

Research & Innovation Syllabus

Approved: 5/1/2020

Credit Hours: 1.0 credit hour

Contact Information

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Course Information

Brief Description of Course

The Rural & Underserved Utah Training Experience (RUUTE) program is excited about the rural research opportunities planned for medical students this upcoming academic year. The Research & Innovation elective is an opportunity to explore the fundamentals of research and scientific communication and inspire future physicians and clinician-scientists to discover how patient care and diagnosis, prevention and treatment of disease can be largely influenced by medical research. This course is designed to inspire physicians to explore opportunities in medical research and to examine creativity and innovation in the scientific space. Lectures will include fundamentals of the scientific method, research ethics and responsible conduct of research (specifically regarding human and animal subjects) and communicating science to various audiences to gain a greater awareness about the research process and understand the challenges and joys of the research experience.

Medical students who participate in this elective will immerse themselves in a particular research topic where there is a significant health need and will receive collaborative mentoring from current MD PhD students on their topic. Participants will also gain specific insight into healthcare differences within rural and underserved areas. Students will gain insight into the realities that many people within these communities face on a daily basis and will also gain an appreciation for what they have and witness the substantial schism between rural and underserved areas compared to urban areas. Additionally, students will gain exposure to the nuance required for studying and comparing different populations, contributing to their overall competency in conducting scientific research and critical thinking. Students will gain this insight and learning opportunity via their research experience, guest lecturers, and additional assignments that require them to reflect on their experience and their future career as a healthcare provider and/or researcher. Students will also participate in a Research Symposium once they return to campus to share their findings to the School of Medicine community.

Upon completion of the elective, students will have developed a broad understanding of rural populations and their health-related issues and challenges, and will possess a better understanding of the culture of rural and/or underserved communities. In addition, this elective will enable medical students to examine rural populations through the lens of academic research and allow them to build a knowledge base for reviewing and understanding the complexities of rural health education and research. Specifically, students will be exposed to providers working in rural areas and scientists carrying out focused research on rural populations and the health-related challenges they experience, which will include but not be limited to: the broad skill set that is developed in many specialties due to the wide range of medical conditions and limited resources that rural providers have access to and the professional development necessary for providers to serve in local leadership roles related to health care.

Course Goals

As a result of successfully completing the Research & Innovation elective, students will be able to:

1. Compare and contrast the research design and implementation strategies for proving a favored hypothesis vs. discovering truth.

2. Utilize observational skills and curiosity to identify anomalies that are often overlooked but may be important for patient care and conducting research.
3. Increase their ability to generate innovative research questions that are plausible, actionable, and useful.
4. Be able to write a structured abstract and a short research description that effectively communicates research questions, and methods for addressing the question and results to a variety of audiences.
5. Display a thorough understanding of a research topic by participating in a research project focused on rural or underserved populations and/or compiling, analyzing, evaluating, and communicating information about a particular topic and its impact on your future career as a health care provider and researcher.
6. Explain some of the challenges and realities many face when living in a rural/underserved community.
7. Describe unique aspects of rural populations and health-related issues they face as well as compare and contrast these with urban populations with regard to health and health disparities.
8. Display familiarity with common conditions that disproportionately affect rural communities, including oral health, medical emergencies and trauma, mental health & substance abuse, and nutrition.
9. Describe how social determinants interface with and impact health and health service delivery in rural areas.
10. Be familiar with the available resources and data relevant to describing and measuring rural population health.
11. Gain the skill set to be an empathetic, ethical, communicative, and professional researcher/healthcare leader. This includes meeting with MD/PhD mentors and effectively reflecting and communicating research projects, receiving constructive feedback, and planning on how to act on that feedback.

