Orientation Information & Student Handbook
WELCOME TO MEDICAL SCHOOL!

“Students of Medicine, Apprentices of the Guild, with whom are the promises and in whom center our hopes - let me congratulate you on the choice of calling which offers a combination of intellectual and moral interests found in no other profession, and not met with at all in the common pursuits of life - a combination which, in the words of Sir James Paget, ‘offers the most complete and constant union of those three qualities which have the greatest charm for pure and active minds - novelty, utility, and charity.’”

William Osler, M.D. to the students entering the University Of Minnesota School Of Medicine in 1892.

The orientation activities and this collection of information were designed to answer some of the questions which students frequently have about medical education and life as a medical student. This information comes from faculty and students from previous classes. Medical school creates a special bond among students, as you will come to appreciate. You will find that some of your perspectives are unique and different from your classmates; you will also realize that you are seldom alone in the thoughts, reactions, and feelings that you may have.

We will try not to give you too much information too fast, and we will always be glad to answer your questions about any aspects of medical school. Be assured that anything we talk about during these first few days will come up again, probably many times.

We hope that you are enthusiastic about the beginning of your career in medicine. Let me make it a common goal to keep that enthusiasm alive through the demanding years of medical school and the rest of your life as a physician.
PEOPLE YOU NEED TO KNOW

Martin Teintze, Ph.D.
Director, WWAMI Medical Education Program
Assistant Dean, University of Washington School of Medicine
Biochemistry Course Chair
Room 310 LJH   (406) 994-4411

Michael Spinelli, M.D., FACP
Assistant Program Director, WWAMI Education Program
Preceptor Coordinator & MIDIM Course Chair
Spinelli Internal Medicine
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Jay Erickson, M.D.
Montana WWAMI Clinical Coordinator
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Bernadette Dupperon
Assistant to Jay Erickson, M.D.
Clinical Phase - Montana WWAMI
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Montana Area Health Education Center
308 Culbertson Hall (406) 994-6001

Bozeman WWAMI Contacts:
Ashley Rozboril
Montana WWAMI Program Manager
308 LJH   (406) 994-4411

Justin Brewer
Program Coordinator, Body Donation Program
Laboratory Teaching Assistant for Anatomy and Nervous System
316 LJH   (406) 994-2991

University of Washington School of Medicine Office of Academic Affairs
Ellen Cosgrove, M.D., Vice Dean for Academic Affairs
Suzanne Allen, M.D., MPH, Vice Dean for Regional Affairs
Michael Ryan, M.D., Associate Dean for Curriculum
Anne Eacker, M.D., Associate Dean for Student Affairs
David Acosta, M.D., Associate Dean for Multicultural Affairs
Carol Teitz, M.D., Associate Dean for Admissions
**WWAMI Montana E2014 Orientation**
*August 18-19, 2014*

**All activities will take place in Room 346 Leon Johnson Hall unless otherwise noted**

**Friday, August 15th 6:00pm-10:30pm**
American Heart Association BLS Training at Bozeman Deaconess Hospital, Bitterroot Room.

**Sunday, August 17th**
4:00 p.m. Ice Cream Social in the Beall Park Pavilion (415 N Bozeman Ave, Bozeman, MT 59715)

**Monday, August 18**
8:15 Continental Breakfast, Check In

8:30 Welcome from Montana
  Martin Teintze, Ph.D., Director, Montana WWAMI University Phase
  Jay Erickson, M.D., Assistant Dean for Regional Affairs and MT WWAMI Clinical Dean
  Mike Spinelli, M.D., Associate Director University Phase, Preceptor Coordinator, and MIDM Course Chair
  Suzanne Allen, M.D., M.P.H., Vice Dean for Regional Affairs
  Anne Eacker, M.D., Associate Dean of Student Affairs
  Mark Whipple, M.D., Big Sky College Chair
  Introduction of students, guests, and staff

9:30 Introduction to the Colleges and Student Affairs – Drs. Suzanne Allen, Anne Eacker and Mark Whipple

10:00 WWAMI Medical Program: purpose, Unique Aspects – Dr. Jay Erickson

10:15 Break - and transition to Engineering and Physical Science (EPS) Building Room 126

10:30 Welcome from UW Administration, Paul Ramsey, M.D., Dean of Medicine via Video Conference

10:50 Honor Code Video Conference with UWSOM Honors Council 126 EPS

11:15 Transition back to 346 Leon Johnson Hall

11:30 ID Photos with Steve Winslow, Winslow Studios, Leon Johnson Annex
  “Unofficial” photos taken by Justin Brewer

12:15 WWAMI administrative details (campus access - keys, registration, non-clinical selectives, MSU Domain/password, forms, PPD and Counseling Services sign-up sheets) with Ashley Rozboril

12:30 Lunch with faculty and staff, East Lawn Leon Johnson Hall, weather permitting

1:30 Leave for Hyalite Youth Camp - Remember to grab your gear!

2:30 Hike at Hyalite, led by Drs. Jay Erickson, Mike Spinelli and Martin Teintze
4:00  Group Activity

5:30  Student Professionalism and Physician’s Oath with Anne Eacker, M.D. and Mark Whipple, M.D.

6:30  Dinner and Introductions

7:15  Welcome to Medicine, Mike Spinelli, M.D.

7:30  Medical School Perspectives with 2nd year students Jean-Paul Toussaint, Ida Wilson, Joe Steffens, Julia Middleton, Julie Campbell and 3rd year students???

8:30  Board games and visiting around the fire

**Tuesday, August 19**

8:30  Breakfast at Hyalite prepared by Susan Gibson

9:30  Camp clean-up

10:00  Departure for Bozeman

11:00  Intro to Counseling and Psychological Services & Team Building - Cheryl Blank, Ph.D., Brian Kassar, Psy.D. and Samantha White, Psy.D. 346 Leon Johnson Hall

11:30  Partners & Family Discussion, Q&A session - Cheryl Blank, Ph.D., Brian Kassar, Psy.D., Samantha White, Psy.D. and Ashley Rozboril. Room 319, Leon Johnson Hall. Lunch provided.

2:00  Financial Aid Group Meeting with Diane Noecker, UW Financial Aid, Leon Johnson Hall Room 325 Conference Room followed by 15 min. individual appointments. 310 Leon Johnson Hall

7:00  Preceptor Barbecue, Lindley Park Pavilion (900 Block of E. Main St. Bozeman, MT 59715)

Things to do Tuesday through Friday when you are not in orientation or your other classes:

1. Walking Tour – w/classmates familiar with campus
   - Strand Union Building (SUB): Procrastinator Theatre, Bookstore, Sweet Shop, Freshens, SRO Coffee, Avogadro’s, Union Market, and Cat Card Office (Room 170) - for your MSU student photo ID
   - Renne Library
     - Your MSU Domain account will be available the day after you are registered for classes – which is completed. Your Domain account and password is required for MSU campus wireless. The staff at the ITC Help Desk, Renne Library Room 75 (lower level – entrance on the south side of library) will configure your laptop. *Groups of 2-4 students at a time except Friday, 8/22, between 9:00-10:00, when they are in a weekly staff meeting.*
   - Student Health Service; Counseling & Psychological Services upstairs
   - Hosaeus P.E. Complex – Recreation & Sports Facilities – MSU student ID required
• Plew Building, S. 6th and Grant St.
  o Get your keys for the student study center, anatomy lab and the WWAMI classroom at
    Facilities Services, Plew Building, 6th and Grant St. Across the street from the EPS
    Building. *Take photo id with you.*
2. Find the WWAMI Classroom, 306 Lewis Hall, the Anatomy Lab 221-222 LJH, the student study
   center, 218 LJ, and the computer lab, 234 Animal Bioscience Building - where MIDM will meet.
3. Find the WWAMI Videoconference Classroom, Engineering & Physical Sciences Building (referred to
   as EPS or Burns Technology Center) Room 126/127
4. Complete any missing paperwork

**Wednesday, August 20th**, 10:00 am Classes begin

**Friday, August 22nd**, 6:00 pm-10:30 pm

American Heart Association BLS Training at Bozeman Deaconess Hospital, Bitterroot Room.

