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JCON705C (CRN 12068)  
MEDICAL SPANISH

Credit: 1 credit
Term: Fall
Preqs: At least 2 years of college Spanish or equivalent according to instructor’s assessment
Learner: MS1 & MS2
Location: CLSB
Course Director: Marcela Cinta
Schedule: 9 sessions from 5:10-8:10PM, except for Thursday sessions (5:10-7:10pm)
- Wed. 9/27
- Wed. 10/4
- Thu. 10/5
- Wed. 10/25
- Thu. 10/26
- Wed. 11/1
- Tue. 10/31
- Wed. 11/8
- Wed. 11/15
- Wed. 11/29
Assessment Methods: 50% vocabulary quizzes, 40% oral presentation, 10% in-class active participation
Final Grade: Pass/No Pass
Course Description:
This 25-hour course in Fall 2017 will focus on healthcare terminology needed to deal with Spanish-speaking patients and cultures in the USA and/or throughout Latin America. Additionally, we will study Latino attitudes about health, as well as the impact that social issues have on these attitudes. The class will be conducted in Spanish, and students will be expected to use Spanish for communication in class, and in both written & oral work.

Learning Objectives:
1. Teaching Spanish medical terminology and phraseology, as well as colloquial medical expressions used by Latino patients in primary care, surgical procedures and various specialties
2. Training in English <> Spanish sight translation (written to oral formats)
3. Explaining Latinos’ cultural values and priorities in regards to healthcare, in order to raise awareness in professional medical providers of the different communicative approaches to help their Spanish-speaking patients better understand the medical issues that concern them and their families
4. Fostering critical thinking and multicultural awareness
FAMP706K (to register, contact Jennifer Tsai)
SW VOLUNTEER CLINIC

Credit: 0.25 credit
Term: Fall Term
Preqs: None
To register: Contact Jennifer Tsai at tsjen@ohsu.edu
Learner: MS1 & MS2
Max # of Learners: 50
Location: SW Community Health Center (7754 SW Capital Highway, Portland)
Course Director: Sean Robinson, 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
Competencies: ICS 1, PPPD 1, PPPD 6, PCP 1
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 11373)
SURGERY AND INEQUALITIES

Credit: 1 credit
Term: Fall
Preqs: none
Learner: MS1 & MS2
AY1718 Fall Term Electives

Location: CLSB3A002
Course Director: Karen Kwong, MD
Schedule: Wednesdays 12:00-12:50
9/27/2017
10/4/2017
10/25/2017
11/1/2017
11/8/2017
11/15/2017
11/22/2017
11/29/2017

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 11177)
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
9/28/2017
10/5/2017
10/26/2017
11/2/2017
11/9/2017
11/16/2017
11/30/2017
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
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.
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 out Special Research Elective Form (Student Portal, under Medicine, Forms) 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 → 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.
September 25    First class
October 2      regular class
October 9     regular class
October 16    NO class (ASSESSMENT)
October 23   regular class
October 30  regular class
November 6  regular class
November 13 regular class
November 20 (Thanksgiving week, STILL have class)
November 27 regular class
December 4      NO class (ASSESSMENT)
December 11 Final class

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 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-malfeasance) in making decision making 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

GSTR705R
LEADERSHIP, EDUCATION AND STRUCTURAL COMPETENCY PLANNER FACILITATOR

Credit: 1.5 credits
Term: Fall
CRN: to register, email Kylie Loutit
Preqs: Completion of MS1 Curriculum
Learner: MS2
Max enrollment: combined with GSTR 705R, 39
Location: CLSB
Course Director: Atif Zaman, MD, MPH (zamana@ohsu.edu) & John Stull, MD, MPH (stullj@ohsu.edu)
Contact: Student Coordinator: Kylie Loutit
Schedule:
- Skills training and planning workshops, 5 meetings and 3 fundamental training (15 hours) + 2 supplemental training (4 hours)
- Small group curriculum development, includes research, meetings, and production (10 hours)
- 2.5-hour MS2 training and rehearsal sessions for 5 MS2-led learning sessions, includes advance prep, practice, debrief, discussion and feedback (12.5 hours)
- 1-1.5 hour Peer-Peer Learning Sessions plus pre- and post-meetings (12 hours)
Assessment Methods: Feedback from MS1 learners (Plus/Delta format)
Stakeholder feedback or evaluation, guided by SOM staff
Written reflection by MS2 participants
Grade: Pass/No Pass
Course Description:

To meaningfully incorporate the structural competency objectives into the case-based YourMD curriculum, a cohort of MS2 students (LESC 2) will plan and develop a foundational structural competency curriculum for MS1 students, centered around actual patient cases from Oregon. The planning of these sessions will involve exploration of articles, community resources, and existing evidence base for structurally contextualized patient care. Session planning allows LESC
2 students a unique opportunity to expand their understanding of education and curriculum development. Students will write learning objectives, develop assessment methods, and create detailed instructional methods for each session. Instruction will be primarily through near-peer small group learning, (LESC 1 and LESC 2) supplemented by independent learning activities and selected large group didactic sessions.

By participating in this elective course, LESC 2 MS2 students will have the opportunity to engage with their peers, with faculty, and with community partners to develop this novel, dynamic curriculum. They will receive both leadership training, and small-group facilitation practice, and expand their knowledge and skills in application of structural competency. By facilitating groups with MS1s, these students will begin to practice leadership, mentorship, group facilitation, and education skills that they attain from workshops and training.

**Course Activities**

1. **Skills training workshops**
   a. One half day facilitation training (Laurie Francis)
   b. One half day session on structural competency theory and application (Josh Neff)

2. **Curriculum Development**
   a. Coordinate overall curriculum design and structure (sessions, themes, topics)
   b. Organize into session- and theme-specific teams to create and implement detailed session plans
   c. In session-specific teams, create Learning Objectives, develop Assessments, and design instructional methods appropriate to the specific topic and theme.

3. **Curriculum Implementation**
   a. In session specific teams, develop educational materials and resources, identify and coordinate with speakers as appropriate.
   b. Design and deliver guided rehearsal of sessions for Structural Competency Near-Peer Facilitators (LESC 1 MS2 students)
   c. Coordinate with faculty and School of Medicine staff to implement curriculum and individual sessions

4. **Curriculum Evaluation**
   a. Coordinate with School of Medicine faculty and staff to obtain session specific and overall curriculum feedback from relevant stakeholders.
   b. Complete final survey and self-evaluation

**Learning Objectives:**

1. **Leadership development** Students should be able to:
   - Demonstrate ability to develop, organize, and facilitate curriculum content in structural competency for YOUR MD Curriculum
   - Navigate and lead discussions on difficult and controversial topics
   - Communicate effectively with their peers and other professionals

2. **Educational/teaching skill development** Students should be able to:
   - Understand adult cognition and learning practices
AY1718 Fall Term Electives

- Translate adult cognition and learning practices into effective facilitation of discussion sessions with MS1 students

3. Structural competency knowledge strengthening Students should be able to:

- Examine and communicate advanced ideas on topics of structural competency through trainings by community members, readings, and group discussions
- Demonstrate sensitivity and responsiveness to structural determinants of health

GSTR705RR
LEADERSHIP, EDUCATION AND STRUCTURAL COMPETENCY PLANNER

Credit: 0.75 credits
Term: Fall
CRN: to register, email Kylie Loutit
Preqs: Completion of MS1 Curriculum
Learner: MS2
Max enrollment: combined with GSTR 705R, 39
Location: CLSB
Course Director: Atif Zaman, MD, MPH (zamana@ohsu.edu) & John Stull, MD, MPH (stullj@ohsu.edu)
Contact: Student Coordinator: Kylie Loutit
Schedule:
- 3-hour facilitation training, 3-hour Structural Competency training, and rehearsal sessions for 6 MS2-led learning sessions, includes advance prep, practice, debrief, discussion and feedback (15 hours)
- 1-1.5 hour peer-to-peer Learning Sessions plus pre-and post-meetings (12 hours)
Assessment Methods: Feedback from MS1 learners (Plus/Delta format)
Stakeholder feedback or evaluation, guided by SOM staff
Written reflection by MS2 participants
Grade: Pass/No Pass
Course Description:

To meaningfully incorporate the structural competency objectives into the case-based YourMD curriculum, a cohort of MS2 students (LESC 2) will plan and develop a foundational structural competency curriculum for MS1 students, centered around actual patient cases from Oregon. The planning of these sessions will involve exploration of articles, community resources, and existing evidence base for structurally contextualized patient care. Session planning allows LESC 2 students a unique opportunity to expand their understanding of education and curriculum development. Students will write learning objectives, develop assessment methods, and create detailed instructional methods for each session.

