

MEDICAL SCIENCES – MEDICAL SCHOOL (MED SC-M)

MED SC-M 722 – CLINICAL ANATOMY AND RADIOLOGY

2 credits.

Study of the anatomy of the head and neck, body wall, body cavities, limbs, and pelvic outlet through complete dissection of human cadavers. Hands-on experience in interpreting radiological cross-sectional images. Surgical correlates will be presented by practicing surgeons.

Requisites: MED SC-M 810, 811, 812, and 813

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Rediscover and explore human anatomy through active dissection.

Audience: Graduate

2. Integrate anatomical concepts into surgical anatomy and approaches.

Audience: Graduate

3. Explore applications of radiology imaging in anatomy and clinical diagnosis.

Audience: Graduate

4. Develop a thoughtful and informative oral presentation and dissection video which combine anatomical, radiologic, and surgical concepts.

Audience: Graduate

MED SC-M 723 – INDEPENDENT ADVANCED ANATOMY DISSECTION

2 credits.

Complete dissection and advanced study of the anatomy, histology, embryology, and neuroanatomy of a specific anatomical region as defined by student-generated learning objectives.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Formulate appropriate student learning objectives and develop a plan to achieve learning objectives

Audience: Graduate

2. Perform an advanced dissection of a specific anatomical region in alignment with formulated learning objectives

Audience: Graduate

3. Create a thoughtful and informative video presentation which integrates anatomy, histology, embryology, and neuroanatomy concepts of a specific anatomical region

Audience: Graduate

4. Demonstrate professionalism in day-to-day activities

Audience: Graduate

5. Communicate effectively and in a timely manner with peers and instructors

Audience: Graduate

6. Incorporate feedback into daily work

Audience: Graduate

MED SC-M 735 – MEDICAL SPANISH FOR HEALTH SCIENCE STUDENTS

1 credit.

Medical interviewing, physical examination and cultural competency skills to enhance their ability to provide care for Spanish-speaking patients and their families. Pertinent medical vocabulary for clinical histories and physical exams, and grammar components to facilitate effective and professional communication. For health science students with intermediate or advanced Spanish proficiency.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

MED SC-M 740 – OVERVIEW OF RURAL HEALTH

1 credit.

Designed to introduce students in Phase 1 of the ForWard Curriculum to the rural community, its people, the health care issues they face, and the practice of medicine in rural communities. Key concepts of rural medicine, including health resources, access to care, injuries and illnesses associated with farming and agri-business, safety and protective equipment, and health policies. Preparation for clinical training and work in rural areas of Wisconsin.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**MED SC-M 770 – PATIENTS, PROFESSIONALISM AND PUBLIC HEALTH**

4 credits.

Introduction to concepts of health and disease, which vary from patient to patient and through time. View health from a population standpoint, with an introduction to basic public health concepts as well as how physicians may positively impact both individual and population level health. Woven within that framework are introductions to key aspects of professionalism, patient-centered history-taking, and core communication skills.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**MED SC-M 771 – BODY IN BALANCE**

11 credits.

Organized around physiological themes, the course includes material related to the cardiovascular system, hematology, nephrology, and pulmonology to present an integrated picture of how these systems function together to maintain homeostasis. In addition, there is significant content from other competency domains such as public health, ethics, evidence-based medicine, patient care/communication and clinical skills.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**MED SC-M 772 – FOOD, FASTING & FITNESS**

9 credits.

Organized around biomedical themes including nutrients, the digestive system, the biochemistry and endocrine control of metabolism, exercise and fitness and the removal of waste products and toxins to present an integrated picture of how these systems function together to maintain homeostasis. Integrates developmental content from competency domains, or "longitudinal threads", including communication, patient care, ethics, health information technology, public health, professionalism, quality improvement, patient safety, and scientific inquiry.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**MED SC-M 773 – HUMAN FAMILY TREE**

8 credits.