**Monday, August 25th**, Student Health Service and Counseling & Psychological Services (CPS)
9:00 am – 3:00 pm: PPD’s at Student Health. There will be 2 nurses on staff in order to accommodate
everyone. *Sign-up sheets are posted on board outside 308 Leon Johnson Hall.* You will need to return to
Student Health on Wednesday, August 27th to have results read. Pick up lab report at front desk and e-mail it
to myshots@uw.edu.

Mandatory CPS Meetings on Monday, either before or after your PPD (upstairs from Student Health Service).
*Sign-up sheet outside of 308 Leon Johnson Hall.*

**Wednesday, August 27th**: Drop by Student Health Services to have your PPD Read **REQUIRED**

**September 2nd –Thursday September 11th**: Have your 2nd PPD Placed and read within 72 hours
**REQUIRED**
Map to Hyalite Youth Camp

- About 7 mi to Langohr Campground
- About 10 mi to Hyalite Reservoir Public Campground
WWAMI ACADEMIC CALENDAR
FALL SEMESTER 2014

August 18 - Monday Orientation begins, 8:15 am, 346 Leon Johnson Hall
August 19 – Tuesday Orientation continues at 10:00 am, 346 Leon Johnson Hall
August 20 - Wednesday Classes begin, 10:00 a.m., 240 Leon Johnson Hall
August 25 - Monday PPDs at Student Health Service 8:00am -3:00pm
August 27 - Wednesday PPDs read at Student Health; no appointment necessary
September 1 - Monday Labor Day Holiday – No Classes; Offices closed.
September 8 – Monday $40 late fee assessed at 4:30 p.m. for students who didn’t pay fees
September 15 - Monday Last day to request health insurance refund from Student Health Insurance office
October 3 - Friday Family & Friends Day – White Coat Ceremony, 3:00pm, Procrastinator Theater
November 4 – Tuesday Election Day – Classes in Session; Offices closed. Don’t forget to vote!
November 11 – Tuesday Veterans’ Day Holiday – No Classes; Offices closed.
November 26-28 Thanksgiving Holiday - No Classes; Offices closed Thursday-Friday
December 5 – Friday Last Day of Classes
December 8 - 18 Final Exams (see below)
December 18 - Thursday End of Semester Holiday Luncheon - 12:00 - 2:00 p.m.

WWAMI QUIZ AND FINAL EXAM SCHEDULE
FALL SEMESTER 2014

- October 21 – Tuesday Final Exam Spanish – MEDS 502
- October 27 - Monday QUIZ 5 All Subjects
- November 10 - Monday QUIZ 6 All Subjects
- November 24 - Monday QUIZ 7 All Subjects
- December 8 - Monday Final Exam Human Behavior - MEDS 533
- December 10 - Wednesday Final Exam Cell Physiology - MEDS 512
- December 12 - Friday Final Exam Histology - MEDS 510
- December 16 - Tuesday Final Exam Biochemistry - MEDS 514
- December 18 - Thursday Final Exam Gross Anatomy - MEDS 511
MSU - WWAMI STUDENT HANDBOOK
OVERVIEW OF E2014
ACADEMIC PROCEDURES
FOR THE MONTANA WWAMI PROGRAM

Director - Montana WWAMI: Martin Teintze, Ph.D.
WWAMI Program Manager: Ashley Rozboril
Anatomy & Nervous System T.A.: Justin Brewer

I. The WWAMI Office

The WWAMI offices in 308, 309 and 310 Leon Johnson Hall are places that you will visit frequently in order to pick up your mail, use the telephone, use the copy machine and visit the WWAMI Director, and Program Manager. You can use the telephone to call the University of Washington concerning financial aid and other academic matters. Likewise, you may use the fax for school-related matters. The copier/fax/scanner is available in room 309 for your reasonable use. Be sure that you receive instructions from Ashley before you use the office equipment.

The Director is responsible for the program. Although the title implies some control of what is going on in the program, and we hope that is true, the course directors are responsible for the details of each course. Therefore, complete management by Dr. Teintze is not always a realistic or even a wise goal. Dr. Teintze does, at least, like to know what is going on and, in part, depends on students to help keep him informed. His door is usually open and when it is, that means you are invited to come in to talk. He is interested in hearing about any problems you may be having, whether they be academic, financial, or personal. He is also interested in hearing about things that are interesting and exciting, and about problems that you may have detected in our curriculum. Many of the concerns you have about courses need to involve your talking to the course chair although we are always willing to help if you find that uncomfortable. We want to help things run smoothly and help solve problems both for students and faculty in this program. Our main concern for you as a student is that your enthusiasm for learning should stay high, and we will do anything within reason to promote that mission.

II. Curriculum

The first year curriculum of the WWAMI Program at MSU is very similar to the first year curriculum at the University of Washington and other regional sites. The courses and usually the reading materials are the same. There are small differences that allow us to take advantage of our small class size and to compensate for the fact that fewer faculty members teach the curriculum.

The following pages of this booklet contain brief descriptions of most of the courses that you will take during the first year. Later in the year Michael Ryan, M.D., Associate Dean for Curriculum at the University of Washington, will visit to talk to you about the specific organ system courses which you will take during your second year and clerkships which you will take during your third and fourth years. At that time, you will also hear about the independent study project (Independent Investigative Inquiry, or III) which you must complete before the spring of your fourth year.

One of the things that you should know is that the University of Washington Medical School
curriculum can be individualized when that is in the best interests of the student. Arrangements can be made to delay graduation for periods of time if you want to do an extensive research project, if you want to spend some time doing international medicine, if your personal or family affairs make special demands on your time, or if your learning style requires a pace slower than the usual medical school curriculum.

III. Exams

All courses that require midterm evaluations participate in all-subject (concurrent) quizzes given every other Monday morning. We believe that this system decreases the stress of tests, promotes integration of learning, stops the type of cyclical studying that allows students to fall far behind in one course at the expense of studying for another and makes class time more usable for more students.

The final examinations or parts of these examinations are given to students at all of the sites in the University of Washington system. These are called common examination questions. You are required to pass the “common” with a grade of 70% or higher in order to pass the course. The purpose of these examinations is twofold. First, they provide some assurance that passing a course at one site means the same thing as passing the course at another site. Second, and more importantly, they provide a way of showing that the teaching is of comparable quality throughout the WWAMI Program.

