

**KIRK KERKORIAN SCHOOL OF MEDICINE AT UNLV**  
**MD Program Sequence 2025-26 by Semester**

**Phase 1: Foundations – Year 1, Fall, Semester 1 (mid-July through mid-December)**

**MED 801: Immersion – Population Health & Emergency Response (6 credits)**

This immersive, hands-on course provides first-year medical students with an integrated introduction to emergency medical response and the foundational principles of population health. Through didactic instruction, practical training, and community engagement, students will begin to understand the clinical, social, and systemic dimensions of health and healthcare delivery.

The Emergency Response component offers a practical introduction to the initial management of medical and trauma-related emergencies. Students will learn essential EMT skills and apply them in simulated and real-world settings, helping to place upcoming medical science learning into a meaningful, real-world clinical context.

The Population Health component introduces students to the broader determinants of health, emphasizing how social, environmental, economic, and policy-related factors shape health outcomes at the community and population levels. Students will explore disparities in access and outcomes, the role of public health systems, and strategies for prevention and intervention beyond the individual level.

Designed to familiarize students with the diverse communities they will serve, this course emphasizes early clinical exposure, interprofessional collaboration, and the development of both clinical and social competencies. It encourages reflection on the roles physicians play not only in acute care settings, but also as advocates for health equity and systemic change.

By the end of the course, students will have gained foundational skills in emergency response, a contextual understanding of population health, and a deeper appreciation of the interconnected forces that influence patient care and public well-being

**MED 800: Anatomy, Histology & Embryology (1 credit)**

This comprehensive course for first-year medical students offers an in-depth study of human anatomy, covering embryology, histology, and gross anatomy. Students explore key developmental stages, focusing on the formation of the primary germ layers and the critical periods of development for the respiratory, cardiovascular, alimentary, urinary, endocrine, reproductive, and musculoskeletal systems.

Through detailed analysis and hands-on practice, students learn to identify and describe the microscopic structures of various tissue types, while also recognizing the cellular features of different body systems. This helps them gain a deeper understanding of how these systems function and interconnect at the cellular level.

The course emphasizes the precise use of anatomical terminology to describe the location and relationships of structures within the body. Students will identify and describe the gross anatomical features of major systems, including the respiratory, cardiovascular, alimentary,

urinary, endocrine, and reproductive systems. They will also study the anatomical components of the musculoskeletal system, including bones, muscles, nerves, and blood vessels, and understand their roles in movement and sensation.

To aid in their learning, the course utilizes prosected and plastinated specimens, lab models, images, digital cryosections, and Sectra tables. Students will also apply their anatomical knowledge to interpret medical imaging such as X-rays, CT scans, MRIs, and ultrasonograms, identifying both normal and pathological findings. By integrating concepts from embryology, histology, and gross anatomy, students will be able to recognize the clinical implications of congenital anomalies and common diseases, laying a strong foundation for their future clinical practice.

### **MED 802: Foundations of Medical Science (6 credits)**

The Foundations of Medical Science course provides first-year medical students with a thorough understanding of the core principles and concepts that form the basis of modern medicine. Covering the essential basic sciences, the course lays the groundwork for physicians to develop the knowledge and skills needed as they advance through medical school and their careers. Taking an integrated and multidisciplinary approach, the course explores key areas such as biochemistry, cell biology, molecular biology, genetics, pathology, physiology, microbiology, immunology, and pharmacology. By emphasizing critical thinking and problem-solving, students gain a deeper understanding of the complex processes that govern the human body in both healthy and diseased states, as well as its response to therapeutic interventions. Through the study of these interconnected disciplines, students build a strong knowledge base and sharpen their critical thinking skills, both of which are crucial for evidence-based clinical practice.

This course serves as a vital starting point for medical school, providing students with the foundation they need to succeed throughout their medical education and future careers.

### **MED 811: Analytics in Medicine 1 (1 credit)**

This longitudinal, three-part foundational series is designed to develop proficiency and analytical skills in applying clinical care experiences and research to inform patient care decisions and enhance healthcare systems. The course covers key topics such as biostatistics, epidemiology, bioethics, and evidence-based medicine.

The final four weeks focus on an immersive research experience, underscoring the vital role of research and scholarly activity in both medical education and clinical practice. This segment provides medical students with essential skills in scientific inquiry, including research methods, ethical considerations, data analysis, and the integration of artificial intelligence into research. Through these experiences, students learn how research supports evidence-based medicine and shapes clinical decision-making.