Focuses on molecular, genetic, embryologic, hormonal, anatomical and physiological factors that govern fertility, cell growth, fetal development, and pregnancy as well as the congenital anomalies that can occur when those processes are aberrant. Encompasses the full life-cycle spectrum including childhood growth and development, young adulthood/puberty, issues affecting adolescents and young adults, genetic basis of human disease, reproductive health, menopause, aging, unregulated cell growth (cancer) and end of life issues. Significant content from other competency domains, or "longitudinal threads", such as public health, advocacy, ethics, patient care/communication and clinical skills.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**MED SC-M 774 – INVADERS AND DEFENSE**

9 credits.

Integrated examination of how the immune system interacts with foreign microbes, the normal micro biome, and self tissues, both normal and malignant. Examines inflammation and the impacts of this type of response on normal cells, in wound healing, infectious disease, and inflammatory diseases including autoimmune disease and dermatologic conditions, including neoplasia of the skin. Covers the development of adaptive immune responses from vaccination, infectious processes, and organ transplantation. Covers the basic biology and pathophysiology of "invaders" of the human body, including viruses, fungi, and bacteria, along with their clinical diagnosis and therapy. Addresses malignant transformation of the immune effector cells themselves, including cancers of mature lymphoid cells and bone marrow derived malignancies.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**MED SC-M 775 – MIND & MOTION**

10 credits.

Introduction to core basic science, pathophysiologic, and diagnostic principles requisite for the care and treatment of patients with musculoskeletal, neurologic, and psychiatric presentations and disorders. Basic science concepts include those from the traditional disciplines of cell biology, histology, biochemistry, anatomy, embryology, neuroscience, and behavioral science. Regular integration of these topics with their pathologic and pathophysiologic counterparts. Integration of content related to other competency domains, or "longitudinal threads", that include patient care communication, evidence based medicine, health information technology, quality improvement patient safety, professionalism, scientific inquiry and public health.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025

MED SC-M 810 – SPECIALIZED CARE OF OBSTETRIC, GYNECOLOGIC, AND PEDIATRIC PATIENTS (SCOPE)

12 credits.

Develop clinical knowledge and skills necessary to care for patients in Pediatrics and Obstetrics and Gynecology, with emphasis on unique skills such as taking care of vulnerable populations as identified in women's and child health and working with caregivers in addition to the patient themselves. Increase knowledge of fundamental science concepts introduced in Human Family Tree during Phase 1 of the curriculum, such as embryology and teratology, genetic testing, and neurodevelopment. Clinical experiences will occur in a range of representative inpatient, outpatient and surgical settings. In structured educational sessions, compare and contrast selected topics in pediatric, obstetric, and gynecologic patient populations, highlighting the relevant physiology, pathophysiology, basic science, and public health topics.

Requisites: MED SC-M 770, 771, 772, 773, 774, and 775**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Demonstrate an inclusive and humanistic approach to patient care.

Audience: Graduate

2. Demonstrate the relevant foundational knowledge for the diagnosis and/or differential diagnosis

Audience: Graduate

3. Appropriately interpret objective data such as vital signs and commonly used diagnostic studies (including CBC, urinalysis, CSF analysis, serum chemistries), accounting for the age of the patient, presence or absence of disease, and testing modality employed

Audience: Graduate

4. Describe the appropriate use of the following common medications (accounting for age/weight and other patient factors), including when it is NOT appropriate to treat with these medications: analgesics, antipyretics, antibiotics, bronchodilators, corticosteroids, IV fluids.

Audience: Graduate

5. Adapt your approach (medical interview and complete or focused physical examination) as is appropriate to your interaction with the patient and/or their caregivers, the patient's age/level of development, as well as the presenting concern and clinical setting

Audience: Graduate

6. Generate an appropriate differential diagnosis and plan for the presenting problem and patient's age

Audience: Graduate

7. Consider the invasiveness, benefits, limitations, costs, and evidence-based best practices when generating plans for patients in different clinical scenarios.

Audience: Graduate

8. Develop familiarity with common procedures performed in obstetrics and gynecology inpatient and outpatient settings.

Audience: Graduate

9. Responsibly manage information within the electronic health record (EHR) to effectively obtain and document patient care and utilize clinical decision support.

Audience: Graduate

10. Actively participate as an interprofessional team member to promote

MED SC-M 811 – CHRONIC AND PREVENTIVE CARE

12 credits.

