INTERDEPARTMENTAL - MEDICINE

INDR 800A – Research Distinction Track
Dr. M.H. Witte (626 6118)
Offered year round; 6 credits
Directly supervised.
Prerequisites: none
Goals:

1. To enhance research awareness, skills and productivity in a continuum during medical school.
2. To encourage students to value being at the forefront of medicine by becoming scientific physicians, as well as to help fill the gap in the decreasing numbers of translational physician-scientists.
3. To design and implement a research proposal extensive and complete enough to allow the student to pursue a research topic from beginning to completion.
4. To critically review journal articles and give medical students the opportunity to network and present their research.
5. To demonstrate competence in the scientific method.

Format: In order to earn elective credit, students must complete the following requirements. When all elective course requirements have been met, the student will receive elective credit of 6 units.

1. Submit a research proposal for review by the Medical Student Research Committee.
2. Complete a minimum of 120 hours in the laboratory or otherwise engaged in the conduct of the approved research project.
3. Participate in at least 8 elective-sponsored meetings or seminars by the end of Year IV. At least two of these 8 meetings must be presentations made by the student at "journal club" sessions.
4. Upon completion of the research project, students also will be required to submit a full-length paper (minimum of 10 pages in length in standard journal format with illustrations, ideally ready for submission to a scientific journal) to the MSRC for approval and submit an abstract to their student colleagues. This will be followed by giving a 30-minute presentation of their research.

Evaluation Methods: Students will be evaluated on the quality of their research methods, journal club presentations, paper, and the presentation of their research.

*Crosslisted with SURG 800A

INDR 800B – Research (Interdepartmental Medicine)
N. Koff, Ph.D. (Grace Thompson 626-6518)
Offered year round; 1-16 credits
Prerequisites: Students must be enrolled in the combined MD/PhD program
This elective is to accommodate students pursuing research interests in fields traditionally not medically oriented.

INDR 815A - Issues in Women's Health
Dr. A.M. Lopez & Faculty (626 2271; alopez@azcc.arizona.edu)
4 wks; offered Period 4W3 only
Directly supervised/Patient care
Maximum enrollment 4
Prerequisites: Completion of third year clerkships

Goals: To learn about the following elements of women's health:
1. Coronary Diseases 2. Osteoporosis 3. Cancer 4. Menopause 5. Contraception
6. Infertility 7. Sexually Transmitted Disease and 8. Clinical Trials.
In addition, an optional segment on pregnancy termination will be available. Clinical and seminar experiences will focus on psychosocial, cross-cultural, and communication issues as they pertain to women's health.
Format: A combination of didactic and clinical experiences, readings of review articles, and small group discussions. (Important: Concurrent enrollment in other electives not permitted without prior consent of instructor.)
Evaluation Methods: Student attendance and participation in discussions. Direct clinical experiences at community clinical sites. A student presentation and paper will be required.

Co-convened with OB G 815W and MEDI 815W

INDR 891A - Senior Mentor Program
Drs. M. Fain, L. Tomasa & N. Koff (Liz da Cunha 520 626 2683, dacunha@email.arizona.edu)
Offered year round; 3 credits
Directly supervised/patient & non-patient care
Program Director determines maximum enrollment on an annual basis.
Prerequisites: none
Goals: The Optimal Aging Program seeks to provide experiences for students with older adult mentors who are well and vital. Through this Program, it is intended that students will:
1. expand their concepts of aging to include the increasing reality of healthy, vigorous older adults;
2. develop an appreciation of the heterogeneity of older adults' levels of activity, social engagement, intellectual ability and overall health;

3. understand how to reverse risk factors associated with premature aging; and understand the role of exercise, nutrition, spirituality, and positive mental attitude in the maintenance of health and well being.