IV. Grades

The grades that you can earn are simply Pass or Fail for years one and two. A grade of Pass means that you have sufficient knowledge of the material to be a good physician. The faculties are asked to develop criteria for the passing grade and, if students achieve at that level, that grade should be given. We expect all students to pass. This approach allows us to encourage students to cooperate with each other and help others to master the material rather than compete with each other. A Pass-Fail system does not mean that we are recommending minimalism in your study of medicine. We do not encourage you to do the least possible work to clear the line of Pass and Fail. An attitude of curiosity, thoroughness, and high quality work is what makes a good physician. Therefore, we hope that everyone will try to do as well as possible in many courses. Grades in the third and fourth years are: pass, high pass, honors.

Fail

A Fail generally means that the instructor does not view your understanding as adequate to meet the minimum requirements of the course or to go on with clinical work. If you get a Fail you will have to do something to correct it. Your instructor will make a recommendation as to what this should be. The Student Progress Committee at the University of Washington will either approve or revise that recommendation. What the recommendation is will depend on how poor your performance in the course has been. Usually you will be required to restudy some or all of the material and take a repeat examination, for example.

The faculty and the WWAMI Administration spend a lot of time trying to interpret the meaning of Fail grades. Sometimes it means that one particular area was especially difficult for you and that you need a bit more time to deal with it. It may mean that the whole curriculum is a little too fast for you. It may
mean that you were having some personal problems that interfered with your ability to study at that time. It is not a negative judgment and in no way means that you are not going to be a good physician. If your enthusiasm for medicine remains high and you are not inordinately distracted by problems outside of the medical curriculum, each and every one of you will become an outstanding physician.

Do Fail grades show on your record? Yes, they do. Once you correct the deficiency which led to the Fail grade the medical school record will be changed from F to P, and there will be a comment indicating that the course was passed by repeat examination. The Dean’s letter will also indicate that you completed the course through a re-examination. If you have more than one uncorrected Fail grade on your record at any given time, you will be put on academic probation. The more Fail grades you have beyond that, the more problematic it becomes. If you continue to have a pattern of difficulty and are unable to resolve whatever is interfering with your performance, then the Student Progress Committee will need to make a decision about whether you should continue school.

**Narrative Evaluations**

Instructors may provide narrative evaluations of students for the academic record. This method of student evaluation is not used extensively during the first and second year of medical school, but it becomes increasingly important during the clinical years. Most students are not used to getting narrative comments that include the subjective evaluation by faculty of their performance. Our instructors are encouraged to provide these evaluations so that you have a chance to get used to this evaluation technique at a time when it does not count as much. This evaluation is done on a form on which the instructor can rate and comment on your performance in a variety of categories such as knowledge, application of knowledge, educational attitudes, professional conduct and behavior.

The narrative evaluation is divided into two parts: Areas of evaluation concerns and overall performance. Evaluation concerns or comments are designed to provide feedback on how your performance is perceived by the faculty and to help you improve your performance. They are not usually included in the “Dean’s Letter” which is written by the medical school unless there is a pattern of difficulty identified over several more courses. During the first year any negative comments are more than likely to end up in this category where they can help you but not hurt your record. Comments on your overall performance can be included in the “Dean’s Letter.” This category gives the faculty a chance to provide positive comments on your academic, personal, and professional performance.

**V. Course Evaluations**

The content and structure of the courses in the curriculum of the Montana WWAMI Program have been strongly influenced by the ideas and evaluations of students. Later in the semester you will be given instructions on how to do the on-line evaluations. Immediate feedback from the students to the faculty or the Director is important in keeping our teaching program on track. If you don’t like what’s happening, let us know at once. One of the advantages of a small class and a small faculty is that we can react quickly. We may be able to do something that benefits your class as well as classes that will follow in subsequent years. The most efficient way to do this is to talk to the instructor in the course. If, for some reason this is awkward, please talk to the Director.

**VI. Attendance**

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Attendance is required when it is the only way that the student can get anything out of the course and/or the only way that students can be evaluated. Courses in which this is the case include the Clinical Preceptorship, the Introduction to Clinical Medicine, small group discussions, laboratory courses and when guest speakers from UW, MSU or the community are present!!

In other courses regular attendance is expected. The courses are designed to make it as easy and efficient as possible for students to get through the large amount of material in the first year curriculum. In general, however, attendance is not taken and attendance does not affect your grade. Attendance can be discussed in your subjective evaluations (see section IV) if it is believed to have contributed to an unsatisfactory grade.

Illness is always an acceptable reason for absence from class or postponing an examination. Please let the instructor and the Director know if you are ill. We know that the pace of medical education is fast, but if illness brings you to a standstill we can and want to make adjustments that will allow you to catch up with the least possible stress. If we learn that you are taking exams when you feel really lousy, we will conclude that you lack common sense! And that judgment would be more detrimental than an unsatisfactory grade on an exam.

If you do not want to attend class regularly, because you feel that it is not an efficient way for you to learn certain things, please let the instructor and the Director know. The instructors will not take it personally, but rather will want to help you design a learning plan that works for you.

Sometimes there is a scheduling glitch that is likely to lead to absence of a large number of students at the same time. If you see something like this coming do not assume that we know about it or that it is intentional! Let us know; we probably overlooked something.

**Attendance at sessions given by visiting lecturers is required.** Included are practicing physicians from the medical community and visiting lecturers from the University of Washington and other institutions. These are people who have been asked to come because we know that they are good or because they offer something that can be presented to students in no other way. Often they are coming from a long distance and are sacrificing considerable amounts of time (and often money) in order to be here. We would like to see you express your appreciation by attending and applauding their sessions. Only absences because of illness or other absences arranged in advance with the course director will be excused.

If students do not comply with the attendance policy, instructors will bring this to the attention of the WWAMI Director.

**VII. Integrity of Students (and Physicians)**

This is an awkward problem to address, perhaps because we worry that it implies that we don’t have confidence in one another. Unfortunately, there are students and physicians who don’t always do the right thing. There are usually reasons for this, such as personal problems, failure to recognize one’s own limitations, reluctance to ask for help when needed, laziness, lack of thoroughness, and substance abuse. Physicians who practice inferior or dishonest medicine for these reasons are referred to as “impaired physicians.” The same problems can be encountered in medical students and reveal
themselves as plagiarism, cheating on examinations, inventing rather than obtaining clinical data, etc. These are serious issues; sooner or later a patient is going to get hurt.

There are no universally accepted rules and procedures for dealing with impaired physicians or students. So what do you do if you encounter such a person? If the person is yourself, you should recognize that you need help and that you can get it without sacrificing your career. Your career is much more likely to suffer if you do not get help and acknowledge the problem. If the person is someone else you would be doing that person a favor to confront him or her with the problem and to assist them in getting the help that they need. If confronting that person is too awkward or too hard, the next best thing would be to let someone else know that the person needs help. That someone else could be a friend, a professor, the WWAMI Director or the WWAMI Clinical Dean.

VIII. Professionalism

Issues of professionalism will be covered in your Introduction to Clinical Medicine course and in other clinical courses, but some issues may arise before they are formally taught. Most elements of professionalism arise because of your responsibilities to your patients, your peers, yourself, and, in medical school, to your teachers. As changes in health care delivery systems challenge the values of professionalism, it becomes important for you to establish these values early rather than later in your training.