Throughout the course, students actively participate in tasks such as conducting literature reviews, designing research projects, gathering and analyzing data, and refining their scientific writing. These activities meet the minimum research requirements for medical education, ensuring students develop scholarly competence. This foundational training also sets the stage for future research efforts throughout medical school, helping students build the robust research

skills necessary for a competitive residency application. By cultivating a strong understanding of research and its impact on advancing medical knowledge, the course prepares students to make meaningful contributions to the medical field.

### **MED 812: Physicianship (1 credit)**

Physicianship is designed to help students develop the knowledge, skills, attitudes, and behaviors essential for lifelong personal and professional growth. This course focuses on preparing future physicians for the diverse psychological experiences encountered in clinical practice, healthcare settings, and professional life. It aims to enhance students' awareness of the critical skills needed to tackle common challenges faced by physicians, and how these challenges can influence patient care, health outcomes, and overall success in both personal and professional spheres.

The course is built around two key themes. The first theme, lifelong personal and professional growth, equips students with concepts and strategies that foster the development of competencies essential for being a successful, lifelong learner and physician. Topics covered include goal setting, giving and receiving feedback, navigating ambiguity and uncertainty, addressing unconscious bias, understanding personality styles and team dynamics, leadership, critical thinking, problem-solving, as well as medical ethics and professionalism.

The second theme, emotional intelligence, introduces students to foundational concepts such as self-awareness, self-regulation, empathy, relationship-building, and internal motivation. This portion of the course also incorporates medical improv techniques to help students build professional competencies in areas like communication, collaboration, teamwork, professionalism, and wellness, reinforcing the skills needed to thrive in the dynamic and complex world of healthcare.

### **MED 813: Foundations of Clinical Practice 1 (1 credit)**

Foundations of Clinical Practice (FCP) is a longitudinal series of three one-semester courses (MED 813, 823, 833) aimed at helping students understand the role of the physician in clinical settings and the practice of medicine. FCP 1 lays the groundwork for essential skills such as history-taking, physical examination, clinical reasoning, medical documentation, and building the physician-patient relationship. These foundational topics are further explored and refined in FCP 2 and 3.

The course is designed to complement Phase 1 basic science courses, helping students appreciate the connections between basic medical sciences and clinical practice. It incorporates a blend of large and small group learning, case-based discussions, standardized patient encounters, and hands-on skills training. A variety of assessment methods are employed, including quizzes, objective structured clinical examinations (OSCEs), case write-ups, oral presentations, and skills assessments. This approach ensures that students develop a well-rounded understanding of clinical practice, setting the stage for their future medical training.

### **Phase 1: Foundations continues – Year 1, Spring, Semester 2 (January through May)**

### **MED 805: Gastroenterology, Endocrinology & Reproduction (1 credit)**

In the Gastroenterology portion of the course, students begin by studying the development,

histology, anatomy, and physiology of the normal gastrointestinal tract, along with the pancreaticobiliary and hepatic systems. They then examine the physiological disruptions that lead to pathology in these systems, focusing on conditions like acid-base and bilirubin imbalances, motility disorders, maldigestion, malabsorption, and inflammatory, autoimmune, and infectious diseases. Key topics include hepatitis, achalasia, GERD, PUD, pancreatitis, cholecystitis, IBD, congenital and vascular disorders, and neoplasms. The pharmacology component covers treatments for nausea/vomiting, constipation/diarrhea, GERD/PUD, IBS, IBD, and motility disorders.

In the Endocrinology section, students explore the development, histology, anatomy, and physiology of the endocrine system. They investigate the physiological disturbances that lead to endocrine pathologies, such as dysfunctions of the pituitary, thyroid, parathyroid, endocrine pancreas, and adrenal glands. The course also covers pharmacological treatments for managing disorders like type 1 and type 2 diabetes, hyper- and hypothyroidism, calcium regulation disorders, pituitary dysfunction, and adrenal disorders.

In the Reproductive portion, students study the development, histology, anatomy, and physiology of the male and female reproductive systems, including the breast. They examine physiological disruptions affecting sexual development, fertility, pregnancy, and malignancies. The course begins with a focus on the pharmacology of hormones and medications commonly used to address reproductive health and related disorders.