Format: The Optimal Aging Program is a longitudinal mentoring experience for medical students spanning their four years of medical school. Arrangements can be made for students who are rotating in Phoenix during third and/or fourth year. The Program includes:

- One-on-one mentoring with a healthy older adult (65+ years) in the Tucson community (includes monthly phone contact with mentor, and excursions with mentor (4 per year in years I and II, and 2 per year in years III and IV)
- Optional one-on-one precepting with a physician who has a large number of older adult patients (to be designed by student and preceptor)
- Student/Mentor Orientation Dinner in year I
- Educational Seminars (2 per year) including Geriatric Grand Rounds and Department of Medicine Grand Rounds, guest speakers, and specially designed workshops for both students and mentors
- Roundtable discussions with program faculty and students and mentors (2 per year)
- Interprofessional roundtable discussions with students from other disciplines who have an interest in healthy aging (1 per year in years I and II)
- Field activity (1 in year IV) involving either a home visit, special event or community survey
- Journaling (entries will serve as the basis for a short yearly paper)
- Opportunities to interact with older adults at community venues such as Senior Olympics and community center health screenings

Evaluation Methods: Yearly papers and feedback from mentors, program advisors (and preceptors if involved).

MED 891C – Global Health Externship: Health & Development Across the Lifecycle
Core Faculty: Mindy J. Fain, MD and Jane Mohler RN, MPH, PhD (Honduras); Oscar Beita, MD (Nogales, Sonora, Mexico); Tracy Carroll PT, MPH (Nicaragua); Ron Pust, MD (other sites to be developed)
2 to 4 wks; maximum 6wks; December-January, March-April, June-July
Maximum credits 2 (2-3 weeks = 1 credit, 4-6 weeks = 2 credits) Not eligible for Year IV elective credit.
Directly Supervised/Patient Care
Maximum enrollment: Dependent on site specific capacity
Prerequisites: 1st or 2nd year medical students in good standing with commitment to participate in Global Health Externship. Students attending Hermosillo Intercambio should demonstrate an intermediate/advanced oral proficiency level in Spanish.

Objectives/Goals:
This clinical externship offers the student a faculty-mentored experience in clinical and public health care in a developing nation context. Emphasis is on identifying local health needs, culturally appropriate approaches, and linkages with community and government resources. An additional focus is to understand the effect of accumulating exposures (nutritional, immunization, environmental and disease specific) across the lifecourse, and how these differ by cohort.
Prerequisites include appropriate linguistic, cultural, medical, and public health preparation and planning, including readings and seminars. The emphasis in this externship will vary with the health project and the nature of the clinical site, with a preference for community health programs. Contact faculty listed above for each specific approved site.

Format:
Each student will be required to attend 3 sessions of core curriculum. These prepratory sessions will be offered 2 times per year near the beginning of each semester. In addition, each student will be required to attend 1-2 site-specific sessions prior to their departure. Readings, a group "geo-journal" and a written personal log will be required.
Students are expected to demonstrate proficiency in the language of the selected country and adequate preparation for the assignment. A qualified/designated physician provides direct supervision at each site. Where possible, efforts will be made to assist in the location of funding sources to help finance travel expenses. Additionally, the student will be locally mentored in the development of a health project in preparation for a selected activity for the trip. Examples include preparing a model for the chronic management of diabetes, asthma, or hypertension in the community site; or preparing a model to support infant and child nutrition.

Evaluation Methods:
Each student participating in the course will be evaluated by their UA mentor on their attendance to activities, completion of preparatory readings and logistics and the initial phases of their group's written geo-journal prior to the trip.
Following the trip, the student will 1) write an evaluative report of the experience and assess the degree to which objectives were satisfied; and 2) keep an activity log of the time spent, sharing this log with their local mentor on return and 3) complete and submit the geo-journal. On-site clinical mentors evaluate clinical performance, using standard College of Medicine evaluation forms issued by the University of Arizona.

