Course Description:

The focus of this course is to develop your history taking skills, how to fit into the hospital milieu as a professional, develop proper bedside manner, learn how to read through a medical chart, and work through any frustrations or emotions you may encounter when in the clinical setting. I will teach you through lecture and classroom examples, before you proceed in the hospital. You will learn how to establish a positive physician/patient relationship and we will explore problems (i.e. with healthcare, patient education, patient frustrations, etc.) that you, the patients, community, and hospital see while doing your rotations. You may be working on projects, with the nursing department, while at Ochsner Hospital. You have the opportunity to spend time in four different hospital settings, Ochsner Hospital, Elmwood Hospital (which is affiliated with Ochsner), Touro Hospital, and Charity Hospitals Temporary ER clinic. At the Ochsner main campus students have the opportunity to choose between Cardiology (which includes an inpatient unit, CCU, CIU, and an outpatient clinic), and Internal Medicine. At Elmwood, which is affiliated with Ochsner, but not on their main campus, students will have the opportunity to work in Rehabilitation. At Touro the students will be partnered with individual doctors or residents in various departments. Finally, at the Charity ER clinic, students will be paired with rounding doctors and residents. Each student will be learning through observation, scripted patient questions, and doing psychosocial histories independently. At all of the hospitals students will have the opportunity to read patient charts, go to noon conferences, and round with physicians, interns, residents, and medical students, confidentiality is of utmost importance. The class will discuss in bi-weekly meetings, during the fall semester and weekly meetings, during the spring semester, the differences that exist between the hospitals, through your interactions and observations, while doing your rotations through each hospital. Students will be introduced to the team approach of medicine and experience it while in the hospital. We will also work through any emotions, frustrations, or observations that surface during the course to help each student with personal growth and understanding.

Course Overview:

Perhaps nothing distinguishes medicine more than a strong and healthy doctor/patient relationship and the importance of working together as a team. We will examine, in class, how to take a good, thorough history, promoting oneself in a professional manner,
and learn how to guide the discussion in a way that is non-threatening and positive. As a class, we will approach the above through lecture, group discussion (bi-weekly), journals (via email), and using these skills in the hospital independently and through observation.

1. We will discuss in class the differences between the hospitals, the team approach to medicine, and then you will examine these in the hospital setting, and provide your thoughts on the team approach and differences that you see in each hospital.

2. As a class we will delve into any fears, emotional issues, and your observations, while doing your rotations, in group discussions, email journals, and on an individual basis.

3. You will be writing a paper at the end of this semester, on your hospital rotation, which should be 7-10 pages. It should include: 1. what you expected your experience to be, what actually occurred, and how you made the adjustment. 2. Any emotions or fears you may have had before starting your rotations and how you worked through these issues, during your time in the hospital and in class. 3. Your experience and feelings in rounding with the team, from the beginning of the semester, including changes that occurred as you progressed through the semester. 4. What teams were the best to round with, which ones were not, and why? 5. How you have progressed with taking histories and forming a bond with your patients, throughout the semester. 6. How your comfort level grew, in regard to being on the unit and becoming part of the team, as you progressed through the semester. 7. The therapeutic value to the patients and your growth as a communicator that was witnessed through the semester. Also include any other positive or negative observations, during your rotations and any other information that you feel is important.  

(Note: For the spring semester there will be a paper 7-10 pages discussing the pro’s and con’s of the one year Masters Program)

Course Goals:

1. Learn to conduct yourself in a professional and positive manner.
2. Be able to take a thorough history
3. To become a good and empathetic listener.
4. To appreciate the different dynamics of the institutions that you will be rotating through, as well as, the team approach to medicine.
5. To identify common problems and frustrations viewed as significant to the patients, hospital staff and you as a student, through your scripted questions.
6. To complete a written assignment, at the end of the fall semester, in which you discuss your hospital rotation, which is outlined above. (Omitted for the spring semester, in which you will do a 7-10 page paper on the pro’s and con’s of the one year Masters Program)
7. To work through any fears or emotions that may surface while doing your rotations in the hospital, which will further enhance your personal growth.
8. Learn how to read medical charts

Course Objectives:

1. to use, from lecture, readings, and classroom exercises; resources and tips to work on projecting you in a positive and professional way in the community.
2. Evaluate what is included in a history, how to approach taking a history, and to
Practice this in real life situations through observation and independently.

