AY1617 Fall Term Electives

Green highlighted elective: in the process of getting confirmation from department.

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**FAMP706K (CRN 11521)**
SW VOLUNTEER CLINIC

**Credit:** 1 credit  
**Term:** Fall, Winter or Spring Term  
**Preqs:** None  
**Learner:** MS1 & MS2  
**Location:** SW Community Health Center (7754 SW Capital Highway, Portland)  
**Course Director:** Jessica Flynn, MD  
**Contact:** SWCHC Student Coordinator at swccoordinators@ohsu.edu  
**Schedule:** Tuesday or Thursday afternoons from 4-8pm. Must do at least 4 shifts to receive credit. Attendance at the required training/orientation session and a minimum of two evenings during one term is mandatory.  
**Assessment Methods:** Attendance and professionalism.  
**Grade:** Pass/No Pass

**Course Description:** Southwest Community Health Center is a local 501c3 nonprofit safety net clinic providing medical care for uninsured residents of Multnomah and Washington counties. OHSU SOM students participate in the organization and clinical care provided at this clinic. Students room patients, obtain vital signs, conduct basic history of present illness, review of systems, medication reconciliation, and perform basic physical exam skills. Students present the patients to the attending or resident physicians and help develop the assessment and plan for the patients. Students assist patients in navigating the complexities of specialized care for uninsured patients, and discover resources for assisting patients in accessing care.

**Learning Objectives:**
1. To gain exposure to cultural and medical issues that arise when working with underserved populations  
2. Assure quality health services to those lacking adequate resources to access care  
3. Gain experience with basic clinical skills

**SURG705E (CRN 11618)**
SURGERY AND INEQUALITIES

**Credit:** 1 credit  
**Term:** Fall  
**Preqs:** none  
**Learner:** MS1 & MS2  
**Location:** CLSB3A001  
**Course Director:** Karen Kwong, MD  
**Schedule:** Wednesdays 12:00-12:50  
**Assessment Methods:** Participation (80%), Facilitate one Journal Club with Partner (20%)
Final Grade: Pass/No Pass
Course Description: Inequalities dramatically impact individual and population health. Globally, two billion people have no access to basic surgical care; yet eleven percent of the global burden of disease is surgical, and the world's poorest third only get 3.5% of all surgeries performed. Here in the United States, surgical diseases such as obesity, cancer, and trauma are public health issues that target our nation's most vulnerable populations. This triad of high disease burden, low access, and great disparity has led to a growing interest among surgeons, educators, and health delivery researchers to integrate concepts of population and global health with surgery.

OHSU surgeons have an active interest in community health both globally and locally. A public health master's program has begun for OHSU surgical residents, and numerous surgeons have volunteered across the world in various countries, such as Haiti and Ethiopia.

This class will introduce first and second year medical students to the important role surgery can play in reducing health inequalities. We will discuss topics such as ethics of global volunteerism, how social determinants of health and governmental policy affect surgical in the United States, World Health Organization's Emergency and Essential Surgical Care program, volunteer opportunities, exchange programs and global experiences of local surgeons and anesthesiologists. Sessions will be led by guest speakers, speaker panels and will incorporate student's own experiences.

Learning Objectives:
1. Expose students to non-traditional contexts of surgery
2. Discuss the impact of health inequalities on surgical burden of disease
3. Discuss the global burden of disease, and how local surgeons have participated in ameliorating it.
4. Discuss the impact that surgical intervention can have on national and international public health.
5. Encourage critical analysis of medical volunteerism through discussion of ethical concerns.
6. Discuss volunteer opportunities available to students and residents.
7. Encourage interest in research as related to surgery, public and global health.
8. Highlight the importance of academic and multi-disciplinary collaboration.
9. Understanding the logistics and challenges of international health work.
10. Discuss different models of health care delivery services.

ORTH705A (crn 11333)
BASIC OF NEUROMUSCULAR AND MUSCULOSKELETAL MEDICINE

Credit: 1 credit
Term: Fall
Preqs: None
Learner: MS1 & MS2
Location: CLSB Learning Studio
Course Director: Nels Carlson, MD (carlsonn@ohsu.edu)
Contact: Education Coordinator: Dezmoree Johnson (hagend@ohsu.edu)
Schedule: Thursdays 12:00-12:50
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**Assessment Methods:** Exam 50%, Participation 25%, and Observation of physical exam with “subject”

25%

**Grade:** Pass/No Pass

**Course Description:** An introduction to Musculoskeletal Medicine with a focus on clinical-anatomic correlations, differentiating musculoskeletal and neuromuscular disorders and developing basic diagnostic and treatment strategies.