INDR 891I - Rural Health Professions Program
N. Koff, Ph.D., Drs. R. Mandel, J. Mattox, Z. Shehab, J. Warneke, C. Galper, E.Ed., CHES, and Preceptors (626 2352)
3, 4 or 6 wks; maximum length 12 wks; offered year round
Directly supervised/Patient care
Maximum enrollment of 15, minimum of 1
Prerequisites: Open only to students formally admitted in the Rural Health Professions Program

Goals: The Rural Health Professions Program (RHPP) was designed to provide medical students with quality educational experiences in selected rural settings. The goals of this course are as follows:

1. Continue development of clinical patient care skills
2. Understand the public health and medical care issues in a rural community
3. Investigate the range of factors that influence individual, family health and community-oriented care
4. Develop a working knowledge of community-based health and social support services and resources, and learn how to draw upon these resources in caring for patients

Format: Students will participate in patient care providing service in the practices of their preceptors. In addition, students will investigate social service and other health care agencies to gain a more complete knowledge of services available as well as health and social issues in their communities. Students will work with their assigned physician preceptors in their practices located in rural Arizona.
Evaluation Methods: Assist in the provision of patient care at a level congruent with training. Maintain the Memorable Patient Contact Book. Complete and return the provided RHPP Evaluation form to the RHPP administration. Physician preceptors will complete an evaluation of students' performance and submit to the RHPP administration.

*Crosslisted with MEDI 891I, OB G 891I, PED 891I, SURG 891I & FCM 891A1

INDR891J – Teaching in Medicine: CBI Facilitation Elective Chris Cunniff, M.D.
Offered July – June; 1 Credit
Directly supervised/ non-patient care
Min. enrollment 1; max enrollment 4
Prerequisites: Fourth-year medical students
Notes: This elective may not be repeated for credit

Objectives: This course offers fourth-year medical students the opportunity to learn and practice small-group facilitation skills by participating in the ArizonaMed curriculum as Case- Based Instruction (CBI) facilitators ("Student-Facilitator"). Student participation in this elective will be contingent on the following:
Identification of a Year II block that fits the student's schedule
Identification of a faculty facilitator in the chosen block who will serve as mentor ("Faculty-Mentor") to the student-facilitator.
Approval by the Block Director of student participation in the Block and of the Faculty-Mentor
The elective is designed to offer the following experiences.
1) Introduction to the educational concepts of CBI
2) Training in the process and techniques of CBI facilitation
3) Experience with providing feedback to students on their performance
4) Practical experience in medical student teaching
Format: Student-Facilitators will participate in two didactic orientation sessions lead by educational specialists in the Office of Medical Student Education. In these sessions, the student will be introduced to the guiding philosophy and format of CBI, and the skills of providing instruction in small group facilitation, and student assessment within the context of CBI. Student-Facilitators will be paired with pre-selected Faculty-Mentors who have been approved by the Block Director, to mentor a Student-Facilitator. Under supervision of the Faculty-Mentor, each Student-Facilitator will:
• Participate with the Faculty-Mentor to facilitate a group of eight second-year medical students, guiding them through 8-10 cases in an instructional block (approximately 4 hours/case)
• Be responsible for advance preparation prior to each case by attending weekly scheduled case conferences.
• Complete required assessments of individual student's performance twice within an instructional block, as well as offer informal (non-graded) feedback to students. This assessment and feedback will first be reviewed by the Faculty-Mentor before it is submitted to the students' academic records. If there is any discrepancy between the Student-Facilitator's assessment of a student and a Faculty-Mentor's assessment of a student, the Faculty-Mentor's assessment will prevail.
Evaluation methods: Student-Facilitators are expected to demonstrate:
• Effectiveness as small group facilitators
• Effectiveness as evaluators of student performance and in offering performance feedback to students.
• An understanding of group dynamics in educational settings.
Student-Facilitator skills will be evaluated through the observation of Faculty-Mentors, self-evaluation and small group participants'

evaluation. Faculty-Mentors will determine the Student-Facilitator's grade in consultation with the director of this elective course.