Course Format & Schedule

Timeline

May 25 - July 27, 2021

Educational and Instructional Modalities

Modality	Percentage
Large Group Discussion	35%
Small Group Discussion	35%
Assignments & Feedback	30%

Role of the Student in this Course

- Students will attend and participate in all required information sessions and guest lecturers and be able to display an understanding of the information via discussions and writing assignments
- Students will display an understanding and the ability to integrate concepts, ideas, and information related to the elective by successful completion of a reflection piece and a poster presentation with satisfactory scores
- Students will actively participate in group discussion, mentoring sessions and display the ability to relay information via oral presentations while being respectful to other participants

Topics in this Course*

- Rural Population Health
- Research skills
- Creativity
- Writing & Presenting for a Variety of Populations
- Work-Life Balance as a Rural Physician
- Responsible Conduct of Research & IRB

*Topics may vary by availability of guest lecturers

Educational and Instructional Modalities for this Course

- Synchronous lectures delivered through Zoom
- Peer-to-peer education through small group activities
- Critical thinking and research skills
- Reflective Op-Ed Piece
- Scientific Communication for a Variety of Audiences & Delivery Platforms

- Public speaking and professionalism through final research presentation
- Expert panel Q&A with speakers from the research and physician community

Alignment of Program Objectives and Course Objectives

Refer to Appendix D to see the alignment between the University of Utah School of Medicine's Program Objectives and the Rural Research Elective Course Objectives.

Required Textbook(s)/Readings

Book Title + ISBN	Author/Publisher/Edition	Approximate Cost
There is no required textbook for the Research & Innovation elective. However, there may be supplemental articles that complement each week's lecture topic and will be made available on the elective Canvas page.		

Additional Resources

N/A

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Course Goal Assessed	Due Date
Digital Poster Presentation	40%	Compare and contrast the research design and implementation strategies for proving a favored hypothesis vs. discovering truth. Utilize your observational skills and curiosity to identify anomalies that are often overlooked but may be important for patient care and conducting research. Increase your ability to generate innovative research questions that are plausible, actionable and useful. Be able to write a structured abstract and a short research description that effectively communicate your research question, methods for addressing the question and results	Poster presentation is due and presented at the end of elective and during annual research symposium
Op-Ed Reflection Piece	20%	Display a deep understanding of a research topic by locating, organizing, analyzing, evaluating, synthesizing and communicating information about a particular topic and its impact on your future career as a health care provider and researcher.	End of elective

Scientific Communication for a Variety of Audiences & Platforms	20%	Display a deep understanding of a research topic by locating, organizing, analyzing, evaluating, synthesizing and communicating information about a particular topic and its impact on your future career as a health care provider and researcher. Gain the skill set to be an empathetic, communicative, and professional healthcare leader.	End of the elective
Participation and attendance	20%	Explain some of the challenges and realities that many encounter when living and/or working in a rural community. Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities and diversity in age, race, culture, and more. Describe how social determinants interface with and impact health and health service delivery in rural areas. Identify common ethical issues that face practitioners and researchers and describe how ethical concepts and principles can be utilized to navigate ethical conundrums. Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and other learning activities.	Ongoing throughout the elective

Grading Criteria

Students who participate and complete all the elective discussions, lectures, and assignments will receive a grade of PASS for the elective.

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves the criteria, will be assigned a grade of PASS for the elective.

FAIL: A student who fails to achieve the criteria for PASS, will be assigned a grade of FAIL for the course.

Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs' website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School of Medicine and the CDA.

Contact Information:

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Olpin Student Union Building, Room 162 Phone (Voice/TDD): (801) 581-5020

<http://disability.utah.edu>

Appendix A

Research & Innovation Elective Poster Review Academic Year 2020-2021

Background - A poster presentation is required of all University of Utah medical students who are seeking to receive a grade of completion for the Research & Innovation elective. Participants must develop a poster related to their summer research project that describes their research project, and preliminary findings. The following information and guidelines are for students to follow while completing a research poster.

Introduction* - Traditional clinical review *articles*, also known as updates, differ from systematic reviews and meta-analyses. Updates selectively review the medical literature while discussing a topic broadly. Systematic reviews (non-quantitative) comprehensively examine the medical literature, seeking to identify and synthesize all relevant information to formulate the best approach to diagnosis or treatment. Meta-analyses (quantitative) seek to answer a focused clinical question, using rigorous statistical analysis of pooled research studies.

