient care.
- Demonstrate accountability for actions of yourself and the health care team.
- Advocate for best quality of care possible.
- Identify cultural and personal issues of patients/families that affect patient care decisions.
- Recognize personal biases that may conflict with patients/families in decision-making and development of treatment plans.
- Resolve conflicts in favor of the patient/family when possible.
- Respect the input and importance of the family/patient and each member of the health care team.
- Recognize and address ethical issues confronted daily in the NICU.
- Maintain and advance knowledge and skills independently. Maintain a safe, effective and responsible practice.

**Systems-Based Practice:**

- Discuss how the pediatrician can advocate for strategies to reduce fetal and neonatal mortality in his/her own community.
- Discuss the role of the primary care physician in the long term management of infants admitted to the NICU; facilitate this through appropriate oral and written communications with that provider.
- Discuss the role of managed care case manager; work with these individuals to optimize health care outcome.
- Demonstrate awareness of the unique problems involved in the care of neonates with multiple problems or chronic illness, and serve effectively as an advocate and case manager for such patients.
- Work with the discharge coordinator to develop discharge plans which facilitate the family's transition to home care, including adequate follow-up and appropriate use of community services.
- Identify problems and risk factors in the infant or family, even outside the scope of this admission, and make appropriate interventions and/or referrals.
- Demonstrate awareness of costs and cost control in NICU care.
- Explain principles of typical coverage by local insurance plans, Medicare and Medicaid, and other state and federal subsidies for the care of high-risk neonates.
- Be sensitive to the burden of costs on families and refer for social services as indicated.
- Use consultants and other resources appropriately during NICU stay and in discharge planning.

**Goals:**

1. Perinatal Prevention. Understand the pediatrician's role in and become an active advocate for programs to reduce morbidity and mortality from high-risk pregnancies.
2. Resuscitation and Stabilization (NICU). Assess, resuscitate and stabilize critically ill neonates.
3. Common Signs and Symptoms (NICU). Evaluate and manage, under the supervision of a neonatologist, common signs and symptoms of disease in premature and ill newborns.
4. Common Conditions (NICU). Recognize and manage, under the supervision of a neonatologist, the common conditions in patients encountered in the NICU.
5. Diagnostic Testing (NICU). Under the supervision of a neonatologist, order and understand the indications for, limitations of, and interpretation of laboratory and imaging studies unique to the NICU setting.
6. Monitoring and Therapeutic Modalities (NICU). Understand how to use the physiologic monitoring, special technology and therapeutic modalities used commonly in the care of the fetus and newborn.
7. Pediatric Competencies in Brief (NICU). Demonstrate high standards of professional competence while working with patients in the Neonatal Intensive Care Unit.

**Important Contacts:**

**Rotation Director:** Hilton Bernstein, MD, [Hilton.Bernstein.MD@AdventHealth.com](mailto:Hilton.Bernstein.MD@AdventHealth.com)

**Program Director, Pediatrics Residency Program:** Shani Cunningham, DO,  
[Shani.Cunningham.DO@AdventHealth.com](mailto:Shani.Cunningham.DO@AdventHealth.com)

**Residency Program Coordinator:** Nancy Ramos, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

**Pediatrics Residency Contact:** [Alexandria.Dixon.MD@AdventHealth.com](mailto:Alexandria.Dixon.MD@AdventHealth.com)

**Unexcused absences/Illness Protocol:**

If you become sick or unable to attend your rotation for any reason, please initiate communication via email and/or by phone to Nancy. In your initial email sent to Nancy disclosing the reason for your absence, please CC the following people:

- The rotation director
- The attending physician you are scheduled to work with
- Chief residents, [CFD-S.Pediatric.ChiefResidents@AdventHealth.com](mailto:CFD-S.Pediatric.ChiefResidents@AdventHealth.com)
- Nancy Ramos, Pediatric Residency Coordinator, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

If you are evaluated by a medical professional at an urgent care or emergency department, please follow all precautions and recommendations outlined by your healthcare provider regarding return to work. If required by your home institution, you are responsible for communicating all absences according to your school's policy.

**AdventHealth for Women at AdventHealth Orlando Campus:**

601 E. Rollins Street, Orlando, FL 32803

# **AdventHealth for Children Pediatric Residency at AdventHealth Orlando**

## **Pediatric Intensive Care Unit Rotation M4/4 weeks**

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### Schedule/Call Responsibilities

Call: None

M4 will start with 2 weeks on nights, followed by 2 weeks on days in the PICU

Shift duration: 12 hours

% of Time: Maximum of 80 hours/week, averaged over 4 weeks

### Brief Description

During this rotation you will participate on the PICU team. You will work with an ICU attending, resident and APPs to assess, stabilize, and manage patient problems in the physiologically unstable or high-risk patients. After arriving **NO EARLIER than 6 am**, you will evaluate your patients. The focus should be on the physical examination and review of the events of the last 24 hours. You will present the patients on rounds and assist in developing the day's plan of care. You will assist in implementing the plan of care and documenting your assessment and plan. You will admit new patients as they are admitted, participate in multidisciplinary discussions and are encouraged to interact with the families.

### Procedures

The number of procedures that occur in the ICU are highly variable. M4s are encouraged to watch as many procedures as possible and may participate in IV lines, urine catheterizations and blood draws if supervised by an attending. You may be required to participate in simulations of appropriate procedures (airway management, line placement.)

### Rotation Responsibilities/Conferences

M4s are encouraged to attend the daily core curriculum sessions from 12:30 to 1:30 pm, Monday-Friday. Faculty will attempt to provide several core didactic sessions during the month.

### Goals & Objectives

#### **Patient Care:**

- Observe/Participate in resuscitation, stabilization, and transportation of patients, particularly airway management, resuscitative pharmacology, and fluid management.
- Rapidly recognize the sign or symptom as heralding the onset of disease or injury and perform a directed pertinent history and physical examination.
  1. Formulate an age-appropriate differential diagnosis.
  2. Devise a plan for stabilization, further evaluation, and definitive management, and be able to describe the physiologic basis for common therapies.
- Develop and maintain a detailed problem list with accurate prioritization.
- Recognize and address the psychosocial needs of acutely ill children and their families, both during the immediate illness and during recovery.
- Maintain daily, timely notes, with updates as necessary, clearly documenting the patient's progress and details of the ongoing evaluation and plan.
- Prepare appropriate and timely discharge and transfer notes.