3. To take all the tips on how to become a good and empathetic listener and apply them all in the hospital setting. You will figure out which ones work best for you and also come up with other tips for your fellow students that may have not been presented through your readings or lectures and share them in our discussions.

4. In working in the different hospital settings you will evaluate the differences between the hospitals.

5. While doing your rotations through the hospitals you will ask a number of questions in an attempt to identify problems facing the patients through scripted questions and also write a 7-10 page paper on your hospital rotation.

6. There will be fears, frustrations, observations, and other emotions that will surface by doing your rotations in the hospital. You will identify these feelings, think about why they may be coming out, add your own insight into these feelings, and discuss them in your email journals, and in group discussions in order to achieve personal growth and understanding.

8. Learn through classroom examples and independently in the hospital, how to read a Medical chart

**Required Texts/Readings:**


A medical dictionary

There will be a number of further readings, identified below, that you will present in class as a group. This will be handed out to you with the names, and dates of the papers that we will be presenting on that particular day.

**Weekly Semester Schedule:**

During the first few weeks of class there will be an introduction to history taking and empathetic listening. The class will then practice together these skills learned in class, before going to the hospital to do it independently.

Before entering the hospital setting to complete your required service hours, the class will discuss, as a group, any fears or other emotions that they may be having regarding their service component.

How to promote yourself and Tulane University in a professional and positive manner, dress, how to introduce yourself to staff and patients in the hospital setting, and confidentiality.

There will be required readings for the class and all of you are required to know the readings and lead the discussion of that article or chapter for that class period. Everyone
is required to read and know the material, before class, and be able to lead the
discussion during class.

During the semester the class will discuss observations regarding the differences between
the two hospitals and the different units they are rotating through.

An introduction to the students required paper, for the fall, which will be completed by
the end of the semester. This paper has been outlined in the Course Overview section.

(Omitted in the Spring Semester)

After starting the rotations at the service site, the class will meet bi-weekly, during the
fall, and weekly, during the spring, to discuss any emotions or frustrations that may be
arising, and work through any and all issues presented.

There will be weekly email journals that will be sent to ggrisba@tulane.edu, no later than
4pm, every Friday. In these email journals there will be any observations, at the hospital,
that students feel are important, how that week of classes has gone for you, any problems
you may be experiencing, anything I can do to help, and anything else you feel is
important to discuss. This will help to promote a more active environment for our
meetings.

Overview of Course Assignments:

15% Attendance and Participation in Bi-weekly meetings-After you start your
scheduled service assignment we will meet, as a class, every week to discuss your
rotations. These meetings will be open to any and all observations students make while
doing their rotations, including frustrations, problems, insight, and changes in personal
views, case histories, emotional issues, or any other issues that students want to discuss.
Your attendance will be half of the grade and the participation portion of the grade, based
on your involvement in discussions, will be determined by the instructor.

20% weekly email journal-journals should be sent to Dr. Grisbaum, no later than 4pm
on each Friday. For each day the journal is late, it will be dropped a letter grade. Please
include relevant observations, frustrations, problems, emotional issues, and also include
how your week of classes went. (For the Spring Semester, journals will start on
Friday, January 26th. There will be a total of 12 journals this semester, due every
Friday (before 4pm), with the last one due on April 27th. There is no journal due on
March 23rd (Spring Break) or April 6th (Easter Break).

20% 1 patient psychosocial history every week- These will begin on February 7th
you must email me your psychosocial history on Wednesday, no later than 4pm. For
each day it is late your grade will drop a letter grade. The patient history will be graded
by me and there will be a total of 11 psychosocial histories done in the spring semester.
The first one will be due on Feb. 7th and the last one is due April 25th. The last one is
due on December 6th; there will be no history due on November 22nd. There is no
history due on March 21st, due to Spring Break.
20% Final Project-This will be in the form of a written paper, 7-10 pages in content. It will contain the information that was outlined in the Course Overview section. These will be handed in no later than the last day of classes for the semester, which is Tuesday, May 1st. For the Spring semester your final project will be in the form of a paper, 7-10 pages, giving the pro’s and con’s of our masters program and personally what you thought the program would be and what you got out of it.

