

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.

ANAT0412 Introduction to Teaching Neuroanatomy

Course Director: Dr. Dana Mihaila

Credit Hours: 1

Description: The goal of this course is for second-year students to delve into education/instruction through creating new activities for Neuroanatomy students. Firstly, the students will be expected to develop an educational activity for MSIs by November, which will be presented to faculty. The activity should include the following components: 1) session learning objectives linked to course learning objectives, 2) proposed teaching mode, 3) evaluation plan, and 4) formative post session quiz for learner/s. The proposal will be reviewed by Dr. Mihaila and students will receive feedback. Secondly, in December the students will conduct a teaching session utilizing their proposal. After completion of the

session, students will review feedback from learners and course faculty and write a brief reflection including what went well and their lessons for future teaching. Students will save the session proposal, learner and faculty feedback, and reflection in their Educator's portfolio.

ANAT0413 Introduction to Teaching Clinical Anatomy

Course Director: Dr. Jennette Ball

Credit Hours: 1

Description: The second year Clinical Anatomy Instruction Micro-credential students will be joining a new elective "Intro to Teaching Clinical Anatomy." The goal of this course is for second-year students to delve into educational instruction through creating new activities for MS1 students. The students will be expected to develop an educational activity for MSIs, which will be presented to faculty. The activity should include the following components: 1) session learning objectives linked to course learning objectives, 2) proposed teaching mode, 3) evaluation plan, and 4) formative post session quiz for learner/s. The proposal will be reviewed by Dr. Ball and students will receive feedback. Then, the students will conduct a teaching session utilizing their proposal. After completion of the session, students will review feedback from learners and course faculty and write a brief reflection including what went well and their possible improvements for future teaching. Students will save the session proposal, learner and faculty feedback, and reflection in their Educator's portfolio.

CBHX2405 Individual Study in Bioethics

Course Director: Dr. L Syd Johnson

Credit Hours: Variable

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. Rachel Fabi

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. Rachel Fabi

Credit Hours: 2

Description: Physicians and Social Responsibility II is the second part of an elective sequence that establishes a critical, analytic component in conjunction with selected health-related advocacy activities to provide a robust learning experience for medical students to develop their understanding of and commitment to physicians' social responsibility. Students will critically analyze their advocacy experiences in light of the fundamental concepts discussed in PSRI. Students will learn how responsibilities as physicians extend from caring for individual patients to caring about institutional, social, and global contexts. This course will teach the skills necessary to bring about meaningful change at each of these

levels. A substantial portion of the seminar time will be spent with students presenting their critical analyses of their advocacy experiences.

EMED1308 Emergency Medicine Research

Course Director: Dr. Susan Wojcik

Credit Hours: 4

Description: The focus of this elective is on the formulation of a researchable clinical questions. A student relevant research project will be designed and completed. Students will work with the elective director and at least 1 other clinical member of the department of emergency medicine to design and complete a relevant emergency medicine research project. Students will gain an understanding of how to develop a good research question, write a study protocol, submit for IRB approval, collect data, assist with data analysis and interpretation, and write a research abstract. Elective director approval is required at least 2 periods prior to period of enrollment. Completion of CITI human subjects research and responsible conduct of research online training required before registration approval granted.

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.

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

Description: 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.

FAMP1656 Rural Medicine Curriculum Design Elective

Course Director: Dr. Carrie Roseamelia

Credit Hours: Variable

Description: The teaching elective is a 1-2 credit concurrent course during MSI, MSII, and MSIV year designed to expose students with an interest in medical education and teaching. Students will work with RMSF Director to develop sessions for Intro to Rural Health and other rural health electives including, but not limited to: identifying unique session topics, recruiting speakers, facilitating case discussions, coaching high school students for our clinical case completion. Student will play a lead role in program evaluation and development. Students will have the opportunity to work on educational research including development, data collection, and analysis, manuscript writing and presenting at conferences. After completion of this elective, students should be more prepared to be medical educators in their fields and communities.

FAMP1657 Rural Medicine Clinical Training through Journey Mapping

Course Director: Dr. Carrie Roseamelia

Credit Hours: 1.5

Description: For this elective second-year medical students delve into patient care through interactions with their patient educator and community preceptor. A small-town physician-patient team, alongside a fourth-year medical student, are matched with small groups of second-year students. Through guided sessions from August to January, the medical students come to know their patient and the patient's condition, ultimately presenting their "case" at a university wide forum. Students practice skills related to: patient interviewing, notetaking, case review and discussion, physical exam and presentation.

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.

