

ELECTIVES AVAILABLE FOR MSI AND MSII STUDENTS

Upstate has a robust elective program, offering more than 200 elective choices. Our elective program is designed to supplement our required curriculum and allow students to explore the various medical specialties while gaining valuable medical knowledge in both the clinical and foundational sciences. Students may take electives during their first, second, and fourth years of medical school, as long as they meet the pre-requisites to the elective. While many electives are clinical in nature and require a student to be a fourth year medical student, some are designed specifically for first and second year students, and others are available for a student in any year of medical school.

Students are not required to take any electives during the first two years of medical school, as there is ample time to complete all elective requirements in the clinical years, however, if you choose to take elective credits, please be aware of the policies governing elective credit: A maximum of six of the required elective credits may be taken in the pre-clinical years and count toward fulfilling graduation requirements. If more than six elective credits are earned in the pre-clinical years, all will be on the academic transcript even though they do not fulfill graduation requirements. Electives taken in the pre-clinical years must be taken on a pass-fail basis, unless petitioned by the sponsoring faculty to be taken for a grade. For specific graduation requirements for your class year, please refer to the [Course Selection Procedures and Policies for your graduating class](#). For information on how to enroll in an elective, please refer to the [MSI and MSII Enrollment Procedures](#).

The following list shows the electives that are open to students in the first and second year of medical school.

ANAT0410 Teaching in Human Anatomy

Course Director: Dr. Robert Zajdel

Credit Hours: Variable

Must have successfully completed anatomy content in MSI units 3-8

Description: This elective is designed to provide medical students, especially those with an interest in the musculoskeletal system, with an opportunity to actively participate in teaching gross anatomy to first year students in the Doctor of Physical Therapy (DPT) program. Emphasis is placed upon demonstrating prosected specimens to the students, assisting students with their dissections, preparing content for teaching, and conducting small group laboratory peer teaching. Weekly activities will include involvement in laboratory teaching, laboratory problem solving sessions, and review and student sessions. Students will also help grade quizzes and exams. Performance will be evaluated upon knowledge of gross anatomy, interest in teaching, and active engagement in course activities by engaging in the following activities: assisting students with their dissections, coordinating small group laboratory problem solving sessions and content knowledge.

CBHX2405 Individual Study in Bioethics

Course Director: Dr. James Dwyer, Dr. Kathy Faber-Langendoen, Dr. Robert Olick

Credit Hours: Variable

Must have completed first year of medical school

Description: The purpose of this elective is to provide students the opportunity to explore, in a careful and supervised way, important issues in bioethics. Students will work with their preceptor to develop an individualized plan of study. This plan will usually involve extensive reading, attendance at some lectures and seminars, frequent discussions with the preceptor, attendance at meetings of the ethics committee, and a written paper. Students may explore a particular topic or area (for example, issues in one specialty of medicine), design a small study (for example, a chart of review of advance directives), or learn more about the work of clinical consultation (by discussing cases with consultants and attending meetings of the ethics committee). This elective may be taken full-time or Concurrently with other courses.

CBHX2408 Physicians and Social Responsibility I

Course Director: Dr. James Dwyer

Credit Hours: 1

Description: This is the first of a two-elective sequence that establishes a critical, analytic component in conjunction with selected health-related service activities, to provide a robust, service-learning experience for medical students to develop their understanding of and commitment to physician's social responsibility. Course content addresses a variety of topics, such as fundamentals of health systems and financing; impacts of socioeconomic disparities in health and illness; cultural diversity in clinical practice; health outcomes; advocacy skills; structure and effectiveness of the safety net; global health inequities; environmental issues in health. Exact topics are modified from year to year.

CBHX2410 Physicians and Social Responsibility II

Course Director: Dr. James Dwyer

Credit Hours: 2

Must have completed CBHX2408 Physicians and Social Responsibility I

Description: Physicians and Social Responsibility II is the second part of a two-elective sequence that establishes a critical, analytic component in conjunction with selected health-related service activities to provide a robust, service-learning experience for medical students to develop their understanding of and commitment to physicians' social responsibility. Students will critically analyze their service experiences in light of the fundamental concepts discussed in PSRI. Some content related to student experiences will be presented in a more advanced way than in PSR I (e.g. fundamentals of health systems/financing, impacts of socioeconomic disparities in health and illness; advocacy skills, structure and effectiveness of the safety net; global health inequities). A substantial portion of the seminar time will be spent with students presenting their critical analyses of issues arising in their service sites.