- In addition, requirements:
  1. Recognize and manage isolated and multi-organ system failure and assess its reversibility.
  2. Understand the variations in organ system dysfunction by age of patient.
  3. Integrate clinical assessment and laboratory data to formulate management and therapeutic plans for critically ill patients.
  4. Have knowledge of invasive and noninvasive techniques for monitoring and supporting pulmonary, cardiovascular, cerebral, and metabolic functions.
  5. Participate in decision making in the admitting, discharge, and transfer of patients in the ICU.
  6. Describe the appropriate roles of the generalist pediatrician and the intensivist.
  7. Participate in preoperative and postoperative management of surgical patients, including understanding the appropriate roles of the general pediatric practitioner and the intensivist.
  8. Evaluate and manage patients following traumatic injury.

### **Medical Knowledge:**

- Discuss the pathophysiologic basis of frequent diseases or injuries admitted to the PICU.
  1. List indications for admission to and discharge from the PICU.
  2. Describe stabilization, further work-up and management.
  3. Explain potential acute and long-term consequences of the disease and treatment
- For common laboratory or diagnostic tests:
  1. Explain the indications and limitations and be aware of age-appropriate normal values.
  2. Interpret abnormalities in the context of specific physiologic derangement.
  3. Discuss therapeutic options for corrections when appropriate.
- For each of these invasive techniques, describe the indications and general technique and appropriately interpret the results of such monitoring (not necessarily perform the procedure):
  1. CVP.
  2. PAP.
  3. Blood Pressure monitoring.
  4. Intracranial monitoring.
- Describe common causes of acute deterioration in the previously stable PICU patient.
- For common therapies, integrate understanding of physiology and pathophysiology to determine the appropriate use of therapy and how to monitor its effect as well as describe potential complications of therapy:
  1. Oxygen administration by cannula, masks, hood.
  2. Positive pressure ventilation (non-invasive ventilation).
  3. Basic ventilator management (invasive ventilation).
  4. Analgesics, sedatives, and paralytics.
  5. Enteral and parenteral nutrition.
  6. Blood and blood product transfusions.
  7. Vasoactive drugs (pressors and inotropes).
- Explain steps in resuscitation and stabilization, particularly airway management, resuscitative pharmacology, and fluid management.
- Define brain death and describe criteria for organ donation.

**Practice-Based Learning and Improvement:**

- Recognize the limits of your own knowledge, skills, and tolerance for stress level. Ask for help as needed.
- Demonstrate the ability to critically appraise the medical literature.
- Incorporate evidence (when possible) into the decision-making and treatment plans of common PICU health care issues.
- Ask questions of other members of team to guide thinking.
- Seek feedback on performance on a regular basis from attendings and peers.
- Provide effective feedback to students, residents and other members of team.

**Interpersonal and Communication Skills:**

- Maintain an approachable demeanor for families, nurses and other members of health care team.
- Communicate and work effectively with patients/families and all members of the health care team:
  1. Demonstrate effective listening.
  2. Demonstrate respect and sensitivity.
  3. Involve families and other health care professionals in discussions to assure patient centered care.
  4. Seek complete information needed and verify information from appropriate sources, filling in gaps to promote optimal care.
  5. Verify understanding of the patient, families and members of health care team.
  6. Provide information to families and other health care workers that is accurate, appropriate for their level of understanding, and consistent with the overall treatment plan.
- Create and sustain a therapeutic and ethically sound relationship with patients/families.
- Recognize your own personal biases that affect patient care.
- Document patient care in the medical record following guidelines in a timely fashion.
- Actively participate in work rounds, emphasizing facts.

**Professionalism:**

- Maintain integrity and honor in complex situations.
- Consistently act responsibly and adhere to professional standards.
- Demonstrate accountability for actions of yourself and the health care team.
- Resolve conflicts in favor of the patient/family when possible.
- Recognize and address ethical issues confronted daily in the PICU/ICU (including futility, withdrawal and withholding of care).
- Respect the input and importance of the family/patient and each member of the health care team.
- Demonstrate reliability in the daily function of the ICU.

**Systems-Based Practice:**

- Assist in coordination of care with multiple consultants.
- Coordinate orderly transfer of care to another provider.
- Provide pediatric consultation to non-pediatric trainees who manage children in the PICU.
- Identify problems and risk factors in the child and family, even outside the scope of this ICU admission; appropriately intervene or refer (e.g., injury prevention; importance of anticipatory guidance in teaching parents about the early signs and symptoms of serious, life-threatening disease).
- Demonstrate awareness of costs of PICU care and its impact on families.
- Seek to improve patient safety by complying with policies (e.g., handwashing/CVL bundle) and reviewing ongoing care to minimize potential harmful (e.g. decreasing lab draws, duration of line placement)
- Use consultants and resources appropriately.

**Goals:**

1. Resuscitation and Stabilization (PICU). Recognize the critically ill patient and initiate appropriate stabilization and/or resuscitative measures.
2. Common Signs and Symptoms (PICU). Evaluate and manage, under the supervision of an intensivist, common signs and symptoms seen in critically ill infants, children and adolescents in the intensive care setting.
3. Common Conditions (PICU). Recognize and manage, under the supervision of an intensivist, conditions that commonly present to the intensive care unit, using consultation when appropriate.
4. Diagnostic Testing (PICU). Utilize common diagnostic tests and imaging studies appropriately in the intensive care unit, obtaining consultation as indicated for interpretation of results.
5. Monitoring and Therapeutic Modalities (PICU). Understand how to use the physiologic monitoring, special technology and therapeutic modalities used commonly in the intensive care setting.
6. Pediatric Competencies in Brief (PICU). Demonstrate high standards of professional competence while working with patients in the Pediatric Intensive Care Unit.