25% Completion of 50 service hours-Kirsten Breckinridge will email you with your first rotation assignment, as well as, your second rotation assignment. Your grade will be determined as follows: You must complete a minimum of 50 hours at the assigned hospital and unit each semester. You will be assigned to either Elmwood Hospital (an Ochsner affiliate), Ochsner Hospital, Touro Hospital, or Charity ER clinic, and will stay at that hospital the entire semester. You will then change to the other hospital and unit that you haven’t rotated through during your second semester and complete another minimum of 50 hours. The 50 hours must be done on a regular pattern throughout the semester, you can not wait until the last couple of weeks or month to complete these hours, if so, your grade will reflect it. You must sign each time you do your hours at the hospital, so you will receive credit for being there. Appropriate dress must be worn while completing your hours at the hospital (ladies-blouse and slacks, or dress men-slacks with shirt and tie, no open-toed shoes, no tennis shoes, and no revealing clothing, jeans, or shorts). This is to promote you and Tulane University in a professional manner and it will help you in seeing and participating in much more at the hospital. You must be active during your hours spent at the hospital in order to provide a service to the hospital assigned, but more importantly, to get as much as you can out of this unique experience, if you have down time, pick up a chart and read to familiarize yourself with charting.

Service Assignment:

Each student can choose to do research with a faculty member if they do not want to take part in service learning.

Each student doing service learning must complete a total of 50 hours each semester, and you must sign in each time to receive credit. The student will do 1 rotation each semester at the assigned hospital. You must do your required hours on a regular basis during the semester, usually accounts for 5 hours per week. You can not load up your hours at the end of your rotation or at the end of the semester or it will negatively affect your grade by dropping you a whole letter grade.

Transportation will be provided by the Office of Service Learning, which has a shuttle bus. They are located at 1332 Audubon St. and the phone number is 862-8060, if you have any questions. Each student must ride the shuttle bus for the orientation to familiarize yourself with each hospital, and then if you want you can drive your own means of transportation.
Orientation (completed before classes start)

For scheduling, calling in sick, and sign in information will be given on the day of Orientation.

Each student will start their service assignment after they have completed all the required orientations, screenings, paper work and have been given the ok to do so.

Each student’s final project will be due at the end of each semester at the last class meeting.

Service Placement:

Each student will have the opportunity to do service learning in each of the hospitals, one during the first semester and one during the second semester. We will decide on the hospital and rotation when we meet for orientation.

All students are required to bring with them to orientation their immunization records from the Student Health Center here on campus. Student Health’s number is 865-5255, if there are any questions regarding their immunization records.

If there are any problems with any of your rotations please let me, and Ms. Kirsten Breckinridge know ASAP so we can come up with a solution. Ms. Breckinrigde email address is kbrek@tulane.edu.

At Ochsner Hospital you will be assigned to the following areas:

Cardiology (Main Campus)
Internal Medicine/Telemetry (Main Campus)
Skilled Nursing/Rehabilitation Unit (Elmwood Campus)

At Touro Hospital and Charity ER you will be paired with a staff physician or resident.

Students will have the opportunity to round with the team each weekday morning, please check with the Doctors and Staff about the time, and is strongly encouraged. Here you will be observing medical students, interns, residents and staff physicians in the treatment of patients, who are in house and those admitted on-call the previous night. Your assigned duties will be discussed during orientation.

At all times the students will respect and adhere to confidentiality of all information regarding the patient and family members. You must not express personal opinions regarding a patient’s care or concerns. Any issues will be brought immediately to the charge nurse or treating physician.
Honor Code: All students are expected to be familiar with and are required to adhere to all aspects of the Honor Code of the College of Liberal Arts and Sciences at Tulane University.