

Addendum II

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Classification of Students

Regular Students: This category includes all full-time, half-time, and less-than-half-time students who have met the full admission requirements and are matriculating for a degree or certificate.

Conditional Students: Conditional status is a probationary status for degree students who are allowed to matriculate despite not having met all of the regular admissions requirements, such as those whose regular applicant file shows specified course or academic deficiencies or insufficiencies. A program can nevertheless recommend that a student be admitted as a conditional student, and will specify the conditions, and the terms and timeline of their fulfillment, to the student.

Students can be admitted on a conditional status for no more than two quarters, but programs may specify shorter time limits. If the conditions are not met within the time limit, the registrar's office and the responsible person (Program Director or Dean) in the program will be notified, and the student will be restricted from further registration and progression, which will trigger all the effects of the Continuous Enrollment policy for such situations, including the possibility of dismissal.

Non-Degree Students: Non-degree status is designated for two types of students who hold a bachelor's degree:

- General Non-Degree Student
 - Students who are a college student or college graduate interested in taking graduate courses for credit that will transfer back to another institution.
 - Students who want to take courses for personal interest without any intent of completing a degree program.
 - Students who are a professional seeking courses for professional development.
- Student-at-Large Non-Degree Student
 - Students who are a college graduate interested in taking courses for credit (i.e., for graduate school preparation, or fulfilling prerequisites, etc) with the intent of completing a degree at RFU.

Full-time/Half-Time/Less-Than-Half-Time: A student’s enrollment status at the university is quantified by the number of credits they are registered for during a term. For the purposes of federal reporting, enrolled students are certified during each quarter of study as enrolled full-time, half-time, or less-than-half-time. Certification of full-time, half-time, or less-than-half-time status impacts loan deferment, medical insurance, etc, and is based on the number of registered credits in a term; this includes all credit-bearing courses offered through all delivery methods in a given quarter, but courses taken as “audit” are excluded:

- Full-Time Enrollment:
 - For Doctoral professional practice programs, all enrolled students in classes each quarter, regardless of registered credit amount
 - For Doctoral research programs, all enrolled students in classes each quarter, regardless of registered credit amount
 - For Masters degree, certificate, and non-degree programs, any student who is enrolled in 9 or more total registered credits each quarter
- Half-Time Enrollment:
 - For Masters degree, certificate, and non-degree programs, students who are enrolled in 4.50-8.99 total registered credits each quarter
- Less-Than-Half-Time Enrollment:
 - For Masters degree, certificate, and non-degree programs, students who are enrolled in 4.49 or less total registered credits each quarter
 - Students who are enrolled in at-large coursework not reflected as program specific enrollment

For students concurrent and active in more than one program during a given quarter, if at least one of the programs is a Doctoral program, their university enrollment status is considered full-time regardless of total registered credit amount. Otherwise, if they are concurrent and active in multiple Masters and/or non-degree programs during a given quarter, their university enrollment status is determined by the sum of all credits they are registered for in all of their programs.

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Clinical Nutrition (MS) Program Degree Plan

Core Courses (36QH)

HNUT 506 Health Education Teaching Experience (1QH)

HNUT 511 Nutrition in Chronic Disease (4QH)

HNUT 512 Leadership (3 QH)

HNUT 513 Health and Wellness Coaching (3QH)

HNUT 526 Evaluating Research and Health Recommendations (4 QH)

HNUT 532 Instructional Design for Health Education (3QH)

HNUT 541 Prevention, Health Promotion and Wellness (3QH)

HNUT 554 Nutrition in Critical Care (3QH)

HNUT 596 Portfolio Evaluation (2QH)

HNUX 530 Statistics for Health Professions (4QH)
HNUT 504 Information and Health Literacy (3QH)
HNUT 505 Communication Strategies, Methods and Techniques (3QH)

Electives (9QH)

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Health Promotion and Wellness (MS) Program Degree Plan

Core Courses (42QH)

