



**The Johns Hopkins University  
School of Medicine**

**Virtual Clinical Elective In Equitable Healthcare – Neurology**

**\*\*Please be sure to submit your CV and short responses to the application questions to the below listed specialty curriculum course directors with [HopkinsEquity@jh.edu](mailto:HopkinsEquity@jh.edu) CC'd.\*\***

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## **Class Schedule**

This two-week virtual elective consists of morning specialty-specific curricular activities, followed by an afternoon universal curriculum for all student participants.

## **Course Description**

This virtual 2-week elective course (80 hours total) explores key aspects in the care of diverse patient populations. The curriculum consists of a combination of virtual synchronous and asynchronous sessions. Students will engage in a universal curriculum as well as a specialty-specific curriculum. The universal curriculum (hosted in the afternoons) will cover topics such as health disparities, global health, Baltimore's patient population and professional development. The morning Neurology curriculum will explore equitable healthcare within that specialty through patient interviews, case presentations, lecture series, health humanities exercises, and team discussion, allowing students to refine their skills while networking with residents and faculty.

## **Overall Course/Clerkship Objectives**

1. Review key diagnoses, important exam findings, and management of diseases in Neurology.
2. Practice and refine case presentations and teaching skills in Neurology.
3. Explore how social and health disparities affect diverse populations and how to address these in a clinical setting.
4. Learn principles regarding equitable healthcare as it pertains to our unique Baltimore patient population.
5. Gain skills in virtual interviewing, leadership and team facilitation that will contribute to professional development.

## **Required Text and Other Materials**

All required readings will be provided by faculty members throughout the course.

## **Assignments**

### *Universal Curriculum:*

- Assignment: List your 3 main goals for this elective
- Assignment: Daily Reflections
- Assignment: Equitable Healthcare Topic Presentation

### *Neurology Curriculum:*

There may be variability in specialty-specific assignments. Please refer to specialty-specific syllabus.

- Neurology health disparity journal club
- Development and presentation of policy proposal to address equity in neurology

3 Main Goals:

- The goal of this assignment is to help course leadership mold sessions to meet learning needs and goals, and for students to reflect on these goals before entering into the course.
- Students will submit in writing their top three learning goals with a plan to achieve these goals.

#### Daily Reflections

- The goal of this assignment is to solidify knowledge gained during class sessions, and develop future research questions
- Each day students will submit at least 1 written paragraph in writing reflecting on what they learned during the day, and how they might continue to build on this knowledge in the future

#### Neurology Health Disparity Journal Club

- The goal of this session will be to learn more about health disparities in neurological care either in the US or globally and build on discussions from other sessions
- Students will read an assigned paper on health disparities in neurology, and then participate in a discussion led by a faculty member on the paper and the topic of health disparities in neurology
- Students will be expected to prepare questions in advance of the session and engage in the synchronous discussion

#### Policy Proposal

- The goal of this assignment is for students to learn how they can advocate for change through the avenue of policy, and to develop the skills to translate ideas into policy proposals
- Based on the health disparity journal club discussion, course lectures, and independent literature review, students will develop a policy proposal that addresses a neurological issue in the community
- Students will type the policy proposal and share it with the class in a 10 minute presentation (can be spoken only or a PowerPoint presentation)

A grading rubric for the presentation and written proposal will be provided

#### Evaluation and Grading

##### **A. Formative:**

Each student will meet (remotely) with one of the directors halfway through the course. The purpose of this meeting will be to provide feedback on their progress thus far and to address any concerns the students may have.

##### **B. Summative:**

**Universal Curriculum:** (1) Assignments and (2) Participation in Synchronous Events

**Specialty-Specific Curriculum:** (1) Assignments, (2) Evaluation, and (3) Participation in Synchronous Events.

### **Pass/Fail Grading Scale**

P = Student has participated in all events and met all required assignments for the class.

F = Student did not significantly meet expectations in completion of required assignments and failed to participate in all required events (see expectations section below). Any student receiving a failing grade should meet with the course director to plan remediation.

### **Expectations**

In addition to the daily reflections, each student will be required to attend the presentations and participate in the discussion/chat sessions with the other students in the elective. Students who are unable to attend sessions should inform the course directors of the reasons for the absence. Failure to attend more than 2 sessions during the elective will require the completion of a remedial assignment in order to pass the course.