INTD9434 Fundamentals in Quality Improvement and Patient Safety through IHI Open School

Course Director: Dr. Lynn Cleary

Credit Hours: 1

Description: This elective uses the online courses from the Institute for Healthcare Improvement (IHI) Open School to provide students with fundamental knowledge and skills in quality improvement, patient safety, and related content. The elective is self-paced and asynchronous. By the end of the course, students will qualify for an IHI Open School Basic Certificate of completion. The estimated time of completion of the online modules is 15 to 20 hours. In addition, students are required to submit two written case analyses, one based on the analysis of an opportunity to improve a process/outcome and the other on an analysis of a near miss or error, based on cases they have seen, and discuss the elective experience with the instructor. The knowledge and skills from this course will distinguish the individual who takes it as uniquely prepared for entering residency with advanced competency in Systems-based Practice, a required competency in all residencies.

INTD9437 Pathophysiology of Disease

Course Director: Dr. Margaret Maimone

Credit Hours: 2

Description: In this course, students will choose a disease of interest and conduct a thorough literature review of the pathophysiological mechanisms underlying the disease. Students will then synthesize this information into a learning module/product (oral presentation, conference poster, research paper, case report, Stat Pearls article, etc.) that reviews the current state of knowledge of the pathophysiology of this

disease. This information must then be disseminated to an appropriate audience through oral presentation, regional/national conference presentation or submission for publication. For students choosing to do an oral presentation, the course director can arrange a date and time to give the oral presentation to clerkship students; dates must be arranged well in advance of the desired date, and the date/time of the presentation will be subject to the availability of the clerkship students. All students are also required to write a reflection about their experience in the elective after they have completed the other requirements. After registering for the course, students will be given access to the course Blackboard site where they will find further details and instructions needed to successfully complete the elective.

INTD9440 Leadership in Medicine

Course Director: Dr. Lynn Cleary

Credit Hours: 2

Description: This elective will provide students with fundamental knowledge and skills to enhance their effectiveness as leaders, an expected competency for physicians in many professional roles. The course is offered online only and will include a combination of synchronous and asynchronous learning activities. Content includes leadership styles; strengths, weaknesses and vulnerabilities in leaders; ethical and professional aspects of leadership; diversity and inclusion in leadership; emotional intelligence, self-awareness and improvement; effective verbal and written communication; conflict resolution and negotiation; teamwork; vision and motivation; mentorship; management vs. leadership; and other topics. Educational activities include reading, review of online video material, oral presentations, self-awareness exercises, working with faculty partners, written assignments, participation in online discussions (synchronous and asynchronous), and self- and peer- assessment and feedback. To be successful in this course, students must engage in honest self-assessment, be open to feedback from peers and engage in self-improvement planning.

INTD9441 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 terminology in Spanish. Students learn parts of the human body, organs, systems symptoms of common illnesses along with basic communication such as greetings, numbers, dates, specific vocabulary for visits to a doctor and much more. 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.

INTD9442 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 and expands knowledge of medical terminology to continue learning correct sentence construction for effective communication. Students do 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, past tense and future tenses.

INTD9443 Intermediate Medical Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 2

Description: Intermediate Medical Spanish is a conversations level. It builds on knowledge acquired on previous levels and 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.

INTD9444 Advanced Medical Spanish

Course Director: Dr. MariaLourdes Fallace

Credit Hours: 2

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 at a proficiency level.

INTD9446 Curriculum Reform (Basic Science)

Course Director: Dr. Lauren Germain

Credit Hours: Variable

Description: This is an elective course in medical education with a focus on the foundations of basic science curricular development and design for students that are interested in exploring new and innovative curricular ideas. Students will identify an area of interest, conduct a literature review and identify a mentor to work with prior to being enrolled in the elective. After meeting with course director the student will be enrolled. Outcome of the project must be in the form of an abstract prepared for submissions to a national meeting, a presentation to a target audience, creating of approval learning module. Other final outcome projects will be considered.

INTD9447 Medical Education (Regular)

Course Director: Dr. Lauren Germain

Credit Hours: Variable

Description: This is an elective course in medical education, curricular development and design for students that are interested in exploring new and innovative curricular ideas. Students will identify an area of interest, begin a literature review and identify a mentor to work with prior to being enrolled in the elective. After meeting with course director the student will be enrolled. Outcome of the project must be in the form of an abstract prepared for submissions to a national meeting, a presentation to a target audience, creating of approval learning module. Other final outcome projects will be considered.

MDCN2215 The Clinical Experience

Course Director: Dr. Zachary Shepherd

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. Zachary Shepherd

Credit Hours: 1

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 (Students Providing Education on Chronic Illness and Lifestyle)

Course Director: Dr. Barbara Feuerstein

Credit Hours: 2

Description: The diabetes SPECIAL elective is designed to promote the formation of a nurturing relationship between a medical student, an attending physician, and a patient with diabetes mellitus. Throughout the duration of the course, medical students will attend office visits and routinely communicate with the assigned patient and their attending. The goals are 1) to help improve patient self-management skills and glycemic control and 2) students will understand the importance of empathy and support in a patient-provider relationship and 3) the impact of a chronic illness on all aspects of a patient's life. There will be 5-6 group sessions each with a different person involved in the Joslin multidisciplinary approach to caring for people with diabetes.