INDR 891P, sect 1 – Teaching in Medicine Series: Skills for Teaching Physical Exam
Dr. P. Gordon, L. Leko and C. Spamer (Carol Spamer 626 7811, cspamer@u.arizona.edu)
Offered year-round; 1-3 credits
Directly supervised/Non-patient care
No maximum/no minimum
Pre-requisites: Completion of required 3rd year clerkships and OSCE OR with permission of course director.

Goals: This course is designed to provide fourth-year medical students with teaching skills, particularly in the area of teaching physical exam by: providing an overview of professional teaching; integrating knowledge of physical exam skills with an understanding of teaching methods and small group management; providing practical experiences in student teaching.
Format: Students will be provided with materials that introduce professional teaching skills and small group management. Under faculty supervision, students will then be responsible for a group of first-year medical students and leading them in instruction of physical exam skills. Student-instructors will be responsible for preparing in advance for each session utilizing the Clinical & Professional Skills Syllabus or specific handouts, administering and observing final examination for a group as appropriate. Through this experience, students will demonstrate effectiveness as an instructor and demonstrate awareness of group dynamics in classroom settings.
Evaluation Methods: Student skills will be evaluated by observation of student by supervising faculty, student self-evaluation, and/or small group participants' evaluation.

INDR 896E - Managed Care Medicine
TBA
3 wks; March-April; TTh 4:15-6:15 p.m.; 2 units
Directly supervised
Prerequisites: none

Goals: To know and understand the clinical relevance of the different types of third party health care insurance methods both commercial and governmental; the operational tools of managing health care outcomes and resource allocation; mechanisms of organizational control available to providers and patients; and the ethical principles and conflicts and dilemmas that underlie managed medical care.
Format: Lectures will be by multiple faculty members and outside speakers. There will be class discussion, case history analysis, and assigned reading predominantly from medical journals and textbooks. This course offers an overview of practice environments in the current health care delivery system, including determinants of health policy, rationing of care, effect on the practice of physicians, as well as practical information on how to survive (and thrive) in the current health care delivery system, avenues of redress and opportunities to control and shape the future of medicine. We'll discuss the good and bad of current ways of delivering health care, the ethics of various reimbursement policies, Arizona's unique environment, key legal concepts, case precedents, and responsibility and accountability of physicians and health plans.
Evaluation Methods: Based on completing outside assigned readings, class attendance and participation. Occasionally a short, informal quiz may be given to check for reading completion, but no formal testing will be given.

INDR 896F– Video Slam: Patients as Teachers Video Project
Dr. R. Grant (444-0594)
Year round; January – March; 1 credits
Directly supervised/ Patient care
Maximum enrollment of 12, minimum enrollment 12
Prerequisites: Completion of year 1
Goals: By working in teams to develop a videotaped project, students will critically examine the life of a chronically ill patient, including inquiring into such issues as: adherence with medical regimens, the impact of their chronic illness on daily function, and the effect of the chronic illness on the patient's personal and professional relationships. Through their participation, students will develop an awareness of the psychosocial/economic effects of living with a chronic illness and will learn how these effects influence the patients' health status and management, including the impediments to optimal function that are faced by patients with chronic illness, and how patients navigate the health and social service systems.
Format: Over the course of eight months, students, in groups of three, will be assigned to work with a patient with chronic illness(es) and with the patient's family and friends, as appropriate. Students will learn to operate a video camera, with which they will document their visits to the patients' homes (at least 3 visits), where they will tape interviews/discussions with their patients and their families and friends. The groups of 3 students also will follow their patients during one visit with a health professional when the patients receive care or consultation regarding their chronic illnesses. Through the process of editing their videotaped encounters, the students will discuss what they learned about living with chronic illness through this opportunity, and create short (5-minute) "documentaries" that reflect and teach about the experiences of their patients. These short videos will be presented in a "Video Slam" to other students, faculty and administration of the College of Medicine, and others.
The College will provide the equipment, training in the use of the equipment, and assistant with editing and cutting the final DVD.
Evaluation: Students will be evaluated by the Course Director on participation and demonstration of responsibility in working with their patients and others in the interviewing and filming of the video project. Students also will be required to maintain a journal documenting their evolving and growing understanding of the issues faced by patients living with chronic illness, the specific requirements of which (frequency, content, etc) will be specified to the students. Finally, students will submit a paper to accompany the video,