#### **MED 806: Cardiology, Pulmonary & Renal (12 credits)**

In the MED 806 Cardiovascular section of the course, students examine the development, histology, and physiology of the normal human cardiovascular system, building upon content from the Foundations of Medical Science and Anatomy courses. They then delve into the physiological disruptions that lead to cardiovascular pathology and the resulting symptoms, exploring developmental disorders and diseases of the heart, its components, and blood vessels. The pharmacology aspect covers autonomic medications, antihypertensives, antianginals, anticoagulants, antiplatelets, and antihyperlipidemic drugs.

In the Pulmonary section, students begin by studying the development, histology, anatomy, and physiology of the upper and lower respiratory systems, pleura, and mediastinum. The course then covers the physiological abnormalities that result in pathology within this system, including conditions affecting acid-base balance, obstructive and restrictive lung diseases, respiratory failure, infections, vascular issues, trauma, congenital disorders, and tumors. Pharmacological topics include medications for asthma, chronic obstructive pulmonary disease (COPD), tuberculosis (TB), and antivirals.

The final Renal portion focuses on the development, histology, anatomy, and physiology of the human kidneys, ureters, bladder, and urethra. It addresses congenital disorders and embryology before exploring pathological conditions such as glomerular diseases, tubulointerstitial disorders, obstructive uropathy, vascular issues, cystic diseases, kidney stones, and both benign and malignant tumors. The course concludes with a focused pharmacology session.

#### **MED 821: Analytics in Medicine 2 (1 credit)**

The Analytics in Medicine 2 course is centered on exploring bioethics and ethical reasoning within the medical field. Medicine, as a respected profession, is governed by a code of ethics and a set of values that aim to protect both the well-being of patients and the broader societal good. However, medical practice often involves situations that challenge these ethical principles, requiring physicians to navigate complex and ambiguous scenarios. A skilled physician must possess a strong moral compass, a deep understanding of their ethical duties, and a broad awareness of the foundational values that guide medical practice. Moreover, they must be able to thoughtfully analyze situations that involve ethical complexity or uncertainty.

This course provides a thorough exploration of the ethical challenges physicians may face throughout their careers. Its primary goal is to equip students with the tools and knowledge needed to resolve ethical dilemmas effectively, while cultivating moral resilience and strengthening the ethical reasoning skills essential for practicing medicine at the highest level.

### **MED 822: Nevada Community Service 2 (1 credit)**

The Nevada Community Service 2 course is designed to integrate community health and service-learning throughout all four years of the medical curriculum. This longitudinal course spans the first two phases of the program, combining theoretical concepts taught in interactive classrooms with small group activities, inter-professional discussions, and collaborations with both mentors and peers. Students also engage with presentations from community organizations and experts who address key healthcare challenges across the valley. In addition, students are required to participate in community service activities at a cooperative agency of their choice.

The ultimate goal of the Nevada Community Service courses is to shape proficient, self-reflective physicians who are deeply attuned to the health needs of their community. The course fosters accountability to patients and encourages responsible activism in addressing social justice issues within professional, social, and civic spheres.

### **MED 823: Foundations of Clinical Practice 2 (1 credit)**

Foundations of Clinical Practice (FCP) is part of a three-semester series (MED 813, 823, 833) designed to help students understand the role of the physician in clinical environments and the practice of medicine. FCP 2 builds on the knowledge and skills gained in FCP 1, continuing students' development in areas such as history-taking, physical examination, clinical reasoning, medical documentation, and the physician-patient relationship. The course is closely aligned with the organ-system modules, enabling students to better understand how basic medical sciences intersect with clinical practice.

The course incorporates both large and small group learning, case-based discussions, standardized patient encounters, and hands-on skills training. A variety of assessment methods are used, including assignments, quizzes, case write-ups, and objective structured clinical examinations (OSCEs).

### **END OF YEAR 1 – Summer Recess: Remediation or Research Prep (June through July)**

### **Phase 1: Foundations continues – Year 2, Fall, Semester 3 (August through mid-December)**

### **MED 804: Hematology, and the Musculoskeletal & Skin Systems (8 credits)**

### Hematologic System and Disorders

This course provides an in-depth examination of the hematologic system, focusing on abnormalities related to hemoglobin, white blood cells, lymph nodes, and coagulation. Students begin by studying the embryological development and histological structure of the hematopoietic system. The course then covers the organization and function of blood-forming organs, the structure and role of circulating blood elements, and essential hematological concepts. Key topics include common hematologic disorders, with an emphasis on their causes, clinical manifestations, diagnostic methods, and treatment options, as well as distinguishing between benign and malignant white blood cell disorders. Students will also gain practical knowledge of laboratory techniques used in hematologic evaluation. The course begins with an overview of complement pathways and the hematopoietic system's role in health and disease, including transfusion reactions and immune responses.