### COMMON DISEASES IN THE PICU:

- Shock: Cardiogenic, Distributive, Neurogenic, Septic
- Hypovolemic
- Sepsis
- Respiratory Failure
- Asthma
- Critical Airway
- Bronchiolitis
- Influenza
- Acute Kidney Injury
- Hepatic Failure
- Trauma
- Non-Accidental Head Trauma
- Closed Head Trauma • DKA
- Post-Op Neurosurgical Issues:
  - DI, SIADH
  - Meningitis/Encephalitis
  - Status Epilepticus
  - Ventricular Arrhythmia
  - Atrial Arrhythmia
  - Cardiomyopathy
  - DIC
  - Ingestion/Overdose
  - Hypoxic/Ischemic CNS Injury
  - Drowning

### IMPORTANT CONTACTS:

**Rotation Director:** Jonathan Chan, MD, [Jonathan.Chan.MD@AdventHealth.com](mailto:Jonathan.Chan.MD@AdventHealth.com)

**Program Director, Pediatrics Residency Program:** Shani Cunningham, DO, [Shani.Cunningham.DO@AdventHealth.com](mailto:Shani.Cunningham.DO@AdventHealth.com)

**Residency Program Coordinator:** Nancy Ramos, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

**Pediatrics Residency Contact:** [Alexandria.Dixon.MD@AdventHealth.com](mailto:Alexandria.Dixon.MD@AdventHealth.com)

### Unexcused absences/Illness Protocol:

- If you become sick or unable to attend your rotation for any reason, please initiate communication via email and/or by phone to Nancy.
- In your initial email sent to Nancy disclosing the reason for your absence, please CC the following people:
  - The rotation director
  - The attending physician you are scheduled to work with
  - Chief residents [CFD-S.Pediatric.ChiefResidents@AdventHealth.com](mailto:CFD-S.Pediatric.ChiefResidents@AdventHealth.com)
  - Nancy Ramos, Pediatric Residency Coordinator, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)
- If you are evaluated by a medical professional at an urgent care or emergency department, please follow all precautions and recommendations outlined by your healthcare provider regarding return to work.
- If required by your home institution, you are responsible for communicating all absences according to your school's policy.

### AdventHealth for Children at AdventHealth Orlando Campus:

601 E. Rollins Street, Orlando, FL 32803

# **AdventHealth for Children Pediatric Residency at AdventHealth Orlando**

## **Inpatient General Pediatrics Rotation/Sub-Internship (4 weeks)**

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**First Day Instructions:** Students will receive an introductory email with first day instructions the week before the start of the rotation from the Program Coordinator, detailing where to report on the first day, residents they will be working with and a start time for patient hand-off.

### Schedule/Call Responsibilities

- Call: None
- Schedule: 12-hour shifts – 2 weeks of day shift, 1 week of night shift, and 1 week of pediatric specialty
- % of Time: Maximum of 80 hours/week, averaged over 4 weeks, maximum of 14 hours per shift
- Patient hand-off: 7 AM and 7 PM

### Brief Description

The General pediatrics service is an inpatient ward service that is made up of a variety of patients cared for by the Pediatric Hospitalist service. The resident team is made up of the following:

- 1 - PL3 - supervisory experience, carries Code pager
- 1 - PL2- supervising resident at night, carries Code pager
- 3 - PL1 - primary care providers for patients during the day
- 2 - PL-1 – primary care provider for patients at night
- 2 - M-3 – pediatric clerkship students
- M-4 as scheduled

There are some patients on the floor that are not covered by the residents: surgical patients, and Family medicine patients. There will also be some patients that are covered by the PL-3 as a General Pediatrics consult, as time allows, at the discretion of the Gen Peds Staff. These should be staffed with the Gen Peds faculty on service. Rounds start at 9 am, daily.

### Procedures

- Urinary Catheterization
- IV placement
- Blood draws
- Observe lumbar puncture

### Rotation Responsibilities/Conferences

- Noon lecture occurs daily from 12:30 to 1:30 pm Monday - Friday.
- Morning report(s), peer lectures, and board review sessions scheduled at 6:30 am to 7 am every Monday and Thursday

### Goals & Objectives

#### **Patient Care:**

For a representative sample of children and families, provide/participate in care across the full continuum of services, including:

1. Inpatient acute care.
2. Discharge planning to facilitate transition to home care.

- For common signs and symptoms:
  1. Perform a directed history and physical examination.
  2. Formulate a differential diagnosis with age-appropriate considerations.
  3. Discuss indications for hospitalization.
  4. Formulate a plan for inpatient diagnosis and management.
- Participate in the daily care of "technology dependent" children and those who require parenteral hyperalimentation and enteral tube feedings.
- Recognize unstable vitals and transfer to higher level of care.
- Demonstrate the skills for assessing common pain.
- Develop and maintain comprehensive problem list with accurate prioritization.
- Maintain daily notes which clearly document the patient's progress, relevant investigations, and plan.
- Prepare off-service notes, including written communication for the parents and families.
- Access family educational resources available at the hospital.
- Teach families and patients about their care.
- Identify and attend to issues such as growth and nutrition, developmental stimulation, and schooling during extended hospitalizations.
- Identify problems and risk factors in the child and the family, even outside the scope of this admission (e.g., immunizations, social risks, developmental delay); appropriately intervene or refer.

**Medical Knowledge:**

- For common conditions:
  1. Describe criteria for admission to inpatient service and transfer to a higher level of care.
  2. Develop a differential diagnosis.
  3. Describe criteria for discharge and principles of discharge planning.
- For common laboratory tests:
  1. Explain the indications and limitations of each test and be aware of the age appropriate normal values.
  2. Interpret abnormalities in the context of specific physiologic derangements.
  3. Discuss therapeutic options for correction of abnormalities when appropriate.
- For the following types of monitoring, list techniques appropriate for age and clinical setting, describe indications and limitations, and interpret the results/measurement:
  1. Body temperature monitoring. 2. Cardiac monitoring. 3. Respiratory monitoring.
  4. Pulse oximetry. 5. Blood pressure monitoring.

**Practice-Based Learning and Improvement:**

- Apply principles of decision-making and problem solving in the care of hospitalized children.
- Recognize the limits of one's own knowledge, skills, and tolerance for stress; ask for help as needed.
- Seek information needed for patient care decisions and apply this knowledge appropriately.
- Incorporate evidence (when possible) into the decision-making and treatment plans of common health care issues.
- Locate patient information efficiently.
- Use New Innovations to maintain patient/procedure log.
- Seek feedback on performance on a regular basis from attendings and peers.
- Provide effective feedback to students.
- Reflect on own performance and develops plan for improvement.
- Participate in student orientation to delineate roles/responsibilities.
- Use clinical encounters for teaching opportunities for students.
- Address need for balance of professional and personal activities.

**Interpersonal and Communication Skills:**

- Communicate well and work effectively with fellow residents, attendings, consultants, nurses, ancillary staff, and referring physicians.
- Demonstrate skills as a team participant.
- Work with the primary care provider to assure continuity of care; communicate with the primary care giver in an effective and timely manner.
- Demonstrate awareness of the unique problems involved in the care of children with multiple problems or chronic illness.
- Consistently listen carefully to the concerns of patients and families and provide appropriate information and support.
- Demonstrate sensitivity to family, cultural, ethnic, and community issues when assessing patients and making health care plans.