discussing the specific challenges faced by their patients and describing at least three significant impediments to the patient's optimal functioning. They also will provide an analysis of the patients' coping strategies, the contributions of health providers in meeting these challenges, and a discussion of the strengths and weaknesses of the health and social care systems in helping those with chronic illnesses.

INDR 896H - Gene Therapy for Vascular Disease
Dr. R.L. Heimark & Surgery Faculty
Offered April-May; MW, 1-3 PM; 2 credits
Directly supervised/Non-patient care.
Maximum enrollment of 20, minimum of 3
Prerequisites: Open to third and fourth-year students, Registration Deadline - December 17

Goals: To become familiar with the range of applications of gene therapy to vascular disease. This six week lecture/discussion course is designed to provide the student with a fundamental appreciation for the application of molecular biology to intervention in cardiovascular diseases.
Format: The course will consist of lectures, readings, and discussions. The students will utilize selected readings from the instructor. Each one hour period will cover a specific topic and, once a week, there will be a one hour discussion on a particular topic for that week. The discussion will address new developmental therapeutic approaches to a variety of diverse conditions including atherosclerosis, vasculitis, and restenosis after balloon angioplasty.
The topics will be:
1. Methods of gene transfer and safety issues
2. Mechanisms of vascular disease
3. Gene therapy for restenosis
4. Gene therapy for atherosclerosis
5. Modification of vascular grafts
6. Control of angiogenesis

Evaluation Methods: Students will be evaluated weekly by their preparation for the discussion and their participation. Students will also be required to select a specific topic, review recent literature in an area and present a discussion on a specific therapeutic approach for cardiovascular disease.

INDR 896I - Fourth Year Study of Social and Behavioral Sciences
Dr. L. Moher (626 7435)
3 or 4 wks only; Period 4P1
Directly supervised/Non-patient care
Minimum enrollment: 1
Prerequisites: Third or fourth year medical students

Goals: The purpose of this elective is to further develop students' understanding of the psychosocial and emotional aspects of clinical medicine. Building on students' clinical experiences, knowledge and understanding of the individual patient as a total person will be explored. Topics for consideration will be of biological, environmental, social and psychological factors that influence a person as a patient. Also to be explored will be age-specific life events, cultural influences, environmental stresses, biological processes, and social behaviors that contribute to normal human development and to individual sickness.
Format: This elective will be taught in large group/small group discussion that encourages students to explore the many facets that influence a patient's illness. Emphasis will be placed on how to treat the whole patient with consideration and sensitivity to the numerous aspects that can affect that care and the patient/doctor interaction.
Evaluation Methods: Students will be evaluated on their participation in discussions and on a paper covering a topic to be determined by the instructor and student.

INDR 896J - Frontiers in Medical Research Seminars (College of Medicine Research Office)
Dr. A.E. Cress (David Gonzalez 626 4663, dgonzale@u.arizona.edu)
Seminars for the spring 2005 semester are the second and forth Tuesday of the month: January 25 to April 26.
1-2 credits
Maximum enrollment: 20, no minimum
Prerequisites: None

