

## MEDICAL EDUCATION

Advanced Clinical Experience  
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**Department(s):** Medical Education **MED**  
**Course Title** Advanced Clinical Experience in Rural MED 608  
**and Number:** Health Care (Rural) Section 004

**Preceptor(s):** Course Coordinator: Jamie Anderson, MS, MA, Director,  
Division of Interdisciplinary Medical Education

Various physicians throughout the State of Nevada and  
selected sites in Northern California (UNR Good  
Neighbor Policy geographic boundaries).

**Length:** **Four weeks are required;** additional weeks, not to exceed 8,  
may be arranged. **Limited to UNSOM students or Nevada  
residents with ties to a rural community.**

**Objectives/Goals:**

1. The student and preceptor will negotiate mutual expectations relative to the clerkship by completing the learning contract at the beginning of the clerkship. 2. The student will assess and evaluate patients and their families in their home environment by seeing a case load of one home health nurse 1 - 2 days during the rotation. 3. Optional community project.

**Description of Rotation:**

The goal of this experience is to enable students to gain experience with a full range of clinical and community health problems encountered by physicians in small communities. Opportunity to increase his/her clinical knowledge, problem solving, decision making and skills through an intensive preceptorship in a rural setting. Students are assigned to a physician preceptor and are expected to immerse themselves in the preceptor's schedule (office/hospital/call/community) for the 4 weeks. Students are offered housing at no cost in most rural communities with volunteer families.

**Reference:**

None

**Evaluation Method:**

Each preceptor completes UNSOM's Clinical Performance Evaluation and submits it to the course coordinator for determination of the student's grade. Student submits written documentation of completion of objectives as specified in the course syllabus and community project (community project is required for consideration of a grade of honors) to the course coordinator for determination of the student's grade.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail according to criteria noted in syllabus.

**Department(s):** Medical Education **MED**  
**Course Title** Teaching in Medicine MED 610  
**and Number:** (Reno) Section 001

**Preceptor(s):** Course Coordinator/Instructor:  
Patricia A. Charles, DrPH, MPH

**Length:** 1 or 2 semesters (half day per week for  
scheduled IPC classes)

**Objectives/Goals:**

1. Provide a foundation in educational theory and technique within the context of medical practice, 2. Provide experiences in teaching and assisting first and second year medical students in clinical skill development, 3. Guide fourth year student transition from med student to future teacher/mentor/preceptor. Teaching in Medicine is designed to assist the fourth year student to establish a basis for teaching during residency and for lifelong teaching, to develop skills in planning, implementing, and evaluating students, and to identify and access teaching resources.

**Description of Rotation:**

Teaching in Medicine combines didactic sessions on educational theory and technique with practical experience in teaching. After an orientation workshop, students will be assigned a group of first year students enrolled in the IPC course. They will meet with this group once a week throughout the semester and guide them in developing clinical skills. Students will be responsible for planning group sessions, teaching IPC students about selected body systems, demonstrating patient history/physical exam skills, observing and guiding students in conducting the history/physical exam, providing feedback and support to students, and completing required evaluations of students.

**Reference:**

Resource binder of materials; Handouts on current literature to assist students in their teaching responsibilities.

**Evaluation Method:**

Students are evaluated on their participation in the didactic and the experiential portions of the course. Additionally, IPC students will complete an evaluation of each group leader's teaching skills.

**Grade:**

(Honors/High Pass/Pass/Fail): Honors – demonstrating exemplary performance and by completing an additional project which demonstrates an understanding of the process and skills of teaching (for example, a written log of the educational process used in the small group teaching experience). High Pass – All requirements for pass conducted in an exemplary manner. Pass – Attend and participate in the didactic sessions and the IPC group sessions. Participation includes engaging in didactic session activities, assisting in planning class sessions, conducting IPC group sessions and evaluating IPC students.

**Department(s):** Medical Education **MED**  
**Course Title** Radiology MED 661c  
**and Number:** (Reno) Section 001

**Preceptor(s):** Department Faculty  
Register through Deb Chase in OME - 775-682-7729

**Length:** 2-4 weeks, limited to UNSOM students, one student per rotation

**Location:** Various locations

**Goals:**  
During the radiology rotation the student will gain experience in basic interpretation of radiographic imaging.