Clinical review *posters*, designed to convey information related to a clinical topic to a small but varied audience, represent a hybrid of a clinical review article and an oral presentation - more detailed than a speech but less than a paper, more interactive than either. Preparing a poster involves not only creating pages to be mounted in a conference hall, but also developing an associated narrative and, possibly, educational handouts, and anticipating the questions you are likely to encounter during the session. Although the poster is oriented towards the clinical care of patients, the poster presenter should be prepared to adapt the narrative to the audience, which may include people with different levels of familiarity with the topic. In a speech, the presenter determines the focus of the presentation, but in a poster session, the viewers drive the focus. Different people will ask about different facets of your topic. Some might do policy work or research. Others may be interested in only a clinical or public health perspective. It is expected that the poster presenter has a broad grasp of the pertinent issues and is able to discuss multiple aspects of the topic beyond the clinical diagnosis and management.

By the end of an active poster session, you may have learned as much from your viewers as they have from you, especially if the topic or audience are new to you. In addition, presenting a poster provides excellent practice in explaining quickly and clearly why your topic is important and what your findings mean—a useful skill to anyone.

*Adapted from: 1. J Siwek, ML Gourlay, DC Slawson, AF. Shaughnessy. *How to Write an Evidence-Based Clinical Review Article*. *Am Fam Physician*. 2002 Jan 15;65(2):251-258. 2. JE Miller. *Preparing and Presenting Effective Research Posters*. *Health Serv Res*. 2007 Feb; 42(1 Pt 1): 311–328. doi: 10.1111/j.1475-6773.2006.00588.x

Checklist for an Evidence-Based Clinical Review Poster

Preparation

- Prior to conducting an evidence review and developing the poster, determine the clinical topic of interest to you that also has relevance to a clinical practitioner in a low resource setting. Consider the topic from the perspective of a clinical educator that is designing a poster to convey continuing medical education to students or peers. A variety of factors may influence the choice of topic, including an experience in caring for an individual patient, a desire to fill personal gaps in one's knowledge and understanding of a particular topic or desire to improve outcomes for a particularly severe or burdensome disease or condition.
- Conduct a review of the evidence base regarding clinical topic, including etiology, pathophysiology, clinical presentation (e.g., signs and symptoms), diagnostic evaluation (e.g., history, physical examination, laboratory evaluation, and diagnostic imaging), differential diagnosis (if any), treatment (e.g., goals, medical/surgical therapies, laboratory testing, patient education, and follow-up), prognosis, prevention and future directions, controversies or gaps in the evidence base.
- Scrutinize several sources of evidence-based reviews on the topic. Emphasize practical, evidence-based guidelines and primary research studies, rather than other review articles, unless they are systematic reviews.

