<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMED705J</td>
<td></td>
<td></td>
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<tr>
<td>EMED 705K</td>
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<td></td>
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<tr>
<td>SURG705E</td>
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<td></td>
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<tr>
<td>ORTH705A</td>
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<tr>
<td>GMED705L</td>
<td>only available to MED22</td>
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<td>GSTR705R</td>
<td>only available to MED21</td>
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<td>SURG 701</td>
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**AY1819 Fall Term Electives for Foundations of Medicine Curriculum Phase Students**
EMED705J
EMERGENCY MEDICAL RESPONSE

To Register: contact David Adler.
Credit: 1 credit
Term: Fall-Winter
Preqs: None
Maximum # of Students: 21
Learner: MS1 and MS2
Location: Urban 911 system (ambulance response) and suburban system (fire response)
Course Director: Craig Warden, MD (wardenc@ohsu.edu)
Contact: Student Coordinator: David Adler, MED 21 (adlerd@ohsu.edu)

Schedule:
1) One 12 hour ride along shift with Multnomah County American Medical Response (AMR)
2) One 12 Hour ride along shift with Clackamas County American Medical Response (AMR)
3) One 12 hour ride along shift with Clackamas County Fire Department
4) Four hours of classroom instruction covering the following topics:
   - Lecture on EMS systems prepared by EMS medical director Dr. Craig Warden
   - Lecture on REACH Air Medical Services prepared by Laurel Conley
   - Lecture on the history, structure, and purpose of emergency response prepared Gary Olds
   - REACH Air Medical Services helicopter tour (operational dependent)

Assessment Methods: EMS protocol quiz, post-ride along written assignment, must attend classroom session and all three ride along shifts to pass course.

Grade: Pass/No Pass

Course Description: This three shift rotation is an introduction to emergency field medicine for students in their first and second years of medical school at Oregon Health and Sciences University. Students will be introduced to core skills (CPR, cardiac monitoring/pacing/defibrillation, endotracheal intubation, IV/IO placement, spinal immobilization, extremity splinting, pleural needle decompression, emergent tracheostomy, etc.), medications used by paramedics, and how emergency medical services function as a team from pre-arrival at an emergency response location to delivery of the patient to the emergency department. The focus of instruction will be direct observation of the assessment and treatment of patients suffering from life threatening emergencies. This elective incorporates ride along experiences with ambulance and fire based emergency medical service providers in addition to classroom experiences on the campus of OHSU. This elective is an introduction to emergency medical response and is not designed for the medical student to provide Advanced Life Support (ALS) treatment to patients in the field.
EMED 705K
POINT OF CARE ULTRASOUND

To Register: Contact Evan Foulke by 9/7/18 and students will be informed by 9/10/18 if they are enrolled or on the waitlist.

Credit: 1 credit
Term: Fall
Learner: MS1 & MS2
Location: RLSB Sim Center
Course Director: Megan Mickley, MD
Student Course Coordinator: Evan Foulke
Prerequisite: not required but strongly recommended: strong anatomical knowledge
Max # of enrollment: 20
Schedule: 8 Wednesday sessions from noon to 1pm
9/26/2018 12:00 - 1:00pm (Knobology/Basics)
10/3/2018 12:00 - 1:00pm (FAST/EFAST)
10/24/2018 12:00 - 1:00pm (Biliary/RUQ)
10/31/2018 12:00 - 1:00pm (Renal)
11/7/2018 12:00 - 1:00pm (Cardiac)
11/14/2018 12:00 - 1:00pm (Pulmonary)
11/21/2018 12:00 - 1:00pm (DVT)
11/28/2018 12:00 - 1:00pm (OSCE)
This schedule is subject to change based on faculty availability.
Besides the above face-to-face sessions, students will be assigned to readings and online lectures each week.

Final Grade: Pass/No Pass

Course Description:
This course will teach students the basics of how to operate bedside ultrasound machines and provide them with a core sonography skill set to use during their clinical rotations. Students will learn essential techniques for many common applications of ultrasound including cardiac, pulmonary, abdominal, vascular, and procedural guidance. The goal of this elective is to help students better understand basic anatomy through the use of ultrasound, as well as related organ system pathophysiology. At the end of this course students will be able to operate the bedside ultrasound machine, obtain high quality images in a variety of clinical settings, and have fund of knowledge that will help them interpret normal versus abnormal imaging findings. In order to participate in this elective, students are required to sign a statement indicating that they understand that the elective is a first step training vehicle and that their subsequent ability to use ultrasound in clinical situations should be under the guidance of supervising physicians.