**Objectives:**  
Students will understand the appropriate use of radiology studies in the diagnosis and treatment of patients. Students will understand the risks and benefits of common imaging studies. Students will develop fundamental skills in interpretation of imaging studies in certain core areas:

- Chest imaging
- Skeletal imaging
- Gastrointestinal imaging
- Genitourinary imaging
- Pediatric imaging

Students will develop fundamental skills in emergency and neurological imaging. Students will be introduced to interventional radiology techniques.

**Description:**  
The 4<sup>th</sup> year medical student will learn basic principles of radiology independently through reading and web-based materials. The student will have the opportunity for case discussions and observation of imaging interpretation Monday through Friday from 9:00 to noon with radiologists on staff at various area hospitals. The student will have the opportunity to observe ultrasonography and interventional radiology procedures. No call duties.

**References:**  
Clinical Radiology, the Essentials, Richard H. Daffner (Savitt library)  
Fundamentals of Radiology, Lucy Squire (available for check out in Savitt Library)

**Evaluation Method:**  
Students will be evaluated by supervising faculty on knowledge, clinical and interpersonal skills.

**Grade:**  
Honors, High Pass, Pass, Fail. You must return any checked out materials to receive your grade.

**Department(s):** Medical Education **MED**  
**Course Title** Radiology **MED 661c**  
**and Number:** (Las Vegas) Section 002

**Preceptor(s):** UMC Dept. of Radiology (contact Sherry Marcu at 702-671-2302 for availability of dates)

**Length:** 2 - 4 weeks

**Objectives/Goals:**

The objectives of the course are to: (1) develop fundamental principles used in interpretation of chest and other common radiologic examinations, (2) become familiar with the radiological manifestations of a broad variety of common disorders, (3) gain familiarity with current radiological techniques and most importantly to learn how and when to best use these procedures.

**Description of Rotation:**

The student becomes familiar with the various modalities used in the diagnostic evaluation of patients and is introduced to the interactive role diagnostic radiologists play in patient care. The student attends regular film interpretation sessions to review cases with the radiology staff. The student observes routine fluoroscopic procedures, as well as special or interventional procedures such as angiography, myelography, needle biopsies, etc. The student planning a career in obstetrics and gynecology may spend additional time in ultrasound, assisting with amniocenteses, etc. The student is not on call weekends or nights but may request to be notified for after-hours emergency procedures.

**Reference:**

None

**Evaluation Method:**

Ongoing evaluation of student performance by the instructor; oral final examination.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medicine MED  
**Course Title** Spirituality in Medicine MED 661d  
**and Number:** Section 001

**Preceptor(s):** Robbyn Tolles, M.A.T.

**Length:** This is a longitudinal independent guided study rotation that may be taken concurrently with other rotations; 1 credit per semester; 1 credit maximum.

**Objectives/Goals:**

The student must demonstrate completion of the elective by:

1. Submitting two spiritual histories obtained from patients seen during this or some other elective during the 4th year. This must include the questions asked, the patient's responses to the questions and their reaction to being asked those questions as part of a medical history; (AND)
2. Describing two or three clinical vignettes, based upon personal experience, involving a patient and his or her spiritual issues (AND)
3. With the preceptor's guidance, the student will design a project related to topics in spirituality and medicine and submit a 4 – 6 page report of how the project objectives were met, the results, discussion, and implications for their own practice of medicine.

**Note:** All written work or oral presentations must be completed by the end of the semester in which the elective was taken.

**Description of Rotation:**

Student will meet with preceptor to discuss the elective objectives and design a project.

**Reference:**

As specified and provided in elective syllabus.

**Evaluation Method:**

Based on stated objectives. This elective utilizes the Student Performance form for Non-Clinical Electives. Special criteria are set for section 1C as stated in the syllabus.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title** Community Outreach Clinic MED 661e  
**and Number:** (Reno) Section 001

**Preceptor(s):** Daniel Spogen, M.D.

**Length:** This is a longitudinal rotation over the semester and may be taken concurrently with other rotations. Clinics are usually 4 hours each. Credit is based on 40 hours so that ten clinics would provide one-week elective credit.

**Objectives/Goals:**

Provide students with the opportunity to work with a wide variety of health and social service professionals in the delivery of health and human services to underserved populations. By the end of the rotation students will be able to: 1) Conduct focused and comprehensive medical and health assessments of a diverse population of underserved inner city patients;

2) Describe community health and social service programs available to underserved populations of adults, children, and families; 3) Demonstrate culturally sensitive health care interactions with persons from diverse ethnic and cultural backgrounds; 4) Function effectively with other team members; 5) Participate effectively in patient education, health promotion, and prevention activities and projects in the community and clinic.

