



**The Johns Hopkins University
School of Medicine**

Virtual Clinical Elective In Equitable Healthcare – Neurosurgery

*****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 CC'd.*****

Neurosurgery Curriculum Course Director(s):

Alan R. Cohen, MD; alan.cohen@jhmi.edu

Universal Curriculum Course Directors:

Jessica Bienstock MD,
MPH
Email: jbienst@jhmi.edu

Nancy Hueppchen, MD, MS
Email: nhueppc1@jhmi.edu

Robert Higgins, MD
Email: rhiggi11@jhmi.edu

Sherita Golden, MD, MHS
Email: sahill@jhmi.edu

Rachel Salas, MD
Email: rsalas3@jhmi.edu

Charlene Gamaldo, MD
Email: cgamald1@jhmi.edu

Doris Leung, MD, PhD
Email: dleung8@jhmi.edu

Carlos Romo, MD
Email: cromo1@jhmi.edu

Zoe Cosner
Email: zcosner1@jhmi.edu

Kori Porosnicu-Rodriguez
Email: kporosn1@jhmi.edu

Brian Lo
Email: blo2@jhmi.edu

Seva Khambadkone
Email: skhamba1@jhmi.edu

Margo Peyton
Email: mpeyton6@jhmi.edu

Julie Yi
Email: julie.kim@jhmi.edu

Caroline Plott
Email: cplott1@jhmi.edu

Andrew Lea
Email: alea3@jhmi.edu

Jack Gatti
Email: jgatti3@jhmi.edu

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 based on their acceptance by director approval. A health systems science based universal curriculum hosted in the afternoons will cover topics such as health disparities, global health, Baltimore's patient population and professional development. The morning neurosurgery 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 exams, and management of diseases in neurosurgery.
2. Practice and refine case presentations and teaching skills in neurosurgery.
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

Neurosurgery Curriculum:

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

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, as well as to address any concerns the students may have at this point.

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-I 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 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.