Learning Objectives:
1. The student will be equipped to discuss indications for bedside sonography with volunteers (Clinical Curriculum Phase medical students) and to obtain verbal consent for the ultrasound using the "PARQ" method. This includes describing the invasiveness of the various procedures as well as the risks and procedures to be followed if there are incidental findings during the procedure. This will be assessed by direct supervision from faculty instructors, as well as by demonstrating proficiency with these skills during a final OSCE (ICS 1)
2. The student will demonstrate the ability to choose the correct clinical application for bedside ultrasound and obtain sufficient images of key anatomical structures to answer the clinical
question. This will be assessed by US faculty and US student "superusers" on a weekly basis, and will be tested formally during the final OSCE (PCP1)

3. The student will demonstrate knowledge of basic anatomical structures that are commonly assessed using ultrasound and will be able to identify basic normal versus abnormal findings. This will be assessed on a weekly basis by faculty instructors and student ultrasound "superusers," as well as during the final OSCE (MK1)

4. Students will be provided with course materials to independently review prior to each ultrasound training session, and each student will be asked to identify questions (both regarding knowledge content and skill application) they have prior to and following each session. Pre-course and post-course assessments will help each student to identify his/her own strengths/weaknesses, such that he/she can establish goals to hone those weaknesses while moving forward in their independent learning and clinical training (PBLI1)

Assessment Methods: Pre-course, post-course self-assessment, weekly assessment by faculty and US student. Final OSCE.

**SURG705E**

**SURGERY AND INEQUALITIES**

To register: Log into SIS and use CRN 10564 to register.

Credit: 1 credit

Term: Fall

Preqs: none

Learner: MS1 & MS2

Location: CLSB3A002

Course Director: Karen Kwong, MD

Schedule: Wednesdays 12:00-12:50

9/26/18
10/3/18
10/24/18
10/31/18
11/7/18
11/14/18
11/21/18
11/28/18
12/12/18

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
BASIC OF NEUROMUSCULAR AND MUSCULOSKELETAL MEDICINE

To Register: Log into SIS and use CRN 10481 to register.
Credit: 1 credit
Term: Fall
Preqs: None
Learner: MS1 & MS2
Location: CLSB 3A001 (room request pending)
Course Director: Hans Carlson, MD (carlsonh@ohsu.edu)
Course Coordinator Contact: Education Coordinator: Robin Sasaoka (sasaokar@ohsu.edu)
Office: Sam Jackson Hall, Room 2360/503-494-5842
Schedule: Thursdays 12:00-12:50
Dates: Thursday (9/27, 10/4, 10/25, 11/1, 11/8, 11/15, 11/29)
Credits: 1
Prerequisites: None
Students: MS1 and MS2

Learning Objectives:
Understand basic anatomy terminology.
Understand muscle anatomy and actions.
Understand bone function and joint action.
Understand peripheral nerve structure and function.

Course Topics:
09/27/18 – Orientation, Spine and Ribs
10/04/18 – Shoulder to Elbow
10/25/18 – Wrist & Hand
11/01/18 – Hip to Knee
11/08/18 – Ankle & Foot
11/15/18 – Imaging/Clinical Correlates
11/29/18 – Final

Grading: Pass/No Pass
Attendance is 25% of grade. Must attend 75% of class. If you are unable to make a class, e-mail sasaokar@ohsu.edu and carlsonh@ohsu.edu.
Final is 75% of grade. Must get at least 75% on final to pass.

Textbook (optional):
Essentials of Musculoskeletal Care 4th Editions – Sarwark
$56.50-cash or checks payable to OHSU Orthopaedics and Rehabilitation. Must be picked up in Orthopaedics Admin office, Sam Jackson Hall.

GMED705L: only available to MED22
LIVING WITH LIFE-THREATENING ILLNESS

To register: Log into SIS and use CRN 10522 to register.
Credit: 2 credits
Term: Fall
Pre-reqs: None
Learner: M51
Location:
1) Face-to-face sessions in RSLB, rooms 1S018 & 1S019
2) Individual meetings with patients/families (students are required to travel to patient’s home)

For more information on this elective, click https://www.ohsu.edu/xd/education/continuing-education/center-for-ethics/comfort-care-education/edwards-legacy.cfm
Course Director: Susan Tolle, MD
Enrollment Limit: 16
Contact: Course Coordinator: Molly Willis (willima@ohsu.edu or 503-494-4466)
Schedule: 10 in-class sessions from 1-3pm on Thursdays
Required: Five individual meetings with patients/families.