This is not a sub-internship or clinical rotation; students cannot expect a letter of recommendation after a 2-week virtual elective. However, we encourage students to network and form relationships with faculty and residents.

### **Professional Behavior Expectations**

All students are expected to demonstrate professional behaviors as outlined in the [JHU SOM Honor Code](#) and in the AAMC subcompetencies on professionalism:

1. Demonstrate behaviors that show compassion, integrity, and respect for others
2. Demonstrate behaviors that show responsiveness to patient needs that supersedes self-interest
3. Demonstrate behaviors that show respect for patient privacy and autonomy
4. Demonstrate behaviors that show accountability to self, patients, colleagues, the profession, and society: [Medical Student Accountability Policy](#)

Course and clerkship directors will communicate course or discipline specific expectations/tasks for which students will be held accountable. **As with other assessment and evaluation domains such as knowledge and skills, students who deviate from these professionalism expectations may have their final grade lowered, or the deviation may result in failure of the course or clerkship.**

Serious breaches of professionalism should be expected to result in failure of the course or clerkship in which the breach is detected. These breaches will be handled on a case-by-case basis by the course or clerkship director. All such matters will also be referred to the Disciplinary Committee. Examples of such unprofessional behaviors include but are not limited to: unethical behavior, cheating, plagiarism, or other forms of academic dishonesty; forgery or falsification of documents/records; lying or misrepresentation of facts, figures, or clinical data; failure to obtain appropriate supervision for clinical care; physical violence, bullying or harassment against others, or other significant lapses in personal ethical conduct that raise concern regarding the behavior of the student in question.

### **JHUSOM Policy on Attendance**

This course is heavily dependent on participation. If you need to miss a required session, you need to let the course leader and course coordinator know ahead of time. Students should review the [JHUSOM Policy on Student Attendance](#).

## **Classroom Accommodations for Students with Disabilities**

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

Students qualifying for reasonable accommodations should contact the Disabilities Service Coordinator, Ellen Kaplan, [SOM-SDS@jhmi.edu](mailto:SOM-SDS@jhmi.edu) or complete the online accommodations [application](#). Documentation guidelines are provided on the application. As a student with approved accommodations, it is your responsibility to provide the course directors and course coordinators a copy of your letter at the beginning of each course or as soon as possible after receiving your accommodations letter. Exam accommodations need to be requested 5 business days prior to all written exams or assessments. Clerkship accommodations for any Standardized Patient (SP) examinations must be requested at the beginning of the clerkship so that appropriate preparations can be completed before an SP event requiring accommodation.

## **Statement of Diversity and Inclusion**

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another's success.

## **Teacher Learner Conduct Policy and Reporting Mistreatment**

The Johns Hopkins University School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which could undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Students should review the [JHUSOM Guidelines for Conduct in Teacher/Learner Relationships](#).

When you believe you have experienced or witnessed mistreatment and/or disruptive behavior, we strongly encourage you to utilize the resources provided for reporting: [Resources for Reporting Mistreatment](#)

We also encourage you to discuss these experiences with your course / clerkship directors, your School of Medicine deans, and/or your Colleges Advisors, who will confidentially help you report and navigate improvement in the learner environment for you and others.

## **Student Honor Code**

Students are reminded of the honor code developed by the medical student body, introduced in September 1991, which is as follows:

As a student at The Johns Hopkins School of Medicine, I pledge:

- To do my own work and be honest in my interactions with peers, faculty, and staff. This applies to my work on examinations, assignments, and papers as well as work in the laboratory.
- To uphold the high standard of conduct in patient care which has always been maintained by the Johns Hopkins medical community.
- To base my interactions with other students on mutual respect and cooperation.
- To act on infractions of the honor code and to maintain the confidentiality of all parties involved.
- To encourage my peers to uphold this honor code.

It is the expectation that Hopkins students live by this code.

### **Course Evaluation**

Please remember to complete the course evaluation for this course. Course evaluations are an important tool in the School of Medicine's ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous — your instructor will only receive aggregated data and comments for the entire class. For clinical clerkships and clinical electives, 100% of the students are expected to complete the course evaluations.