### Musculoskeletal and Integumentary Systems

This integrated course explores both the musculoskeletal and integumentary systems, focusing on pathophysiology, epidemiology, anatomy, embryology, biostatistics, diagnostic methods, and therapeutic approaches. As part of the Phase 1 pre-clinical basic science curriculum, students will learn the normal development, histology, anatomy, and physiology of these systems. The course also covers various pathological conditions, including congenital, metabolic, and degenerative disorders of the musculoskeletal system, along with infectious, immunologic, inflammatory, traumatic, mechanical, and neoplastic disorders affecting both systems. Pharmacological treatments for common conditions will also be discussed, providing a comprehensive understanding of these vital body systems.

### **MED 808: Neuroscience, Neuroanatomy & Neurology (10 credits)**

Neuroscience, Neuroanatomy, and Neurology (NNN) is an intensive seven-week course tailored for second-year medical students, offering a thorough examination of the structure, function, and pathology of the nervous system. By integrating key concepts from physiology, pathology, and pharmacology, the course bridges foundational neuroscience with clinical practice.

Students will explore the anatomy and functional roles of the spinal cord, brainstem, cranial nerves, cerebral cortex, meninges, and ventricular systems. Additional focus areas include sensory perception, motor control, and the neurological underpinnings of vision, hearing, taste, and smell.

The course employs a blend of lectures, hands-on labs, and case-based discussions to highlight the clinical relevance of neurological structures and processes, while enhancing diagnostic and therapeutic reasoning skills. Key conditions such as cerebrovascular disease, seizures, and demyelinating disorders are emphasized throughout the curriculum.

NNN equips students with the essential neurological foundation necessary for advanced clinical training and is integral to all medical specialties.

### **MED 814: Psychiatry, Behavior & Sexuality (3 credits)**

This four-week course offers a comprehensive overview of essential topics in psychiatry, covering psychiatric diagnosis and treatment with an emphasis on psychopharmacology and

psychotherapy. Key areas of focus include personality disorders, defense mechanisms, substance use disorders, suicide, and major developmental stages and theories. The course also explores additional relevant topics as they arise.

### **MED 831: Analytics in Medicine 3 (1 credit)**

This three-part longitudinal foundational series is designed to develop proficiency in applying clinical experience and research to enhance patient care and improve healthcare systems and processes. The series emphasizes building analytical skills crucial for interpreting and integrating evidence into medical decision-making. Key topics covered include biostatistics, epidemiology, bioethics, and evidence-based medicine. Analytics in Medicine 3 focuses specifically on the principles and practical application of evidence-based medicine.

### **MED 832: Nevada Community Service 3 (1 credit)**

This longitudinal course integrates community health and service-learning throughout the entire medical curriculum, spanning all four years of the program. Starting with Nevada Community Service 812 in the first semester and continuing with 822 and 832 in the second and third semesters, the course combines classroom-based learning with hands-on community engagement.

A variety of teaching methods are utilized, including interactive lectures on key theoretical concepts, small group discussions, interprofessional panels addressing barriers to care and health disparities, and presentations from community service organizations and experts in the field. Additionally, students are required to engage in ongoing service at a community agency of their choosing.

The course is designed to cultivate self-reflective, culturally competent physicians who are mindful of their own biases. It encourages a strong sense of accountability to both patients and peers, enhances students' understanding of community health challenges, and fosters a commitment to social justice advocacy in both personal and professional contexts.

### **MED 833: Foundations of Clinical Practice 3 (1 credit)**

Foundations of Clinical Practice (FCP) is a three-course, longitudinal series (MED 813, 823, 833) designed to enhance students' understanding of the physician's role in clinical care and the practice of medicine.

FCP 3 builds on the foundational skills developed in FCP 1 and FCP 2, with a continued focus on history-taking, physical examination, clinical reasoning, medical documentation, and deepening the physician-patient relationship. The course is integrated with the organ-system modules, helping students connect basic medical sciences with real-world clinical applications. Instructional methods include a mix of large- and small-group workshops, case-based discussions, standardized patient encounters, and hands-on skills training. Students are assessed through a combination of quizzes, Objective Structured Clinical Examinations (OSCEs), case write-ups, oral presentations, and clinical skills evaluations.