A common set of elements are addressed in most formal concepts of professionalism and in courses that teach medical professionalism. You need to consider these elements now and in the context of your new profession. Examples of these elements include: altruism, accountability, excellence, duty, honor and integrity, and respect for others. Challenges to professionalism include: abuse of power, breach of confidentiality, impairment, lack of conscientiousness, conflicts of interest, and conflicts of conscience.

Of most immediate concern are some direct issues, such as appropriate dress when patients are present and addressing other physicians and teachers by their professional title (in most cases, Doctor), unless they specifically request that you not do so.

IX. The Colleges

The University Of Washington School Of Medicine has one of the most unique medical education programs in the nation. The program focuses on personalizing medical education for students and providing a deepening understanding of fundamental clinical skills and professionalism. The College system, one of a series of recent innovations in the MD curriculum is at the core of this program.

Goals of the College System

^1Taken from: American Board of Internal Medicine. Project Professionalism, Philadelphia, PA. American Board of Internal Medicine (1995)
The primary goals of the Colleges are to oversee a four-year integrated curriculum of clinical skills and professionalism, teach the Introduction of Clinical Medicine II course, and provide students with consistent faculty mentoring. The curriculum emphasizes proficiency in the basic clinical skills of physical examination and diagnosis, clinical reasoning and interpretation, and use of informatics.

Thirty-one physicians known for their dedication to teaching and patient-centered care were selected from the medical school faculty to lead clinical education and serve as student mentors. Upon matriculation, students are assigned to one of six colleges and to one faculty mentor within that College.

The Mentoring Relationship

The student-mentor relationship lasts throughout the student’s medical school education. During the students’ second year, they meet regularly with their mentor and a small group of students from their College. During these weekly tutorials, mentors work with the students at the bedside, teaching them clinical skills and talking with them about patient-centered care and professionalism. All students obtain extensive experience interviewing and examining patients, under close supervision.

During subsequent years, College faculty maintain contact with students, reflecting with them on their clerkship experiences, assessing their progress against learning objectives, helping them with career directions and decisions, and being available as needed for diverse concerns and discussions. Students also meet periodically with all members of their College for social events and for peer counseling.

The Colleges are named for natural wonders in the five WWAMI states: Rainier (Washington), Wind River (Wyoming), Denali (Alaska), Big Sky (Montana), Snake River (Idaho), and Columbia River (Spokane).

You will be receiving your College and mentor assignment on the first day of Orientation.

X. Counseling Services

WWAMI has a contract with Counseling and Psychological Services (CPS) to provide mental health services to medical students. CPS provides a number of services to medical students including coordinating group-building exercises during Orientation, conducting Getting Acquainted and Exit interviews, providing information on such topics as stress/time management, offering individual and/or group counseling, and on call crisis services. Counseling is free of charge, professional, and confidential. It is not necessary to be in a crisis to participate in or benefit from counseling. Counseling provides students with an opportunity for growth and to address issues which may impact their medical education and ultimately their practice as a physician. Knowing yourself well and how your personality/personal issues impact your functioning and interpersonal relationships can strengthen the human and genuine component of health care as well as contributing to your own personal happiness. Attending counseling does not mean you are weak, ineffective or inadequate but rather that you are open to exploring issues to optimize your functioning and effectiveness.

If you have any questions about counseling or you want to make an appointment, please call 994-4531. Please visit the CPS website http://www.montana.edu/wwwcc/ to obtain further information regarding
counseling services. Also, please feel free to contact any of your WWAMI counseling services liaisons, Dr. Samantha White, Dr. Brian Kassar, or Dr. Cheryl Blank if you would like to talk about the possibility of counseling or the services provided to medical students. E-mails samantha.white3@montana.edu; bkassar@montana.edu; cblank@montana.edu. To reach a counselor on call for after-hours crisis services, please contact the Help Center at 586-3333.

Telephone Numbers in case of an emergency:

Martin Teintze, Ph.D. (406) 581-1048 (cell)
Jay Erickson, M.D. (406) 209-0530 (cell)
This is a course in the anatomy of the organ systems of the body as seen with the light and electron microscope. Each organ system is covered in both lectures and laboratories. Correlations with Gross Anatomy and the physiological function of the organ systems are emphasized. The course is an important building block for the understanding of pathology, which is taught during the second year at UW. A few examples of the microscopic anatomy of diseased organs are presented in order to illustrate the importance of microscopic anatomy in understanding human disease. Students participate in the teaching of this course by presenting short introductions to laboratories. A textbook, laboratory syllabus and CD are used. Computers will be used for most laboratory assignments.

**Student Comments/Advice:**

*Don’t get bogged down in details. Bridging the materials to clinicals will help you remember what is important.* – E12

*This class is deceivingly hard, don’t neglect it, make sure you put in the time to go through her notes and the lab CD.* – E12

*Study from the CD for the lab quizzes!* – E12

*Study from the study notes and PowerPoints and use the histology CD.* – E11

*Study the notes & access the question bank while studying each organ system, rather than leaving all the questions prior to the final.* – E11

*This class should always be studied on Sundays and slides reviewed either Sunday night or Monday before the test. This helps immensely since a large part of this class is recall.* – E11

*Pay attention to Gibson’s Histology CD. It is your best resource.* – E10

*Histology is a course packed with a lot of information. Stay on top of the material and you will really enjoy the course. There is a lot of important information covered and Susan is a great resource.* – E10

*Pay attention to trends, and more importantly when certain tissues break from those trends. Knowing the subtle differences between tissues is doable if you are looking for them all along.* – E10
Meds 511 Gross Anatomy and Embryology

Course Chair: Cassie Cusick, Ph.D.
Office: 508 Leon Johnson Hall
Phone: 994-3993
E-mail: ccusick@montana.edu

Course Faculty:
Anthony Goodman, M.D.
aagoodman@aol.com

This course has three major components: dissection anatomy, living or surface anatomy, and embryology. The three components are integrated into an overview of anatomy with frequent mention of practical relevance in the clinical setting. This course covers the thorax, abdomen, pelvis, and perineum. Head and neck are covered spring semester in MEDS 531 followed by the extremities, MEDS 551.

Students typically meet for lecture and laboratory once per week. Because anatomy is a visual, three-dimensional subject, lectures focus on preparation for dissection by the use of projected images, and drawings, as well as providing perspectives about learning the material and its practical relevance, the relationships of structures to each other, and integration of development with gross anatomy. Notes are provided for most of the lectures so that the student can concentrate on the visual presentations. The dissection laboratory requires students to work in teams of two or three and to use the dissection of human cadavers to learn anatomy as visual images. Preparation, including reading, diagramming, and lecture absorption is essential to best use the laboratory time. Surface anatomy laboratories require students to work in teams of two or three to demonstrate on each other the placement, size, and shape of individual organs. This is done by using felt-tip pens to map out internal organs. All students participate in surface anatomy drawing and palpation, but participation as a “model” is not required.

Performance is evaluated in bi-weekly quizzes (that include both lecture and lab material) and a comprehensive final exam common to all WWAMI sites. The quizzes include tag or “show me” examinations in the laboratory, and written quizzes use short answer questions, some involving drawings or relationships.

Several texts and atlases are available in the bookstore. It is best to buy texts after orientation when the options are explained.