Goals: The purpose of the course is to expose students to the wide variety of translational research being carried out at the University of Arizona. For each seminar, a different pair of faculty members or researchers will present their area of translational research in a discussion-oriented format, focusing on the translation from basic to a clinical application of their research. The main goal of these seminars is to spark interest in translational research throughout students in our medical center.
The seminars are detailed presentations of study designs (cohort studies, case-control studies, and clinical trials); development and validation of indices for clinical research, reviews of methodologic approaches and implementation issues (assuring data quality, qualitative research methods, sample size and power estimation); and development and critique of research protocols with the investigators that are doing the studies. These seminars are attended by AHSC faculty, students and staff members.
Format: These seminars have been offered as a one credit course for undergraduate and graduate students in the departments/section of Molecular and Cellular Biology (MCB), Cell Biology and Anatomy (CBA), and Cancer Biology (CBIO). Due to the importance of

translational research for any medical institutions the coordinators have decided to open the registration to medical students.
The seminars have a unique format since a pair of researchers share the one-hour time period. One speaker focuses on the basic science features of the topic and the other focuses on the translation of that basic science to clinical applications. After the seminar students have a half hour round table discussion with the presenters. Groups of students are assigned to lead the round table discussion. A week prior to each seminar students are provided with copies of research papers related to the authors' presentation. Students are encouraged to read these papers to familiarize themselves with the topic of discussion.
Students assigned to lead the round table discussion are expected to write a summary of the seminar which is posted on the College of Medicine Research Office web site.
Class web site: http://www.medicalresearch.arizona.edu/trs2005.shtml

Evaluation Methods: Evaluation is based on attendance and active participation at a graduate level, along with evaluation of the student summary reports by the relevant presenters.

Crosslisted with CBIO 896J , which is Home

INDR 896L - Professionalism in Medicine
Dr. D. Bastron (Dr. Dennis Bastron or Cindy Crider 629 1847, rdbastron@comcast.net)
Offered Period 6P1; W 4-6 PM; 1 credit
Directly supervised/Non-patient care.
Minimum enrollment of 3; Maximum 15

Goals: Participants will gain a better understanding of the different personal and professional roles they will have as physicians and the duties inherent in those roles. They will have knowledge of the definition of the word "profession", the history of the development and present status of the medicine profession, and the attitudes and behavior patterns characteristic of professionalism. Participants will be also be able to identify both positive and negative attitudes and behavior patterns in themselves, colleagues, and role models.
Format: Each session will be a short presentation followed by group discussion and case presentations. Materials from the Medical Professionalism Project, the American Medical Association, the Accreditation Council for Graduate Medical Education, other medical organizations, and students' and facilitators' personal experiences will be used for discussion.
Evaluation Methods: Grading will be based on attendance and participation.

INDR 896N – Introduction to Narrative Medicine
Dr. R. Grant (444-0594)
Longitudinal, year-round, 2-7 credits
Directly supervised/Non-Patient care
Maximum enrollment of 15, minimum enrollment of 4
Prerequisites: ***Completion of the Introduction to Narrative Medicine Enrichment Elective***

Goals: Opportunity for students to write and critique creative work in a critical, yet nonthreatening environment. Instruction given on craft, writing technique, and reading analysis. The works of several physicians writers (Abraham Verghese, Oliver Sachs, Atul Gawande, Danielle Ofri, Richard Seltzer and others) will be read and discussed. Student writings (essays and journals) will also be read and discussed. Opportunity to write for publication.
Format: Upon completion of the Introduction to Narrative Medicine Enrichment Elective, third-year students will embark on advanced writing skills to include, but not limited to:

- Introduction to the Parallel Chart – using the Charon model.
- Advance writing skills: point of view, tense, thematic elements of personal essay writing, the detailed eye, poetry and prose poems.
- Continuation of selected readings.
- Assignments: personal essay on narrative medicine (15-20 pages), journaling – the beginning of the parallel chart, follow-up essay on When the Spirit Catches You, You Fall Down (initial assignment from Enrichment Elective).
- Workshop discussions of assignments.

The experience will conclude in the 4th year with completion of a portfolio and one-on-one discussion with instructor.
Evaluation Methods: Group, individual, and instructor review of work. Short personal essay due at the completion will be graded and reviewed.