September 27 first class
AY1819 Fall Term Electives for Foundations of Medicine Curriculum Phase Students

October 4  regular class
October 11  regular class
October 18  NO class (ASSESSMENT)
October 25  regular class
November 1   regular class
November 8   regular class
November 15  regular class
November 22  NO class (Thanksgiving)
November 29  regular class
December 6   NO class (ASSESSMENT)
December 13  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 and interprofessional course introduces fundamental knowledge, attitudes, and skills for working with dying patients and their families. Each student will be assigned to a patient-teacher with a life-threatening illness, and the focus of learning for the course will be each student’s ongoing relationship with the patient-teacher and his or her family. Structured learning experiences (large group case discussions, seminars, role plays, and guest lecturers) will address topics such as responses to suffering, symptom control, grief and loss, spiritual concerns, and ethical dilemmas. Mandatory small group discussions will allow students to receive supervision from experienced clinicians and to reflect on personal reactions to the visits with the patient-teacher.

Learning Objectives:
• Students will gain an understanding of the experience, for patients and families, of a life-threatening illness.
• Students will enhance skills in creating a relationship which fosters the disclosure of intimate and sensitive material about responses to illness.
• Students will acquire skills in communicating with patients and their families about desires for care at the end of life.
• Students will enhance their appreciation of how their own feelings about death affect their interactions with patients.
• Students will learn the basic elements of the hospice philosophy of care.
• Students will understand the impact of inadequately-controlled physical and psychological symptoms on quality of life in patients with life-threatening illness.
• Students will learn the most common physical and psychological symptoms that accompany life-threatening illness.
• Students will explore the roles of ethical principles (e.g. autonomy, beneficence, non-malfeasance) in making decision making near the end of life.
• Students will learn the phenomenology and course of the grieving process and its impact on physical and psychological health.
• 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.
AY1819 Fall Term Electives for Foundations of Medicine Curriculum Phase Students

- Students will enhance their understanding of the meanings of death to physicians within the culture of medicine.
- Students will gain understanding of physicians' adaptive and maladaptive responses to dying patients.
- 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: only available to MED21
LEADERSHIP, EDUCATION AND STRUCTURAL COMPETENCY PLANNER AND FACILIATOR

SENT EMAIL TO John Stull and Ayesha Khader on 7/16/2018 for him to edit by 7/31
Credit: 1.5 credits
Term: Fall
CRN: to register, email Ayesha Khader
Preqs: Completion of MS1 Curriculum
Learner: MS2
Max enrollment: combined with GSTR 705R, 40
Location: CLSB
Course Director: John Stull, MD, MPH (stullj@ohsu.edu)
Contact: Student Coordinator: Ayesha Khader
Schedule:
- Skills training and planning workshops, 5+ meetings and 1 fundamental training (4 hours) + 1 supplemental training (4 hours)
- Small group curriculum development, includes research, meetings, and production (10+ hours)
- 2 hour MS2 training and rehearsal sessions for 8 MS2-led learning sessions, includes advance prep, practice, debrief, discussion and feedback (16 hours)
- 1-1.5 hour Peer-Peer Learning Sessions plus pre- and post-meetings (16 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, including Popular/People's Education (Noelle Wiggins and Arika Bridgeman)
   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:
AY1819 Fall Term Electives for Foundations of Medicine Curriculum Phase Students

- 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
   - 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: only available to MED21
LEADERSHIP, EDUCATION AND STRUCTURAL COMPETENCY FACILIATOR

Credit: 0.75 credits
Term: Fall
CRN: to register, email Ayesha Khader
Preqs: Completion of MS1 Curriculum
Learner: MS2
Max enrollment: combined with GSTR 705R, 40
Location: CLSB
Course Director: John Stull, MD, MPH (stullj@ohsu.edu)
Contact: Student Coordinator: Ayesha Khader
Schedule:
   - 4-hour facilitation training, 4-hour Structural Competency training, and rehearsal sessions for 8 MS2-led learning sessions, includes advance prep, practice, debrief, discussion and feedback (16 hours)
   - 1-1.5 hour peer-to-peer Learning Sessions plus pre-and post-meetings (16 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 including Popular/People’s Education (Noelle Wiggins and Arika Bridgeman)
   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 in 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

SURG 701
SURGERY RESEARCH

To Register: Fill out a surgery special elective research request form (can be found in OHSU Student Portal, under Medicine, under Forms, under Special Elective Forms section)

Preqs: None

Credit: 1 credit
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.