Student Comments/Advice:
Focus on the relationships between structures. – E12

Stay on top of the material. Try to go over it before class. – E12

Classic medical school course. You will get out of it what you put into it. It will be harder for some people than others. – E12

Spending time in the anatomy lab is essential to doing well in this course. You can learn names and functions from the text, but spending extra time in lab will give you the three dimensional relationships as well complementing different learning styles. I found Netter flash cards to be useful for getting a handle on the massive amounts of terminology and names of structures. – E11

It is the most clinically applicable class you will take, and therefore, the most enjoyable. Make sure to go over
the lab checklists before each test thoroughly and you will be fine! – E11

Focus on relationships of the systems. Try to apply what you learn to clinical experiences. Study often; there is way too much material to cram for this class. – E11

Prepare for lab and you’ll get a lot more out of it. Enjoy the chance to do so much of the dissection yourself! If you miss something on a quiz, follow up on it right away, otherwise you won’t understand it any better when the final comes around, or when you need it later. – E10

Hang in there! There is a lot to memorize, but do whatever it takes to retain the information. Draw, talk to yourself, netter flashcards, etc. Use the study notes in the syllabus to review for exams. Ask Dr. Cusick, and Dr. Goodman if you are unsure of a structure. They are glad to help and will offer clinical pearls as well. – E10

Study the material often. It is important to your clinical skills and is easier to learn if you spend time with it each day. Also, during time with your preceptor you should try and integrate newly learned information with the physical examination that your preceptor does. – E10
Physiology incorporates and integrates knowledge from a handful of related disciplines including physics, chemistry, and biochemistry. This course is taught with an eye towards developing a strong conceptual as well as factual understanding of bodily functions. Such an understanding of formal functions is crucial to appreciate the mechanisms of diseases.

We have three goals in this course. The first is to give you an in-depth introduction to the mechanisms of cell physiology that is common to the organ systems you will be studying. The second is to have you develop a conceptual framework that will enable you to use the factual material to solve real or hypothetical problems. The third is to have you become comfortable with the fact that our current understanding of physiological mechanisms is far from complete; this will hopefully develop in you a healthy skepticism towards all so-called facts presented to you from now on. If these goals are achieved, I’ll be happy and you’ll learn a lot of physiology.

Student Comments/Advice:

Dr. Eiger’s notes are the best resource you have. Always read them. I found reading them before class allowed me to get more out of his lectures because I could follow where he was headed. His practice tests are a great resource to help you figure out what depth the quizzes and exams will be like. He is great about answering questions so ask! – E12

Don’t look at any of the info available on Catalyst from other WWAMI sites, just read Dr. Eiger’s notes and you will be more than prepared. – E12

It’s worth going to for an 8:30 am class. – E12

Eiger is the best. His method of teaching makes it so that you begin to see cell phys as “common sense” …which is great because you don’t have to go back and study things really carefully because he has already made sure you know everything intuitively before going into an exam. – E11

From the beginning work on understanding bigger picture systems, why things work the way they do, and common themes. That way you will be able to reason through problems instead of memorizing. – E11

Be sure to know what reversal potentials are. I kind of ignored them all semester because they seemed unimportant, but they showed up a couple times on the final exam. – E11

This is a wonderful course. Dr. Eiger presents the material in a digestible and fun way. I highly recommend going to this class, even though it is at 8am. This class is not to be missed. – E10
This course is great. I would recommend doing the practice quizzes before the biweekly quizzes, as I found this very helpful. Dr. Eiger does a great job explaining physiological principles and also preparing you for the common final. – E10

Go to this class! It’s fun and Eiger has a way of teaching it such that it doesn’t seem too difficult, yet at the end of the course I was amazed at how many complexities I had learned without feeling like it was incredibly challenging. – E10
The ICM course provides an introduction to patient interviewing techniques and the screening physical examination. Interviews will be conducted with patients at Bozeman Deaconess Hospital. Additional emphasis will be placed on interviews in nursing homes and on the importance of continuity of care. Experiences with a videotaped interview and a standardized patient will be provided. University of Washington visiting faculty will conduct special sessions in medical ethics and cross-cultural interviewing. A view of medical practice in Montana is a major goal.

**Student Comments/Advice:**

*It’s awesome; you’ll love it, a great break from the stresses of studying to be reminded of why you’re going into medicine.* – E12

*This is the best course of the semester: enjoy it.* – E12

*Awesome course, take advantage of the break from, school work.* – E12

*Though interacting with patients and performing a taped interview may sound scary, it was one of the things that kept first year of medical school fun! Enjoy!* – E11

*Prepare for patient interviews and have an open mind. Even if you have a lot of clinical experiences, the tidbits provided in case are indispensable.* – E11

*Have fun. The emphasis of this semester is emphatically not the clinical part, so the value is simply to have fun getting more comfortable with patients and talking to them about personal things. Not always easy, but nearly always intriguing.* – E11

*Enjoy your time outside the classroom! Many of the clinical cases you see during preceptorship solidifies the information you are learning in class and in anatomy lab.* – E10

*This is a wonderful course, try not to stress out about your interviewing techniques in the beginning of the semester. Embrace hearing patients’ stories and the uniqueness that each person has. Also do not be afraid on the videotaped interview, it is a great chance to see your personal style of interviewing.* – E10
MEDS 514 MOLECULAR AND CELLULAR BIOLOGY (BIOCHEMISTRY)

Course Chair: Martin Teintze, Ph.D.
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Biochemistry is a five credit course in the Fall semester. The class will meet in 306 Lewis, TWF 9:30-11:30 most weeks. The course will be taught by Drs. Teintze and Copié plus guest speakers, including University of Washington faculty and local physicians. The course covers the medically relevant aspects of biochemistry at an advanced level. Topics include protein and nucleic acid structure/function, molecular biology and genetics, signal transduction, bioenergetics and carbohydrate metabolism, lipid metabolism and nitrogen metabolism. Clinical correlations will be stressed. The textbook: Lippincott’s Illustrated Reviews: Biochemistry, 5th edition, by Harvey & Ferrier will be used as a reference, particularly for the metabolism part of the course and it is available in the MSU Bookstore. For the molecular biology portions of the course, there is no suitable textbook. Copies of Molecular Biology of the Cell, by Alberts, et al., and Molecular Cell Biology, by Lodish, et al., as well as some Biochemistry textbooks, are available in the student study room. These are good references for looking up more information on a topic, but are too detailed to use as a study guide. Detailed course notes and lecture slides will be available online at: https://catalyst.uw.edu/workspace/somalt/13469/

Tests and Grading: There will be biweekly quizzes and a comprehensive final examination (in which some of the questions will be common to all WWAMI sites). A passing grade requires both an aggregate score of ≥70% for the quizzes, and a score of ≥70% on the final exam.