**Professionalism:**

- Demonstrate reliability.
- Maintain integrity and honor in complex situations.
- Seek to exceed expectations.
- Maintain positive attitude amidst chaos.
- Avoid shortcuts that omit components of patient care.
- Accept responsibility for own actions.
- Consistently act responsibly and adhere to professional standards for ethical and legal behavior.
- Demonstrate accountability for actions of yourself and the health care team.
- Advocate for best quality of care possible.
- Identify cultural and personal issues of patients/families that affect patient care decisions.
- Recognize personal biases that may conflict with patients/families in decision-making and development of treatment plans.
- Resolve conflicts in favor of the patient/family when possible.

- Respect the input and importance of the family/patient and each member of the health care team.
- Recognize ethical issues confronted daily.
- Maintain and advances knowledge and skills independently.
- Accept assigned roles and responsibilities.
- Effectively use time.
- Maintain a safe, effective and responsible practice.

#### **Systems-Based Practice:**

- Be aware of psychosocial impact of illness on child and family, and financial burden to family and health care system.
- Be aware of quality control/quality improvement processes and when appropriate use the results to improve patient management.
- Facilitate the transition to home care by appropriate discharge planning and parental/child education.
- Show concern for financial circumstances of the patient and refer for social service support as needed.
- Address concerns about team or individual function constructively.
- Resolve conflict respectfully.
- Serve as liaison between multiple services, assuring accuracy and timeliness of response.
- Alert team to potential errors/biases.
- Request help with task overload.
- Recognize and offers help to others with task overload.
- Provide continuity for patient care.
- Systematically hand off responsibilities in a manner that facilitates good patient care.
- Effectively explore acceptable alternatives to plan of care when requested.
- Use technology to aid efficiency and accuracy.
- Seek, respond to and offer constructive feedback.
- Advocate for quality patient care and assist patients/families in dealing with system complexities.
- Recognize prevalence and impact of medical errors and seek to rectify.
- Disclose slips, lapses and mistakes in patient care to appropriate personnel.
- Engage in informal and formal improvement strategies.
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#### **Common Diseases/Diagnoses**

- Fever with and without source
- Respiratory Disease
- Pneumonia
- Dehydration
- Rule out sepsis
- Cellulitis
- Arthritis
- Kawasaki Syndrome
- Lack of Physiologic growth and development

- Hyperbilirubinemia
- Child Abuse
- Seizures
- Muscular dystrophy
- Hypoxic ischemic encephalopathy
- Cerebral Palsy
- Ketogenic diet
- Video EEG
- Congestive Heart Failure
- Post Cardiac Surgery
- Post Catheterization
- Hypertension
- Post Transplant
- Arrhythmias
- SBE
- Cystic Fibrosis

#### Asthma

- Chronic Lung Disease
- Pneumothorax
- Foreign body aspiration
- Pneumonitis
- Trach dependent/Vent dependent
- Prematurity
- Diabetes, new onset, DKA
- Thyroid storm
- Adrenal Insufficiency
- SIADH
- DI
- Growth Hormone Deficiency
- CAH
- Short Gut
- GI Bleed
- TPN Dependence Chronic GN

HUS, PSGN, HSP, Renal Biopsy

ATN, Hypertension

- Colitis (IBD)
- New diagnosis malignancies
- Routine Chemotherapy
- Fever/Neutropenia
- ITP
- Anemia
- Central Line infections
- Renal Failure • Acute GN

## IMPORTANT CONTACTS:

**Rotation Director:** Marlene Fernandez, DO, [Marlene.Fernandez.DO@AdventHealth.com](mailto:Marlene.Fernandez.DO@AdventHealth.com)

**Program Director, Pediatrics Residency Program:** Shani Cunningham, DO,  
[Shani.Cunningham.DO@AdventHealth.com](mailto:Shani.Cunningham.DO@AdventHealth.com)

**Residency Program Coordinator:** Nancy Ramos, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

**Pediatrics Residency Contact:** [Alexandria.Dixon.MD@AdventHealth.com](mailto:Alexandria.Dixon.MD@AdventHealth.com)

### Unexcused absences/Illness Protocol:

- If you become sick or unable to attend your rotation for any reason, please initiate communication via email and/or by phone to Nancy.
- In your initial email sent to Nancy disclosing the reason for your absence, please CC the following people:
  - The rotation director
  - The attending physician you are scheduled to work with
  - Chief residents [CFD-S.Pediatric.ChiefResidents@AdventHealth.com](mailto:CFD-S.Pediatric.ChiefResidents@AdventHealth.com)
  - Nancy Ramos, Pediatric Residency Coordinator, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)
- If you are evaluated by a medical professional at an urgent care or emergency department, please follow all precautions and recommendations outlined by your healthcare provider regarding return to work.
- If required by your home institution, you are responsible for communicating all absences according to your school's policy.
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### AdventHealth for Children at AdventHealth Orlando Campus:

601 E. Rollins Street, Orlando, FL 32803

# **AdventHealth for Children Pediatric Residency at AdventHealth Orlando**

## **Pediatric Cardiology Rotation M4/2 or 4 weeks**

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### Schedule/Call Responsibilities

Call: None

Brief Description: During this rotation you will participate on the Cardiology Team. This is a mix between in-patient Cardiology coverage, outpatient Cardiology Clinic, electrophysiology and Interventional Cardiology. Here rotation will be split between these disciplines but can be tailored to any specific interests. There will be no call from this rotation and typical hours will be from 8:00 a.m. until 4:00 p.m. In-patient rounds started at 7:30 a.m. No weekend responsibilities.

There is a weekly cardiology care conference where upcoming surgeries, surgical discussions and cardiac catheterization discussions occur. The student is expected to be at least 50% of these conferences. Currently they are held on Tuesdays 4:00 p.m. to 6:00 p.m.

