# MEDICINE INTERDEPARTMENTAL

Contact the Office of Medical Education (ome@unmc.edu) with scheduling questions unless a course administrator is specified for a course in the course description.

**M-ID 692 INTENSIVE SPANISH LANGUAGE ELECTIVE - SDOH OMAHA - XALAPA 4 Credit Hours**

ELECTIVE

This elective is intended to provide students with intensive exposure to Spanish with a focus on its use in health care. It is delivered in two parts. The first consists of a 3-week period of intensive Spanish instruction via Zoom with introduction to healthcare in Xalapa, Mexico. Instruction will occur 6 hours/day with one-on-one instruction with University of Xalapa Spanish instructors. In addition, there will be 2 Lectures a week (total 6), in English (Spanish if student is advanced), on topics including healthcare delivery in Mexico with a focus on Xalapa, adolescent pregnancy, gender violence, organ donation, Chagas disease and Malaria. Additional topics may vary. The second covers practical applications of social determinants of health in South Omaha for the remaining 1-week Activities include 4 daily Spanish Language Skills Practice sessions including history taking and one day of clinic with a One World provider. Additionally, students will have didactic teaching on Immigrant law, how healthcare for immigrant populations contrasts with the rest of Nebraska, and advocacy. Students will also shadow with various staff members at the One World Clinic and a community group. Rotations Offered: May, June, July, January, February, and March.

Prerequisite: Pre-approval from Dr. Delair and Dr. Menning. After pre-approval has been received, forward the pre-approval email to ome@unmc.edu to request to be approved from the waitlist. Not open to visiting students.

Instructor: Dr. Shirley Delair and Dr. Melanie Menning

Typically Offered: FALL/SPR

Capacity: 10

**M-ID 694 TRANSLATIONAL RESEARCH ASSESSMENT, DESIGN, AND EXECUTION 4 Credit Hours**

ELECTIVE

The course is designed to provide a one-month introduction to translational research in which students will gain the ability to objectively assess clinical and translational research needs, develop a reasonable plan to address these needs using biochemical and molecular biological techniques, assess and interpret the associated data, and be able to discuss these findings in a capstone project consisting of both an oral presentation and written (via abstract or manuscript production) format. Dr. Surinder Batra will provide his extensive knowledge and experience with translational projects and clinical collaborations to allow students to expand their understanding of how clinically relevant questions can be addressed and interpreted through a Biochemistry and Molecular Biology lab. Dr. Michael Baine will provide or coordinate real-world clinical experiences for students to help drive home the potential impact of their translational work and help them to gain the ability to assess data and interpret results in a clinically meaningful way. Specifically, Dr. Batra and Dr. Baine will help students to develop a clinically relevant research question with a reasonable theoretical path forward to clinical application. Dr. Batra or respective members of his lab will provide education on basic lab techniques, help undertake the respective assays required of the project, and give access and support in obtaining nationally available data such as through miRNA databases and TCGA etc. Dr. Baine will support maintaining the student's focus on the clinical relevance of the project and aid in developing knowledge and abilities for data assessment and interpretation. He will also aid the student in gaining the ability to clearly and concisely discuss the findings of the respective project through both an oral and written medium as well as provide avenues for proper peer review in the setting of local or national meetings and submission of manuscripts for publication. This course is designed to act as an introductory course and cannot itself be repeated. However, should a student wish to undertake a project of greater complexity than can be achieved in a one-month period, further research time can be undertaken via M-ID 763. Rotations Offered: July - October, April - June.

Prerequisite: Student to request pre-approval from Drs. Michael Baine Surinder Batra via email. Once approved, student is to add themselves to the M-ID 694 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.

Instructor: Dr. Surinder Batra and Dr. Michael Baine

Typically Offered: FALL/SPR

Capacity: 1

**M-ID 695 SENIOR TEACHING ELECTIVE IN ANATOMY 4 Credit Hours**
ELECTIVE
This elective in intended for students interested in academic medicine, education, and/or surgical subspecialties to participate in laboratory instruction of Phase 1 medical students as a teaching assistant. Students will attend relevant didactic teaching sessions in the block(s) in which they are teaching and interact closely with anatomy faculty members to prepare and deliver laboratory instruction. Students will also discuss learning theories, instructional methods, and course design. At the completion of the elective, participating students will complete an educationally related project. Rotations Offered: April, August, September, November, December, January, and February.
Prerequisite: Student to request pre-approval from Dr. Kimberly Latacha via email. Once approved, student is to add themselves to the M-ID 695 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.
Instructor: Dr. Kimberly Latacha
Typically Offered: FALL/SPR
Capacity: 3