Designing the Poster

- Review information regarding the production of a high-impact academic poster. Although most tips and recommendations available relate to scientific posters, many of the principles cited are directly relevant to a clinical review poster. The [National Institutes of Health – Creating and Presenting Dynamic Posters](#) and the [University of Michigan Library](#) offer good guidance on this topic and offer several examples of good (and not so good) academic posters.
- **Title** – A good title summarizes the purpose of the poster succinctly but also captures the viewer's attention. Avoid jargon, lengthy title and abbreviations.
- **Names & Affiliations** – Include first and last name, your academic credentials (e.g., B.S., Ph.D.), your affiliated institution (e.g., University of Utah School of Medicine) and the location of the institution (e.g., Salt Lake City, Utah)
- **Background** - The background should briefly describe or define the topic, state the purpose of the review and describe its relevance to clinical care in a low resource setting. In other words, why is this important or why should anyone care about this topic?
- **Learning Objectives** – State at least two learning objectives. What can the viewer expect to learn from reviewing the poster and interacting with the presenter? What are the essential take home points?
- **Methods** - State how you did your literature search and indicate what sources you utilized to ensure a comprehensive assessment of the topic (e.g., MEDLINE, the Cochrane Collaboration Database, the Center for Research Support, TRIP Database).
- **Results/Recommendations** – Clearly describe the key clinical recommendations related to the topic, focusing on diagnosis and management. What are the most important considerations for a clinician who is caring for an individual patient? If possible, state the level of evidence for key recommendations using the following rating scale: level A (RCT/meta-analysis), level B (other evidence), and level C (consensus/expert opinion). Use tables, figures, boxes and illustrations to highlight key points.
- **Discussion** – Summarize the state of the evidence regarding the diagnosis and management of the clinical condition and highlight key points. Acknowledge controversies or lack of evidence, recent developments, other viewpoints, and any apparent conflicts of interest or instances of bias that might affect the strength of the evidence behind the key recommendations presented.
- **Conclusion** – Distill the most important aspects of the poster into two or three sentences.
- **Citations** – Refer to the AMA Manual of Style (10th).
 - Reference to a Print Journal Article
 - Author A, Author B, Author C, et al. Title of Article. Title of Periodical. date; volume(issue): pages.
 - Example: Rainer S, Thomas D, Tokarz D, et al. Myofibrillogenesis regulator 1 gene mutations cause paroxysmal dystonic choreoathetosis. Arch Neurol. 2004; 61(7):1025-1029.
 - Reference to an Online Journal Article
 - Author. Article title. Journal Title. date; volume(issue); pages. URL. Accessed date.
 - Example: Duchin JS. Can preparedness for biological terrorism save us from pertussis? Arch Pediatr Adolesc Med. 2004;158(2):106-107.
<http://archpedi.jamanetwork.com.ezproxy1.library.arizona.edu/article.aspx?articleid=48561> 1. Accessed July 9, 2014.
 - Reference to a Journal Article With DOI
 - Author A, Author B, Author C. Article Title. Journal Title. date;volume(issue);pages.doi
 - Example: Smeeth L, Iiffe S. Community screening for visual impairment in the elderly. Cochrane Database Syst Rev. 2002;(2):CD001054. doi:10.1002/14651858.CD1001054. Kitajima TS, Kawashima SA, Watanabe Y. The conserved kinetochore protein shugoshin protects centromeric cohesion during meiosis. Nature. 2004;427(6974):510-517. doi:10.1038/nature02312.
- **Acknowledgements** – Briefly note any person, resource or entity (if any) who assisted or contributed to the poster.

*Directions for how to create the research poster in PowerPoint will be provided so you can virtually present your project at the end of the course

Appendix B

Op-Ed Piece Guidelines

An "Opposite the Editorial Page", or "Op-Ed" piece, can have a wide range of creativity and flexibility. It can be personal or exploratory essays, commentary on local events, reflections on cultural trends, environmental issues, determinants of health, and more are welcome. Write about something that you find interesting with a fact-based viewpoint that you believe readers will find worthwhile and is appropriate for your assigned target population. The guidelines below are recommended to be utilized when writing your op-ed piece; however more information and suggestions can be found at <https://commskit.duke.edu/writing-media/writing-effective-op-eds/>.

Here are the guidelines for writing an op-ed piece:

- Limit the article between 750 and 800 words
- Make a single point – well
 - Be satisfied with making a single point clearly and persuasively. If you can't explain your message in a sentence or two, then you're trying to cover too much.
- Put your main point on top
 - You have no more than 10 seconds to hook a busy reader, which means you shouldn't "clear your throat" with a witticism or historical aside. Just get to the point and convince the reader that it's worth his or her valuable time to continue.
- Tell readers why they should care
 - Put yourself in the place of the busy person looking at your article. At the end of every few paragraphs, ask out loud: "So what? Who cares?" You need to answer these questions. Will your suggestions help reduce readers' taxes? Protect them from disease? Make their children happier? Explain why. Appeals to self-interest usually are more effective than abstract punditry.
- Showing is better than discussing
 - That's because we humans remember colorful details better than dry facts. When writing an op-ed article, therefore, look for great examples that will bring your argument to life.
- Embrace your personal voice
 - The best of these examples will come from your own experience. Academics tend to avoid first-person exposition in professional journals, which rarely begin with phrases like "You won't believe what I found when I was working in my lab last month." When it comes to op-eds, however, you should embrace your own voice whenever possible. If you are a physician, describe the plight of one of your patients, and then tell us how this made you feel personally. If you've worked with poor families, tell a story about one of them to help argue your point. In other words, come down from Mt. Olympus and share details that will reveal your humanity. In doing so, your words will ring truer and the reader will care more about what you are saying. If you are a student or someone else without a fancy degree or title, your personal voice becomes even more important.
- Use short sentences and paragraphs
 - Look at some op-ed articles and count the number of words per sentence. You'll probably find the sentences to be quite short. You should use the same style, relying mainly on simple declarative sentences. Cut long paragraphs into two or more shorter ones.
- Avoid jargon
 - If a technical detail is not essential to your argument, don't use it. When in doubt, leave it out. Simple language doesn't mean simple thinking; it means you are being considerate of readers who lack your expertise and are sitting half-awake at their breakfast table or computer screen.
- Acknowledge the other side
 - People writing op-ed articles sometimes make the mistake of piling on one reason after another why they're right and their opponents are wrong, if not idiots. They'd probably appear more credible, and almost certainly humbler and more appealing, if they took a moment to acknowledge the ways in which their opponents are right. When you see experienced op-ed authors saying "to be sure," that's what they're doing.
- Make your ending a winner