### **Phase 1: Foundations continues – Year 2, Spring, Semester 4 (January through March)**

### **MED 809: Foundations Review – USMLE Prep (4 credits)**

This course consists of two parts: Part 1 – Didactics: This section provides an integrated study of complex disorders that involve multiple tissues, organs, and systems, with a focus on the diagnosis and management of chronic multisystem diseases. Topics include the pathophysiology, epidemiology, biostatistics, diagnostic tests, and therapeutic approaches associated with selected multisystem conditions, using infectious diseases and cancer-related diseases as key examples. The course aims to connect multi-system diseases covered in previous organ system blocks, creating a cohesive understanding of how disease affects the human body as a whole. The goal is to review critical disease components across organ systems and examine conditions that impact multiple systems simultaneously.

Part 2 – Independent Study: Following the didactic section, this part focuses on independent preparation for the USMLE Step 1 exam. Students are encouraged to use the provided timeline and milestone guide to structure and manage their study time effectively.

### **END OF PHASE 1: FOUNDATIONS**

### **Phase 2: Clerkships begin – Year 2, Spring, Semester 4 continues as Block 1 – Clerkships (April through June)**

The required block clerkships consist of family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students complete rotations in these core disciplines throughout the course of their clerkship year, in addition to six weeks of ‘selective’ experiences and protected time for independent study.

### **MED 901: Family Medicine (8 credits)**

The Family Medicine Clerkship is a six-week core rotation that offers medical students comprehensive exposure to primary care across all age groups and life stages. Students will be involved in diagnosing, treating, and preventing a wide array of acute and chronic conditions, with a focus on continuity of care, health maintenance, and effective patient-centered communication.

Through hands-on clinical experiences in outpatient settings and community-based practices, students will gain valuable insight into the unique healthcare needs of the diverse Las Vegas population. The rotation highlights the pivotal role of family physicians in addressing social determinants of health and promoting community wellness.

Students will refine their skills in clinical reasoning, preventive care, chronic disease management, and interprofessional collaboration, all while developing a holistic, evidence-based approach to medicine.

### **MED 903: Internal Medicine (8 credits)**

Internal Medicine consists of an 8-week rotation split between inpatient and outpatient experiences. Students spend 6 weeks on internal medicine inpatient wards split between the University Medical Center (4 weeks) and the VA Medical Center (2 weeks). Additionally, students complete 1-week of inpatient overnight shifts via night float with the internal medicine



resident team. The ward team consists of an attending physician, senior residents, interns, one or two medical students, and a pharmacy student. The goals of this rotation include: becoming an integral part of the team, improving interpersonal and communication skills, developing history-taking and physical exam skills, expanding medical knowledge, strengthening differential diagnoses and assessments/plans, and enhancing presentation skills.

### **MED 910: Neurology (1 credit)**

This required two-week neurology elective offers medical students a focused clinical experience in the diagnosis and management of neurologic disorders, primarily within inpatient settings. Under the guidance of neurology faculty and residents, students will evaluate patients presenting with a broad spectrum of acute and chronic neurologic conditions, such as headache, stroke, seizures, movement disorders, neuromuscular diseases, and altered mental status. The course emphasizes the development of neurologic examination skills, the formulation of differential diagnoses, and the appropriate use of neuroimaging and other diagnostic modalities. Through participation in daily rounds, case-based discussions, and dedicated teaching sessions, students will strengthen their clinical reasoning and gain valuable exposure to the multidisciplinary care of patients with complex neurologic conditions.

### **MED 905: Obstetrics & Gynecology (8 credits)**

This six-week clerkship provides medical students with foundational knowledge and hands-on experience in obstetric and gynecologic care across the lifespan. Students will develop core clinical skills including medical interviewing, physical examination, and procedural participation in both inpatient and outpatient settings.

Key learning objectives include understanding normal and abnormal pregnancy, common gynecologic conditions, contraception, and the menstrual cycle. Students will also strengthen their communication, critical thinking, and professionalism while working collaboratively within healthcare teams.

Experiential learning includes participation in procedures such as Pap smears, colposcopies, vaginal and cesarean deliveries, and various surgical techniques. The clerkship emphasizes evidence-based medicine, cultural humility, and the importance of diversity, equity, and inclusion in clinical care.