HPHW 583 Independent Study in Health Promotion and Wellness (4QH)
HPHW 596 Portfolio Evaluation for Health Promotion and Wellness (3QH)
HPHX 510 Management Ethics (3QH)
HPHX 514 Evidence-Based Management (3QH)
HPHX 515 Healthcare Policy and Delivery Systems (4QH)
HPHX 530 Statistics for Health Professions (4QH)
HPHX 540 Essentials of Population Health (3QH)
HPHX 568 Information and Health Literacy (3QH)
HPHX 569 Communication Strategies, Methods and Techniques (3QH)
HPHX 570 Modern Nutrition (3QH)
HPHX 571 Leadership (3QH)
HPHX 573 Instructional Design for Health Education (3QH)
HPHX 574 Prevention, Health Promotion and Wellness (3QH)

Elective (3QH)

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Nutrition Education (MS) Program Degree Plan

Core Courses (33QH)

HNUT 504 Information and Health Literacy (3QH)
HNUT 505 Communication Strategies, Methods and Techniques (3QH)
HNUT 506 Health Education Teaching Experience (1QH)
HNUT 511 Nutrition in Chronic Disease (4QH)
HNUT 512 Leadership (3QH)
HNUT 513 Health and Wellness Coaching (3QH)
HNUT 526 Evaluating Research and Health Recommendations (4QH)
HNUT 532 Instructional Design for Health Education (3QH)

HNUT 541 Prevention, Health Promotion and Wellness (3QH)
HNUT 596 Portfolio Evaluation (2QH)
HNUT 530 Statistics for Health Professions (4QH)

Education Elective (3QH)
Other Electives (9QH)

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Certificate in Essentials of Health Promotion and Wellness Program Plan

Core Courses (13QH)

HPHX 530 Statistics for Health Professions (4QH)
HPHX 540 Essentials of Population Health (3QH)
HPHX 573 Instructional Design for Health Education (3QH)
HPHX 574 Prevention, Health Promotion and Wellness (3QH)

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Certificate in Nutrition for Healthcare Professionals Program Plan

Core Courses (12QH)

HNUT 510 Modern Nutrition (3QH)
HNUT 542 Complementary Medicine and Dietary Supplements (3QH)
HNUT 555 Nutrition in the Lifecycle (3QH)
HNUT 576 Nutrition in Human Physical Performance (3QH)

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The Clinical Nutrition (MS), Health Promotion and Wellness (MS), Nutrition Education (MS), Certificate in Essentials of Health Promotion and Wellness, and Certificate in Nutrition for Healthcare Professionals programs have moved from the Chicago Medical School (CMS) to the College of Health Professions (CHP).

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Interprofessional Healthcare Studies (PhD) Program Degree Plan

Year 1 (18QH)

HIPS 560 Research Design (4QH)
HIPS 563A Writing for Scholars I (1QH)
HIPS 563B Writing for Scholars II (2QH)
HIPS 570 Qualitative Research (2QH)
HIPS 600 Introduction to Doctoral Studies and Interprofessionalism (4QH)
HIPS 603 Interprofessional Theory Seminar (4QH)
HIPS 631 Foundations in Interprofessional Research I – Emerging Topics (1QH)

Year 2 (24QH)

HIPS 562 Measurement Principles (4QH)
HIPS 601 Interprofessional Education Seminar (4QH)
HIPS 602 Interprofessional Practice Seminar (3QH)
HIPS 632 Foundations in Interprofessional Research II – Methods (2QH)
HIPS 633 Foundations in Interprofessional Research III – Project Design (2QH)
HIPS 711 Building Effective Interprofessional Teams (3QH)
Electives (6QH)

Year 3 (22QH)

HIPS 731 Interprofessional Research Practice I – Institutional Review Boards (3QH)
HIPS 732 Interprofessional Research Practice II – Conducting Research (8QH)
HIPS 733 Interprofessional Research Practice III – Analyzing Data (2QH)
HIPS 734 Interprofessional Research Practice IV – Drawing Conclusions from Data (2QH)
HIPS 735 Interprofessional Research Practice V – Disseminating Research (3QH)
HIPS 736 Interprofessional Research Practice VI – Defending Research (1QH)
Electives (3QH)