### **Goals & Objectives**

#### **Patient Care:**

- The student is expected to take a thorough history and by the end of the rotation be able to take a focused cardiac history
- The student is expected to be able to perform a basic physical exam and by the end of the rotation a cardiac focused physical exam
- The student should be able to report a concise yet thorough summary of the history and physical to the attending physician
- The student should independently be able to perform a full inpatient Cardiology consult by the end of the rotation
- This student should be able to differentiate a pathologic vs benign heart murmur at the end of the rotation

#### **Medical Knowledge:**

- The student should be able to independently consult the literature regarding pertinent cardiology topics
- The student should be able to understand the basic pathophysiology involved with cyanotic in a cyanotic congenital heart disease
- The student should be able to understand the most common congenital heart surgeries for common congenital heart defects
- The student should be able to understand the risks to long-term lack of treatment of congenital heart disease
- This student should have a general understanding of what is offered in the cardiac catheterization laboratory including the process of a diagnostic cardiac catheterization and interventional procedures performed in the Congenital Heart population
- The student should have a general understanding of the process of a diagnostic electrophysiology study and what is offered from an interventional standpoint in the electrophysiology laboratory

- The student should understand the workup and treatment for acute heart failure depending on its cause
- The student should understand acquired heart disease in the pediatric population such as Kawasaki disease, acute rheumatic fever and endocarditis
- The student should have a basic understanding of interpretation electrocardiograms

**Practice-Based Learning and Improvement:**

- Recognize the limits of your own knowledge, skills, and tolerance for stress level. Ask for help as needed.
- Demonstrate the ability to critically appraise the medical literature.
- Incorporate evidence (when possible) into the decision-making and treatment plans of common Pediatric Cardiology health care issues.
- Ask questions of other members of team to guide thinking.
- Seek feedback on performance on a regular basis from attendings and peers.
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**Professionalism:**

- Maintain integrity and honor in complex situations.
- Consistently act responsibly and adhere to professional standards.
- Demonstrate accountability for actions of yourself and the health care team. • Resolve conflicts in favor of the patient/family when possible.
- Respect the input and importance of the family/patient and each member of the health care team.

**IMPORTANT CONTACTS:**

**Rotation Director:** Matthew Zussman, MD, [Matthew.Zussman.MD@AdventHealth.com](mailto:Matthew.Zussman.MD@AdventHealth.com)

**Program Director, Pediatrics Residency Program:** Shani Cunningham, DO, [Shani.Cunningham.DO@AdventHealth.com](mailto:Shani.Cunningham.DO@AdventHealth.com)

**Residency Program Coordinator:** Nancy Ramos, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

**Pediatrics Residency Contact:** [Alexandria.Dixon.MD@AdventHealth.com](mailto:Alexandria.Dixon.MD@AdventHealth.com)

**Unexcused absences/Illness Protocol:**

- If you become sick or unable to attend your rotation for any reason, please initiate communication via email and/or by phone to Nancy.
- In your initial email sent to Nancy disclosing the reason for your absence, please CC the following people:
  - The rotation director
  - The attending physician you are scheduled to work with
  - Chief residents, [CFD-S.Pediatric.ChiefResidents@AdventHealth.com](mailto:CFD-S.Pediatric.ChiefResidents@AdventHealth.com)

- Nancy Ramos, Pediatric Residency Coordinator, [Nancy.Ramos@AdventHealth.com](mailto:Nancy.Ramos@AdventHealth.com)

- If you are evaluated by a medical professional at an urgent care or emergency department, please follow all precautions and recommendations outlined by your healthcare provider regarding return to work.

If required by your home institution, you are responsible for communicating all absences according to your school's policy.

**AdventHealth for Children at AdventHealth Orlando Campus:**

601 E. Rollins Street, Orlando, FL 32803

## Plastic and Reconstructive Surgery Elective Rotation / 4 weeks

### AdventHealth Medical Group Plastic and Reconstructive Surgery at Orlando

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The Plastic & Reconstructive Surgery Elective Rotation at AdventHealth has a robust clinical and academic schedule. This rotation will expose students to both basic and complex Plastic & Reconstructive Surgery, offering the full gamut of the field's subspecialties.

#### What to Expect from the Rotation

##### *Clinical Experience*

- You will be paired with one primary attending mentor for the rotation.
- Each week will provide focused mini-rotations.
  - You will have dedicated time and experiences focused learning on Craniofacial Surgery, Head and Neck, Microsurgery, Body Contouring, Aesthetic Surgery, Trauma, Laceration Repairs, & Hand Surgery.
- Clinic – You will see patients, take a history, do a supervised exam and discuss their work up and treatment.
  - You will spend at least one full day in the clinic each week.
- OR - You will typically have four days assisting with operative cases. This may include 'in-office' procedures, and non-surgical cosmetic interventions.
- You will round and manage same day and hospitalized patients.

**Summary of Expectations** - You will have the opportunity to work with a diverse group of practitioners including senior attendings, residents and advance practice providers (PAs and NPs). In the process, you will learn that there are many ways you can manage a particular condition, depending on the situation and setting. The robust academic schedule will provide you with a great learning experience during your time with us. The conferences are meant to stimulate growth and the desire for additional, independent learning.

**Student Expectations** - We expect students to be attentive and active participants during the academic conferences, in clinic, the operating rooms and during rounds. You are required to present a 30-minute talk on a topic of your choice or a case report illustrating an aspect of Plastic & Reconstructive Surgery that is focused on evidence-based approaches. This rotation is a great learning opportunity, and you will receive extensive, personalized teaching from a diverse range of expert Plastic Surgeons.

***Academics – Available opportunities; exact day/amount of offerings will vary based on the week and rotation.***

- **Monday – Clinic review meetings-** Upcoming and prior clinic patient visits are reviewed for surgical indication, appropriate work up and patient clearance. This conference is a great way for students to learn about areas of clinical focus and workup. This will allow you to review the topics prior to surgery and provide you with ample time to prepare for the cases.
- **Tuesday – Suture Clinic** – Daily run clinic focused on localized, cutaneous trauma amenable to outpatient repair, wound management. Students will be exposed to outpatient and acute management of trauma with ample learning opportunities under the guidance of trauma faculty.
- **Wednesday – Journal Club** - Monthly journal clubs occur either in small groups or in city-wide manners and cover focused topics of discussion. The discussions are led by faculty, residents and/or students. These occur both as regularly scheduled events and additional ad-hoc events.
- **Thursday**
  - **Tumor Boards** – System wide Head/Neck, Melanoma, Pediatric, Orthopedic and Breast cancer tumor boards occur. Times/Dates vary per diagnosis. The discussions are led by faculty or the fellows. These are focused on the most complex patients and establish clinical recommendations, review clinical trials and recommendations for complex, multidisciplinary care. All rotating students are welcome. This is a great opportunity to learn about the complexity of cancer management.
  - **Indications Conference** - Major and upcoming cases are discussed to review indication, appropriate work up and patient clearance. This conference is a great way for students to learn about the upcoming cases. This will allow you to review the topics prior to surgery and provide you with ample time to prepare for the cases. The discussions are led by faculty, and cases presented by residents, advance practice providers and students.
- **Friday**
  - **Craniofacial Surgery Review** - Twice a month we hold Craniofacial surgery patient and clinical review. We review history, pathology, imaging surgical planning and team patient recommendations on treatment.
  - **Head/Neck Surgery Review** - Twice a month we hold Pediatric Head/Neck surgery patient and clinical review. We review history, pathology, imaging surgical planning and team patient recommendations on treatment.