- Musculoskeletal Language and Terminology
- Skeletal Anatomy (Axial)
- Skeletal Anatomy (Appendicular)/Introduction to Muscles and Nerves
- Assessment Week – no class
- The Brachial Plexus
- The Proximal Upper Extremity
- The Distal Upper Extremity
- The Proximal Lower Extremity
- The Distal Lower Extremity
- Clinical Correlations – Assessing History and Exam Findings
- Assessment Week – no class
- Final Exam

**Learning Objectives:**

1. Understand the clinical correlations of basic musculoskeletal and peripheral neuroanatomy
2. Demonstrate appropriate history and physical exam decision making based on the presenting complaints
3. Discuss diagnostic indications, options, cost-effectiveness and false positives/negatives
4. Discuss management strategies and indications, ranging from conservative to surgical options

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**IPE 713 (CRN 12281)**

Interprofessional Community Health & Education Exchange

**INTERPROFESSIONAL STUDENT INTERACTION, CROSS-CULTURAL SOCIO-ECONOMIC EDUCATION EXCHANGE & HEALTH SCREENING**

**Credit:** 1 credit

**Term:** Fall, Winter or Spring Terms

**Preqs:** none

**Learner:** MS1, MS2, MS3, MS4, PA, MPH, NS

**Location:** Community Center, TBA

**Course Director:** Valerie S Palmer (palmerv@ohsu.edu)

**Schedule:** Six face-to-face sessions on Saturdays from 9:30am to 3pm. Fall Term: 10/1, 10/15, 10/22, 10/29, 11/5, 11/19.

**Assessment Methods:** Attendance in all 6 classes. Participation in team discussions, weekly reflections, response to questions. Read assigned material and complete homework assignments prior to in-class sessions. Complete and turn in a 3-page final reflection at the end of term.

**Grade:** Pass/No Pass

**Course Description:** This 1-credit unique IPE elective interfaces multiple student teams (drawn from OHSU dental, medical, nursing, nutrition, pharmacy, physician assistant and public health students) with underserved members (clients) of the Portland community (e.g., refugees, asylees, homeless) in a two-
way exchange (IP team and client) that educates students about the complex physical, mental, nutritional and other health challenges faced by their clients. The elective is open to all OHSU schools and programs (including OSU CoP students at OHSU and PSU MPH students). iCHEE is held (since 2008) at one of several possible Portland community centers on 6 Saturdays, from 9:30am-3:00pm.

Recommended Text available at the OHSU library & Information on the centers contracted with iCHEE:
- About refugees: [http://www.culturalorientation.net](http://www.culturalorientation.net)
- Cultures from various countries: Culture Vision (accessed via OHSU library)
- Transition Projects Inc: [http://www.tprojects.org/content.cfm/ABOUT-US/Programs](http://www.tprojects.org/content.cfm/ABOUT-US/Programs)
- Information for IRCO: [http://www.irco.org/programs/](http://www.irco.org/programs/)
- Asian Health & Services Center: [http://www.ahscpdx.org/about.html](http://www.ahscpdx.org/about.html)

**Learning Objectives:**

At the completion of this course, students should have acquired the knowledge, skills and ability to:

1. Demonstrate the ability to participate effectively as a member of an interprofessional student team focused on assessing the healthcare needs of underserved community members, including refugees, recent immigrants, and homeless people.
2. Recognize the value of an IP team approach to client assessment, to understand the strengths and limitations of the student's own training in a healthcare setting, to respect and value the contributions of each team members' unique professional training and expertise; and to acquire effective communication and interpersonal skills for collaborative patient-based care.
3. Demonstrate active listening and oral communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information; to acquire communication skills that bring out culture-specific health-related beliefs, practices and remedies from diverse, medically underserved individuals.
4. Understand and evaluate the common health challenges of socio-economically underprivileged and medically underserved people; appreciate, respect, and interact effectively with people with diverse cultures, backgrounds, experiences (cultural humility gained from clients' life histories).
5. Actively participate in interprofessional student-faculty assessments that analyze: the realities of life for underserved clients in the context of their nutrition, medication, oral, general physical and mental health.
6. Demonstrate the ability to work within an interprofessional health assessment team to identify, analyze, and communicate appropriately about errors, and propose system improvements to reduce them.
7. Appreciate and assess the ethical dilemmas posed by the mismatch between the needs of medically underserved clients and healthcare services that are available for them.
8. Understand the impact of socio-economic status on health, and the limitations of the healthcare system, even with the full implementation of the Affordable Care.
9. Understand the value of preventive care and the consequences of failing to implement this care; common and rare diseases of refugee and immigrant populations; and healthcare resources available to clients in the greater Portland Metropolitan area.
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**Preqs:** none  
**Learner:** MS1 and MS2  
**Location:** CHH  
**Course Director:** Tom Wang, MD & Michael M. Kim, MD (kimmic@ohsu.edu/4-5678)  
**Contact:** Education Manager Contact: Michelle Bilton (bilton@ohsu.edu / 4-3656)  
**Schedule:** 2 face-to-face 4-hour sessions plus homework. Offered throughout the academic year except for Summer Term as long as there is a cohort of minimum 4 students. Contact Education Manager to coordinate time/date of 2 sessions.  
**Assessment Methods:** Evaluation of performance in workshops  
**Grade:** Pass/No Pass  
**Course Description:** Practical application of soft tissue surgical techniques using video instructional segments as well as individual instruction by Facial Plastic Surgery staff and residents during a two day intensive course. The course is focused on soft tissue handling and reconstructive techniques with particular emphasis for those that are applicable around the face. Materials covered include basic principles of soft tissue surgery proceeding to moderately advanced techniques. Incisions, excisions, appropriate instrument usage and broad variety of wound closure techniques will be taught and practiced (subcuticular suturing, deep suturing, surface suturing and staple usage). Surface flaps of all types (advancement, rotation, interposition, Rhombic, bilobed) Z-plasty and scar camouflage surgery are covered. Priority is given to students in the first year of medical school as they have had the least exposure to soft tissue reconstruction. Maximum number of students 8 - Minimum number of students 4.  
**Learning Objectives:**  
1. Understand importance of atraumatic tissue handling technique  
2. Gain experience with usage of soft tissue instrumentation via supervised practice sessions  
3. Learn various suture technique applicable to different wound closure scenarios

**SURG 701**  
Surgery Research - 1st & 2nd Yr  
OHSU Portland  
**SURG 701 | MS1-MS2 Electives | 1-4 credit(s) | Various weeks | any term**  
**Preqs:** None  
**Learner:** MS1, MS2  
**Course Director:** Enjae Jung, MD  
**Contact:** Marci Jo Carlton, Surgery Medical Student Coordinator  
**Assessment Methods:** Submission of a 2-4 page report which include a section on the background of the process you are studying and the question you are trying to answer. Next, you should include a description of your actual research experience. This should include the methods of your research project and which specific information was obtained. The summary should also describe methods used for statistical analysis. Using preliminary data to write an abstract is encouraged. Students should also include a plan for eventual submission and presentation of your work.
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Grade: Pass/No Pass

Course Description: The Surgery Research elective is an opportunity for you to participate in a research project that you may have interest in. In order to receive credit, there are some things we will need from you to process your paperwork. I. Approval of Rotation: a. You will need to fill obtain a request form from the Curriculum & Student Affairs Office and get the appropriate signatures. b. Once you have signed and your preceptor has signed, you will need to turn it on to the surgery Medical Student Coordinator along with a brief summary and your preceptor’s name, phone number, and email address. Your summary should include what the expected outcome you are looking for and what the project will include. c. The Medical Student Coordinator will submit it to the Clerkship Director for approval. d. The Medical Student Coordinator will send it to the Curriculum & Student Affairs Office for approval. e. The Medical Student Coordinator will contact you to let you know your request has been accepted, needs more information, or not approved. f. Once approved and signed by all parties, the Medical Student Coordinator will send you a copy of your completed signed form.