FAMP1642 Literature and Medicine: Examining Issues in Primary Care

Course Director: Dr. Ruth Hart

Credit Hours: 2

Description: This elective will examine health issues in primary care, using the perspectives afforded by literature, film and theater. Hands-on literature and drama experiences will be part of the elective with attendance expected at live theater performances and at a local author lecture series. Topics to be included are: professionalism, resource allocation, physician-patient communication, quality of life, cultural diversity and research ethics. Class participation and discussion are the basis for assessment. The class meets late August to early December on Wednesday evenings, 6-9 pm, with occasional events on other weekday evenings. Cost for performances: \$35.00 total.

FAMP1643 Examining Issues in Primary Care

Course Director: Dr. Ruth Hart

Credit Hours: 2

Description: This elective will offer students the opportunity to examine issues in primary care through the reading and discussion of literary selections that focus on relevant topics such as professionalism, aging, resource allocation, and cultural diversity. Attendance at activities and performances that make a connection with the community at large such as Syracuse Stage theater performances, author lectures and readings, films based on literary adaptations and other performances in the arts will be included (choices depend on what is offered at that time). The emphasis of the course is on group participation and discussion. Cost of course: \$35.00

FAMP1646 Introduction to Rural Health

Course Director: Dr. Carrie Roseamelia

Credit Hours: 1.5

Description: This elective is required for all medical students admitted to SUNY Upstate College of Medicine through the Rural Medical Scholars Program and runs concurrently over the MS1 and MS2 preclinical years. This elective introduces basic principles related to comprehensive rural health care. The format of the course is interactive, allowing students to learn about their roles as future health care professionals, and pass on enthusiasm for rural practice to a new generation of future small town practitioners. Students will be exposed to specific rural health issues through small group case discussions and learn about different rural communities across NYS. Students will extrapolate from their medical school knowledge to teach a clinical case to a team of high school students, preparing their teams for a case competition each Spring.

FAMP1651 Rural Immersion Week

Course Director: Dr. Carrie Roseamelia

Credit Hours: 1

This elective is suggested for students admitted to the College of Medicine through the Rural Medical Scholars Program and runs for one week, the summer before MS2. Students train in in-patient and out-patient community offices in host communities, working side-by-side with local physicians. Students meet with community leaders from various agencies including: local business owners, state assembly, public health, hospital administration, behavioral health and hospice. Students provide mentorship to high school students and are expected to spend a half day giving back to the community through scheduled volunteer activities.

INTD9425 Hospice Volunteering

Course Director: Dr. Judith Setla

Credit Hours: 1

Description: Hospice volunteers are trained to help patients / families cope with issues at the end of life. Volunteers will learn how to assist with the physical, emotional, and spiritual struggles of this unique time. Once trained, volunteers will be matched with families based on interests, experience, and availability. Typical activities would be: Visit, watch TV, read to patients, grocery shopping, mowing lawns, childcare, sitting with patient's so family can run errands, driving patients or families to appointments or to visit loved ones. This is a rich opportunity to assist those in your community who are living with dying, and to learn about the psych-social-spiritual aspects of the journey towards the end of life.

MDCN2215 The Clinical Experience

Course Director: Dr. Sarah Lappin

Credit Hours: 6

Description: You have come to medical school to become a doctor but doctoring is scant during your MSI year. While you have Practice of Medicine (POM), it only allows you glimpses of the real world of medicine. A 6-week Internal Medicine experience will be much different as you will have an extended stay in the clinical world working with members of the Internal Medicine team. You will gain insight and skills that will serve you well during the remaining three years of medical school. Students will participate in three 2-week blocks in which they will work with faculty, house staff, and, perhaps, clerkship students, in a variety of venues including the following: Outpatient Clinics (General Medicine and Subspecialty) (1.) Intensive Care Unit (2.) Coronary Care Unit (3.) General Medicine Inpatient (4.) Hematology/Oncology Inpatient. Additionally, the student will participate in a weekly small-group session with a member of the faculty to tackle a variety of topics such as clinical case review or physical exam skills.

