

**Johns Hopkins University**  
**School of Medicine**

**Equitable Healthcare – A Virtual Clinical Elective in Plastic Surgery**

**Course Directors:** Scott David Lifchez, MD, Robin Yang, DDS, MD, and Kristen Parker Broderick, MD

**Faculty:**

**Class Schedule:** This two-week virtual elective consists of morning Plastic Surgery 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 Plastic Surgery curriculum based on their acceptance by director approval. A universal curriculum hosted in the afternoons will cover topics such as health disparities, global health, LGBTQIA+ health, telemedicine, palliative care, and community resources in Baltimore. The morning Plastic Surgery curriculum will explore equitable healthcare within that specialty through patient interviews, case presentations, and team discussion, allowing students to refine their skills while networking with residents and faculty.

**Course Learning Objectives:**

1. Review key diagnoses, important exams, and management of diseases in Plastic Surgery.
2. Practice and refine case presentations and teaching skills in Plastic Surgery.
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.

**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

### *Specialty-Specific 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 during all Courses**

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. [Link to [Accountability Policy](#)]*

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

**Serious breaches of professionalism** should be expected to result in failure of the course/clerkship in which the breach is detected. These breaches will be handled on a case-by-case basis by the course/clerkship director in consultation with the Office of Medical Student Affairs and the Office of Curriculum. All such matters may also be referred to the Disciplinary Committee.

Examples of such unprofessional behaviors include but are not limited to: 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 moral character 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**

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact the Office of Student Affairs at 410-955-3416. You must also notify the course director and course coordinator in advance of the start of the course and well in advance of any exam or assessment so that appropriate preparations can be completed before an 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**

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 can 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](#).

### **Student Honor Code**

Students will be held to the honor code developed by the Johns Hopkins medical student body, introduced in September 1991, is as follows:

As a visiting 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 all students receiving training at Hopkins 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.