GMED705L (CRN11514) → ALREADY FILLED (REGISTRATION WAS DONE PRIOR TO ENTERING MED SCHOOL)

LIVING WITH LIFE-THREATENING ILLNESS

Credit: 2 credits
Term: Fall
Preqs: None
Learner: MS1
Location: Face-to-face sessions TBA.
Individual meetings with patients/families (travel to patient’s home)
Course Director: David Barnard, PhD, JD
Enrollment Limit: 16
Contact: Course Coordinator: Molly Willis (willima@ohsu.edu or 494-4466)
Schedule: 10 in-class sessions from 1-3pm on Mondays
5 Individual meetings with patients/families.
Assessment Methods: Participation (20%), Patient Visits (60%), Reading (10%), Final Good-bye letter or Reflective Paper (10%)
Grade: Pass/No-Pass

Course Description: This interdisciplinary course introduces fundamental knowledge, attitudes, and skills for working with patients with life-threatening illnesses and their families. Each student will be assigned to a patient with a life-threatening illness whom they will visit 5 times in the patient’s home. The focus of learning for the course will be the student’s ongoing relationship with this patient-teacher and his or her family. Weekly large group discussions will address patients’ and families’ experiences of suffering, caregiving, symptom control, death, loss and grief, and spiritual concerns. Weekly small group discussions will allow students to receive supervision from experienced clinicians and to reflect on personal reactions to their patient-teacher, and will help them integrate didactic material about life-threatening illness and palliative care with their patient visits. Course evaluation will be based on
Green highlighted elective: in the process of getting confirmation from department.

attendance, participation, and completing a short reflection paper or good-bye letter to the patient-teacher.

**Learning Objectives:**

1. Students will gain an understanding of the experience, for patients and families, of a life-threatening illness.
2. Students will enhance skills in creating a relationship which fosters the disclosure of intimate and sensitive material about responses to illness.
3. Students will acquire skills in communicating with patients and their families about desires for care at the end of life.
4. Students will enhance their appreciation of how their own feelings about death affect their interactions with patients.
5. Students will learn the basic elements of the hospice philosophy of care.
6. Students will understand the impact of inadequately-controlled physical and psychological symptoms on quality of life in patients with life-threatening illness.
7. Students will learn the most common physical and psychological symptoms that accompany life-threatening illness.
8. Students will explore the roles of ethical principles (e.g. autonomy, beneficence, non-malefascence) in making decisions near the end of life.
9. Students will learn the phenomenology and course of the grieving process and its impact on physical and psychological health.
10. Students will learn about different cultural, religious, and spiritual constructs of the meaning of death and their impact on the experience of life-threatening illness.
11. Students will enhance their understanding of the meanings of death to physicians within the culture of medicine.
12. Students will gain understanding of physicians' adaptive and maladaptive responses to dying patients.
13. Students will gain enhanced appreciation of patients as teachers about the process of illness and the experience of receiving medical care.

**This course addresses the following SOM UME Competencies:**

Medical knowledge: #4
Practice-based Learning and Improvement: #’s 1 & 2
Interpersonal and Communication Skills: #’s 1 & 3
Professionalism and Personal & Professional Development: #’s 1, 2, 3, 4, 7, 9, 10 & 11
System-based Practice and Interprofessional Collaboration: #3
AY1617 Fall Term Electives

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Course Director: Jessica Flynn, MD (flynnj@ohsu.edu)
Schedule:
- Attend 1 half-day training in interpreting/advocacy during Winter term (weekend, date TBD)
- Monthly 1-hour session with assignments (students will complete JE beforehand and bring to each session).
Assessment Methods: Participation to >80% of class meeting; 100% of Journal Entries; Completion of final project (reflective final project with 5-10 minutes PP or other media presentation about student’s experience throughout the year and the patient’s story)
Grade: Pass/No Pass

Course Description: The Intercultural Longitudinal Health Elective (ILHE) is a 1-2 year medical student elective that aims to provide longitudinal support and advocacy for limited-English proficiency patients at the Southwest Community Health Center (SWCHC) while giving students an opportunity to enhance their ability to serve as bilingual providers in underserved community settings. Bilingual students will be matched with a patient with a chronic disease and attend his/her appointments at SWCHC throughout the year. The student will take a history and perform a clinical exam in the patient’s native language and serve as his/her advocate during interactions with the attending physician. Throughout the year, students will complete a bilingual provider training program, attend debriefing meetings with other participating students, and complete related student projects.

Learning Objectives:
1. Provide longitudinal support and advocacy for patients with limited English proficiency (LEP) at Southwest Community Health Center
2. Experience meaningful intercultural health advocacy
3. Enhance the medical curriculum through alternative experiences in the clinical management of chronic disease in intercultural and underserved community settings.