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Interprofessional Healthcare Studies (DSc) Program Degree Plan

Year 1 (18QH)

HIPS 560 Research Design (4QH)
HIPS 563A Writing for Scholars I (1QH)
HIPS 563B Writing for Scholars II (2QH)
HIPS 570 Qualitative Research (2QH)
HIPS 631 Foundations in Interprofessional Research I – Emerging Topics (1QH)
HIPS 740 Foundations in Simulation Enhanced Health Professions Education (4QH)
HIPS 741 Application of Simulation Design for Clinical Educators (4QH)

Year 2 (24QH)

HIPS 562 Measurement Principles (4QH)

HIPS 601 Interprofessional Education Seminar (4QH)

HIPS 632 Foundations in Interprofessional Research II – Methods (2QH)

HIPS 633 Foundations in Interprofessional Research III – Project Design (2QH)

HIPS 711 Building Effective Interprofessional Teams (3QH)

HIPS 723 Leadership in Interprofessional Education (3QH)

HIPS 742 Leadership in Healthcare Simulation (3QH)

Electives (3QH)

Year 3 (19QH)

HIPS 731 Interprofessional Research Practice I – Institutional Review Boards (3QH)

HIPS 732 Interprofessional Research Practice II – Conducting Research (6QH)

HIPS 733 Interprofessional Research Practice III – Analyzing Data (2QH)

HIPS 734 Interprofessional Research Practice IV – Drawing Conclusions from Data (2QH)

HIPS 735 Interprofessional Research Practice V – Disseminating Research (2QH)

HIPS 736 Interprofessional Research Practice VI – Defending Research (1QH)

Electives (3QH)

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Neuroscience (MS) Degree Plan

Specialty Courses:

GIGP 507 Art of Scientific Presentations (2QH)

GIGP 508 Ethics and Regulatory Issues in Biomedical Research (1QH) – *every five years*

GIGP 509 Biostatistics (1QH)

GIGP 510 Computer Applications in Biomedical Research (1QH)

GIGP 518 Writing Skills (1QH)

Advanced Coursework:

If indicated by Research Committee

Repeated Courses (Regular Neuroscience Track):

Students must take the following courses every Fall, Winter, and Spring quarter that they are enrolled:

GMTD 709 Molecular and Cellular Sciences Seminar Series (1QH per academic year)

Students must take the following courses every Fall, Winter, and Spring quarter that they are enrolled after selection of specific degree program:

GNSC 504 Neuroscience Seminar (1QH per academic year)

GNSC 553 Neuroscience Journal Club (1QH per academic year)

Repeated Courses (Neuropharmacology Track):

Students must take the following courses every Fall, Winter, and Spring quarter that they are enrolled:

GMTD 709 Molecular and Cellular Sciences Seminar Series (1QH per academic year)
Students must take the following courses every Fall, Winter, and Spring quarter that they are enrolled after selection of specific degree program:

GCMP 502 Journal Club in Cellular and Molecular Pharmacology (1QH per academic year)

GCMP 509 Seminars in Cellular and Molecular Pharmacology (1QH per academic year)

Research/Thesis:

Students must take the following course every quarter that they are enrolled after selection of specific degree program:

GNSC 530 Master's Research in Neuroscience (10-12QH per quarter)

Course Descriptions

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GNSC 530 Master's Research in Neuroscience (10-12 QH)

Original research and thesis preparation in partial fulfillment of the Master's Degree.

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Remove course description for HIPS 563A & B

HHPX 510 *same as HHCM 517*

HHPX 516 *same as HHCM 523*

HHPX 530 *same as HIPS 561*

HHPX 574 *same as HNUT 541*

HIPS 563A Writing for Scholars I (1 QH)

This course emphasizes the components of scientific and scholarly writing including writing style, word choice and construction of works. Use of appropriate grammar and punctuation as well as APA style in scholarly works will be reviewed.