- As noted, you need a strong opening paragraph, or "lead," to hook readers. When writing for the op-ed page, it's also important to summarize your argument in a strong final paragraph. That's because many casual readers scan the headline, skim the opening and then read the final paragraph and byline. In fact, one trick many columnists use is to conclude with a phrase or thought that appeared in the opening, thereby closing the circle.
- Relax and have fun
- Offer graphics or other visuals
 - If you have a terrific illustration, photo, video or other asset that might accompany your article, use it.

Appendix C

Scientific Communication for a Variety of Audiences & Platforms

Scientific literacy is an area where the general public lacks the knowledge and background that is required to digest information. As a result, this discrepancy creates a schism between researchers and the general public where research can be viewed as exclusive and not reachable to the general public. Now more than ever it is important to understand and be able to write and present scientific communication for a variety of audiences and platforms.

For this assignment, you will be tasked to convey the information surrounding an existing scholarly article of your choosing for two (2) different audience types through two (2) different delivery platforms. Examples of audience types include K-12, business, academia, English as a second language, the general public, etc. Examples of delivery platforms include a blog post, an infographic, an Instagram post or video, a tweet, etc.

You have creative freedom for this project. We ask that you provide a short summary explaining the rationale for your decisions and justify the final outcome for each deliverable (e.g. how each platform is appropriate for your target audience). Please refer to the examples in the recorded lecture to serve as inspiration of best practices. Remember to keep your deliverables short, concise, and digestible while being visually pleasing and easy to follow with the eye.

Appendix D

Course Schedule

Time/Date	Topic	Lecturer	Notes	Assignment Due Date
May 25, 2021	Course Introduction: Research at the University of Utah	Sarah Franklin	In-person	
June 1, 2021	Responsible Conduct of Research & IRB	Sarah Franklin & Anne Johnson	In-person Complete online RCR training before this session and attend the live IRB lecture facilitated through the MSRP elective	
June 8, 2021	Academic Resources for Research	Guest Speaker - Librarian	In-person	
June 15, 2021	How to Find Creative Moments & Brainstorm Effectively	TBD	In-person	
June 22, 2021	Scientific Communication & How to Write/Present for Different Populations	TBD	In-person	*DUE DATE FOR ASSIGNMENT 1: OP-ED
June 29, 2021	Rural Research Provider Panel	1-3 community members	In-person	
July 6, 2021	*Implications of Rural Research & Assessing Rural Community Needs	TBD	In-person	*DUE DATE ASSIGNMENT 2
July 13, 2021	Rural Physician Opportunities	Guest Speakers	In-person	
July 20, 2021	*Group Discussion/ Project (develop evidence-based intervention for rural	Taylor & Kyla	In-person	

	area-we will provide topics)			
July 27, 2021	Final Poster Presentations	Sarah Franklin	In-person All assignments for elective due in Canvas	