INDR 596O/896O - Violent Behavior: Causes, Consequences and Solutions
Dr. R. Graap & multiple community leaders and experts (318 9681; 325 6774 – fax)
Offered April-May; TTH, 9-11 AM; 2 credits
Not directly supervised/Non-patient care.
Maximum enrollment of 16, minimum of 8
Prerequisites: Registration Deadline – February 1

Goals: To explore and learn:
1. The neurobiology of violent behavior
2. The basic observational facts correlated with violent behavior.
3. The influence of hand gun availability on homicide rates.
4. Non-violent conflict resolution

5. Strategies to break the violence cycle: what works, what doesn't, and what health care professionals should know.
Format: Lectures with ample time for questions and discussion. Personal observations and experiences of professionals and victims. Field trip to high crime area and juvenile court.
Topics include: Violence and Criminal Behavior: Fact & Fiction
The Neurobiology of Violent Behavior: Nature or Nurture?
Teen Mothers, The Core of the Violence Problem?
Domestic Violence: The Single Major Influence on Subsequent Violent Behavior?
Gun Control, Pros, Cons and Common Ground
Juvenile Justice System: The Problems & Solutions
Violence in the Media: Should TV & Movies Pay a Violence Tax?
War and Violence, Civil and International: Economic Gain or the Result of Childhood Learning?
Nonviolent Conflict Resolution: Does it Work?
Community Resources for Progress
Evaluation Methods: Students will choose one of the course topics to research in the literature and prepare a short paper and presentation. Participation in seminar discussions. The course will be evaluated using the Student Feedback on Electives Courses Form.

INDR 596Q/896Q - Seminars in Space Biology
Drs. M.L. Witten, Sridhar, & Tipton (626 6572; 626 2610)
Offered April-May; W, 4-5PM; 1 credit
Directly supervised/Non-patient care.
Maximum enrollment of 10, minimum of 3
Prerequisites: Physiology 801

Goals: Space biology is an emerging field of study. The life sciences will be one of the major areas of emphasis on the Space Station. Consequently, we believe that it is important to give future physicians some background on the emerging field of research, space biology.
Format: Short lecture (30 minutes) followed by a 30 minute discussion of a recently published article in the field of space biology.
Evaluation Methods: Short, five-page paper on space biology.

INDR 896T- Medical Spanish –Intermediate Level
Drs. O. Beita and W. Adamas-Rappaport
1 credit; scheduled January – April, 2007
Directly supervised/Non-patient Care.
Maximum enrollment of 7 in each Group (Intermediate). Prerequisites: minimum of 2 years of Spanish, preferably at the College level. All students must participate in a pre-placement interview with course instructors to assess skill level.

Goals: The goal of this elective is to help students develop medical Spanish vocabulary and skills to effectively communicate with Spanish speaking patients. At the conclusion of this elective students will be able to effectively interview patients whose primary language is Spanish. Students will develop their medical Spanish vocabulary and be able to perform interviews around the following chief complaints:
1- Breast Mass
2- Abdominal Pain
3- Chest Pain
4- Common Pediatric Conditions
5- Gynecologic Diseases

Students will also be able to list a differential diagnosis, recommend a logical workup, and effectively discuss treatment plans with Spanish speaking patients.
Format: Students will meet weekly for two one-hour classes and review materials provided the week prior. Skills will be practiced in a language lab environment with focus on medically relevant Spanish vocabulary, including appropriate pronunciation and syntax, and culturally appropriate interview skills. Learning will be organ system based with explanation of typical physical exam findings and centered on cases developed for the above 5 patient presentations. Content and skills will increase in complexity according to the student placement level.
Schedule: Intermediate group A – Mon. 4-5 pm and Fri 12-1 pm
Intermediate group B – Mon. 12-1 pm and Fri 4-5 pm
Evaluation: Following each section students will be given an OSCE type exam utilizing the native Spanish speaking students who are in the Conversante Program as standardized patients. The Conversante Program is comprised of University of Arizona students taking a UA medical interpretation course and who are interested in the health professions. These students are fluent Spanish speakers and are taught the signs and symptoms of certain disease as part of the Conversante course and then trained as standardized patients by Drs. Rappaport and Beita.

