

# MEDICINE INTERDEPARTMENTAL

## **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.

Instructor: Dr. Shirley Delair (Pediatrics) and Dr. Melanie Menning (Family Medicine)

Contact: Dr. Shirley Delair; shirley.delair@unmc.edu, Cc:

lisa.paquette@unmc.edu with course approval. Location: Omaha Metro Area.

Typically Offered: January, February, March.

Capacity: 4

Visiting Student Information: This course is NOT available to visiting students.

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

### ELECTIVE

The proposed 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.

Instructor: Surinder K Batra, PhD Michael J Baine, MD, PhD

Contact: Surinda Batra; sbatra@unmc.edu.

Typically Offered: July - October, April- June.

Capacity: 1

Visiting Student Information: This course is NOT available to visiting students.

## **M-ID 695 SENIOR TEACHING ELECTIVE IN ANATOMY 4 Credit Hours**

### ELECTIVE

This elective is 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.

Instructor: Kimberly Latacha, Ph.D.

Contact: Dr. Latacha.

Typically Offered: Each four weeks.

Capacity: Varied

Visiting Student Information: This course is NOT available to visiting students.

**M-ID 696 RESIDENCY RESEARCH AND SCHOLARLY COMMUNICATION 4 Credit Hours**

## ELECTIVE

In this course, students will learn by doing. Compare and contrast the different forms of scholarly communication (original report, systematic review, case report, and perspective/opinion). Examine the ACGME requirements for scholarly activity in residencies/fellowships of interest to the student. Design a research proposal in a medical area of interest to the student. Develop an IRB proposal, including detailed background, citing at least 10 primary or secondary sources. Present their research plan to the class via an oral presentation similar to those at scientific meetings. Provide guided peer-feedback of classmates' proposals and presentations. Experience the steps of submitting a mock manuscript to a scholarly journal and responding to reviewers' editorial requests.

Instructor: Dr. Kari Nelson

Typically Offered: FALL/SPR

Capacity: 10

**M-ID 698 PROFESSIONAL DEVELOPMENT 4 Credit Hours**

## ELECTIVE

This course will cover career exploration, leadership, management, and finances in medicine. Approximately one week will be devoted to each topic. Career exploration will include self-evaluation of the students driving values and principles, skillsets, preferred work environment, and patient relationships. Students will then engage in peer-mentorship to challenge and/or reinforce how specialties interact with these preferences. Finally, students will develop and then refine infographics showing how their values relate to those of a given specialty. Leadership principles will be presented and discussed with a focus broadly on leadership in medicine and surgery. The leadership portion of the course will ask students to perform guided study of a text on leadership in medicine as well as prepare summaries of the chapters. Discussion boards will refine the summaries with a goal to probe weakness and highlight strengths of the assigned reading. At the end of this course, students will be able to describe how leadership affects outcomes, compare methods of conflict resolution, summarize leadership principles, identify pitfalls, and examine leadership in medicine as it relates to social media. Students will also recognize traits that can be developed for early-career leadership roles. Management topics will relate to managing personnel, projects, patients, and crises. Students will examine personnel management through hiring and firing decisions, evaluation, feedback, closed-loop communication, and motivation. Students will prepare for residency through preparation of a personal statement and/or curriculum vitae. Finances in medicine will relate to both professional and personal finances. Income, payment models, and relative value units (RVUs) will be discussed along with selected readings.

Instructor: Dr. Justin Mott

Typically Offered: FALL/SPR

Capacity: 300

**M-ID 699 IMPACT OF INFECTIOUS DISEASES 4 Credit Hours**

## ELECTIVE

This course is intended to capitalize on the special circumstances related to the COVID-19 epidemic and how they impact physicians, society, and the health care system. Content will address leadership, professionalism and ethics as a part of disaster preparedness; how socio-economic determinants of health as well as local, state and national policies affect populations in a disaster situation; characteristics of highly infectious diseases and what can be done from a population health perspective to combat them; mental, spiritual and social consequences of planning for and mitigating emerging infectious diseases. As part of this rotation, we anticipate students completing active service learning within our local health system or in the broader community. These efforts will be specifically designed to promote student learning while also providing meaningful assistance to patients and families affected by infectious diseases during emergency response times as well as the front-line faculty and staff who are combating it on a day-to-day basis. Assessment within this rotation will entail students developing and presenting a project or artifact to demonstrate lessons learned. Students meeting pre-defined criteria will also receive a special certificate or recognition to acknowledge their engagement in this learning.