**Description of Rotation:**

The primary site for this rotation is the UNSOM Student Outreach Clinic, currently located at the Family Medicine Center on the UNR campus. The clinic operates on Saturdays, a women's clinic on Monday evenings monthly, and periodically conducts special health clinics for the schools and other community programs. The emphasis of the clinic is on health screening and assessment, patient education, immediate health services, and referral to community health resources. The clinic is largely volunteer students, community health professionals and is coordinated by medical students. The student will work with a high degree of independence and responsibility, not shadowing the physician. The rotation will be a challenging and rewarding learning experience. A community healthcare project will be completed involving barriers to access, indigent care, or better functioning of the SOC.

**Reference:**

None

**Evaluation Method:**

Based on student participation, feedback from team, and observations of student performance summarized in the preceptor's written evaluation and ratings on standard evaluation forms.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title** Clinical Ethics I **MED 661g**  
**and Number:** Section 001

**Preceptor(s):** Marin Gillis, LPh, PhD,  
Director, Medical Humanities and Ethics

**Length:** 40 hours, flexible over the semester

**Objectives/Goals:**

1. Competence in creating an Ethics Workup
2. Familiarity with the operation of a hospital ethics committee and hospice care team
3. Knowledge of a hospital clinical ethics consult and when they are necessary
4. Analysis and synthesis of ethical concepts towards determination of an ethical evaluation of a clinical hard case;
5. Presentation of an Ethics Workup in writing and orally.

**Description of Rotation:**

Since Hippocrates, the medical profession has acknowledged the moral context of medicine. The rapid advance of medical science creates previously unimagined options and intensely difficult ethical decisions. We will follow the method developed by three clinical ethicists that may be thought of as the "Ethics Workup," similar to the "History and Physical" skills that all medical students come to use when learning how to "workup" a patient's primary complaints.

**Reference:**

Jerome Groopman, *How Doctors Think*  
Tony Hope, *Medical Ethics: A Very Short Introduction*  
Albert Jonsen, Mark Siegler and William J. Winsade, *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*  
Nancy Neveloff Dubler and Carol B. Liebman, *Bioethics Mediation: A Guide to Shaping Shared Solutions*  
Other selected readings

**Evaluation Method:**

Students are required to complete all reading, writing, meeting, and presentation assignments.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title** Clinical Ethics II **MED 661h**  
**and Number:** **Section 001**  
**Preceptor(s):** Marin Gillis, L Ph, PhD,  
Director, Medical Humanities and Ethics

**Length:** 40 hours, flexible over the semester

**Objectives/Goals:**

1. Creation of a thesis statement in clinical ethics that student will defend orally and in writing
2. Creation of an annotated bibliography of relevant work in the field
3. Creation of a first draft of a paper
4. Creation of a final argumentative paper in clinical ethics (max 30 pages in length)
5. Oral exam based on paper (max 15 minutes).

**Description of Rotation:**

40 hours, devoted to stated objectives and goals.

**Reference:**

To be determined with professor.

**Evaluation Method:**

Student will be graded on all products: thesis statement, bibliography, first draft, final draft and oral exam.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title** Narrative Medicine MED 661j  
**and Number:** Section 001

**Preceptor(s):** Marin Gillis, L Ph, PhD, UNSoM and  
Susan Palwick, PhD, UNR Department of English

**Length:** 80 hours, mostly flexible over the year. Writing workshops  
will be at specific times.

**Objectives/Goals:**  
To develop “narrative competence” in dealing with patients. Pioneered by Rita Charon, an internist and professor at Columbia’s College of Physicians and Surgeons, Narrative Medicine trains doctors and other caregivers to use careful listening and reflective writing to forge deeper connections with their patients, resulting in better care.

**Description of Rotation:**  
Writing focus. The student will create a parallel chart, as described by Charon, on a patient encountered in clinical rotations, will meet weekly with Gillis and/or Palwick to share their parallel chart, and will also work on another writing project—fiction, non-fiction, the essay, poetry—growing out of clinical encounters. Should multiple students sign up, a small writing workshop may be established.