MDCN2223 Second Year Clinical Elective

Course Director: Dr. Sarah Lappin

Credit Hours: 1

Must have completed first year of medical school

Description: This course, for second year students, will integrate the basic sciences with the clinical setting and prepare students to enter into their third year. Students will participate in two half day clinical sessions per unit, one in pharmacology and one in clinical internal medicine. Clinical sessions will correlate with the organ system being studied in the second year. Students will also attend one small group session per unit to learn the basic sciences of clinical medicine; these small group sessions will include third year IM clerkship students and be facilitated by fourth year students. There will be no preparatory time required for the clinical, pathology, and small group sessions. The required assessments will be the completion of pre- and post-survey.

MDCN2229 Diabetes SPECIAL Elective

Course Director: Dr. Ruth Weinstock

Credit Hours: 2

Description: The diabetes SPECIAL elective is designed to promote the formation of a relationship between a medical student in the preclinical years of training, an attending physician, and a patient with poorly controlled diabetes. Throughout the duration of the course, medical students will attend office visits and routinely communicate with patients and their attending on a weekly or biweekly basis, to help improve patient self-management and glycemic control. By the end of the course, students should understand the importance of empathy and support in a patient-provider relationship and the impact of a chronic illness on all aspects of a patient's life.

MDCN2230 Food as Medicine

Course Director: Dr. Barbara Feuerstein

Credit Hours: 1

Description: Given that diet modification is a first line treatment and prevention for obesity, diabetes, and many other chronic illnesses, the goal of this elective is to teach students about the practical implications of nutrition, how to cook health and affordable meals, and how to better counsel patients on their eating habits. The course consists of a combination of online modules that provide foundational information about nutrition and how it pertains to certain diseases (e.g. diabetes) and social issues (food insecurity), as well as hands on activities such as cooking classes and practicing motivational interviewing skills.

OBGY3622 Miracle Continuity

Course Director: Dr. Jodi Wallis

Credit Hours: 2

Description: The Miracle Continuity Elective is a fifteen-month elective opportunity providing both academic and field experiences for 20 first year medical students who desire to gain information, insights and experiences regarding 1) The continuity of care in woman and child health; 2) The psychosocial dimension of care; 3) The pre- and perinatal primary parenting factors involved in optimum maternal and child health care and 4) The nature of pregnancy, birth and breastfeeding and their impact on maternal/child health and the emerging family. Each student is paired with a family receiving pregnancy care within the SUNY Maternal Child Health Center component of the University Health Care Center and local OB/GYN practices. Pairing will occur during the mid second trimester following family consent. Students will remain involved with the family throughout the pregnancy, at birth and through newborn child care until the child's first birthday. The objectives are 1) To provide an opportunity for medical student-family interaction during the period from pregnancy through the child's first birthday in a co-learning partnership between student and the family; 2) To incorporate wellness into everyday lives of the family and the student; 3) To inform both medical students and parent of the basic tenets of parenting during pregnancy, birthing, breast feeding; 4) To provide an opportunity for women and their families to influence the health care system of the future; 5) To gain valuable insights into the relationship of basic science course work to clinical practice of medicine.

PRVM6423 Service Learning and Community Health

Course Director: Simone Seward

Credit Hours: 2

Must complete a service learning application

Description: This 2-credit service learning elective course integrates meaningful community service with instruction on basic principles of public health to improve the health status of the community. This course allows second year medical students to serve as Service Learning Leaders at specific service learning sites and develop skills in community engagement while affording community partners an avenue to address significant needs within their organization or programs. The course utilizes a reflective process to enrich the students' learning experience and explore civic responsibilities. The course meets once a month for 2 hours and runs from August through March. The course can accommodate a maximum of 30 MSII students.