HIPS 563B Writing for Scholars II (2 QH)

Utilization of support systems such as writing groups, and resources such as electronic databases and research librarians will be covered. Editorial processes and review will also be introduced.

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HIPX 512 *same as HHCM 519*

HIPS 810 Dissertation Research (1-6 QH)

This course provides an individualized theoretical research project addressing the integration of two professions performed in a laboratory setting. The student will identify an interprofessional problem, review literature, collect and analyze data, and prepare a publishable paper. Oral defense is required.

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HNUT 504 Information and Health Literacy (3 QH)

This course introduces students to the skills and techniques needed to become an information-literate individual. Students will have the opportunity to acquire and practice the following: identifying the topic of interest or developing a research question; acquiring knowledge through the efficient use of current technologies, such as online and electronic resources; establishing

evaluation criteria for information resources; evaluating and integrating the acquired information to answer the original query/research question, while complying with copyright laws/guidelines and effectively communicating this information, through an appropriate medium, to the target audience in an ethical and legal manner. In addition, students will explore the impact of health literacy on patient care and health outcomes and will acquire the skills needed to assist them in translating information about diseases and their treatments into a language that healthcare consumers can understand.

HNUT 505 Communication Strategies, Methods and Techniques (3 QH)

This course targets strategies, methods and techniques to enhance the effectiveness of professional and client-centered communications. Translation of evidence-based science into layman's terms will be emphasized. Use of social media, media training and how to promote oneself as a nutrition professional will be included.

HNUT 506 Health Education Teaching Experience (1 QH)

The purpose of this course is to give the student the opportunity to experience a teaching role. Students will plan, deliver and evaluate a learning module in a prevention, health and/or wellness area of their choice.

HNUT 510 Modern Nutrition (3 QH)

This course provides an in-depth overview of human nutrition including the processes of digestion, absorption, transportation and excretion of food and nutrients; the structure, function, metabolism, requirements, deficiencies, and toxicities of protein, carbohydrate, fat, vitamins, minerals, trace minerals and ultra-trace minerals; and the fundamental principles of energy metabolism and fluid, electrolyte and acid-base balance.

HNUT 511 Nutrition in Chronic Disease (4 QH)

This course gives a clinical analysis of the pathophysiological and metabolic basis for nutritional management in the prevention and treatment of chronic diseases impacting the population, including diabetes, heart disease, obesity, cancer and osteoporosis.

HNUT 512 Leadership (3 QH)

This course offers the essential elements in developing leadership skills, strategic planning and team performance to support career development and professional leadership activity in health and wellness organizations. The essential elements will be explored within the dynamic evolving landscape of the U.S. healthcare delivery system.

HNUT 513 Health and Wellness Coaching (3 QH)

This course builds on basic counseling skills to include health coaching techniques. The student will learn how to take a guiding role in empowering clients to choose a healthy lifestyle. Acting as a client-centered health coach and empowering the clients to become the expert in determining their own wellness goals and plans, the student will practice motivational interviewing and other techniques to reach these ends.

HNUT 526 Evaluating Research and Health Recommendations (4 QH)

This course introduces the fundamentals of the research process through the evaluation of published clinical research studies with the desired end result being the ability to critically analyze and interpret research findings and health recommendations. From an evidence-based perspective, students will select, interpret, analyze, synthesize and then summarize relevant research studies using peer-reviewed articles, write a brief literature review and develop a

hypothesis for future investigation. A process for evidence-based review and analysis of current recommendations for management, treatment and prevention of disease will be introduced. This course also includes a journal club discussion in which weekly learning objectives are reinforced with practical and applicable examples from current scientific literature.

HNUT 532 Instructional Design for Health Education (3 QH)

This course is designed to provide the healthcare professional with educational skills and techniques for the classroom, the individual client and for continuing education programs. The skills and techniques addressed are: developing teaching materials to include learner assessment, creating learning objectives, designing student-focused teaching methods, assessing learning outcomes and evaluating the educational experience. This course will primarily focus on learning theories for the adult learner. The student will design a complete educational offering (teaching module).

