

## **PED1-4010/F & PED1-4010/H MEDICAL GENETICS**

### **Course Policies and Procedures**

**Course Director Name: Jewell C. Ward, MD, PhD**  
**Office Location: 711 Jefferson, Rm 523, UT.BCDD**  
**Phone Number: 901-448-6595**  
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**Coordinator Name: Roya Mostafavi, MS, CGC**  
**Office Location: Le Bonheur, 8<sup>th</sup> floor**  
**Phone Number: 901-287-8842**  
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**[This is your initial point of contact](#)**

Maximum: 2 students/1 mon

### Location

Student should contact Roya Mostafavi and/or Dr. Ward during the week preceding the rotation to set up introduction to rotation the Genetic Counselor. Calendar for rotation provided along with general guidance on expectations, case to solve, and instructions on how to elicit and draw a family pedigree.

### Faculty

The faculty and Genetic Counselors/Genetic Nurses assigned to the Medical Genetics Service for the month will supervise students in the evaluation and management of patients.

### Introduction

The student will participate with the Medical Genetics team in the inpatient and outpatient evaluation of new consultations and ambulatory follow-up patients in: Le Bonheur Children's Hospital and The Med; ambulatory sites include the ULPS Le Bonheur Outpatient Center, ULPS Germantown, and ULPS Le Bonheur Jackson (TN).

This elective offers a clinical rotation with emphasis on in depth evaluations of patients and their families referred for genetic evaluation and consultation. The student will be taught to obtain three generation pedigree; to evaluate family and patient history, and to perform a detailed genetic physical examination as goals for this rotation. Current on-line genetic resources are emphasized. It is a block rotation which includes exposure to and the evaluation of a variety of patients with genetic disorders. Weekly patient conferences are held; laboratory tutorial experiences are available if requested in the clinical and molecular cytogenetics laboratory & the inborn errors of metabolism laboratory. Principles and skills learned during the evaluation of families with genetic disorders and patients with congenital anomalies and metabolic disorders seen during this rotation are applicable to all aspects of medicine. This is a fun rotation.

### Elective Goals

Describe the expected educational outcomes in one or two sentences.

## Elective Objectives

**Patient Care:** Participate with the team in evaluation of new genetic consultations (in patient and OP) and of return patients; present patients at weekly Genetics conference

**Medical Knowledge:** Obtain a 3-generation family pedigree; Learn the components of a genetic medical history; learn a genetic physical exam; will be expected to 'solve' a case with other trainees while on rotation

**Practice-Based Learning and Improvement:** Present cases to Attending in clinic setting

**Interpersonal and Communication Skills:** Learn to communicate with attendings, genetic counselors, genetic nurses, hospital and clinic administrative staff, laboratory staff and with referrers

**Professionalism:** Maintain professional attitude during all patient and collegial contacts

## Attendance and Required Experiences

Students will participate in weekly Genetics rounds and seminars of the section and perform histories and physical examinations on selected patients on the consultation service. Students will be directed to pertinent literature regarding patients being cared for on the service. They will review diagnostic results weekly on all patients.

### Duty Hours

8-5, M-F, while on rotation, either 2/weeks or 4/weeks.

Rotation Weekly Schedule (Ad hoc, calendar is reviewed with Genetic Counselor at intake as clinics and times vary from week to week and month to month)

	Monday	Tuesday	Wednesday	Thursday	Friday
7-8					
8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

## Student Evaluation

### PROFESSIONAL CONDUCT

In 1986, the College of Medicine established its Code of Professional Conduct. The document, available in *The Centerscope*, addresses those responsibilities to patients, colleagues, family, and community as well as to the individuals themselves. Following discussion with incoming students, it is assumed that all will subscribe to this code as part of their commitment to the profession of medicine. An egregious professionalism violation may be considered grounds for course failure.

## DECLARATION OF DISABILITY

Any student who would like to self-disclose as a student with a disability in the College of Medicine at UTHSC must register and officially request accommodations through the Disability Coordinator in Student Academic Support Services (SASS). Regardless of a student's geographic location for experiential education, all requests for accommodations must be submitted with supporting documentation and reviewed for reasonableness by the Disability Consultant. Students should contact Laurie Brooks to set up an appointment to discuss specific needs at [lbrook15@uthsc.edu](mailto:lbrook15@uthsc.edu) or (901) 448-1452. All conversations regarding requests for accommodations are confidential.

## DUTY HOURS

1. Duty hours will be limited to 80 hours per week averaged over a four-week period, inclusive of all in-house call and patient care activities.
2. Continuous on-site duty, including in-house call, will not exceed 30 consecutive hours. Students may remain on duty additional hours to participate in transferring care of patients, conducting outpatient clinics, maintaining continuity of medical and surgical care, and attending required didactic activities.
3. Students will be provided with one day in seven free from all educational and clinical responsibilities, averaged over a rotation, inclusive of call. One day is defined as one continuous 24-hour period free from all clinical, didactic, and administrative activities.
4. Students should be provided with a 10-hour period after in-house call during which they are free from all patient care activities.

## STUDENT ASSESSMENT

Students have a formative assessment at the half-way mark of the preceptorship and a summative clinical assessment at the end of the rotation based on clinical performance as defined in the objectives.

**GRADING SCALE (this is the College of Medicine grading scale adopted for the entire curriculum by the CUME, beginning May 2014.)**

<u>Letter Grade</u>	<u>Final Percentage</u>
A	89.5-100
B	79-89
C	67.5-78
F	≤ 67.49

## Academic Difficulty

Students having difficulty in the course are strongly encouraged to seek help as soon as possible by seeking advice from the resident, fellow, and attending on the service. Students are also encouraged to check with the SASS and the Kaplan Clinical Skills Center to see if academic support is available.

## Course Evaluation

Students are strongly encouraged to participate in the Hall Tackett evaluation survey on New Innovations at the conclusion of the course.

## Textbooks and Literature

Smith's Recognizable Patterns of Human Malformation (available in clinics)

OMIM (on-line Genetic Data Base)

GeneReviews (on line Genetic source of >600 chapters)

Metabolic Disorders, Nyhan et al (available at IEM clinic)

Other resources as indicated