This course provides information on the design and conduct of clinical trials. The different phases of clinical trials are discussed, with particular focus on phase III trials. Topics include protocol development, participant recruitment, randomization, study design, statistical analysis, data monitoring, federal regulations, equipoise, ethics and dissemination of results. Through the development of an IRB (Institutional Review Board) application, the student is introduced to the principles of Good Clinical Practice (GCP).

MED 712. SRCC-Introduction to Global Public Health. 0 Credits.
From the Declaration of Alma-Ata to the Millennium Development Goals, there have been more than 30 years of good will but limited accomplishment in bringing health to all. Health is an essential human right, but much of the world's poor still do not have access to the most basic public health services. This is best illustrated in Africa where there is the double burden of poverty and communicable disease. The failure to provide equitable health and the emergence of new infectious diseases with pandemic potential also threaten world security. Introduction to Global Public Health explores what is meant by global health, how health is measured and what are the major conditions that particularly affect the poor. The course begins with an overview of the topic and reviews basic principles of public health. It then considers the major global communicable diseases (e.g., HIV/AIDS, malaria and tuberculosis), maternal-child health, as well as provides an overview of non-communicable conditions. After defining the problems, strategies in the control of disease and achieving global health are explored.

MED 713. SRCC-Biocultural Approaches to Medicine. 0 Credits.
Anthropology is the holistic study of humans. Anthropologists study all aspects of human existence, which are biological, ecological and cultural in nature, not as collections of individual parts, but as components that must work together to create a functional whole. The study of medicine can be approached in a similar manner. The meaning of health, illness and disease is something that we often take for granted; yet, these are concepts that have a profound cultural basis. In this course, students use a biocultural perspective to explore the social, ecological and biological dimensions of the factors that influence health and well-being, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, the social relations of therapy management and the cultural importance and utilization of pluralistic medical systems. They use these concepts to discuss issues relating to diet and nutrition, growth and development, reproductive health, aging, infectious diseases, globalization, social inequality, mental health and health disparities.

MED 714. SRCC-Creative Writing for Health Professionals. 0 Credits.
Using creative writing techniques, medical students are expected to write creative (reflective) essays related to their professional experiences. When their writing is shared in the classroom, the students are encouraged to listen carefully and to give responsible, sensitive feedback to fellow students. From experience, we know that, for health care professionals, creative writing enhances their observational and listening skills, which are both vital for quality patient care. Through creative writing, they improve their understanding of both self and others and, as a result, they are more empathic, offering more humane and compassionate service to their patients.
MED 724. Anthropology in Forensic Medicine. 0 Credits.
Forensic anthropology is an applied field of biological anthropology that seeks to recover, identify, and examine human skeletal remains within a medico-legal context. In this course, students learn about the important role anthropologists play in death investigations - from homicides to accidents and from mass fatalities to human rights violations. Students participate in hands-on experience to learn the basic protocols for identifying and examining human skeletal remains. Students are able to conduct a proper skeletal inventory to establish a biological profile for unidentified human remains. In doing so, students learn to distinguish animal from human bone, determine the minimum number of individuals, establish the forensic context, and identify the age, sex, ancestry, and stature of unidentified skeletal remains. Students also learn to identify and describe evidence of ante-mortem conditions, perimortem trauma, and postmortem damage in human skeletal remains, all of which are important components of the human identification process.

MED 725. Cancer Survivorship. 0 Credits.

MED 726. Victimology. 0 Credits.
This course covers victimology theory and practice in the United States, with particular attention given to the state of Connecticut. The class focuses on victimology issues that medical professionals are likely to encounter, including, but not limited to: sexual assault, domestic violence, child abuse and elder abuse. The class also includes the topic of death notification. Classroom lectures and discussions, invited speakers, additional readings and videos assist students in understanding current trends as well as needs in the field, and augments the text. The goal of the course is that students gain an understanding of victimology and incorporate this as a foundational area in their professional practices.

MED 727. Current Topics in Infectious Disease. 0 Credits.
This five-week online course is an intense experience for students with an interest in infectious disease. The interactive course utilizes primary literature review, discussion boards and online assignments to study the most challenging and exciting topics in microbiology and infectious disease. Example topics include Ebola and Zika viruses, vaccine development, and multi-drug resistant bacteria. The course is limited to 12 highly motivated students.