Clinical encounters are monitored to ensure a broad and comprehensive experience. If needed, supplemental learning through simulation or case-based activities will be provided.

### **MED 906: Pediatrics (8 credits)**

The Pediatrics Clerkship is a six-week core rotation designed to provide medical students with a foundational understanding of pediatric medicine and the principles of caring for children from birth through adolescence. The curriculum emphasizes the knowledge, skills, and professional behaviors essential for a well-rounded general physician.

Through a combination of inpatient and outpatient experiences, students will gain competency in: assessing growth and development (physical, physiological, and psychosocial); diagnosing and managing common pediatric conditions; performing pediatric histories and physical

examinations; communicating effectively with children, adolescents, and their families; applying principles of health promotion, disease prevention, and patient safety; and, understanding the role of family, community, and society in child health

Students will also develop clinical reasoning, practice-based learning, and evidence-based decision-making skills. Emphasis is placed on professionalism, cultural humility, and collaboration within interprofessional healthcare teams.

### **MED 907: Psychiatry (8 credits)**

The Psychiatry Clerkship is a six-week core rotation that provides medical students with essential clinical experience in both inpatient and outpatient psychiatric care. Students will rotate through two different clinical sites, spending three weeks at each, and will participate in outpatient care one afternoon per week under the guidance of a dedicated faculty mentor.

Throughout the rotation, students will develop skills in conducting comprehensive psychiatric assessments, including the mental status examination, formulating differential diagnoses, and applying treatment plans using the biopsychosocial model.

Weekly didactic sessions are held on Wednesday afternoons and supplement the clinical experience with foundational knowledge in psychiatry. The clerkship emphasizes a well-rounded approach to mental health care while fostering professional development and collaborative learning within multidisciplinary teams.

### **MED 908: Surgery (8 credits)**

The Surgery Clerkship is an eight-week core rotation designed to provide medical students with a comprehensive introduction to the principles and practice of surgery. Through hands-on clinical experience in both inpatient and outpatient settings, students will develop foundational knowledge and technical skills essential to surgical care.

Key learning objectives include: understanding the scientific basis and pathophysiology of common surgical diseases; performing patient assessments and formulating differential diagnoses for surgical conditions; exploring both operative and non-operative management strategies; gaining basic technical proficiency in suturing and knot tying; participating in the care of critically ill patients, with a focus on sepsis, shock, and organ failure; developing discharge planning skills for patients recovering from complex surgical interventions; demonstrating professionalism, teamwork, and effective communication within healthcare teams; and, engaging in self-directed learning to expand clinical knowledge.

This clerkship emphasizes critical thinking, clinical decision-making, and patient-centered care in diverse surgical environments.

### **Selectives (1 credit)**

During this 8-week block, students complete three 2-week selective rotations designed to provide additional clinical exposure across a variety of specialties. One of these selectives is a required inpatient neurology rotation, while the remaining two are chosen based on student preferences and availability. Options may include specialties such as gastroenterology, orthopedic surgery,

emergency medicine, and others. These short rotations allow students to explore different fields of medicine, refine their clinical skills, and gain insight into potential career paths. The block also includes protected time for independent study and preparation for ongoing academic and clinical responsibilities.

## **END OF YEAR 2**

### **Phase 2: Clerkships continues – Year 3, Fall, Semester 5, Blocks 2 & 3 – Clerkships (July through mid-December)**

Students progress through their core clerkships and assigned selective experiences as part of their ongoing clinical training during the clerkship year.

### **Phase 2: Clerkships continues – Year 3, Spring, Semester 6, Block 4 – Clerkships (January through April)**

Students conclude the clerkship year with a formative Objective Structured Clinical Examination (OSCE). Following this, they are allotted four weeks of independent study time, which may be used to retake subject (Shelf) exams, complete the USMLE Step 2 Clinical Knowledge (CK) exam, and/or prepare for upcoming advanced clinical electives.

## **END OF PHASE 2: CLERKSHIPS**

### **Phase 3: Career Exploration begins – Year 3, Spring, Semester 6 continues with advanced clinical electives (May through June)**

#### **MED 1000 – 5000: Career Exploration / Advanced Clinical Elective Rotations (2-4 credits per rotation)**

Career exploration electives are fourth-year advanced clinical electives designed to provide medical students with opportunities to explore various medical specialties and subspecialties in hands-on, real-world settings. These rotations allow students to shadow practicing physicians, engage in clinical activities, and gain exposure to different fields of medicine in order to make an informed decision about their future career paths.