Instructor: Drs. Sean Figy and Regan Taylor

Typically Offered: FALL/SPR

Capacity: 300

**M-ID 710 ICE SENIOR SEMINARS 4 Credit Hours**

## ELECTIVE

Goals: The M4 Integrated Clinical Experience (ICE) Senior Seminars are designed to: Teach complex clinical issues at a point in students' careers when they have a clinical context for understanding the relevance of those issues. Give students a time to discuss and reflect on their common professional experiences with their colleagues and faculty as they complete their medical school careers. Assist students in their transition to residency and life as a physician. Structure: This required course assigned either February or April. Plans should not be made during the assigned ICE month until student seminar schedules are finalized and can be scheduled around. Each student will take mandatory (required) seminars, and additional elective seminars to satisfy their total credit hour requirement during the scheduled month. All students will participate in each mandatory seminar, which will be conducted during either 1 half day or 2 half day sessions per seminar. The student will also be required to complete elective seminars. Elective seminars are conducted in either 1 half day or 2 half day sessions per seminar. Students will be given an opportunity to list their preferences of seminars and a lottery system will be used to determine placement of students in courses. During their scheduled seminar days, students will not be excused from Seminar attendance, except in the case of illness or bereavement. Instruction and assessment: The instructional format utilizes small group, interactive, case- discussion format. Lecture time and assigned reading s are limited, except as noted. Students will be assessed based on attendance and participation. ICE Senior Seminars will assign only "Pass" or "Fail" grades. Any sessions missed or not satisfactorily completed must be remediated prior to graduation.

Prerequisite: Senior year.

Instructor: Dr. Regan Taylor.

Contact: Ron Bechdolt; rbechdolt@unmc.edu; 402-559-8689; MSC 4031 zip 5525.

Typically Offered: February and April.

Capacity: 66.

Visiting Student Information: This course is NOT available to visiting students.

**M-ID 713 RESIDENCY PREPARATORY COURSE 4 Credit Hours****ELECTIVE**

The Residency Preparatory Course (RPC) is a required course for all senior students and occurs in April of their fourth year. It is designed to provide practical knowledge/skills to better prepare students for the challenges of internship. The first two weeks are occupied by a mix of lectures and hands-on activities for all students, including sessions on EHR order entry, patient handoffs, social media awareness, financial and debt management, and introduction to ACGME Milestones, regulatory issues, delivering difficult news, pain management, antibiotic stewardship, and basic teaching skills. For the remaining two weeks, students take part in programming developed by the Career Specialty Track director of the specialty in which they are entering, with content designed to poise learners for success as they enter residency.

Instructor: Dr. Abbey Fingeret and Dr. Jill Zabih

Typically Offered: FALL/SPR

Capacity: 150

**M-ID 714 CURRICULUM ENHANCEMENT SEMINARS 4 Credit Hours****ELECTIVE**

The Curriculum Enhancement Seminar (CES) involve components and elective opportunities titled Enrichment Experiences (EE). These Enrichment Experiences are held once per month for Phase 3 students and are a mandatory element of the educational experience.

Instructor: Dr. David O'Dell

Typically Offered: FALL/SPR

Capacity: 140

**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, and 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), and care for those with HIV/AIDS.

Prerequisite: Pre-arranged with Kitty Dybdall (OME).

Instructor: Dr. James Medder, Rajnish Dave, Ph.D., Kitty Dybdall MS, MA.

Contact: Kitty Dybdall in the Office of Medical Education.

Typically Offered: March.

Capacity: Variable.

Visiting Student Information: This course is NOT available to visiting students.