Identify the roles of physicians, interdisciplinary providers, health care systems, and communities in screening, treating, and preventing common, chronic conditions. Activities are centered on health promotion, outpatient-based chronic disease management, and community health. Clinical experiences will occur in primary care, behavioral health, and other ambulatory and community-based settings that focus on chronic disease management.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**MED SC-M 812 – ACUTE CARE**

12 credits.

Focus on assessing patients with urgent medical conditions, providing acute inpatient care, and transitioning patients to other care settings or home under the care of other professionals. Provide acute care in inpatient and outpatient urgent care settings as well as on the inpatient wards, and develop acute management plans and subsequent transition of care plans. Clinical experiences in acute care settings such as the emergency department and inpatient medicine (both general and subspecialty), psychiatry, and neurology. Builds upon fundamental science concepts introduced in Body in Balance and Mind and Motion, including Ohm's Law, acid-base balance, and volume regulation. Organ system-based approach employing varied modalities. Complete an integrated patient-centered experience by participating in the care of a patient from an urgent admission through inpatient treatment and discharge.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**MED SC-M 813 – SURGICAL AND PROCEDURAL CARE**

12 credits.

Care of adults and children undergoing an operation or procedure, including perioperative preparation, operative care, and post-operative cares for core clinical conditions in the specialties of anesthesia, neurosurgery, ophthalmology, general surgery, otolaryngology, urology, cardiothoracic surgery, peripheral vascular surgery, orthopedics, plastic and reconstructive surgery, and gynecology, as well as interventional radiology, procedural cardiology and gastroenterology. Basic science concepts include cerebral spinal fluid production and flow, fluids and electrolytes, consciousness, inflammation and wound healing, and cancer biology. Anatomic approach using case discussions, podcasts, curated independent reading, online nationally supported modules, and simulation skills. Longitudinal patient care experience integrating communication, evidence based medicine, health information technology, quality improvement patient safety, professionalism, scientific inquiry, and public health.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026

MED SC-M 850 – INTRODUCTION TO HEALTHCARE SIMULATION

3 credits.

Learn the history and best practices of healthcare simulation. Gain global perspective on simulation terminology and best practices in simulation facilitation to advance safe, high-quality, patient-centered care.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 3 number of completions

Learning Outcomes: 1. Define healthcare simulation and describe applications in formal health professions education and post certification/licensure (practicing professionals) continuing education.

Audience: Graduate

2. Apply educational techniques to design competency-based education to healthcare disciplines and programs.

Audience: Graduate

3. Describe simulation methods that enhances standards of patient care, safety, and population health.

Audience: Graduate

MED SC-M 851 – INSTRUCTIONAL DESIGN IN SIMULATION

3 credits.

In-depth curriculum development and instructional design of a simulation activity. Practice conducting a thorough needs assessment. Develop clearly defined goals and objectives in determining best educational strategies as they relate to healthcare simulation.

Requisites: MED SC-M 850 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Learning Outcomes: 1. Identify Kern's six step approach to curriculum design

Audience: Graduate

2. Define the process of using Blooms Taxonomy to create effective learning objectives

Audience: Graduate

3. Describe the origins, use and value of learning objectives from the instructional design perspective

Audience: Graduate

4. Demonstrate understanding of value of appropriate educational strategies based on learner type, goals and objectives

Audience: Graduate

MED SC-M 852 – SIMULATION FACILITATION

3 credits.

Best-practices in simulation facilitation, including crucial components such as prebriefing, skills-based education, immersive experiences, debriefing, learner evaluation and curriculum assessment.

Requisites: MED SC-M 850 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Learning Outcomes: 1. Define simulation methodologies as they relate to meeting specific course objectives.

Audience: Graduate

2. Summarize best-practices in course construct pertaining to cognitive, psychomotor, and affective domains.

Audience: Graduate

3. Design and facilitate a simulation-based activity from scenario creation to evaluation and continuous improvement.

Audience: Graduate

MED SC-M 853 – DEBRIEFING IN HEALTHCARE SIMULATION

3 credits.