During the rotations, students have the flexibility to rotate through a range of specialties, including but not limited to surgery, internal medicine, pediatrics, psychiatry and behavioral health, family and community medicine, gynecologic surgery and obstetrics, emergency medicine, dermatology, forensic pathology and laboratory medicine, ophthalmology, radiology, research, and non-clinical medical education electives. Students observe clinical procedures, participate in patient care, attend multidisciplinary team meetings, and interact with faculty and residents to gain insight into the day-to-day practice of each specialty.

These electives are designed to facilitate self-reflection and professional development, encouraging students to assess their personal interests, strengths, and values in relation to their chosen field. Students also receive guidance on how to approach the residency application process, including tips on specialty selection, application strategies, and networking opportunities.

## **END OF YEAR 3**

### **Phase 3: Career Exploration & advanced clinical electives continue – Year 4, Fall, Semester 7 (July through mid-December)**

#### **MED 1000: Nevada Community Medicine (4 credits)**

Nevada Community Medicine is a fourth-year clinical elective designed to provide medical students with hands-on experience in public health practice and community-based healthcare. This course offers students the opportunity to engage with a wide range of public health initiatives aimed at addressing the healthcare needs of diverse populations in Nevada, particularly underserved communities.

Students work alongside public health professionals, including epidemiologists, health educators, and community health advocates, to understand the social, economic, and environmental factors that influence health outcomes. Through fieldwork, data collection, and community outreach projects, students gain practical experience in the design, implementation, and evaluation of public health interventions.

By the end of the elective, students have a deeper understanding of the role public health plays in shaping population health and develop skills in community-based healthcare, public health research, and interdisciplinary collaboration, preparing them for future roles in medicine that involve community health and advocacy.

#### **INTM 3000: Critical Care / Intensive Care, ICU (4 credits)**

The critical care / intensive care unit (ICU) elective is designed for medical students seeking in-depth exposure to the management of critically ill patients in an intensive care setting. This advanced elective provides students with the opportunity to engage in complex, high-acuity clinical care, working alongside multidisciplinary teams in the ICU to manage patients with life-threatening conditions across a variety of specialties.

During this rotation, students assume an active role in patient care, integrating their medical knowledge with advanced clinical skills in a fast-paced, high-stakes environment. They gain hands-on experience in the management of severe respiratory failure, hemodynamic instability, multi-organ dysfunction, trauma, sepsis, and other critical illnesses. Students have the opportunity to perform advanced clinical assessments, interpret complex diagnostic data, and contribute to the formulation and implementation of life-saving treatment plans.

Key components of the elective include:

- Critical Care Management: Students will participate in daily rounds, managing patients with a range of acute conditions, including those requiring mechanical ventilation, vasopressor support, renal replacement therapy, and intensive monitoring.
- Advanced Procedures and Skills: Students will have the opportunity to assist in or perform critical care procedures, such as central line insertion, intubation, arterial line placement, and ultrasound-guided procedures under the supervision of experienced faculty and residents.

- **Multidisciplinary Team Collaboration:** Students will collaborate with intensivists, surgeons, respiratory therapists, nurses, pharmacists, and other healthcare professionals to deliver comprehensive care. Emphasis is placed on communication, teamwork, and coordinated care delivery in a high-pressure environment.
  - **Ethical and End-of-Life Care:** The course includes exposure to the ethical challenges of critical care, such as decisions related to end-of-life care, family communication, and navigating complex ethical dilemmas in life-threatening situations.
  - **Critical Thinking and Decision-Making:** Students will refine their ability to think critically and make complex decisions under pressure, drawing on both evidence-based guidelines and clinical judgment to optimize patient outcomes.
  - **Research and Evidence-Based Practice:** Students will be introduced to current trends in critical care research, with opportunities to engage in discussions on new therapeutic interventions, clinical trials, and the latest advancements in ICU care.
- Students develop advanced clinical skills, improve their ability to manage critically ill patients, and gain a comprehensive understanding of the interdisciplinary approach to ICU care.

### **Phase 3: Career Exploration & advanced clinical electives continue – Year 4, Spring, Semester 8 (January through April)**

#### **Sub-I 1000-4000: Sub-Internships (4 credits)**

Sub-Internship electives are immersive, hands-on fourth-year rotations designed to provide medical students with opportunities to assume increased responsibility in patient care, mirroring the role of a first-year resident (PGY-1) in clinical settings. Sub-Is allow students to build their clinical, diagnostic, and decision-making skills in dynamic environments while gaining insight into the daily responsibilities and challenges of residency.