**AdventHealth Medical Group Plastic and Reconstructive Surgery at Orlando**  
401 North Mills Ave Suite C, Orlando, FL 32803, 407-821-3655 Fax 407-821-3656

**Visiting Student Clerkship Director:** Rajendra Sawh-Martinez, MD, MHS, FACS,  
[Raj.Sawh-Martinez.MD@AdventHealth.com](mailto:Raj.Sawh-Martinez.MD@AdventHealth.com)

**Medical Student Sub-Internship Coordinator:** Alexandra Reyes,  
[Alexandra.Reyes@AdventHealth.com](mailto:Alexandra.Reyes@AdventHealth.com)

If accepted, AdventHealth scrub training is required and will be scheduled through Heather Hernandez. Attire for this rotation is scrubs.

## **Family Medicine Allopathic Residency at AdventHealth Winter Park**

### **Family Medicine Elective Rotation / 4 weeks**

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#### **Goals & Objectives:**

1. To refine basic clinical skills that is essential to practicing Family Medicine effectively
  - a) Obtain a focused, problem-oriented history and physical in an efficient manner.
  - b) Present a patient case in an orderly, thorough, and efficient manner.
  - c) Record a complete and organized SOAP note.
2. Develop a differential diagnosis relevant to the clinical situation and be able to discuss the rationale for establishing a final diagnosis.
3. Create diagnostic and therapeutic plans and exercise cost conscious use of medical resources when evaluating and treating both in-patients and outpatients.
4. To establish effective doctor-patient relationships by using appropriate interpersonal communication skills.
5. To gain knowledge and awareness of the principles and applications of health promotion and disease prevention in the family medicine setting.
6. The student will develop an awareness of, and sensitivity to, the psychosocial, cultural, familial, and socioeconomic aspects of medical problems as they relate to patient management.
7. To gain exposure to, and an understanding of, the practice of family medicine and the role of the family physician within the health care delivery system.
8. To develop knowledge and skills related to common medical office procedures practiced in the family physician's office.
9. To demonstrate knowledge and skills required for lifelong learning and the competent practice of medicine.

#### **Prerequisites/Comments:**

1. The student is currently enrolled in an LCME accredited medical school
2. The student must express a true interest in Family Medicine
3. The student must write a personal statement addressing:
  - a) Why they are interested in Family Medicine
  - b) What future goals they hold as a Family Medicine physician
  - c) A statement reflecting the authenticity of their interest in Family Medicine

Applications will be reviewed and considered based on prerequisite criteria and availability. Students may apply for dates based on their personal academic calendar.

**Program Director:** Ann Klega, MD

**Clerkship Director/Preceptor/Evaluation:** Daniel Bedney, MD,  
[Daniel.Bedney.MD@AdventHealth.com](mailto:Daniel.Bedney.MD@AdventHealth.com)

**Residency Coordinator:** Christine Joseph, [Christine.Joseph@AdventHealth.com](mailto:Christine.Joseph@AdventHealth.com)

133 Benmore Drive - Suite 201, Winter Park, FL 32792

Please submit requests for time off for interviewing or testing to Christine. Reporting instructions and day to day schedule will be provided by Christine the week prior to the start date.

## **General Surgery Residency at AdventHealth Tampa**

### **General Surgery Rotation / 4 weeks**

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#### **Goals & Objectives:**

1. To be able to adequately evaluate and prepare the surgical patient for operation.
2. To effectively help manage the postoperative patient in a team setting alongside residents in surgery and dedicated core faculty.
3. To appreciate less common disease processes and the role of surgery.
4. To recognize the subtleties encountered with the geriatric surgical patient.
5. To improve upon minor surgical skills and surgical assisting.

#### **Description of Elective:**

The student will be exposed to working as a sub intern with exposure and involvement in surgery, which would include: Patient workups, pre and post-operative care, ICU management, intraoperative surgical assisting, minimal invasive surgery and robotic surgery.

#### **Prerequisites:**

1. LCME accredited
2. Allopathic
3. USMLE Step 1 exam
4. Students with strong interest in surgical career pathways.

Applications will be reviewed and considered based on prerequisite criteria and availability. Rotations will start the first and 3<sup>rd</sup> Mondays for 4 weeks. Students may select from custom dates advertised in VSLO. Students may apply for dates based on their personal academic calendar and be considered at the discretion of the program.

**Onboarding for this rotation will be through AdventHealth Tampa.** Instructions will be communicated to you directly if you are offered a rotation and accept.

Please send general questions, requests for time off due to testing or interviews, or anything not specific to the evaluation to Jaron. Reporting instructions and day to day schedule will be sent the week prior to the start date.

**AdventHealth Tampa:** 3100 East Fletcher Avenue, Tampa FL 33613

**Program Director:** Mohamed Ahmed, MD, [Mohamed.Ahmed.MD@AdventHealth.com](mailto:Mohamed.Ahmed.MD@AdventHealth.com)

**Residency Program Coordinator:** Jaron Morley: [Jaron.Morley@AdventHealth.com](mailto:Jaron.Morley@AdventHealth.com)

## **Obstetrics and Gynecology Residency at AdventHealth Tampa Gynecologic Surgery Rotation / 4 weeks**

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**General Description:** The Gynecologic Surgery clinical elective provides the opportunity to develop competency in evaluation and management of complex gynecologic surgical conditions and procedures. The student works as a member of an interdisciplinary clinical team led by Resident physicians under the supervision of Attending faculty. Clinical exposure is in the outpatient office and the inpatient hospital setting.

The student performs initial patient evaluations for patients referred for consultation and/or provides ongoing care for established patients. The student incorporates interpretation of diagnostic lab and imaging studies into the development of management plans. The student participates in the peri-operative care of patients including participation in surgical procedures.

**Clinical Settings:** All clinical activities for the Gynecologic Surgery elective are conducted in either the AdventHealth Medical Group (AHMG) OBGYN Office Building on MLK or the AdventHealth-Tampa (AHT) Hospital. The three main venues for clinical activities are the ambulatory offices, the AHT Women's Pavilion Operating Room, and the AHT Inpatient Ward.

**Duty Hours:** Patient care responsibilities typically commence at 7:00 AM and conclude at 6:00 PM (Monday - Friday). The time to commence clinical activities will be determined by whether there are operative cases.

