Family Practice

Family practice is comprehensive, continuous medical care regardless of the age, sex, or affected organ system of the patient. It emphasizes the preventive aspects of health care and treatment of the patient in context of his or her family and community. Treatment of the whole person is a hallmark of family practice.

FAPR 905. Rural Family Medicine - Practice and Research. 4 Hours.
This elective is offered to students between the first and second years of medical school. It is designed to provide students with the opportunity to observe a rural family physician in the daily practice of medicine and to participate in the data collection involving delivery of medical care to patients seen in rural practices in Kansas. Students will spend two summer months on site with a rural family physician, observing the practice and performing data collection. At the beginning and end of the two months on site experience, students will spend eight days with faculty in the Department of Family Practice at KUMC. Prerequisite: Permission of the instructor. FLD.

FAPR 910. Clerkship in Family Medicine. 4 Hours.
The instructional objectives of the elective clerkship in family practice are to build on the skills and knowledge accumulated in the basic science areas and the other clinical specialty areas and reinforce them and apply them to the delivery of health services to the family unit and relate them to the individual, the family and the community. The clerkship, through supervised patient contact within the hospital and in the Family Practice Center and supervised teaching conferences, will amalgamate and reinforce the skills and previously gained clinical knowledge into the philosophy of primary health care delivery in breadth rather than depth. Offered in Modules I-XII. Prerequisite: Completed third year. FLD.

FAPR 915. Medicine and the Family. 2 Hours.
This elective course on medicine and the family teaches students about family dynamics as they relate to the practice of medicine. Specifically, the course focuses on the family life cycle, normal and dysfunctional families, marriage, "normal" sexual behavior, and sexual dysfunction. These concepts will be applied to an understanding of such common medical issues as: family planning, disability, health screening, risk factors, death and dying, and child safety. Students will also be encouraged to learn about their own families by completing genograms, "family circles," etc. Students will be graded via two examinations, one completed written project, and class attendance. Prerequisite: Permission of instructor. FLD.

FAPR 920. Research in Family Practice. 2-8 Hours.
Students desiring basic research experience in the context of Family Medicine may seek the sponsorship of a Family Practice faculty member and with that individual develop a written plan for the elective. The elective may vary in length from two weeks to three months and carries with it one credit hour for each sixty hours of time spent on the elective. Elective not available during July. FLD.

FAPR 925. Interdisciplinary Community Partnership. 4 Hours.
This course is designed as an interdisciplinary team approach to developing strategies for community health assessment and intervention. Students will work with a team that includes at least three other health professional students and at least one community "lay health advisor" to assess the health needs of a local neighborhood and develop and implement an appropriate intervention. The course will explore community needs and resources, assess and barriers to care, and culturally appropriate interventions. No courses currently exist which involve an equal partnership with medicine, allied health, social work and nursing. This course is designed to give students the opportunity to learn to work as a team member with a variety of health care professionals, and to understand the valuable contribution of each group. Research has shown that students who are involved in the community during medical school continue to be actively involved in their chosen communities. This course is developed in concert with KU's Schools of Nursing, Allied Health and Social Welfare. This first year, two interdisciplinary teams will be assembled, working with 2 neighborhoods in the vicinity of KUMC. If this pilot is successful, more communities and teams will be assembled in future years. This is a year-long course that will span both fall and spring semesters. LEC.

FAPR 926. AIDS Care in the Community. 4 Hours.
This elective is a concentrated experience in AIDS medical care provided in a family practice setting. The focus is on diagnosis, treatment and psycho-social issues for men, women and children with HIV disease (including gynecologic, prenatal and delivery of infected women).Care throughout the spectrum of disease is emphasized. The course is an additional elective to be made available to clinical medical students in the fourth year of training. LEC.

FAPR 927. Palliative Care in a Community Setting. 4 Hours.
This elective is an end-of-life medical care experience including identification and treatment of medical problems associated with cancer, CHF, COPD, AIDS, and other life-shortening diseases. The course focus is on symptom management and psycho-social issues associated with dying. This course is an additional elective to be made available to clinical medicine students in the fourth year of training. LEC.

FAPR 935. PRIMARY CARE SPORTS MEDICINE. 4 Hours.
Students on this rotation will have the opportunity to learn the principles of primary care sports medicine. The rotation will be outpatient based and will include learning experiences in the sports medicine clinic, at the training room, and on the sidelines of high school and college sporting teams. Specific learning experiences will vary based on the sporting events that are available during the time of the elective. PREREQUISITE: Students must have completed all required third-year clerkships to participate in this elective. CLN.