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

This course explores health promotion for the individual and the community. This will be accomplished through implementing basic community health concepts of epidemiology, levels of prevention and risk assessment within the context of health promotion activities. Students will analyze their own personal health promotion needs and selected needs within a chosen community. Based on the standards outlined in Healthy People 2020, students will develop health promotion activities for community health problems of their choice based on an assessment of need. Students will develop, track and analyze an individual health promotion plan for themselves.

HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)

This course is an overview of complementary and alternative medicine (CAM) that includes alternative medical systems, holistic, integrative, mind-body interventions and biologically based therapies including a variety of herbs and dietary supplements such as botanicals, vitamins and minerals. The regulatory policies relating to safety of the therapies will be discussed. An evidence-based process will be used to analyze associated benefits and regulatory concerns.

HNUT 554 Nutrition in Critical Care (3 QH)

This course offers an in-depth review of the theory and application of the forms and components of specialized nutrition support in the treatment of various disease conditions.

HNUT 555 Nutrition in the Lifecycle (3 QH)

This course is an overview of the nutritional requirements and concerns specific to the different stages of the lifecycle. Scientific evidence relating to nutritional recommendations will be applied to prevention, health promotion and wellness activities.

HNUT 576 Nutrition in Human Physical Performance (3 QH)

This course focuses on the role of nutrition in the physiological and metabolic responses of the body to a wide range of physical activity. Macronutrient, micronutrient and fluid needs associated with physical activity and the nutritional needs of special athletic populations will be addressed. Topics such as the role of physical activity in the prevention of disease and the promotion of health and wellness, the use of supplements in athletes and exercise prescription for health conditions will also be discussed.

HNUT 582 Independent Study (1-3 QH)

The independent study is an individualized learning experience designed to meet the specific educational needs of the student.

HNUT 596 Portfolio Evaluation (2-3 QH)

The Master of Science in Nutrition degree focuses on five competency areas: nutrition and health promotion knowledge, education, critical thinking and research evaluation, professional communication and leadership. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through development of artifacts during the course of their degree program. These artifacts will be part of a required portfolio that will be evaluated by the student and a faculty committee. By the end of the course, students will have compiled a final collection of artifacts with analysis and reflections for each. Portfolio Evaluation is the final degree requirement for all students in the Master of Science in Nutrition program. Students will enroll in this course after all other course requirements are completed. A modified portfolio will be prepared by students who did not prepare artifacts as part of the required coursework.

HNUX 504 *same as HHCM 507*

HNUX 507 *same as HHCM 511*

HNUX 510 *same as HHCM 517*

HNUX 512 *same as HHCM 519*

HNUX 514 *same as HHCM 521*

HNUX 515 *same as HHCM 522*

HNUX 517 *same as HHCM 524*

HNUX 526 *same as HHPE 510*

HNUX 527 *same as HHPE 512*

HNUX 530 *same as HIPS 561*

HNUX 540 *same as HPOP 540*

HNUX 625 *same as HHCM 630*

HNUX 628 *same as HHPE 602*

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HPCX 518 *same as HHCM 525*

HPCX 526 *same as HHPE 510*

HPCX 667 *same as MFPM 600*

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HPCX 568 *same as HNUT 504*

HPCX 573 *same as HNUT 532*

HPCX 584 *same as HPSC 512*

HPCX 587 *same as HPSC 511*

HPHW 583 Independent Study in Health Promotion and Wellness (4 QH)

Students will apply concepts and skills gained through their coursework to the professional wellness environment in an approved, interprofessional leadership experience located within a business, institution or agency. The student is expected to complete a minimum of 120 hours within the setting, including the time needed for preliminary planning, implementing and reporting on the completed project. The final report of the completed project will be presented as part of the final Portfolio Evaluation.