Student Comments/Advice:

Focus on the big picture first then narrow it down to the details. The purpose of a pathway and how it connects to other processes are important to understand before you delve into the details. Pictures can be very helpful as well. I found the figures in Lippincott to be a great study aid, especially in the Metabolism portions of the course. – E12

Study every single day for this course. It is of the utmost importance that you don’t fall behind in the class, especially during metabolism because the material is additive. – E12

Tough class but very well put together by Dr. Teintze. – E12

Create good study guides for each quiz and reuse them for the final exam so that it is not as overwhelming. Get the textbook. The concept maps are very useful. – E11

Through the quizzes, always keep in mind the picture and how it relates. It will help with the final. And study more details than one would first think. – E11

Practice Tests are key. Those were my main study tool in prep for quizzes. The questions from the end of chapters in metabolism text book were high yield (read: taken word for word on quizzes). – E11
Pay attention in class and study this material nightly. The professors do a great job of focusing your attention on the key points, while studying nightly helps you retain the information. You need more than a few days of studying to really know this material for each exam. – E10

Read the material before coming to lecture. – E10

I liked both of these classes, and never missed one! Lippincotts REALLY helps for Dr. Copie’s portion. The final is not as difficult as you expect it to be – Dr. Copie and Dr. Teintze do a very good job of preparing you for it. Quizzes were probably more challenging. – E10

This is a challenging course with quite a bit of information covered. The professors prepare you well. Just put in the time and you’ll do fine. – E10
Students spend one morning a week in this course observing the practice of a primary care physician in the Bozeman area. The goal of the course is to demonstrate how physicians relate to patients and how physicians use their basic science and clinical knowledge to solve health care problems. The majority of the time is usually spent in observing hospital rounds and office practice; however, students may also have the opportunity to observe operations, deliveries, and other procedures. Amid all the basic science taught in the first year, this course helps students understand the purposes of the curriculum and reassures them that they are indeed learning to be physicians.

Student Comments and Advice:

Go to your preceptors as often as they will let you. That is what keeps you from getting bogged down in the basic science course work and reminds you why you chose medicine. – E12

Ask questions constantly. E12

Take every opportunity to talk to patients by yourself. Do intake. Take social histories whenever you get a chance. Just because you only have to do three interviews doesn’t mean you can’t do more. – E12

This is the fun part, the real reason you’re in med school! Enjoy every second out of the lecture hall. Don’t be intimidated of your preceptor. Most are more than willing to answer your questions, let you talk to patients, and/or let you get some hands-on experiences! – E11

This is a great learning opportunity so take advantage of it. Ask lots of questions, incorporate what you see in the clinic to what you are learning in class, and try to get as involved as you can. – E11

Take advantage of the time to learn from an expert. – E11

Be open with your preceptor about what you hope to accomplish. Also, if you see something in clinic and have a question about it, bring it up. These doctors love to teach! – E10

This is more opportunity than course. The preceptors, staff, and patients are not being paid and are under no obligation to host you. If you engage the medical team as an eager guest willing to learn and help and grateful for every opportunity they give you and not demanding of such, you will be well rewarded and enjoy your experience. – E10

Treasure your preceptorship. Ask lots of questions and be open with your preceptor about your expectations. Let them know if you want to have an active role in interviewing patients and doing some of the physical exam or if you’d rather do more observation. Most of them seemed pretty flexible about this. – E10
As you prepare for a career in medicine, you will with one major exception, focus on a single species - *Homo sapiens*. The major exception is the study of infectious diseases, where you will ponder the interactions of humans and dozens of infectious agents of remarkable diversity which may cause diseases of humans. These agents of disease vary in size from tapeworms, which may be several feet long, down to viruses, which may be as small as 20 nanometers in diameter. They vary in complexity from multi-cellular organisms having eukaryotic cell structures to prions which are structurally simpler than viruses.

Just as there is remarkable diversity among the agents which cause infectious diseases of humans, there is also remarkable diversity in the ways humans and infectious agents interact - the host-parasite interaction. Infections may be apparent, trivial, acute, chronic, recurrent, and fatal. In some cases, the host immune and inflammatory responses contribute to the damage during the infection.

Many concepts of immunology and pathology (inflammation) are essential to the study of infectious disease, and these concepts are discussed in MEDS 523. In MEDS 521, we will consider the biology of infectious agents with particular regard to those aspects important to health and disease in humans; properties of important pathogenic organisms and their relationship to the pathogenesis, diagnosis, and treatment of infectious diseases; and epidemiology, diagnosis, prevention, treatment, and clinical characteristics of important infections. Agents considered include bacteria, fungi, parasites, viruses, and unclassified agents.

**Students Comments/Advice:**

*It is a lot of material. Learn the key characteristics, six, pathogenesis, etc., and let go of some of the minute details.* – E12

*Study a little bit, all the time. Try not to forget the bugs you just learned in order to cram the next set of bugs in. If I had to do it again I would have done more consolidation exercises throughout the whole course in order to really internalize some of the more important aspects of each pathogen/disease. I focused too much on rote memorization, and in the end, it was a mad dash to keep everything straight in my mind.* – E12

*Don’t get behind in this class. I would recommend studying a bit every night if possible. Study the slides and focus your attention on the red and blue.* – E11

*Lippincott’s illustrated review was very good. I made a lot of flash cards: Latin name on the front, common name with key facts on the back. Definitely attend review sessions with visiting docs. Those really helped to put a lot of the info into a useful clinical perspective.* – E11

*Follow the red and you will be fine. Try to think of how a patient would present and try to reach a diagnosis based on the symptoms.* – E11
It's probably the best first year course and the most clinically focused. Go to class and take advantage of all the really knowledgeable scientists and physicians! Pay attention to the quirky stuff if you want to get the bonus questions right. – E10

Pay close attention to the red text. Go to class because the tidbits are worth it. – E10

Keep up as best as you can and know your bacteria. Don’t get caught up in the details because you will never get through it all for the final. – E10
The immunology course will be given at the beginning of spring semester, because an understanding of the concepts of immunology is very useful for studying Infectious Diseases (MEDS 521), also taught during the spring semester.

From its origins in the field of microbiology-infectious diseases, immunology has broadened into a distinct discipline of the biological sciences that has both fundamental and practical importance. For basic scientists, the immune system ranks with the nervous system as a complicated, regulated system of many interacting parts and is a challenge to unravel and understand - many Nobel prizes in Physiology or Medicine have been awarded to immunologists.

Physicians must know something about the immune system owing to its participation in: 1) the diagnosis, prevention, control and pathogenesis of infectious disease; 2) the rejection of transplanted organs and tissues; 3) many hypersensitivity states including anaphylactic shock, asthma, contact dermatitis, and glomerulonephritis; 4) the etiology of autoimmune disease; and 5) iatrogenic (Chemotherapy) and acquired immune deficiency (AIDS) diseases of humans as well as immunoproliferative disorders.

In this course you will be introduced to the cells of the immune system - T cells, B cells, plasma cells, macrophages, mast cells and others. You will study the structure, function, and genetics of the products of these cells including immunoglobulins (Antibodies), T cell receptors, lymphokine and cytokines, and the complement system. You will think about how this complex circuitry of cells and molecules is regulated to protect humans from disease and the important consequences of breakdowns of such immune regulation.

It’s an active, fascinating field!

**Student Comments/Advice:**

*Do your best to stay current with the material. Try to review it every evening. It is a very fast paced class and easy to fall behind. Study the lecture notes and then use the practice questions at the end of each chapter in the book.* – E11

*Stay on top of the material. It is easy to fall behind.* – E11

*Don’t get discouraged at the beginning of the course. The big picture all comes together near the end and it’s great to see how clinically relevant everything we learned was!* – E10

*This course moves very quickly but don’t get overwhelmed, all the pieces will come together. I bought the book but there was not time to read it. Dr. Jutila and Dr. Meissner did a great job at giving you all the information you need to know. I would recommend going to each class.* – E10
Study with fellow students in groups. Going over the material together makes for an easy way to learn the material. –E10
This course is a dissection course that includes all the detailed anatomy of the head and neck plus some related embryology. The brain is removed in this course but studied in the Nervous System course.