**Required Reading:**  
Rita Caron, *Narrative Medicine*, and other works determined by instructors.

**Evaluation Method:**  
Students are required to complete all reading, writing, and meeting assignments.

**Grade:**  
Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title** Artist in Residence at Renown Health **MED 661k**  
**and Number:** (Reno) **Section 001**

**Preceptor(s):** Marin Gillis, L Ph, PhD,  
Director, Medical Humanities and Ethics

**Length:** 160 hours, flexible over the fall and spring semesters  
Hours must be documented to receive credit

**Objectives/Goals:**  
1) to develop artistic skills and appreciation; 2) to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane medical care; 3) to deepen the understanding of the connections between medicine and art/humanities; 4) to examine first-hand the claim that creativity and expression are integral components to healing.

**Description of Rotation:**  
Sponsored by the Healing Arts Program at Renown Health in Reno, this course will provide a unique experience for UNSOM students. Over the course of the fall and/or early spring semester, the student will be an artist in residence at Renown Health. The student will be provided with two mentors: a physician artist at Renown and a professional artist who is also a former artist in residence at Renown. Using media of his or her choice, the student will take the opportunities of these two mentors, access to the hospital, and a fellowship for artistic materials, to creatively express his or her experiences while aesthetically attending to the world of a hospital.

**Required:**  
The student must apply for this course since there are a limited number of slots per year. Applications are welcome from students working in all artistic disciplines: visual, literary, performing and new media. An application submitted to the Course Coordinator will describe the reasons why the residency is sought including both medical and artistic goals and documentation of recent artwork is due by Feb 15. It will be evaluated by a committee including the two mentors and the course coordinator.

**Evaluation Method:**  
The student will set up a meeting schedule with the two mentors. The student will keep a reflective artistic journal during the residency, write a final reflective paper at the end of the residency, and create artistic products that can be read, viewed, heard, and/or performed. Students are required to complete all reading, writing, and meeting assignments. The students will arrange a minimum of three meetings throughout the residency that will serve as monitoring the student's progress. These meetings must include the Director of Humanities at UNSOM and the Healing Arts development liaison at Renown Regional Medical Center.

**Grade:**  
Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education MED  
**Course Title** Advanced Clinical Experiences in MED 661L  
**and Number:** Underserved Areas (Reno) Section 001  
(Las Vegas) Section 002

**Preceptor(s):** Course Coordinator: Jamie Anderson, MS, MA, Director,  
Division of Interdisciplinary Medical Education  
  
Various physicians in underserved ambulatory clinics  
including, but not limited to, Community Health  
Centers in Reno, Carson City, and Las Vegas.

**Length:** 2-4 weeks

**Objectives/Goals:**

The goal of this elective is to increase the student's knowledge and skills of the administrative and/or clinical care frameworks of federally designated urban underserved sites. Coordination skills in an interdisciplinary model of care and team functioning skills are emphasized.

**Description of Rotation:**

Students are assigned a primary preceptor(s) who in concert with the student designs the learning experience emphasizing an administrative and/or clinical care focus. The preceptor may be the CEO and/or the medical director of the site. Students are expected to actively participate in all activities/meetings/programs that occur during the elective. At the discretion of the preceptor and approval by the Course Coordinator, the student may be assigned a project to research and/or develop during the elective experience.

**Reference:**

Optional: See Course Coordinator for resource list.

**Evaluation Method:**

Each preceptor completes UNSOM's Clinical Performance Evaluation and submits it to the Course Coordinator for determination of the student's grade. Student submits the one page required written assignment: Assessment of the Underserved Site in meeting the Health Care Delivery Needs of the Designated Population. An exit interview is also required at the completion of the elective.

**Grade:**

Honors/High Pass/Pass/Fail according to criteria noted in syllabus.

**Department(s):** Medical Education MED  
**Course Title** Social Justice in Healthcare MED 661m  
**and Number:** (Reno) Section 001

**Preceptor(s):** Marin Gillis, L Ph, PhD,  
Director, Medical Humanities and Ethics

**Length:** 80 hours, longitudinal across the academic year

**Objectives/Goals:**

1) To understand health as a complex phenomenon that is bound up with social and economic forces. 2) To see ethical issues in medicine as issues of social justice. 3) To contrast the dominant way of treating ethical issues in medicine as individuals making decisions about their own bodies and as a relationships between a patient and a physician with the social justice perspective. 4) To iterate the social justice perspective through a number of issues including: distribution of health care resources, discrimination in healthcare, the use of disadvantaged and vulnerable groups in clinical research, and prenatal testing.