**Patient Care Responsibilities (Ambulatory Office):** The student will see patients referred to the practice with the consent of the patient and with the appropriate supervision by the attending. He or she will be involved in new patient visits. The student will participate in development of treatment plans on all new patients.

The student will observe office procedures.

**Patient Care Responsibilities (Operating Room):** Students will have the opportunity to participate in the perioperative care of all patients undergoing surgery.

Students should prepare themselves for the OR by performing background reading on the disease condition, surgical procedure, and relevant anatomy. Students should be active participants and expect to engage in discussion of female anatomy and various basic procedures. Opportunities for surgical participation will be made available at the discretion of the attending.

**Patient Care Responsibilities (Inpatient Ward):** Students should attend daily work rounds with the Gyn surgical team. The Resident will assign patients to the student to manage. Students will contribute to the care of their patients by performing daily rounds, writing progress notes in the medical record, writing orders and interpreting laboratory and imaging studies under the direct supervision of residents and faculty.

**On-Call Responsibilities:** There are no required on-call responsibilities for this elective.

**Conference Responsibilities:** In addition to learning activities related to direct-patient care, students will participate in the following didactic conferences:

- Grand Rounds
- Noon Lecture Series (T / W / Th)

The student will prepare and present an Evidence-Based Journal Article review in the last week of the elective.

**Patient Care and Procedural Skills Competency:**

**Overall Goal:** Provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

**Objectives:**

1. Demonstrate knowledge of basic abdominal and pelvic anatomy (PC-1)
2. Demonstrate basic surgical principles, including use of universal precautions and aseptic technique. (PC-1)
3. Position patient appropriately for surgery. (PC-1)
4. Demonstrates knowledge of basic abdominal and pelvic anatomy. (PC-1)

**Medical Knowledge Competency:**

**Overall Goal:** Demonstrate knowledge about established and evolving biomedical, clinical, epidemiological and social-behavior sciences, as well as the application of this knowledge to patient care.

**Objectives:**

1. Demonstrate knowledge of basic abdominal and pelvic anatomy. (MK-1)
2. Demonstrate a basic understanding of patients presenting with pelvic floor disorders relevant to: evaluation and interpretation of results, treatment options. (MK-1)
3. Demonstrate the ability to formulate a differential diagnosis. (MK-1)
4. Demonstrate basic knowledge of normal pelvic floor anatomy. (MK-1)

**Systems Based Practice Competency:**

**Overall Goal:** Demonstrate an awareness of and responsiveness to the larger context and system of health care, including the social determinants of health, as well as the ability to call effectively on other resources to provide optimal health care.

**Objectives:**

1. Recognize limitations and failures of a team approach (e.g., hand-offs, miscommunication) in health care as the leading cause of preventable patient harm. (SBP-1)
2. Demonstrate an understanding of the importance of providing cost-effective care. (SBP-1)
3. Demonstrate an understanding of the role of physicians in advocating for appropriate women's health care. (SBP-1)

### **Practice Based Learning and Improvement Competency:**

**Overall Goal:** Demonstrate the ability to investigate and evaluate care of patients to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

#### **Objectives:**

1. Demonstrate responsiveness to constructive feedback. (PBLI-1)
2. Demonstrate a commitment to self-evaluation, lifelong learning, and patient safety. (PBLI-1)

### **Professionalism Competency:**

**Overall Goal:** Students will demonstrate a commitment to professionalism and an adherence to ethical principles.

#### **Objectives:**

1. Demonstrate an understanding of the importance of compassion, integrity, and respect for others. (PROF-1)
2. Demonstrate sensitivity and responsiveness to patients. (PROF-1)
3. Demonstrate understanding that physicians are accountable to patients, society, and the profession. (PROF-1)
4. Act with honesty and truthfulness. (PROF-1)
5. Demonstrate an understanding the importance of respect for patient privacy and autonomy. (PROF-1)
6. Demonstrate an understanding of the ethical principles of appropriate patient-physician relationships. (PROF-1)

### **Interpersonal and Communication Skills Competency:**

**Overall Goal:** Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

#### **Objectives:**

1. Demonstrate adequate listening skills. (ICS-1)
2. Communicate effectively in routine clinical situations. (ICS-1)
3. Demonstrate an understanding of the importance of relationship development, information gathering and sharing, and teamwork. (ICS-1)
4. Demonstrate an understanding of the importance of informed consent. (ICS-1)

#### **Competency Abbreviations:**

PC = Patient Care and Procedural Skills

MK = Medical Knowledge

SBP = Systems Based Practice

PBLI = Practice Based Learning and Improvement

PROF = Professionalism

ICS = Interpersonal and Communication Skills

Note: The number following the competency abbreviation corresponds to the suggested milestone level

Duration: 4 weeks (August - March)

Prerequisites: Successful completion of third year (M3) clinical rotations.

**Onboarding for this rotation will be through AdventHealth Tampa.** Instructions will be communicated to you directly if you are offered a rotation and accept.

**AdventHealth Tampa Hospital**

Women's Health Pavilion  
3100 E. Fletcher Ave.  
Tampa, FL 33613

**AdventHealth Medical Group**

Obstetrics and Gynecology at Tampa  
2701 W Dr Martin Luther King Jr. Blvd.  
Tampa, FL 33607

**Program Director:** Francis Nuthalapaty, MD, [Francis.Nuthalapaty.MD@AdventHealth.com](mailto:Francis.Nuthalapaty.MD@AdventHealth.com)

**Faculty Director for Purposes of Evaluation:** R. Scott Furr, MD [Robert.Furr.MD@AdventHealth.com](mailto:Robert.Furr.MD@AdventHealth.com)

**Program Coordinator:** Jessica Labrador, [Jessica.Labrador@AdventHealth.com](mailto:Jessica.Labrador@AdventHealth.com)

## **Obstetrics and Gynecology Residency at AdventHealth Tampa**

### **Maternal-Fetal Medicine Rotation / 4 weeks**

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**General Description:** The Maternal Fetal Medicine clinical elective provides the opportunity to develop competency in evaluation and management of maternal medical / obstetrical and fetal concerns. The student works as a member of an interdisciplinary clinical team led by Resident physicians, comprised of perinatal sonographers and nurses, and under the supervision of MFM Attending faculty. Clinical exposure is in the Maternal-Fetal Medicine outpatient office and the inpatient hospital setting.

The student performs initial patient evaluations for patients referred for consultation and/or provides ongoing care for established patients. The student incorporates interpretation of diagnostic obstetrical ultrasound and tests of fetal well-being into the development of management plans. The student participates in providing counseling to the patient and/or family members on issues that impact patient care.