Continued development in health care simulation methodology. Best practices in debriefing both procedural and immersive simulation scenarios.

Requisites: MED SC-M 850 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Learning Outcomes: 1. Define the value in debriefing in health care simulation

Audience: Graduate

2. Compare and contrast procedural, immersive and clinical event debriefing

Audience: Graduate

3. Demonstrate how to navigate various debriefing scenarios, including difficult debriefing scenarios

Audience: Graduate

MED SC-M 902 – AMBULATORY ACTING INTERNSHIP

4 credits.

Designed for students to assume primary responsibility of patients in the outpatient setting. Work with direct oversight by a faculty attending physician as you interview and examine patients, decide upon accurate diagnoses and formulate an appropriate treatment plan. Offered among various specialties and across the statewide campus. A primary focus of this rotation is medical decision-making regarding the ordering of tests and labs, medications and other therapeutic interventions. Students are expected to demonstrate effective communication with patients.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**MED SC-M 910 – MEDIC CLINICS SELECTIVE: A STUDY OF MARGINALIZED POPULATIONS AND INTERPROFESSIONAL COLLABORATION**

2 credits.

Provides a two-pronged opportunity for fourth year medical students to re-engage with MEDiC clinics where they may have volunteered during their first and second years of medical school, further appreciating the complexities of serving marginalized populations, and to use their recent clinical experience to contribute as both mentors and collaborators with students from multiple health professional professions. Careful focus on the broad public health issues affecting the patients in MEDiC clinics and how these issues inform their health status, health care and health access. Investigate the role of race in health disparities, as well as the role of socio-economic status.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**MED SC-M 911 – RACIAL HEALTH DISPARITIES IN WISCONSIN**

2 credits.

Uses Wisconsin health disparities data as a tool to address the broader misconceptions about race, biology, and health. Includes an overview of the genetic mechanisms for species variation, human evolutionary history, human adaptation and clinical patterns, and misconceptions about the biological underpinnings of race and health outcomes with an emphasis on the social and environmental determinants of health.

Requisites: Declared in Medicine program**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2020**MED SC-M 912 – TEACHING IN THE CLASSROOM: LABORATORY-BASED LEARNING IN MEDICAL EDUCATION**

2-4 credits.

Advanced course for medical students interested in teaching, pursuing careers in academic medicine and/or preparing to teach in residency. Develop knowledge and skills in the theory and practice of teaching and learning in laboratory-based environments such as the clinical teaching and assessment center (CTAC) and anatomy lab. Enhance and apply your skills with hands-on experiences observing and teaching classroom-based clinical skills and anatomy.

Requisites: MED SC-M 810, 811, 812, and 813**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2025**Learning Outcomes:** 1. Create educational materials for teaching laboratory-based sessions using Backward Design principles

Audience: Graduate

2. Teach in classroom-based learning environments that utilize laboratory-based instruction

Audience: Graduate

3. Effectively facilitate laboratory-based learning activities, following appropriate guidelines and structure

Audience: Graduate

4. Use inclusive and effective evidence-based teaching strategies

Audience: Graduate

5. Provide useful feedback to learners

Audience: Graduate

6. Navigate classroom dynamics to create a positive, safe and respectful learning environment

Audience: Graduate

7. Identify strengths as well as opportunities to improve teaching based on self-reflection and feedback

Audience: Graduate

MED SC-M 913 – WISCONSIN ACADEMY FOR RURAL MEDICINE (WARM) INTERNSHIP PREPARATION ELECTIVE

1 credit.

Review and reinforce baseline skills you will need for internship training in any specialty, using interactive learning methods. Major topics include Radiology, Cardiology/Pulmonary, Urgent and Emergent situations, Procedural skills, Acute Illness, and Communication.