Students work closely with attending physicians, residents, and healthcare teams to provide comprehensive care to hospitalized patients across various specialties, including but not limited to internal medicine, surgery, pediatrics, and emergency medicine. They are involved in patient history-taking, physical examinations, formulating differential diagnoses, and developing treatment plans under supervision. Sub-internship experiences emphasize hands-on learning, critical thinking, and effective communication with patients and healthcare teams.

Key features of the elective include:

- **Increased Patient Responsibility:** Students take on more direct responsibility for patient care, including managing day-to-day care under the guidance of senior physicians.
- **Clinical Decision-Making:** Students are expected to develop and present clinical cases, create management plans, and refine their diagnostic skills.
- **Procedural Experience:** Depending on the specialty, students gain exposure to a variety of medical procedures, further developing technical skills in areas such as venipuncture, intubation, suturing, or lumbar puncture.
- **Team Collaboration:** A sub-internship fosters an interdisciplinary approach, as students collaborate with residents, nurses, and other healthcare professionals to deliver patient-centered care.

- Preparation for Residency: Sub-Is prepare students for the transition to residency by allowing them to experience the realities of patient care, time management, and the demands of being on-call.

Students will strengthen their clinical acumen, refine their decision-making abilities, and gain confidence in their readiness for residency. This sub-internship elective serves as a critical step in the transition from medical student to resident, helping students feel prepared for the responsibilities of residency training.

### **MED 7000: Capstone (3 credits)**

The Capstone elective is a fourth-year rotation designed to bridge the gap between medical school and residency by providing students with a comprehensive, hands-on opportunity to consolidate their clinical skills, enhance their readiness for the demands of residency, and refine essential competencies for a successful transition to the first year of residency. This elective focuses on practical skills, professional development, and wellness strategies.

Capstone emphasizes the integration of clinical knowledge, procedural proficiency, time management, and effective communication, all of which are critical for a smooth transition into residency. Students participate in simulation exercises, workshops, and didactic sessions, ensuring they are equipped with the tools necessary to navigate the challenges of their upcoming residency year.

Key components of the Capstone Experience include:

- Clinical Skills Refresher: Students engage in hands-on clinical training, revisiting key procedures and diagnostic skills that are essential for residency. These include suturing, central line placement, lumbar puncture, intubation, and other foundational skills. Focus will be on mastering these procedures in preparation for day-to-day clinical responsibilities during residency.
- Simulation and Crisis Management: Simulation exercises are used to simulate real-life clinical emergencies, such as code blue situations, trauma, and acute patient deterioration. Students practice teamwork, quick decision-making, and effective communication in high-pressure scenarios, reinforcing their ability to remain calm and efficient in the face of crises.
- Interprofessional Collaboration: Students participate in a multidisciplinary team activity to foster an understanding of the collaborative nature of patient care in residency. These experiences will highlight the importance of clear communication, respect for team dynamics, and efficient handoffs.
- Professionalism and Wellness: The elective includes workshops on professional identity formation, leadership, and strategies for maintaining personal well-being during the demanding first year of residency. Topics such as burnout prevention, managing work-life balance, and building resilience.
- Residency Readiness Seminars: Didactic sessions focus on practical topics that are essential for the first year of residency, including charting and documentation, efficient patient workups, navigating hospital systems, and resident expectations. These sessions will be led by faculty and senior residents, offering valuable insights into the first-year experience.

- Feedback and Self-Reflection: Students engage in self-assessment and receive feedback from mentors and peers. Reflective practice is encouraged to help students identify strengths and areas for improvement as they prepare for residency.

Capstone serves as the final step in the transition from medical student to resident, ensuring students are ready to face the challenges of the residency year with competence and confidence.

**MATCH Week:** In March of their final semester, all students are given unscheduled time off to participate in Match Week, which is a milestone event in the medical school journey. The "Match" refers to the National Resident Matching Program (NRMP), the system that pairs graduating medical students with residency programs across the country. During this week, students learn where they will complete their residency training, solidifying both their specialty and geographic placement. Match Week represents the culmination of years of dedication and hard work and is one of the most anticipated and transformative moments in a medical student's career.

**END OF YEAR 4 – GRADUATION (May)**