FAPR 961. Community Based Geriatrics. 4 Hours.
Students on this rotation will have the opportunity to learn the principles of caring for older patients. The rotation will be based at the Landon Center of Aging and will include educational experiences in outpatient clinic, long-term care facilities, assisted living facilities and with hospice. This elective experience will build on the Year 3 Geriatrics clerkship by allowing the student to further develop their understanding and management skills in the care of older adults across the health care continuum. Students are invited to individualize their experience through a focus on a particular care setting or aspect of older adult care by arrangement with the clerkship director. CLN.

FAPR 962. Advanced Clinical Reasoning Skills. 2 Hours.
Clinical reasoning is a critical, often-underdeveloped skill in practicing physicians. Diagnostic errors are common among physicians and residents. In this course, you will learn to recognize common clinical reasoning errors, develop practice habits to help you improve your clinical reasoning, and develop reflective habits that help you determine why an error was made. You will learn how specific history, physical examination, and ancillary testing items make certain diagnoses more or less likely. This course will meet 10 times for 2 hours during a semester with course work between meetings. PREREQUISITE: Satisfactory completion of 6 months (4 six-week or 3 eight-week) of clinical clerkships. Concurrent clinical rotations for a minimum of 8 weeks over the semester. CLN.
FAPR 963. Cross-cultural Health Leadership Module I: Didactic. 1 Hour.
Cross-culturally competent care refers to physicians’ “ability to communicate effectively and provide quality health care to patients from diverse sociocultural backgrounds.” This course will train medical students in cross-cultural communication (C3) skills via interactive sessions in a student-based “learning community”. In Module 1, students learn and practice Association of American Medical Colleges (AAMC)-defined core topics for cross-culturally competent knowledge, attitude and skills. These are: 1) the definition of cultural competence, and providers' self-assessment of own relevant cultural experiences; 2) key aspects of cultural competence, including patients' healing traditions and systems, institutional cultural issues, and how these patients' explanatory illness narratives; 3) understanding how stereotyping and bias influence medical care; 4) the epidemiology of social determinants of health care disparities and collaboration with communities to address these; and 5) clinical communication skills to engage patients with different values, culture and beliefs than one's own, i.e. working with interpreters, and diagnostic, negotiating and problem-solving skills. In Module 1, we will use interactive faculty-facilitated didactic discussions, role play, case-studies, volunteer standardized patient interactions and out-of-class reading. Students will also conduct an in-depth case study with one cross-cultural patient and prepare a detailed patient narrative report describing both the patient’s illness narrative and relevant cultural and social determinants of health impacting their health experience. Prerequisite: KUMC School of Medicine student. LEC.

FAPR 964. Cross-cultural Health Leadership Module 2: Service Learning Projects. 1 Hour.
Cross-culturally competent care refers to physicians’ “ability to communicate effectively and provide quality health care to patients from diverse sociocultural backgrounds.” This advanced course will train and mentor medical students in cross-cultural communication (C3) skills via participant-conducted service learning projects in voluntary clinical settings within a student-based “learning community”. In Module 2, students will practice skills taught in Module 1, namely Association of American Medical Colleges (AAMC)-defined core topics for cross-culturally competent knowledge, attitude and skills (See Module 1 description). Participating students will collaborate to conduct service learning, quality improvement (QI) projects to improve cross-culturally competent care in cross-cultural clinical settings in which they or their colleagues participate, e.g. (for M1/M2 students) Jaydoc, Bulldoc school-based health center, or clinical settings with permission of clinical faculty in those settings. Module 2 service learning projects will include 2 clinic-based "whole system events" to which participating students invite clinic faculty, staff and other student colleagues from students' practice settings. At the first event, students will present and discuss their proposed project to improve cross-culturally competent health care with clinic faculty and staff from the proposed setting. At the second event (at the end of the course), students will present the results of their project to their clinic faculty and student colleagues. Projects must address cross-cultural elements of clinical practice or cross-cultural communication skills; and be appropriate to the students' developmental stage of training (e.g. M1 students might conduct projects to improve M1 student skills using interpreters). Module 2 students will also participate in interactive sessions with faculty and other student participants, during which they will learn and discuss methodological approaches; and discuss challenging issues arising in their projects. Prerequisite: Prior participation in "Cross-cultural Health Leadership Module 1: Didactic" or Permission of Instructor LEC.