Requisites: MED SC-M 810, 811, 812, and 813

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Demonstrate familiarity with the use and appropriate ordering criteria for various Radiology modalities including xrays, Magnetic Resonance Imaging (MRI), Computed Tomography (CT) Scans, and ultrasound
Audience: Graduate

2. Demonstrate proper point-of-care ultrasound diagnostic use techniques
Audience: Graduate

3. Review electrocardiogram (EKG) interpretation and identify common clinical EKG findings
Audience: Graduate

4. Identify and discuss treatment of clinically significant arrhythmias
Audience: Graduate

5. Determine appropriate cardiac stress testing
Audience: Graduate

6. Discuss appropriate use of laboratory studies and interpretation in the clinical setting
Audience: Graduate

7. Review Advanced Cardiovascular Life Support (ACLS) including situations requiring use, skills, and knowledge
Audience: Graduate

8. Review diagnosis and treatment of urgent/emergent and acute situations including hypotension, sinus tachycardia, deep venous thrombosis/pulmonary embolism, chest pain, abdominal pain, fever, and dyspnea
Audience: Graduate

9. Appropriately prescribe antibiotics for certain common infectious diseases
Audience: Graduate

10. Approach common procedures including, central lines/venous access, chest tubes, dermatologic procedures, suturing/knot tying, lumbar puncture and other appropriate procedures
Audience: Graduate

11. Appropriately evaluate and treat acute pain
Audience: Graduate

12. Appropriately approach difficult conversations including delivering bad news, medical errors, death/autopsy request, and other clinically challenging situations
Audience: Graduate

13. Identify appropriate communication strategies for dealing with conflict, appropriate communication with colleagues and patients, written and

MED SC-M 914 – TEACHING IN THE CLASSROOM: CASE-BASED LEARNING IN MEDICAL EDUCATION

2-4 credits.

Advanced learning for those interested in teaching, pursuing careers in academic medicine and/or preparation for teaching in residency. Develop knowledge and skills in the theory and practice of teaching and learning specific to design, implementation and facilitation of case-based learning. Enhance and apply your skills with hands-on experiences observing and teaching in classroom-based sessions. Teaching opportunities include facilitating Patient Centered Education (PaCE), Integrated Radiology, Anatomy, and Histology (iRAH), simulation, medium/small group case-based learning and large group team-based learning.

Requisites: MED SC-M 810, 811, 812, and 813

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

Learning Outcomes: 1. Using Backward Design principles, prepare educational materials for teaching case-based sessions
Audience: Graduate

2. Teach in classroom-based learning environments that utilize case-based instruction
Audience: Graduate

3. Effectively facilitate case-based learning activities, following appropriate guidelines and structure
Audience: Graduate

4. Differentiate case-based learning (CBL), problem-based learning (PBL) and team-based learning (TBL)
Audience: Graduate

5. Use inclusive and effective evidence-based teaching strategies
Audience: Graduate

6. Provide useful verbal feedback to learners
Audience: Graduate

7. Navigate classroom dynamics to create a positive, safe and respectful learning environment
Audience: Graduate

MED SC-M 918 – INDEPENDENT READING AND RESEARCH IN MEDICAL SCIENCES

2-8 credits.

Independent research studies under the direct supervision of SMPH faculty. Each project is individualized to meet student learning objectives.

Requisites: Declared in Medicine program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

Learning Outcomes: 1. Formulate appropriate student learning objectives

Audience: Graduate

2. Develop a plan to achieve learning objectives and demonstrate outcomes

Audience: Graduate

3. Demonstrate professionalism in day-to-day activities

Audience: Graduate

4. Demonstrate respect for project stakeholders, collaborators and mentors

Audience: Graduate

5. Communicate effectively and in a timely manner with project stakeholders, collaborators and mentors

Audience: Graduate

6. Incorporate feedback into daily work

Audience: Graduate

MED SC-M 930 – AMERICAN INDIAN HEALTH, HISTORY & TRIBAL GOVERNANCE

1 credit.

An inter-professional introduction on foundational knowledge regarding the history, structures and key health priorities of Wisconsin tribal nations delivered by a wide range of faculty and guest experts.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Describe key elements and events which shape the history of Wisconsin tribes

Audience: Graduate

2. Explain, distinguish, compare and contrast the key health priorities for various Wisconsin tribes

Audience: Graduate

3. Describe the role that upstream determinants of tribal health, including environment and culture play in shaping tribal health outcomes

Audience: Graduate

4. Identify how policies and tribal, state and federal systems impact Wisconsin tribal health

Audience: Graduate

5. Explore the role of trauma-informed care for communities which have experienced trauma, specifically describing how historical trauma affects the health of Wisconsin tribal communities

Audience: Graduate

MED SC-M 940 – ADVOCATING FOR PATIENTS: GETTING THE RIGHT CARE AT THE RIGHT TIME

2 credits.