MED 728. Stress and Disease. 0 Credits.
This course enables students to explore a number of diseases that are affected or exacerbated by repeated or chronic psychological, social, environmental or economic stressors. The diseases studied include those of the cardiovascular, immune, endocrine and GI systems, as well as substance abuse and particular mental illnesses. Students explore the literature on the basic research that contributes to an understanding of the ways in which stress contributes to the pathophysiology of each disease/disorder covered. The course also looks at important articles from the clinical literature on the role of stress in each disease/disorder. The goal is also to cover a wide variety of diseases in which different biological mechanisms are known to be affected by stress or in which stress has been implicated as a contributing factor. In this way, the course also serves to reinforce and expand the students' knowledge of fundamental biological processes. An additional goal is to introduce students to new ways of thinking about diseases that may prepare them for understanding the mechanisms of new, future therapies.

MED 729. Cancer Immunotherapy. 0 Credits.
The role the immune system plays in combating cancer is a topic that has been investigated for over 100 years. But it has only recently been successfully harnessed in drug development. This developed "immunotherapy" has made a significant impact in medicine for several reasons. Among them is that, while immunotherapy is not curative in all cases, it has offered an alternative approach to treat cancer that is otherwise refractory to traditional chemotherapy. The goal of this course is to introduce students to the immunotherapy field and its impact in cancer treatment. Students learn the history of how immunotherapy was developed, and the current clinical use. In particular the proposed mechanism of function, adverse effects and future directions of immunotherapy are addressed. Students need to have completed the immunology block or an equivalent introduction to immunology course as a prerequisite to this course.

MED 730. Applied Biostatistics and Epidemiology. 0 Credits.
This course introduces the principles and methods of biostatistics and epidemiology, with an emphasis on the application of biostatistics methods, analytic skills and critical thinking. Topics include epidemiological design, disease outcome measures, descriptive statistics, categorical data, comparisons of means, correlation and regression, logistic regression and ROC analysis, repeated measures, non-parametric tests, and multivariate analysis of variance. The course is designed for students with a clinical background, and provides skills to practice evidence-based medicine, and critically evaluate and interpret epidemiological research literature.

MED 731. Wilderness, Disasters and Global Health. 0 Credits.
This course explores the provision of medical care when challenges exist with regard to transportation, communication, equipment, facility infrastructure, medication supply lines, and the affordability and availability of skilled health care providers. The course is divided into three modules: 1) Wilderness Medicine; 2) Disaster Preparedness; and 3) Global Health. Each module, which lasts approximately 4 to 5 weeks, and concentrates on a specific topic for each class session. The students gain a better understanding of the need for emergency medical care as a way to reduce death and disability in the wilderness, during manmade and natural disasters, and in low-income countries lacking medical personnel and materials.

MED 732. Poverty and Health. 0 Credits.
The "Inside-Out" Prison Exchange program is part of a national movement giving undergraduate and graduate students (outside students) and prisoners (inside students) an opportunity to learn together. This course being offered to students at Quinnipiac and female students at York Correctional Institute in Connecticut asks students to examine the impact of poverty upon health in America by applying knowledge of the physiological mechanisms of the stress response to aspects of life of those living in impoverished situations. It is a chance for all students to gain deeper understanding of health from multiple perspectives, and how it is impacted by social status, income/wealth, race, religion, sexual orientation, gender identity, and incarceration status/history. Enrollment and participation in this course by outside students is contingent upon completion and evaluation of a background check conducted by York Correctional Institute. The information obtained through the background check may be released to Quinnipiac University's employees or officers involved with the course enrollment process.
MED 733. Leadership for Medical Student. 0 Credits.
This course enables you as a medical student to develop competencies in the three major domains of leadership: developing yourself to reach your highest potential, building and leading high performing teams, and impacting health systems in your chosen field. We draw on literature from a variety of industries and tailor skill building and experiential learning to leading from where you stand as a medical trainee in a constantly changing and highly interprofessional health care landscape.