KEEP UP! The material in HNET moves at a rapid pace; although the material is usually straightforward, there is a LOT of it. The laboratory assistant will do some of the tedious parts of the dissection for you - - but there will be many hours of dissection left for you. For many people, the dissection lab is more difficult than the fall course because many of the structures are small and hard to isolate; also difficult are the many complex parts of the autonomic nervous system in this region and of course mastering a complete understanding of cranial nerves takes time. Therefore, it is important to prepare for lab by reading the relevant parts of the text and identifying key structures in your atlas beforehand. If you make this effort for each class, you’ll learn more and retain the information longer.

Moore’s Clinically Oriented Anatomy is the recommended text along with Gilroy or Netter atlas. If you are using another text and/or atlas and are satisfied with it, you may use it for this course as well.

Student Comments/Advice:

I had success studying lab structures on Netter’s. – E12

Study the PowerPoints for the testable material. Use the practice exams after you have studied a bit to help you pinpoint material that needs to be reviewed a second time. Use Grant’s Dissector before lab to obtain an overview of the material to be covered and the step needed in dissection. – E11

Head and Neck involves so many structures it’s easy to get discouraged if you can’t find one right away. Its super rewarding to find something on your cadaver which you can link to your learning. – E11

Study the material a little bit every day. It allows you to learn the material so that you can build upon this information as the semester progresses. – E10

Take the time to connect what you see in dissection with the lecture material for the next quiz. – E10

It is difficult material and very intricate dissections but that makes it rewarding. I bought but never used the Grant’s dissector so I would not recommend buying it. A copy will be provided to you in the lab. Utilize your Netter to study the relationships of the structures as they are often difficult to see clearly in lab. – E10

Take note of any clinical concepts. They are important for the quizzes. For myself, attending class was very beneficial. – E09
This course is similar to the ones given in the second year in that it is organized around an organ system rather than a discipline in medical science. Much of the time is devoted to neuroanatomy, but the functions of the various parts of the central and peripheral nervous system receive just as much emphasis as the structure. The course builds upon what you know about cellular neurophysiology (MedS 512) and provides the foundation for the study of neurology during the clinical years. You will learn why strokes cause the symptoms and signs that they do. You will learn much about disorders of vision, hearing and other senses. Much of what you learn will help you understand the components of the neurological examination that you are learning in physical diagnosis.

There are lectures and laboratories. During the laboratories you will have the opportunity to dissect a human brain and to examine microfiche illustrations of the nervous system. In addition, students will learn neuroanatomy with the use of CD-ROM atlas program. The course also includes a section on neuropathology and numerous opportunities for clinical correlation. The amount of information seems overwhelming, especially at the beginning of the course, however, you will return to many of the important concepts again and again during the course. You will be amazed at how much you can learn about the brain with only a brain to work with.

**Student Comments/Advice:**

*Use a white board, learn the pathways well the first time, and find someone you can discuss the material with. This will make the final much easier so you don’t have to learn information for the first time or re-cram information just days before the test.* – E11

*Learning neuroanatomy is like learning a new language. Everything has a weird name. Understanding the terminology is essential to understanding the broader concepts. If you don’t know what a term is when you read it, look it up!* – E11

*Study from the Blumenfeld text or Lippincott’s. Draw out your pathways often; it will help you on the final if you keep up with the more difficult material from the beginning.* – E11

*Nervous system really does build on itself. If you learn the old material and keep it fresh in your mind, it will really help with the newer and more complicated material down the line.* – E10

*Take the time to actually memorize and understand the pathways. It will definitely be helpful for the final and in the future!* – E10

*Although Nervous System can seem overwhelming in the beginning, don’t give up. The reward definitely comes from synthesizing the information.* – E10
As noted in the Foreword for the required text for this course, in a 2004 report the Institute of Medicine of the National Academy of Sciences discussed the importance of improving medical education with respect to behavioral and social sciences curricular content, stating that, Approximately half of all causes of morbidity and mortality in the United States are linked to behavioral and social factors. Recommendations by the IOM were that medical students should demonstrate competence in domains including: mind-body interactions in health and disease; patient behavior; physician role and behavior; physician-patient interactions; social and cultural issues in health care; and health policy and economics. In great part, MEDS 533 Systems of Human Behavior is designed to enhance your knowledge base in these domains and to be able to appreciate and utilize knowledge of psychosocial factors in diagnosing and treating disease and illness in your future as a physician.

The structure of this course is conceptual, leading you from the micro to the macro in behavioral medicine. That is, topics progress from: biological mediators of behavior in medical practice (e.g., genetics, brain physiology & function) [Unit One]; to human life-cycle development as relevant to behavioral medicine [Unit Two]; to principles of patient behavior and individual-environment interactions (e.g., learning, motivation for behavior change) [Unit Three]; to mind-body interactions in behavioral medicine, with a focus on relevant and exemplary disorders and experiences (e.g., stress & illness, chronic pain, placebo effects) [Unit Four]; to issues in addressing psychopathology in primary care, including psychopharmacological treatments [Unit Five]; to sociocultural and healthcare system determinants in health and wellness (e.g., ethnocultural origin, language, U.S. healthcare system) [Unit Six]; to physician-patient encounters/interactions (e.g., taking a psychosocial history, treating challenging patients) [Unit Seven]; and to a potpourri of societal health topics and challenges (e.g., obesity, domestic violence, rural healthcare) [Unit Eight]. In Unit Nine, we will apply your growing psychosocial knowledge to yourselves, addressing psychological wellness of medical students and physicians, as well as self-awareness and self-discovery of being a biopsychosocial person, as well as professional, yourself.

The course will include lectures by Dr. Cory and guest lectures by a host of excellent professionals involved in research and clinical areas relevant to our topics, as well as by interactive class discussions of the these topics as well as of assigned readings, primarily from the above referenced textbook but also a few other assigned articles, as determined. You will also benefit from teaching and learning from one another in the form of a small-group project researching and later presenting [during Unit Eight] on a health topic from the biopsychosocial model perspective. Your enthusiasm collectively makes this course a pleasure to teach, and both enjoyable and valuable to you as a student and future physician! Feedback will always be welcome, with a goal of making this course be all you need it to be as such an integral part of your medical education.

Student Comments/Advice:

Class guest speakers are interesting. – E12
The material in this class is fun to learn and very applicable to future practice. Pay attention in class and the tests will go well. – E11

Take advantage of the guest lectures and what tools they are providing you with. You will see a lot of the principles you are learning in this class in the clinic with your preceptor, so pay attention, everything you learn here is relevant. – E11

Don’t worry so much about the quizzes and final – you’ll do fine. Focus more on enjoying the topics discussed and getting the most out of them for yourself and your future patients. – E11

Enjoy the guest lecturers. They are the best part of the class. – E10

Read Sietz. It’s helpful, funny and prepares you well for the final. – E10

Seitz is a basic resource to turn to if you’re short on time to read Wedding. Don’t sweat the quizzes and final for this class. Also, there are some great guest lecturers for this class, so don’t miss them! – E10
This course is designed to teach detailed medical musculoskeletal anatomy of the human back and extremities using laboratory dissections coupled with lecture presentations. The material will include numerous correlations with the clinical application of the knowledge in the practice of medicine, as well as the anatomy revealed in common imaging techniques like X-rays and CAT scans.