**Clinical Settings:** All clinical activities for the Maternal-Fetal Medicine (MFM) elective are conducted in either the AdventHealth Medical Group (AHMG) OBGYN Office Building on in the Medical Arts Center or the AdventHealth-Tampa (AHT) Hospital. The three main venues for clinical activities are the ambulatory offices, the AHT Women's Pavilion Antepartum Unit and Labor and Delivery

**Duty Hours:** Patient care responsibilities typically commence at 7:00 AM and conclude at 6:00 PM (Monday - Friday). The time to commence clinical activities will be determined by whether there are inpatient consults.

**Patient Care Responsibilities (Ambulatory Office):** The student will see patients referred to the practice with the consent of the patient and with the appropriate supervision by the attending. He or she will be involved in new patient visits. The student will participate in development of treatment plans on new patients.

The student will observe office procedures.

**Patient Care Responsibilities (Antepartum Unit):** Students should attend daily work rounds with the MFM Resident team. The Resident will assign patients to the student to manage. Students will contribute to the care of their patients by performing daily rounds, writing progress notes in the medical record, writing orders and interpreting laboratory and imaging studies under the direct supervision of residents and faculty.

**Patient Care Responsibilities (Labor and Delivery):** Students will have the opportunity to participate in the peripartum care of MFM consult patients undergoing delivery.

**On-Call Responsibilities:** There are no required on-call responsibilities for this elective.

**Conference Responsibilities:** In addition to learning activities related to direct-patient care, students will participate in the following didactic conferences:

- Interprofessional Perinatal Conference
- Grand Rounds
- Noon Lecture Series (T / W / Th)

The student will prepare and present an Evidence-Based Journal Article review in the last week of the elective.

**Patient Care and Procedural Skills Competency:**

**Overall Goal:** Provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

**Objectives:**

1. Demonstrate basic knowledge of normal obstetrical care and common medical complications seen in pregnancy. (PC-1)
2. Provide complete antepartum care for women with uncomplicated pregnancies. (PC-2)
3. Recognize basic risk factors, symptoms, and signs of common medical complications (e.g. hypertension, diabetes, infectious diseases). (PC-2)
4. Recognize basic risk factors, symptoms, and signs of common obstetrical conditions (e.g. post-term gestation, abnormal placentation, third trimester bleeding). (PC-2)

**Medical Knowledge Competency:**

**Overall Goal:** Demonstrate knowledge about established and evolving biomedical, clinical, epidemiological and social-behavior sciences, as well as the application of this knowledge to patient care.

**Objectives:**

1. Begin to understand the effects of pre-existing medical conditions on maternal and fetal outcome; appropriate plans for monitoring and managing the patient during pregnancy, delivery, and the puerperium; the prognosis and interventions to maximize outcomes; indications for referral and consultation. (MK-1)
  - a. Hematologic disorders
  - b. Congenital heart disease
  - c. Cardiopulmonary disease
  - d. Gastrointestinal disease
  - e. Neurologic disease
  - f. Endocrine disorders
  - g. Gestational diabetes mellitus
  - h. Collagen vascular disease
  - i. Renal disease
  - j. Infectious disease
  - k. Autoimmune disorders
  - l. Psychiatric disease
  - m. Dermatologic disease
  - n. Substance use disorder
  - o. Malignancy
2. Begin to formulate the differential diagnosis, pertinent history and physical examination, diagnostic evaluation, management, appropriate plans for monitoring and managing the patient during pregnancy, delivery, and the puerperium; the prognosis and interventions to maximize

outcomes; indications for referral and consultation for obstetrical conditions and complications.  
(MK-1)

- a. Vaginal bleeding during pregnancy
- b. Preterm labor
- c. Hypertensive disorders
- d. Prelabor rupture of membranes
- e. Hyperemesis gravidarum
- f. Multiple gestation
- g. Intrauterine growth restriction
- h. Intrauterine fetal demise
- i. Isoimmunization
- j. Emergency care (venous thromboembolism, seizure, trauma, cerebrovascular accident)

### **Systems Based Practice Competency:**

Overall Goal: Demonstrate an awareness of and responsiveness to the larger context and system of health care, including the social determinants of health, as well as the ability to call effectively on other resources to provide optimal health care.

#### **Objectives:**

1. Understand the importance of providing cost-effective care. (SBP-1)
2. Understand the role of physicians in advocating for appropriate women's health care. (SBP-1)

### **Practice Based Learning and Improvement Competency:**

Overall Goal: Demonstrate the ability to investigate and evaluate care of patients to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

#### **Objectives:**

1. Demonstrate responsiveness to constructive feedback. (PBLI-1)
2. Demonstrate a commitment to self-evaluation, lifelong learning, and patient safety. (PBLI-1)

### **Professionalism Competency:**

Overall Goal: Students will demonstrate a commitment to professionalism and an adherence to ethical principles.

#### **Objectives:**

1. Understand the importance of compassion, integrity, and respect for others. (PROF-1)
2. Demonstrate sensitivity and responsiveness to patients. (PROF-1)
3. Understand that physicians are accountable to patients, society, and the profession. (PROF-1)
4. Act with honesty and truthfulness (PROF-1)
5. Understand the importance of respect for patient privacy and autonomy. (PROF-1)
6. Understand the ethical principles of appropriate patient-physician relationships. (PROF-1)

## **Interpersonal and Communication Skills Competency:**

Overall Goal: Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

### **Objectives:**

1. Demonstrate adequate listening skills. (ICS-1)
2. Communicate effectively in routine clinical situations. (ICS-1)
3. Understand the importance of relationship development, information gathering and sharing, and teamwork. (ICS-1)
4. Understand the importance of informed consent. (ICS-1)

### **Competency Abbreviations:**

PC = Patient Care and Procedural Skills

MK = Medical Knowledge

SBP = Systems Based Practice

PBLI = Practice Based Learning and Improvement

PROF = Professionalism

ICS = Interpersonal and Communication Skills

Note: The number following the competency abbreviation

Duration: 4 weeks (August - March)

Prerequisites: Successful completion of third year (M3) clinical rotations.

### **AdventHealth Tampa Hospital**

Women's Health Pavilion

3100 E. Fletcher Ave.

Tampa, FL 33613

### **AdventHealth Medical Group**

Maternal-Fetal Medicine at Tampa

13601 Bruce B. Downs Blvd., Suite 200

Tampa, FL 33603

**Onboarding for this rotation will be through AdventHealth Tampa.** Instructions will be communicated to you directly if you are offered a rotation and accept.

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