HPHW 596 Portfolio Evaluation for Health Promotion and Wellness (3 QH)

The Master of Science in Health Promotion and Wellness degree focuses on five competency areas: application of prevention, health promotion and wellness knowledge; educating the individual, family and community on health issues; leadership in an interprofessional health and wellness environment; communicating effectively as a health professional; and demonstration of critical thinking and research evaluation. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through completion of course projects. These projects will become part of an e-portfolio that will be evaluated by the student and a faculty committee. The portfolio course is the final degree requirement and capstone experience for all students in the Master of Science in Health Promotion and Wellness program.

HPHX 504 *same as HHCM 507*

HPHX 507 *same as HHCM 511*

HPHX 510 *same as HHCM 517*

HPHX 513 *same as HHCM 520*

HPHX 514 *same as HHCM 521*

HPHX 515 *same as HHCM 522*

HPHX 517 *same as HHCM 524*

HPHX 530 *same as HIPS 561*

HPHX 540 *same as HPOP 540*

HPHX 541 *same as HPOP 541*

HPHX 568 *same as HNUT 504*

HPHX 569 *same as HNUT 505*

HPHX 570 *same as HNUT 510*

HPHX 571 *same as HNUT 512*

HPHX 573 *same as HNUT 532*

HPHX 574 *same as HNUT 541*

HPHX 575 *same as HNUT 542*

HPHX 576 *same as HNUT 576*

HPHX 625 *same as HHCM 630*

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HPSX 518 *same as HHCM 525*

HPSX 526 *same as HHPE 510*

HPSX 568 *same as HNUT 504*

HPSX 573 *same as HNUT 532*

HPSX 667 *same as MFPM 600*

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HPTH 715 Clerkship I (12 QH)

This course is the first full-time clinical education experience. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 10 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience. Students will also complete a case report assignment as a component of this course.

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HPTH 815 Clerkship II (12 QH)

This intermediate full-time clinical education experience is the second of three Clerkship courses. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 12 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching,

supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience.

HPTH 835 Clerkship III (12 QH)

This terminal full-time clinical education experience occurs after the student has completed the didactic curriculum of the physical therapist professional education program. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 12 weeks. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. This course is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice. Formal student clinical performance assessment will occur midway through and at the end of the experience. The expected outcome is entry-level performance at the end of the experience.

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HPTX 518 *same as HHCM 525*

HPTX 520 *same as HHCM 551*

HPTX 526 *same as HHPE 510*

HPTX 530 *same as HIPS 561*

HPTX 538 *same as HPOP 530*

HPTX 568 *same as HNUT 504*

HPTX 570 *same as HNUT 510*

HPTX 573 *same as HNUT 532*

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MCSC 602 Integration of Nutrition into Healthcare Practice (1 QH)

This course provides the healthcare professional with an up-to-date overview of evidence-based human nutrition knowledge focusing on benefits and determinants of healthy dietary practices and their individualization to meet specific patient needs. A practical approach for incorporation into a busy medical practice will be explored using communication skills and motivational techniques to guide patients towards healthy practices. Content will include assessment of diets and how nutritional needs can be met by consumption of specific foods as integrated into the

overall diet. The influence of factors such as culture, literacy level, religion, skills and socioeconomic background as they impact diet will be explored.

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MCSC 807 Cultural Awareness in Psychiatry (3 QH)

This is a 2-week elective with the following objectives: At the conclusion of this rotation, CMS Medical Students will: (1) Describe how different mental health disparities and cultural stigma contribute to patient outcomes. (2) Identify social determinant indicators among diverse populations. (3) Describe how stress and discrimination contribute to risk of adverse outcomes in individuals. (4) Recall basic principles in cultural competence. (5) Demonstrate awareness about recognition and development of healthcare disparities. (6) Discuss how differing values, cultures, and belief related to mental health, illness, symptoms, diseases and treatment effect the delivery of healthcare. (7) Identify and provide solutions for disparities. (8) Identify and provide solutions for meeting the healthcare needs of medically underserved populations. (9) Identify demographic influences on health care accessibility, quality and effectiveness. (10) Identify (continually) one's own strengths and deficiencies in knowledge, skills and attitudes including reflecting on one's own values, culture and beliefs to identify learning activities that address any identified gaps and demonstrate respect and compassion when interacting with others.