INDR 896U - Cardiovascular Pathophysiology
Dr. P. McDonagh and Faculty from the Departments of Surgery and Medicine (626 6339; 626 2329; 626 4042 – fax)
Offered April-May; TTH, 1-3PM; 2 units - Registration Deadline - December 17
Directly supervised/Non-patient care.
Maximum enrollment of 20, Minimum of 8
Prerequisites: Open to third and fourth-year medical students

Goals: This six-week seminar course is designed to help medical students form a solid foundation of knowledge of diseases of the heart and circulation.
Format: The course will consist of lectures, readings, case presentations and demonstrations. The students will utilize Pathophysiology of Heart Disease by Leonard Lilly M.D. as a primary source as well as selected readings from the instructors. Each two-hour seminar period will cover a specific topic. Included in each period will be a review of the underlying pathobiology and pathophysiology, signs and symptoms, special diagnostic techniques, pharmacologic and, when appropriate, surgical management of the cardiovascular disorder under discussion.
The topics will be:

1. Review of Cardiovascular Structure and Function.
2. Heart Sounds, Murmurs and Physical Diagnosis.
3. Diagnostic Cardiovascular Imaging.
4. Atherosclerosis.
5. Hypertension.
6. Ischemic Heart Disease.
7. Myocardial Infarction.
8. Heart Failure.
9. Peripheral Arterial Disease.
10. Peripheral Venous Disease.
11. Cardiovascular Pharmaceuticals.
12. Cardiothoracic Surgery and Transplantation.

Evaluation Methods: Students will be evaluated weekly by their demonstrated preparation for each seminar and by active participation in discussions. Students will also be required to select a specific topic, review recent literature in that area and write a report on "Current Concepts in the Etiology and Management of .....".

*Crosslisted with MEDI 696U/896U, PSIO 696U/896U & SURG 696U/896U

INDR 899 (sect 1) - Independent Study (Integrative Medicine)
Dr. A. Weil (Jodi Kelloff, 520 626 3512, Fax 520 626 3518; jodih@email.arizona.edu)
Directly supervised by UA Program in Integrative Medicine Fellows and Faculty
4 wks only, contact Jodi Kelloff for exact dates
Minimum enrollment of 6; Maximum 12
Prerequisites: Completion of all required clerkships; times must be arranged in advance with coordinator

Goals: To become familiar with the range of available alternatives to allopathic medicine, to be able to evaluate these systems of treatment critically, and to learn how elements of them complement traditional approaches.
Format: The student will spend a portion of the time in the Integrative Medicine Clinic with a fellow and attending physician observing patients and recommending treatments. In addition, students will be placed with alternative practitioners in southern Arizona (osteopaths, naturopaths, homeopaths, traditional Chinese medicine practitioners) to observe their techniques. They will also be directed to readings about these systems and have opportunities to attend didactic sessions. This will give students a broad exposure to the integration of allopathic and alternative modalities.
Evaluation Methods: Students will be evaluated on the basis of their ability to identify the strengths and weaknesses of the systems of treatment they observed. A final presentation to the program fellows, faculty and staff on a selected topic in integrative medicine will be required.

MED 899 (sect 5)– Independent Study
Dr. N. Koff & Faculty (626-5923)
1 - 2 weeks; maximum length of 3 weeks
Offered year round
Directly supervised/Patient care or non-patient care
Maximum enrollment varies
Prerequisites: Medical students only. Contact office prior to enrolling

Goals: The goal of this elective is to allow the student to work with a particular faculty member in pursuit of a particular field of study.
Format: As arranged between student and instructor
Evaluation Methods: Based on observation and student performance. Grades are Honors, Pass, Fail. The College of Medicine elective evaluation form will be used.