MED 734. Interprofessional Community-Based. 0 Credits.
The Interprofessional Community-Based Service Learning Seminar course includes 8-10 hours of community experience (for a 1 credit course) during which the student is able to observe and apply the concepts of educating an at risk population on improving health and wellness and program implementation in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. Age Related (May 29, 30, 31) - Children and Youth: Keefe Center Age Related (June 3, 4, 5) - Young Adults: Cheshire Program Special Populations (June 10, 11, 12) - Special Topic: Columbus House/Homelessness

MED 735. Creative Writing for Healthcare Professionals. 0 Credits.
Everyone has a story to tell. In this course, students can express themselves by writing creative nonfiction, fiction and poetry. Creative writing is any writing in which the purpose is to express thoughts, feelings and emotions rather than to simply convey information. Examples of creative writing include poetry, fiction, nonfiction or personal essays, memoirs and plays. The elements and techniques of creative writing include: action, character, conflict, dialogue, genre, narration, pace, plot, metaphors and similes, and imaginative language. The language of creative writing makes use of imagery, dialogue and concrete details familiar to the reader to evoke an emotional response. In this selective course, students learn to use the techniques of creative writing to let their voice and emotions be heard on the page. Health care is considered in its broadest context to refer to illness, loss, healing and well-being. This is a subject everyone can relate to, either from personal events or through imagination. Students read and discuss writings of Richard Selzer, William Carlos Williams, Oliver Sacks, Lauren Slater, Marta Traba and other authors to introduce a wide range of issues related to creative writing and health care.

MED 799. SRCC-Independent Study Selective. 0 Credits.
MED 811. Foundations of Medicine. 0 Credits.
MED 812. Clinical Arts and Sciences. 0 Credits.
MED 813. Scholarly Concentration (SRCC). 0 Credits.
MED 821. Foundations of Medicine. 0 Credits.
MED 822. Clinical Arts and Sciences. 0 Credits.
MED 823. Scholarly Concentration (SRCC). 0 Credits.
MED 831. Internal Medicine Clerkship. 0 Credits.
3rd Year Clerkship Internal Medicine
MED 832. Obstetrics and Gynecology Clerkship. 0 Credits.
3rd Year Clerkship Obstetrics and Gynecology
MED 833. Pediatrics Clerkship. 0 Credits.
3rd Year Clerkship Pediatrics
MED 834. Primary Care Clerkship. 0 Credits.
3rd Year Clerkship Primary Care
MED 835. Psychiatry Clerkship. 0 Credits.
3rd Year Psychiatry Clerkship

MED 836. Surgery Clerkship. 0 Credits.
3rd Year Clerkship Surgery
MED 838. Alternative Clerkship Experience. 0 Credits.
MED 841. Emergency Medicine Clerkship. 0 Credits.
Four-week required Emergency medicine clerkship.
MED 842. Critical Care Clerkship. 0 Credits.
Four-week Critical Care Clerkship.
MED 843. Capstone Course. 0 Credits.
Four-week capstone course.
MED 844. Internal Medicine Sub-Internship. 0 Credits.
Four-week sub-internship.
MED 845. Pediatric Sub Internship. 0 Credits.
Four-week sub-internship in pediatrics.
MED 846. Surgery Sub Internship. 0 Credits.
Four-week sub-internship in surgery.
MED 847. Family Medicine Sub Internship. 0 Credits.
Four-week sub-internship in Family Medicine.
MED 848. QU Affiliated Elective. 0 Credits.
Four-week elective.
MED 849. Away Elective. 0 Credits.
Four-week away elective.
MED 850. Surgery Home Elective. 0 Credits.
Surgery Home elective.
MED 851. Internal Medicine Home Elective. 0 Credits.
Internal Medicine Home elective.
MED 852. Primary Care Home Elective. 0 Credits.
Primary Care Home elective.
MED 853. Psychiatry Home Elective. 0 Credits.
Psychiatry Home elective.
MED 854. Pediatrics Home Elective. 0 Credits.
MED 855. Ob/Gyn Home Elective. 0 Credits.
Ob/Gyn Home elective.
MED 856. Pathology Home Elective. 0 Credits.
MED 857. Advanced Mesh. 0 Credits.
MED 858. Research Elective. 0 Credits.
MED 859. Physical Medicine. 0 Credits.
MED 860. Virtual Elective. 0 Credits.
Virtual elective.
MED 861. Ob/Gyn Sub-I. 0 Credits.
Sub Internship in OB/Gyn
MED 862. Psychiatry Sub-I. 0 Credits.
MED 999. Community Service. 0 Credits.
All students must complete required community service hours