**Description of Rotation:**

This is a didactic session in which we will seek to understand health as a complex phenomenon. We will employ a number of learning methods including: team-based learning, web-based learning, lecture, and independent study.

**Required Reading:**

A number of articles that will be made available to students on-line.

**Evaluation Method:**

Written products in the form of essay and reflection papers. The student will also be evaluated on professionalism.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education MED  
**Course Title** Selected Topics in Healthcare Ethics MED 661n  
**and Number:** (Reno) Section 001

**Preceptor(s):** Marin Gillis, L Ph, PhD,  
Director, Medical Humanities and Ethics

**Length:** 80 hours, longitudinal across the academic year

**Objectives/Goals:**  
1) To understand an issue in healthcare ethics in depth. 2) To work independently or in a team on a scholarly project. 3) To make a submission to for scholarly peer-review: either a professional organization AGM or a journal.

**Description of Rotation:**  
Under supervision, a student will work independently or in a team to create a scholarly product. This product will then be submitted to peer-review of a relevant professional organization. Topics are not limited to the following: issues in maternal/fetal medicine, surgery, psychiatry, emerging medical technologies, end-of-life, medicine and the pharmaceutical industry, the ethical underpinnings of medical professionalism, global bioethics, and, the ethics of complementary and alternative medicine.

**Required Reading:**  
A reading list for the product will be created with the course coordinator.

**Evaluation Method:**  
The student/s will be evaluated on his or her creation of a bibliography/source list, an abstract, and a scholarly product. They will also be evaluated on professionalism.

**Grade:**  
Honors/High Pass/Pass/Marginal/Fail

**Department(s):** Medical Education **MED**  
**Course Title:** Medical Spanish for Healthcare **MED 663**  
**and Number:** Professionals (Reno) **Section 001**

**Preceptor(s):** Course Coordinator: Patrick Class, M.D.

**Length:** Course is taught once a week for 2 hours  
over a 15 week semester.

**Objectives/Goals:**

The primary objectives will be to teach students the basic vocabulary skills necessary to collect a pertinent medical history, perform a physical exam, and communicate a treatment plan for follow-up care to a Spanish speaking patient with limited English language skills. An emphasis will be placed on verbal interactions in the classroom that mimic typical primary care clinical settings.

All students will be expected to attend class regularly and participate in all classroom based activities. The expectation is that by the end of the semester, each student will be able to introduce themselves in Spanish, ask the reason for the visit, take vital signs, perform a physical examination, and communicate a treatment/follow-up plan.

**Description of Rotation:**

The primary objective of this course is to encourage fourth year medical students and graduate nursing students to develop confidence in their language skills so that they can more confidently communicate with Spanish speaking patients in primary care clinical settings.

**Reference:**

“McGraw-Hill's complete medical Spanish: Practical medical Spanish for quick and confident communication “ by Joanna Ríos and Jose Fernández Torres (2004)

**Evaluation Method:**

Vocabulary quizzes will be administered on a biweekly basis and oral examinations will be given twice during the semester. The final examination format will be a simulated patient encounter where the students must take a patient's history and perform a physical examination in Spanish.

**Grade:**

All quizzes and oral examinations will be graded on a pass/fail basis, as will the final examination. The final grade for this course will also be assigned on a pass/fail basis.

**Department(s):** Medical Education **MED**  
**Course Title** Individual Study or Research in MED 690  
**and Number:** Medical Education Section 001

**Preceptor(s):** Department Faculty

**Length:** 2 - 4 weeks

**Objectives/Goals:**

Participate in or develop a scholarly project that will result in the acquisition of knowledge and skills in medical education.

**Description of Rotation:**

Students develop their own study and research program with the assistance of a faculty member in the Office of Medical Education. Students can elect to do a variety of projects relevant to the educational process and outcomes of medical education. The student will develop a written proposal and approval prior to starting the elective. This will constitute a learning contract and will be a primary determinant of the student's evaluation. Projects may be quite diverse, including, but not limited to a scholarly paper, observational study, survey research, or a comparative study of learning outcomes. Students may participate in on-going medical education research or evaluation projects sponsored by the Office of Medical Education.

**Reference:**

None

**Evaluation Method:**

Evaluation will be dependent on the learning contract and final product developed by the student during the elective.

**Grade:**

Honors/High Pass/Pass/Marginal/Fail