Instruction will be primarily through near-peer small group learning, (LESC 1 and LESC 2) supplemented by independent learning activities and selected large group didactic sessions. By participating in this elective course, LESC 1 MS2 students receive both structural competency theory training, and small-group facilitation training and practice, and they will expand their knowledge and skills in application of structural competency. By facilitating groups with MS1s,
these students will begin to practice leadership, mentorship, group facilitation, and education skills that they attain from workshops and training.

Course Activities
1. Skills training workshops
   a. One half day facilitation training (Laurie Francis)
   b. One half day session on structural competency theory and application (Josh Neff)
2. Curriculum Implementation
   a. Attend and participate in guided rehearsal of sessions for Structural Competency Near-Peer Facilitators
   b. Collaborate with LESC 2 Planner-Facilitators and with faculty and School of Medicine staff to implement individual sessions.
3. Curriculum Evaluation
   a. Participate session specific and overall curriculum feedback developed by LESC 2 Planner Facilitators
   b. Complete final survey and self-evaluation

Learning Objectives (specific, measurable): Attach sheet if there are more than 4 objectives.
1. Leadership development Students should be able to:
   ● Demonstrate ability facilitate curriculum content in structural competency for YOUR MD Curriculum
   ● Navigate and lead discussions on difficult and controversial topics
   ● Communicate effectively with their peers and other professionals
2. Educational/teaching skill development Students should be able to:
   ● Understand adult cognition and learning practices
   ● Translate adult cognition and learning practices into effective facilitation of discussion sessions with MS1 students
3. Structural competency knowledge strengthening Students should be able to:
   ● Examine and communicate advanced ideas on topics of structural competency through trainings by community members, readings, and group discussions
   ● Demonstrate sensitivity and responsiveness to structural determinants of health

IPE 713 (CRN 12281)
interprofessional Community Health & Education Exchange (iCHEE)
INTERPROFESSIONAL STUDENT INTERACTION, CROSS-CULTURAL SOCIO-ECONOMIC EDUCATION EXCHANGE & HEALTH SCREENING
Credit: 2 credit
Term: Fall, Winter and 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.
Winter 2018: 1/6, 1/13, 1/20, 1/27, 2/3, 2/10.
Assessment Methods: 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 2-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
- Cultures from various countries: Culture Vision (accessed via OHSU library)
- Transition Projects Inc: http://www.tprojects.org/content.cfm/ABOUT-US/Programs
- Information for Lutheran Community Services: http://www.lcsnw.org/
- Information for IRCO: http://www.irco.org/programs/
- Asian Health & Services Center: 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.

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.

IPE 715 (CRN12136)
COMMUNITY ORGANIZING FOR HEALTH EQUITY

Credit: 1 credit
Term: Fall
Preqs: none
Learner: MS1, MS2
Location: CLSB 3A002
Course Director: Cliff Coleman, MD (colemanc@ohsu.edu) and Kristen-Beiers Jones (beiersjo@ohus.edu)
Schedule: Six face-to-face sessions on Mondays from 5:30-7:30pm
9/25, 10/2, 10/9, 10/23, 11/6, 11/20
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 class teaches local health equity issues and efforts, with the focus of taking action with community partners. Through this class, students have worked for change on issues from immigration policy to homeless encampments and increased funding for early childhood development. The class is led by student organizers, local community organizers from the Metropolitan Alliance for Common Good (MACG), and faculty leaders from OHSU School of Nursing and Medicine. It is based in community organizing to address social determinants of health through an interdisciplinary lens. It is focused on key styles of organizing, and on engaging students in events and efforts outside of the classroom.