Appendix E

Alignment of Program Objectives and Course Objectives

Program Objective	Course Objective
<p>Patient Care</p> <ul style="list-style-type: none"> Recognize the importance of providing preventative health care services to patients, families, and/or communities 	<ul style="list-style-type: none"> Research, assess and discuss the unique challenges and opportunities that rural populations experience. Compare/contrast rural population health compared with urban/metropolitan population health, including social determinants of health, health inequities, economic trends, diversity, culture and more. Demonstrate knowledge of common health conditions that disproportionately affect rural communities, including oral health, medical emergencies and trauma, mental health & substance abuse and nutrition. Identify and explain the role of cultural, social and behavioral factors in the accessibility, availability, acceptability and delivery of health services in rural areas. Familiarize with the available resources and data relevant to describing, measuring and impacting rural population health.
<p>Knowledge for Practice</p> <ul style="list-style-type: none"> Develop and implement approaches for generating and applying new knowledge that emphasizes inquiry, discovery, and dissemination Apply established and emerging evidence about lifestyle changes to improve patient health outcomes Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial Demonstrate knowledge of ethical principles pertaining to provision or withholding of care, confidentiality, and/or informed consent 	<ul style="list-style-type: none"> Demonstrate knowledge of common health conditions that disproportionately affect rural communities, including oral health, medical emergencies and trauma, mental health & substance abuse and nutrition. Identify and explain the role of cultural, social and behavioral factors in the accessibility, availability, acceptability and delivery of health services in rural areas. Conduct a review of local, State and Federal organizations and resources that support rural health and describe their impact on rural health systems. Identify community collaborations required to successfully deliver health resources and services to rural populations. Familiarize with the available resources and data relevant to describing, measuring and impacting rural population health Differentiate research methods and implementation strategies for proving a favored hypothesis vs. discovering truth. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities and persons.

<p>Practice Based Learning and Improvement</p> <ul style="list-style-type: none"> • Identify strengths, deficiencies, and limits in one's knowledge and expertise • Identify and perform learning activities that address one's gaps in knowledge, skills, and / or attitudes • Locate, appraise, and apply evidence from scientific studies related to patients' health problems 	<ul style="list-style-type: none"> • Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection, inquiry, in-depth discussion and other learning activities • Increase their ability to generate innovative research questions that are plausible, actionable and useful.
<p>Interpersonal and Communication Skills</p> <ul style="list-style-type: none"> • Demonstrate interpersonal and communication skills that result in the effective exchange of information with patients, families, peers, and/or team members • Communicate effectively with patients, families, peers, and/or other team members across a broad range of socioeconomic and cultural backgrounds using strategies that build rapport and promote inclusion and equity 	<ul style="list-style-type: none"> • Research, assess and discuss the unique challenges and opportunities that rural populations experience and provide solutions. • Compare/contrast rural population health compared with urban/metropolitan population health, including social determinants of health, health inequities, economic trends, diversity, culture and more. • Demonstrate knowledge of common health conditions that disproportionately affect rural communities, including oral health, medical emergencies and trauma, mental health & substance abuse and nutrition. • Describe how social determinants interface with and impact health and health service delivery in rural areas. • Gain the skill set to be an empathetic, communicative, and professional healthcare leader. • Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection, inquiry, and experiential learning activities • Be able to write a structured abstract and a short research description that effectively communicates research questions, and methods for addressing the question and results to a variety of audiences. • Display a deep understanding of a research topic by locating, organizing, analyzing, evaluating, synthesizing and communicating information about a particular topic and its impact on your future career as a health care provider and researcher.
<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrate compassion, integrity, and respect for others • Demonstrate sensitivity and responsiveness to diverse patient populations and/or topics including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation 	<ul style="list-style-type: none"> • Gain the skill set to be an empathetic, communicative, and professional healthcare leader. • Compare/contrast rural population health compared with urban/metropolitan population health, including social determinants of health, health inequities, economic trends, diversity, culture and more. • Demonstrate the ability to integrate concepts, ideas, and information related to this course by

	<p>successful completion of an op-ed piece and a capstone poster project.</p> <ul style="list-style-type: none"> • Communicate in writing and orally, in person, and through electronic means with linguistic and cultural proficiency. • Develop strategies to motivate others for collaborative problem solving, decision making and leadership for building partnerships.
<p>Interprofessional Collaboration and Teamwork</p> <ul style="list-style-type: none"> • Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust 	<ul style="list-style-type: none"> • Demonstrate the ability to integrate concepts, ideas, and information related to this course by successful completion of an op-ed piece and a capstone poster project. • Students will actively participate in group discussion and display the ability to relay information via oral presentations while being respectful to other participants.