Performance is evaluated in bi-weekly quizzes that include both lecture and lab material, and a comprehensive final exam common to all WWAMI sites. The quizzes include tag or “show me” examinations in the laboratory, and written quizzes use short answer questions, come involving drawings or relationships.

Student Comments/Advice:

Enjoy this class. It is easy to learn with the awesome resources provided by Dr. Cusick and it will be the most clinically relevant course of the first year. – E11

Pay attention to Dr. Cusick’s suggestions/hints as to what is important. – E11

Study the PowerPoints and material found on Catalyst. Make good use of your lab time. Ask questions; the instructors are more than happy to provide you with an answer. – E11

Use the lab study sheets to get a better understanding of the material. Everything you need to know for Musculoskeletal can be found right there on those sheets. – E10

Make sure you know your insertions and origins. This class is very clinically focused and has a large nervous system component. – E10

Read the UW syllabus. – E10

Learn the innervation down to the myotome level! – E10
This course is designed to provide an introduction to medical information. Evidence-Based Medicine and the use of medical information in patient care. This will include an introduction to methods for identifying and retrieving high quality, relevant evidence electronically, using the Internet and other resources. The course will also present methods to evaluate the quality of primary research studies, or review of primary studies that report on the effectiveness of diagnostic, screening, therapeutic or preventive interventions. The course will also describe the challenges of applying medical information to decision making. The course will utilize lectures, discussion sessions, and computer lab sessions.

Student Comments/Advice:

Do spend time perusing the different sites on your UW Toolkit, and have a sense of what each source offers. Don’t stress too much about mastering the statistics. – E12

This course if very valuable. While it may seem overwhelming, foreign, or irrelevant to your immediate education, this class contains some of the most useful info you will be exposed to in your first year. – E12

Save the PowerPoint presentations from each class and use them to navigate questions on the common final. – E12

Honestly, I would recommend that they practice researching topics of interest to them on their own time, because learning to do so is obviously a very important skill. – E11

Set the health links as your homepage so you get used to looking at it and use it for some searches outside of the class and before the final. – E11

Take time to go over the materials outside of class. Do a search for something you learned about in another class or maybe just something you are interested in. – E11

Pay attention in class so you have a good grasp on the resources available. – E10

Read the syllabus prior to lecture to make information easier to pick up during lecture, especially with the statistics. – E10

It is going to be important eventually so keep your notes and learn as much as you can! – E10
Volney Steele, a retired Bozeman physician with an avid interest in medical history, has organized a yearly conference dealing with topics related to Montana’s colorful medical history. Though this attracts a wide audience, first year WWAMI students are allowed to participate in this one day conference and receive one elective credit. Previous programs have included: medical problems of the Lewis and Clark expedition, epidemics in the early American West, frontier medicine in the early settlements of the West, women’s role in health care on Montana’s frontier; Ticks and Prions: a history of animal- and human-related diseases in the west; Mining and Medicine, Drills, Dynamite, Dust & Disease; Shaping Medical Practice in the New State of Montana: Acupuncture, Apothecaries & Abortion; “Summits and Sorrow” high-altitude effects on humans and animals; The Challenges of Public Health Nursing in Montana and the West and in 2012 the conference was “Hippocrates to Helena: the History of Medical Education and Its Importance for Montana’s Future.”

The Volney Steele Endowment to Montana State University generously supports this gathering of distinguished historians. This is a rare opportunity.
SELECTIVE

MEDS 502 - SPANISH FOR HEALTHCARE PROFESSIONALS

Course Chair:    Mark Lehman, Instructor of Spanish
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E-mail:          lehmanmark@hotmail.com

This course is devoted to the study of medical Spanish and cultural issues related to successful interaction with Spanish-speaking patients in the clinical encounter, regardless of your current level of Spanish comprehension. Upon completion of the course, students will be prepared to communicate in a specialized and culturally-sensitive manner, will gain the vocabulary needed to perform a review of systems and physical exam and ultimately to feel less uncomfortable with a patient who only speaks Spanish. In addition, learning medical Spanish will allow participants to take advantage of the emerging international training opportunities offered by the UWSOM and WWAMI.

Specific objectives of the course include learning the essential skills to be more prepared to communicate with Spanish-speaking patients; conduct patient medical history interviews in Spanish; understand basic orientation regarding important cultural considerations; and set a foundation for further learning of Spanish. At the end of eight weeks students will engage in the rewarding, hands on clinical experience of taking medical histories from Spanish-speaking patients.

Student Comments/Advice:

*Course moves fast. Tough without Spanish background, but you will survive and pass.* – E12

*Make sure you have a little background Spanish knowledge; otherwise the material will be overwhelming.* – E11

*This is a great course for the student who already knows some Spanish. It is a great elective to take if you are planning to be in one of the pathways. Barbara is a great teacher if you are excited to learn Spanish.* – E11

*Study the Spanish lessons before coming to class and then review that day’s lesson at the end of the day. If possible, talk to your partner outside of class time to get more practice; especially when preparing for your CSA.* – E11

*No matter what your starting level; you’ll probably learn something in this class. Recommended if you have any interest in working with Hispanic populations, although don’t expect to come out of the class fluent.* – E10

*I would not recommend taking this course unless you have a background in Spanish. The amount of material you need to learn in the time given is unrealistic.* – E10

*This class is much easier if you have had some Spanish before, but even if you haven’t, you will come out of it having learned some useful phrases.* – E10
SELECTIVE

MEDS 560 – RURAL HEALTH CARE DELIVERY SYSTEMS

Course Chair: Jay Erickson, M.D.
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This course is intended to support a rural health track/pathway (Targeting Rural and Underserved Track – TRUST). The purpose is to provide historical and current information about the health care industry, health care delivery systems and economics of health care and health care policy; with an emphasis on rural health care. The overall purpose is to encourage WWAMI students to consider practicing in rural communities and/or providing health care to underserved populations. The infrastructure of the Montana Health Care Delivery system will be presented in detail.

Student Comments/Advice:

You get out of it what you put in: you can go in depth into your homework assignments as you want, but you won’t get much out of the course if you’re only doing enough investigation to write a paragraph and hit “submit.” If you plan on practicing anywhere in Montana, this is an extremely relevant class for you. – E12

Enjoy this class. The readings and guest speakers give you a much better idea of the bigger picture of healthcare. – E12

Definitely take advantage of it as an elective. You learn a lot and it’s not a huge time consumer. Exactly what a course should be. – E12

If you’re serious about practicing medicine in a WWAMI state, Rural Health provides info that you will use in every day of your practice. It’s the “real” story about how health works in rural areas. – E11

This is a very enjoyable course that does not take a lot of work, just read the articles, brainstorm, and contributes to the discussions. – E11

I suggest that students take this course especially if they are interested in rural healthcare delivery. It is interesting and not intense. It provides good information about the rural health care operations around the state of Montana. – E11

Take this class! It provides such a great understanding of not only rural medicine, but medicine in general. –E10

I would recommend it even if you don’t plan on practicing rural medicine. It presents a lot of current issues in health policy, and will leave you better-informed about the healthcare landscape you’re entering. –E10

Take this selective!!! It’s full of lots of valuable information. –E10