Introduction to some of the core features of the U.S. Health Care System, as experienced by patients and the health care providers caring for them. Build your capacity for advocacy in clinical settings by exploring frameworks and strategies for addressing barriers and inequities, and communication tools to help patients and families better navigate complex systems and access community resources. Advocacy content concentrated on personal advocacy interests.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Demonstrate understanding of advocacy and what advocates do

Audience: Graduate

2. Match advocacy roles to specific situations

Audience: Graduate

3. Identify value to advocacy of collaborative problem-solving, engaging diverse viewpoints

Audience: Graduate

4. Identify how health care coverage is financed in the U.S., and how this influences patient experiences

Audience: Graduate

5. List core reasons for high costs and current strategies to contain them

Audience: Graduate

6. Examine how cost factors might influence the roles of physician advocates

Audience: Graduate

7. Build communication skills that emphasize deep listening, empathy, and compassion

Audience: Graduate

8. Demonstrate knowledge of how to recognize how to shift one's role and relationship to build patients' and families' capacity to strengthen capacity for self-advocacy

Audience: Graduate

9. Develop "touchpoints" to reinforce your learning and commitment to full presence with patients

Audience: Graduate

10. Demonstrate understanding of the causes and effects of physician burnout

Audience: Graduate

11. Develop self-care and lifelong learning strategies

Audience: Graduate

12. Describe strategies for incorporating advocacy into a busy practice

Audience: Graduate

13. Identify your potential role as change agent within an organization

Audience: Graduate

MED SC-M 941 – ADVOCATING FOR POPULATIONS: PARTNERING TO IMPROVE COMMUNITY HEALTH

2 credits.

Introduction to advocacy for population health. Covers determinants of health and the systemic causes that specific populations experience with health and health care in the U.S. Explore a range of strategies and tools for creating productive change with, and on behalf of, groups of patients. Strengthen the ability to see connections between the experiences of individual patients and providers and the organizational, political, social, and economic structures that influence the experiences of all health care stakeholders.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Describe clinicians' roles in population health advocacy

Audience: Graduate

2. Identify key advocacy skills and approaches

Audience: Graduate

3. Demonstrate understanding of the levels of macro advocacy

Audience: Graduate

4. Define systems thinking as it relates to advocacy for populations

Audience: Graduate

5. Identify systems thinking tools to apply to population health problems

Audience: Graduate

6. Apply tools to a population health case study

Audience: Graduate

7. Demonstrate understanding of health systems participation in community advocacy

Audience: Graduate

8. Describe the role and value of Community Needs Assessments

Audience: Graduate

9. Identify models of community engagement and partnerships

Audience: Graduate

10. Evaluate advocacy orientations uniquely applicable to organizations

Audience: Graduate

11. Demonstrate knowledge of a behavioral science approach to motivate change

Audience: Graduate

12. Describe the role of individual well-being in organizational, sector, and societal change efforts

Audience: Graduate

MED SC-M 942 – NARRATIVE MEDICINE, STORYTELLING, AND PREPARING FOR RESIDENCY

2 credits.

Narrative medicine, developing narrative competence, storytelling, and personal reflection. Using medical humanities for personal statement writing, interview preparation and professional identity formation.

Requisites: MED SC-M 810, 811, 812, and 813

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Define narrative medicine and storytelling and how they can impact healthcare.

Audience: Graduate

2. Apply the skills of close reading, attentive listening, creative writing, and storytelling to develop your narrative competence.

Audience: Graduate

3. Reflect upon the experiences that have defined your development into a physician and apply this reflection to your residency personal statement and interview preparation.

Audience: Graduate

4. Apply the tools learned from this course to stay grounded in your purpose in medicine as you move on to the next stage in your training.

Audience: Graduate