PRVM6424 Global Health Elective - Enlace Program

Course Director: Simone Seward

Credit Hours: 2 TO 4

Description: The Enlace program focuses on rural health and cultural immersion in Nicaragua. While at Upstate, students will participate in pre-departure travel training which will include modules on cultural competency, safety and logistics, ethical decision making, social determinants of health, and issues in global health. Once in country, students will be placed with host families, attend an orientation, and then will travel to different community sites each day to work with local healthcare providers. These community sites are located in El Sauce, Ocotal, and Leon. Each work day will be 9 hours (typically from 7am to 3 pm) spent with local doctors and nurses in different communities. Translators are provided by Enlace. Under the supervision of the local physician, students will assist with procedures ranging from taking vital signs, maternal and child health visits, cancer screenings, chronic disease management, and other clinical tasks. Evening and weekends will consist of cultural immersion trips and cultural classes. Students will also have the opportunity to participate in teaching English classes on Tuesday and Thursday afternoons. Upon return to the US, students will be expected to complete a reflective final project.

PRVM6425 Global Health - AMOS Health and Hope Program

Course Director: Simone Seward

Credit Hours: 2 TO 4

Description: The AMOS program focuses on rural health and cultural immersion in Nicaragua. AMOS Health and Hope seeks to take action to help address the problems of poverty, disease and preventable deaths by improving the health and well being. Programs are based on community-identified needs and build upon community strengths. The goal of this elective is to improve the health of impoverished communities by working alongside them in health, education, and development. While at Upstate, students will participate in pre-departure travel training and cultural competency training. Preparation includes submitting a detailed written explanation of the proposed project including a realistic time table and any special parameters unique to the international site. Once in country students will be placed with host families, attend an orientation, and then will travel to different community sites each day to work with local health care providers. Each work day will be 8 hours spent with local physicians, nurses, or public health workers in different communities. Under the supervision of the local physician, students will assist with procedures ranging from taking vital signs, maternal and child health visits, cancer screenings, chronic disease management, and other clinical tasks. They will also have the opportunity to be involved in public health initiatives such as building clean water systems and providing health education. Participants will join the AMOS supervision team physicians, public health workers and nurses to travel to hard to reach areas to support local health promoters. (Urban Clinical Rotation is 4.5 weeks; Rural Rotation is 5 weeks)

PRVM6426 Global Health Elective - Ecuador Medical Spanish Immersion

Course Director: Christina Lupone, Dr. Anna Stewart

Credit Hours: 2

Description: The Ecuador Centers for InterAmerican Studies Medical-Spanish Immersion program aims to promote language and cultural competence, and to enhance the skills of health service professionals and consequently improve overall health care. The program focuses on Medical Spanish, cultural, and public health system immersion training. While at Upstate students will participate in pre-departure and cultural competency training. Once in country, students are based in the city of Cuenca, Ecuador for two weeks of intensive medical Spanish language training and are placed with a local Ecuadorian homestay. In classroom training consists of 20 hours of grammar and 20 hours of conversational Spanish. Students are exposed to the public health and medical system in Ecuador through visits to local hospitals, medical schools, rural health programs, and traditional healers. Each work day will be 8 hours (4 hours in classroom and 4 hours spent with local doctors, nurses, or public health professionals in the community). Weekend trips will consist of cultural immersion trips (one trip per weekend). Upon return students will be expected to complete a reflective final project and reflection module. Application must be approved by Global Health office to participate. Additional tuition for the Medical-Spanish program is required.