MDCN2230 Food as Medicine

Course Director: Dr. Barbara Feuerstein

Credit Hours: 2

Description: Lifestyle modification, including eating healthy food, is an important component in the quest to prevent and treat many of the medical problems that are challenging our country. The goals of this elective are to teach students about the practical implications of nutrition, how to cook tasty, nutritious, 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 heart disease) and social issues (food insecurity), as well as hands on activities such as cooking classes and practicing motivational interviewing skills. The course runs from September through December. There are 9 online modules ranging from 30-60 minutes in length. The modules can be completed on your own time during the elective block. There are also five scheduled group activities that are about 90 minutes in length and one required volunteer/shadowing experience-many fun options! There is a final project to design a recipe that will be compiled into a course cookbook. The first thirty student who sign up are the lucky ones! The course is only offered in the fall semester.

PEDS5640 Genetics

Course Director: Dr. Robert Lebel

Credit Hours: 4

Description: This selective has been developed to reinforce the principles of genetics presented in the first year of medical school and to show medical students that an understanding of genetics is a critical skill in medicine today. The selective will take the student from a clinical evaluation, through the thought process of establishing a diagnosis including literature review and interpretation of test results. The clinical observations will include general developmental genetics (with Dr. Lebel), inborn errors of metabolism (with Dr. Pellegrino), cancer predispositions (at the Cancer Center), and prenatal evaluations (at the Perinatal Center), and will provide opportunities to collaborate with board certified genetic counselors at the various venues. In addition, the students will spend time in the Cytogenetics and Molecular Diagnostics Laboratories to gain a better appreciation of how laboratory tests are developed,

implemented, and utilized to aid in diagnostics. For those interested and apt, there will be opportunities to undertake reporting of genetics cases at professional genetics meetings and/or in manuscripts submitted for publication in peer reviewed journals.

PHYL6201 Discovery Science to Patient Care

Description: Course Director: Dr. Evelyn Voura

Credit Hours: 1

With the rapid advance of new therapeutic interventions, many do not consider that many modern treatments did not start out with a final application in mind, but that each was preceded by years of experimental exploratory investigation. It is important that scientists and physicians have an appreciation of this process, and with it, the confidence to communicate this knowledge to others. Using a series of discussion topics and a book club, this course will familiarize students with the often-serendipitous process through which basic scientific discoveries lead to medical applications having an important impact on new frontiers of patient care.

PRVM6420 Public Health

Course Director: Dr. Travis Hobart

Credit Hours: 4

Description: This elective will allow the student to explore the implementation of public health and population-oriented prevention activities in actual community settings. The requirements for this elective can be met at a local agency that works in public health (e.g. the HIV education specialist employed by Upstate who works in the community). Students will be responsible for arranging the elective with the agency. The elective must be approved by Dr. Hobart. Students will complete a specific project based on their interests and current public health activities at the agency. Examples of student projects include: HIV treatment and prevention symposium, implementation of risk reduction strategies for IV drug use, vaccine shortage management, bioterrorism, and chronic disease prevention. A project summary report is required at the end of the elective to gain credit for the course.

PRVM6421 Public Health Experience

Course Director: Dr. Travis Hobart

Credit Hours: 4

Description: An independent study, community-based project, or international public health experience aimed at improving students understanding public health, determinants of health and possible interventions to prevent the public health issue the student is studying. Students enrolling in this elective generally have chosen a venue, focus of interest (research interest), and site supervisor (if off campus) prior to enrolling in the elective. Students will be assessed, if possible, by their site supervisor based agreed upon expectations of the project, active participation, and attendance. In addition, student must write a scholarly paper and give a presentation on their research project to an agreed upon audience in order to receive credit for the elective.

PRVM6423 Service Learning and Community Health

Course Director: Simone Seward, Nakeia Chambers

Credit Hours: 4

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. NOTE: Service learning application is required prior to enrolling in this elective.

PRVM6424 Global Health Elective - Enlace Program

Course Director: Simone Seward

Credit Hours: 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: 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

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

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: 4

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 any where 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.

PRVM6430 Global Health Elective - Kenya

Course Director: Christina Lupone

Credit Hours: 4

Description: Students will travel to Kisumu, Kenya where they will integrate into a team of investigators, community health workers, and clinicians conducting population health research 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 4 weeks to 8 weeks in the field. Upon return students will be expected to complete a reflective final project, abstract, and publishable manuscript and work with the Institute for Global Health and Translation Science faculty to disseminate research results from field work. Students must complete application process and have pre-approval of research proposal from instructor(s). Clinical shadowing can be made available in addition to the research project at a local hospital on a case-by-case basis.

The Consortium for Culture and Medicine (CCM) is a cooperative interdisciplinary program of Le Moyne 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.