MCSC 808 Exploring Physician Leadership (3 QH)

This is a virtual 2-week course intended for M4 students to explore leadership roles for physicians and how they can begin to develop leadership skills to help them throughout their careers. The students will work individually and in groups to practice leadership and group dynamic skills.

MCSC 810 COVID-19 (6 QH)

This course provides a comprehensive overview of the COVID-19 pandemic, from foundational science of the SARS-CoV-2 virus and immune response to clinical presentation and case management. Topics will include basic and clinical principles of virology, epidemiology, testing, diagnosis, and management of COVID-19. Additional topics will cover population health, public health, team-based care, spirituality, ethical decision-making, communication, leadership, consideration of special and vulnerable populations, and personal and professional well-being during a pandemic. Course materials will be delivered online utilizing a combination of videos and reading material, small group activities, discussion platforms, evidence-based research topics, case studies, panel discussions with content experts, web-based simulation, and writing/reflection assignments.

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Remove course description for MCUR 850

MCUR 809 Advanced Conversational Spanish (3 QH)

The Advanced Conversational Spanish elective includes curricula provided by Canopy Learn Medical Spanish, a National Institutes of Health-sponsored online medical language course, that teaches specialized medical concepts and terminology across a wide spectrum of commonly-

encountered clinical scenarios to enable providers to establish a rapport with their Spanish-speaking patients. The online module education includes embedded lessons, videos, practice-based applications, and assessment. Canopy Learn Medical Spanish course is based on curricula from the American Association of Medical Colleges. This elective also requires student examination of scholarly published literature on disparities in healthcare by race, ethnicity, and/or language. This appraisal will be posted and virtually discussed via the Brightspace Discussion Board forum. A final component of the elective requires students to reflect on potential strategies to mitigate existing cultural barriers for the diverse patient population. This reflection will be posted and virtually discussed via the Brightspace Discussion Board forum with appropriate peer and faculty dialogue.

MCUR 812 Clinical Phase I Course Facilitator (1.5-12 QH)

The primary focus of this elective will be facilitating ECR 1 and 2. This provides an opportunity for the fourth-year student to improve upon their history, physical examination and clinical reasoning skills by teaching and mentoring Year 1 and Year 2 medical and podiatry students. Senior students will receive training to teach in small-group settings, learn appropriate evaluation methods, contribute to curriculum development and learn to write exam questions. This elective will foster peer-to-peer communication and learning and prepare students for their teaching role as residents and faculty. Additional assignments will include facilitating weekly sessions with the schema case groups, discussing interactive medical cases, and peer-teaching/mentoring duties spanning the Phase 1 curriculum.

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MNEU 810 Advanced Outpatient Neurology – Private Practice (3 QH)

This elective is solely for medical students interested in or actively applying for an adult neurology residency. This elective will be dedicated to outpatient adult neurology, where the medical student will function as a sub-intern, taking full responsibility in examining patients and formulating a competent assessment and plan with the supervising faculty. In addition to outpatient patient care, medical education includes potential exposure to clinical neurophysiology, impromptu lectures on relevant clinical material, and an emphasis on evidence based medicine.

MNEU 815 Advanced Neurology – Advocate Lutheran General Hospital (6 QH)

This advanced elective is solely for medical students interested in or actively applying for an adult neurology residency. This neurology advanced elective allows medical students to have a balanced inpatient and outpatient experience to expose the student to the field of adult neurology. Two of the weeks will be dedicated to inpatient adult neurology service, where the medical student will function as a sub-intern, taking full responsibility in examining patients and formulating a competent assessment and plan with the supervising faculty. The structure of the inpatient hospital service includes impromptu lectures on relevant clinical material. It is an expectation to attend specialty conferences in the morning before rounds, which occur one to two times a week. The second two-week block will be up to the discretion of the medical student, sub-internship director, and accounting for potential fluctuations of patient volume. The medical student will either do another one week of inpatient adult neurology service with one week dedicated to outpatient adult neurology or two weeks in outpatient adult neurology clinics. It is

the expectation that the student will be involved in both general and specialty clinics. The medical student will rotate through general neurology clinics, as well as sleep, behavioral neurology clinics, neuro-oncology clinics and/or participate in reading electroencephalography and performing electromyography. The student will be expected to complete an academic project (presentation of a clinical topic or case presentation on the inpatient or outpatient service) during their elective.