PRVM6427 Global Health Elective - Ecuador Medical Spanish Immersion and Research

Course Director: Christina Lupone, Dr. Anna Stewart

Credit Hours: 4

Description: The Ecuador Centers for InterAmerican Studies Medical-Spanish Immersion and Infectious Disease Research program aims to promote language, cultural competence, and infectious disease research skills of public health and medical professionals. The program focuses on Medical Spanish, cultural, and public health system immersion training. While at Upstate students will participate in pre-departure training and cultural competency training. The program begins with a two week Medical Spanish Immersion program through the Centers for InterAmerican Studies based in Cuenca, Ecuador, where students are placed in a homestay and participate in formal classroom medical Spanish (grammar and conversation) training and are exposed to the public health and medical system in Ecuador through visits to local hospitals, medical schools, rural health programs, and traditional healers. Each work day will be 8 hours (4 hours in classroom and 4 hours spent with local doctors, nurses, or public health professionals in the community). Once the two week Medical Spanish immersion program is completed, students will travel to Machala, Ecuador where they will integrate in to a team of investigators conducting research in the southern coastal city of Machala, Ecuador. Student projects will depend on the individual's skills and prior professional experience. Students will spend anywhere from 4 weeks to one year in the field. Upon return students will be expected to complete a reflective final project and work with the Institute for Global Health and Translational Science faculty to disseminate research results from field work. Application and research proposal must be approved by Global Health office to participate. Additional tuition for the Medical-Spanish program is required.

PRVM6428 Global Health Elective - Ecuador Infectious Disease Research

Course Director: Christina Lupone

Credit Hours: 6 TO 8

Description: Students will travel to Machala, Ecuador where they will integrate into a team of investigators conducting research on infectious disease, climate, and public health through Upstate's Institute for Global Health and Translational Science. Student projects will depend on the individual's skills and prior professional experience. Students will spend anywhere from four weeks to one year in the field. Upon return students will be expected to complete a reflective final project and work with the Institute for Global Health and Translational Science faculty to disseminate research results from field work. Students must have moderate to advanced Spanish speaking skills. Application and research proposal must be approved by Global Health Office to participate.

PRVM6429 Refugee Health in Our Community

Course Director: Dr. Andrea Shaw, Dr. Sandra Lane, Dr. Telisa Steward, Christina Lupone

Credit Hours: 1

Description: This elective provides a unique opportunity to be paired with a newly resettled refugee family in Syracuse, partner with community agencies, and engage with students across disciplines (medicine, public health, social work, health professions) between Upstate and Syracuse University. Students will have classroom and community experiences that allow them to better understand medical, social, and cultural issues that impact the health of the local refugee population we serve. These partnerships will provide opportunity for advocacy on behalf of a vulnerable population we all strive to support.

PYCH6828 Introduction to Medical Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 2

Description: The Introduction to Medical Spanish course builds on the strong foundation of the Basic Spanish level to continue learning medical Spanish terminology, sentence construction, role play with classmates imitating situations at a doctor's office, hospital or emergency rooms. Students learn communication at a higher level with patients and the public in general. They are able to have dialogues asking more relevant questions related to the patient's complaint in grammatically correct sentences using regular and irregular verbs in the present and past tense.

PYCH6829 Intermediate Medical Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 2

Must have completed PYCH 6828 Introduction to Medical Spanish

Description: Intermediate Medical Spanish prepares medical students to communicate effectively with patients with limited English proficiency. Students at this level speak only Spanish in class and are able to volunteer at a local clinic, shadow a health care provider and assist him/her in communicating to the patient the nature of the problem/condition, necessary tests required, the results, as well as treatment and prognosis. They are able to inform the patient about follow up appointments and convey any other information.

PYCH6830 Advanced Medical Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 3

Must have completed PYCH6829 Intermediate Medical Spanish

Description: Advanced Medical Spanish is service learning elective that prepares medical students to communicate effectively with patients with limited English proficiency. Students at this level are able to shadow a health care provider and assist him/her in obtaining accurate history of the patient, performing a physical examination and communicating to the patient the condition, necessary tests and results, as well as treatment and prognosis.

PYCH6832 Basic Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 2

Description: Basic Spanish is a foundation course that gives students a strong base to be able to learn Medical Spanish terminology. Students learn basic communication with patients and the public in general. They are able to have a basic dialog and develop sentences grammatically correct using regular and irregular verbs in conjunction with other parts of a sentence in concordance with gender and number.

The Consortium for Culture and Medicine (CCM) is a cooperative interdisciplinary program of LeMoyne College, SUNY Upstate Medical University, and Syracuse University focused on the cultural, ethical, social and psychological dimensions of medicine and health care. They offer elective courses that link the humanities and social sciences to the practice of medicine and healthcare. Their course offerings change each semester, so please visit their website (<http://www.upstate.edu/ccm/>) to explore their current course offerings.