**M-ID 725 MECHANISMS OF HEART FAILURE 4 Credit Hours**
ELECTIVE
Objective: To introduce students to basic mechanisms involved in the mediation of acute and chronic heart failure. Concentration on contractile and neurohumoral dysfunction as well as renal and cardiopulmonary dysfunction are areas of focus. Emphasis will be placed on basic pathophysiological mechanisms. Format: Students will meet once per week for two hours in groups of at least four students. Current literature will be reviewed and discussed. Students will be given a specific problem area to research and present a position paper on. This will be in a pro/con format (e.g., ACE inhibitors vs. digitalis in the treatment of decompensated heart failure; Sympatho-excitation in heart failure is due to arterial baroreceptor inhibition). In addition, a laboratory experience will be provided. This will entail either performing or evaluating an echocardiograph or an evaluation of cardiac catheterization data in animals with experimental heart failure. Rotations Offered: June, July, and August.
Prerequisite: Student to request pre-approval from Dr. Zucker, Dr. Schultz, or Dr. Patel via email. Once approved, student is to add themselves to the M-ID 725 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.
Instructor: Dr. Irving Zucker, Dr. Harold Schultz, and Dr. Kaushik Patel
Typically Offered: FALL/SPR
Capacity: 4

**M-ID 728 DEVELOPMENT OF PBL CASES 4 Credit Hours**
ELECTIVE
This elective is designed to provide an opportunity for a student to integrate basic science mechanisms with clinical findings, applied to a particular clinical case. The focus of the activity should be on basic science mechanisms and explanations for the signs and symptoms in a selected patient and on the disease process itself. The object of the elective is a case for use in problem-based learning sessions for first- or second-year (Phase 1) students in the medical curriculum. Initially, the student should select a disease of interest, one manifested by a patient encountered during clinical rotations. The patient's history, including the history of the disease process, any predisposing conditions, attempts to treat the disease, and outcome of treatment will form the introductory phase of the study. Then the student should consult the literature to obtain information about the causes of the disease, variations in its presentation, the different treatments used and their relative effectiveness, the prognosis for patients and psychosocial issues impacting the outcomes. During this process, mastery of basic science mechanisms connected to the case must be considered more important than all other components. The student is expected to consult with clinical and basic science faculty regarding the case, the disease, and basic science facts or mechanisms. Students will be expected to contact Dr. Mott and Dr. Ramelb to obtain approval for the topic then the Office of Medical Education (OME) to obtain a case number. The OME will then enroll the student in the Canvas course "PBL Case Writing for M4 Students" and provide access to the PBL case database. -The end product of the elective will be a finished, ready-to-use case. Full instructions for the assembly of the case will be found in the case-writing handbook found in the Canvas course. -The case should be submitted via Canvas, preferably in Microsoft Word or Adobe PDF format as well as any PowerPoint presentation(s). -A checklist signed by the clinical consultant and basic science consultant should be submitted with the case. Also, include a pharmacologist in the review process for any cases in which drug therapy and pharmacologic principles are major learning components of the case. -Only complete cases (i.e., those with all of the parts listed in the case-writing handbook), written in a manner that is not ambiguous and prepared in a format that is accessible will be accepted. -To receive a letter grade, the case must be completed by December 1st for those registered during July, August, September, October, or November OR by April 1st for those registered in January, February, or March. A letter grade (H, HP, P, F) will be assigned to the submitted case based upon the following criteria: - Usability: Can the case be used for PBL with little modification? - Readability: The case should facilitate comprehension and communication. Do not present the case in the format of the patient chart. - Completeness: Are all facts, data and exhibits necessary to understand the case included? - Understanding: Is there evidence that the student understands the case and the basic science involved? - Mastery of the basic science underpinnings of the case and their incorporation into the presentation is considered a major requirement of the elective. Rotations Offered: July, August, September, October, November, January, February, and March.
Prerequisite: Student to request pre-approval from Dr. Justin Mott and Dr. Erin Ramelb via email. Once approved, student is to add themselves to the M-ID 728 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.
Instructor: Dr. Justin Mott and Dr. Erin Ramelb
Typically Offered: FALL/SPR
Capacity: Variable

**M-ID 731 DEVELOPMENT OF PBL CASES IN PHARMACOLOGY 4 Credit Hours**
ELECTIVE
Rotations Offered: July - May, except December.
Prerequisite: Student to request pre-approval from Dr. David McMillan via email. Once approved, student is to add themselves to the M-ID 731 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.
Instructor: Dr. David McMillan
Typically Offered: FALL/SPR
Capacity: Variable