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HNUX 586 *same as HHPE 530*

HNUX 685 *same as MCSC 602*

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HPHX 583 *same as HNUX-511*

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MPSY 860 Advanced Psychiatry – Lovell Federal Health Care Center (6 QH)

Students will have an advanced level of participation in psychiatric services including electroconvulsive therapy and consult-liaison services where they will gather direct patient data to formulate a biopsychosocial formulation, assessment and plan. Students will also build on their cultural competency knowledge through patient care and discussions.

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MRHM 600 Physical Medicine and Rehabilitation–A Medical Student Introduction (1 QH)

An overview of what the specialty has to offer as a provider and as a patient. Students will understand the breadth and scope of Physical Medicine and Rehabilitation as a field and its interaction with other medical disciplines as an outpatient clinician as well as after admission, develop and carry out patient management plans for the rehabilitation patient, understand healthy and active lifestyle changes and available interventions and their indications, and demonstrate an investigatory and analytic approach to clinical situations for inpatient and outpatient PM&R patients.

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MSUR 815 Advanced General Surgery (6 QH)

The student will be expected to assume primary responsibility for their patients, emphasizing preoperative and post-operative care. They will be expected to prioritize and organize their work:

to work efficiently and demonstrate time management skills, coordinating care at the level of an intern simultaneously for multiple patients. They will work cooperatively with the entire patient care team including attendings, residents, nurses and ancillary staff. They will be responsible for daily notes, presentations, pre and post-operative notes, daily handovers, and discharge summaries. They will coordinate care for their patients throughout their hospitalization including anticipating care needs, addressing changing priorities, communicating effectively at the time of admission, with consultants, during handovers, and during discharge planning. The student will also be responsible for answering 6-8 mock pages which will be coordinated with the LGH Sim Center.

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PAPB 501 Understanding and Implementing Clinical Research (2 QH)

This course is designed to impart and develop skills in critical review of the literature for enhancing lifelong learning. To this end, the course will encompass research design, commonly used statistical analysis techniques in medicine, evidence-based medicine (EBM) and medical writing. A small-group participatory journal club format will also be used to drive home key concepts.

PAPB 605A & B Sports Medicine (3 QH)

This course is designed to provide an introductory understanding of Sports Medicine. Focus will be on evaluation of the athlete as well as common sports medicine pathology. Although the material will be presented in a lecture setting, considerable emphasis will be placed on self-study through the use of reading assignments and audiovisual materials.

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PMED 702A & B Peripheral Vascular Diseases (1.5 QH)

This course investigates the structure and dynamics of the peripheral vascular system, arterial and venous, general pathological considerations, non-invasive vascular testing and special methods of investigations performed in the office or the hospital. The complications of peripheral vascular diseases are included. The student is expected to gain appropriate knowledge to recognize early signs, symptoms and complications of peripheral vascular disorders and to determine whether a disorder is local or general, becoming skilled in providing appropriate podiatric care.

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PSUR 706A & B Lower Extremity Traumatology (2 QH)

This comprehensive Lower Extremity Traumatology course of lectures provides the student with the basic concepts and principles of traumatology, including surgical problems/complications and emphasis is also placed upon the fundamentals of trauma evaluation and treatment. Lectures are augmented with audiovisual aids. In addition to the surgery component, this course also

provides the student with the basics of patient evaluation, radiology, medicine and biomechanics as it pertains to trauma. Complications of trauma care are emphasized.

Faculty List

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Mary L. Mattes, MS, PA (ASCP)cm
Assistant Professor and Chair; Program Director
MS, Rosalind Franklin University of Medicine and Science