**M-ID 748 LIT. AND FILM THAT INFORM OUR UNDERSTANDING OF THE HUMAN CONDITION 4 Credit Hours**
ELECTIVE
Students read books and watch films that are chosen to reflect the broad roles of physicians as important members of human society. Objectives: Students will be better able to: Identify and discuss the philosophical and emotional dimensions of health care practice; relate health care practice to larger moral, social, and public policy concerns; compose and present to the group a well-constructed book review, essay, short story, dramatic scene, poem, or visual representation of one or more themes emerging from the readings and films. Topics Covered: Students will read at least four books and watch four films that have won critical acclaim for interpreting the human condition. While some works may not seem directly linked to medical practice or science, all are relevant to the human side of Medicine. Books vary from literary classics to medical memoir, from medical history to fiction, plays to epic poetry. Previous books include: Being Mortal, The Immortal Life of Henrietta Lacks, The Hours, Tuesdays With Morrie, W;t: a Play, Hot Zone, Demon in the Freezer, 1947: Where Now Begins, Other Minds: The Octopus, the Sea, and the Deep Origins of Consciousness, Blindness, The English Patient, Being Mortal. Previous Films include: Schindler's List, How to Survive a Plague, Milk, The Hours, Children of Men, The Diving Bell and the Butterfly, The Kindness of Strangers, The Waiting Room, My Octopus Teacher, A Civil Action, The Verdict, The English Patient, The Doctor, Contagion, and Something the Lord Made. Student Activities: Student groups will consist of a maximum of 10 and a minimum of 5. Each group will meet four times during the elective to discuss one assigned book and one or two films. The final meeting will require each student to present their course project. The duration of both the discussion meetings and the final presentations will depend on the number of participants, and generally last 3-4 hours. Assessment: Students are expected to attend each meeting and actively engage in discussion. Students will develop a final project relating to the topics discussed, present this to the group as a whole, and forward a hard copy to the faculty. Grades will reflect seriousness of purpose in participation and projects. Rotations Offered: Each 4 weeks.
Prerequisite: Student is to add themselves to the M-ID 748 waitlist in OASIS. The OME will review the waitlist in OASIS and the OME will signify approval or disapproval via OASIS. Not open to visiting students.
Instructor: Dr. Bud Shaw
Typically Offered: FALL/SPR
Capacity: 20

**M-ID 753 COMPETENT CARE FOR LGBT 4 Credit Hours**
ELECTIVE
Are you ready to provide competent healthcare for your LGBTQ+ patients across the spectrum? Lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals have a set of unique health concerns and problems, including higher rates of depression, suicide attempts, alcoholism, cardiovascular disease, some cancers, and sexually transmitted diseases. Their special needs are often overlooked or ignored due to the invisibility of LGBTQ individuals and their avoidance of routine healthcare due to a real or imagined fear of discrimination and rejection by physicians. Although a significant segment of society is LGBTQ+, physicians receive minimal formal training in their care. The goal of this elective is to provide the specific training needed for physicians to effectively deal with healthcare concerns and to provide medically and culturally competent healthcare to this sexual minority and vulnerable population. Topics include: Health Disparities, Knowing Your Patients/ Welcoming Environment; Cultural Competency, Sexual Minority, Personal Bias, Bisexuality; LGBTQ+ and Gender Queer Youth/Coming Out; Care for LGBTQ+ Couples Families: Pathways to Parenthood for LGBT People; Bi-invisibility and their Unique Health Challenges; Recent Advances in HIV PrEP; Trans youth and Working with Trans Youth; Mental Health and Intimate Partner Violence; Late adulthood Geriatric Care in LGBTQ + Patient Population. At the end of this four-week elective, students will be able to: Define psychosocial issues and risks of self-disclosure by LGBTQ+ individuals. Identify barriers to healthcare for LGBTQ+ individuals and methods to overcome those barriers. Demonstrate appropriate history taking and interviewing skills to foster patient trust. Identify and successfully address the unique healthcare problems facing LGBTQ+ individuals. Learning activities include patient care experiences with the LGBTQ+ population, online readings and assignments, seminars, didactics, case/panel discussions, and visits to LGBTQ+ agencies and organizations. Clinical practice opportunities are available. Visits to various agencies will be arranged and include the following among others: Meetings with health care professionals who work with the LGBTQ + population; Counseling/testing site experience at NAP (Nebraska AIDS Project); Care for those with HIV/AIDS. Course Administrator: Kitty Dybdall. Rotation Offered: March.
Prerequisite: Not open to visiting students.
Instructor: Dr. James Medder, Dr. Rajnish Dave, and Kitty Dydball MS, MA
Typically Offered: FALL/SPR
Capacity: Variable

**M-ID 763 INDIVIDUALIZED RESEARCH PROGRAM 4-6 Credit Hours**
ELECTIVE
Credit under the number, M-ID-763 will only be given for an experience that is not listed in this catalog. To design your own elective, you must receive the approval of Dr. Kari Nelson prior to registration. Any research project involving an IRB must have IRB approval before the elective is approved. Please provide a copy of the approval with the protocol number to Dr. Nelson. When completing the request for waitlist in OASIS you must fill out the Scholarly Project information, which includes contact information for your mentor. Rotations Offered: Each 4 weeks, except December.
Prerequisite: Student to request pre-approval from Dr. Nelson via email. Once approved, student is to add themselves to the M-ID 763 waitlist in OASIS and forward email approval to ome@unmc.edu to be approved from the waitlist in OASIS. Not open to visiting students.
Instructor: Dr. Kari Nelson
Typically Offered: FALL/SPR
Capacity: 30