



Interprofessional Management of Public Health in Rural Family Medicine Elective

[FMCH 7550]
CY2026 - S3-4

SYLLABUS STATEMENT

This course was designed by a team of faculty utilizing evidence-based design processes. The purpose of the syllabus is to provide clarity about course expectations and contact information. Consider using this document as a guide for the course and to provide transparency and accountability for all.

COURSE DESCRIPTION

As a collaboration between the University of Minnesota Medical School, CentraCare Family Physicians in Sauk Centre, and Concordia College, this elective provides the student with the opportunity to work with nursing, social work, OT/PT, healthcare administration, nutrition, and pre-med students with a collaborative, hands-on experience in interprofessional care. Through clinical experience, case-based learning, reflective practice, and simulation, students will explore team-based approaches to a simulated infectious disease outbreak in a rural community.

Key Content Areas

- Clinical Experience - Participate in real-time interprofessional care delivery in inpatient and outpatient settings.
Active Learning Sessions - Facilitated workshops on communication, scope of practice, and collaborative care planning.
Reflective Practice - Guided small-group sessions, using structured reflective prompts.
Simulation Labs - Team based scenarios highlighting complex patient cases. (e.g. discharge planning, elder care)
Capstone Project - Group debrief and short presentation of a clinical experience and lessons learned.

CLERKSHIP DIRECTOR



Jill Amsberry, DO
Assistant Dean UME
CentraCareCampus St. Cloud
University of Minnesota
amsberry@umn.edu

CLERKSHIP COORDINATOR



Jori Joslin
Email: mse@umn.edu
FM MSE Admin Electives Coordinator

Stefinie Storms - Site Coordinator
Clinician Experience Program Director
CentraCare
stormss@centracare.com or
storm895@umn.edu

CANVAS SITE - TBD

NEED this!!

Teaching and Learning Strategies

- **Supervised Clinical Experience:** Direct participation under the supervision of interprofessional faculty.
- **Case-Based Learning:** Structured discussion of real-world patient cases to reinforce collaborative decision-making and systems-based care.
- **Simulation-Based Education:** Team-based simulation experiences focused on complex, interprofessional clinical scenarios.

REFERENCES & ALIGNMENT TO GRADUATION REQUIREMENTS

Institutional Goals & Objectives	Entrustable Professional Activities	Methods of Instruction
UMN Competencies Required for Graduation	Refer to EPAs	Refer to AAMC Categories

CLERKSHIP CURRICULUM ALIGNMENT TABLE

Clerkship Learning Goal	Aligned Learning Objective	Assessment Method (AAMC AM)	Course Activity (AAMC IM)	Entrustable Professional Activities (EPAs)
Patient-Centered Care	Describe roles and contributions of health professions within a care team	Narrative assessment (AM010)	Clinical participation, reflection	EPA 1
Clinical Reasoning	Evaluate interprofessional cases to identify care challenges and opportunities	Oral presentation (AM011)	Case-based learning	EPA 2
Systems-Based Practice	Analyze rural care delivery models and system constraints	Participation (AM012)	Active learning sessions	EPA 13
Communication with Clinical Teams	Apply interprofessional communication strategies	Narrative assessment (AM010)	Simulation, discussions	EPA 6
Professionalism and Timeliness	Demonstrate accountability and respectful team engagement	Participation (AM012)	Team-based learning	EPA 9

[Learning goals aligned to Graduation Competencies](#)

Methods of Assessment - Formative & Summative	Methods of Instruction
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<i>Narrative assessment (AM010)</i> <i>Oral patient presentation (AM011)</i> <i>Participation (AM012)</i>	<i>Case-based instruction (IM001)</i> <i>Discussions (IM007, IM008)</i> <i>Independent learning (IM010)</i> <i>Lecture (IM013)</i> <i>Patient presentation (IM015, IM016, IM031)</i> <i>Peer teaching (IM017)</i> <i>Problem-based learning (IM019)</i> <i>Reflection (IM020)</i> <i>Self-directed learning (IM023)</i> <i>Team-based learning (IM026)</i> <i>Team-building (IM027)</i>
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SAMPLE WEEKLY SCHEDULE

Week 1:

Day	Morning	Afternoon
Monday	Orientation and IP Communication Session	Clinical Participation
Tuesday	Simulation Part 1	Reflective Session
Wednesday	Clinical Participation/ILT	Active Learning: Roles and Responsibilities
Thursday	Clinical Participation/ILT	Reflection & Journaling
Friday	Active Learning: Conflict & Collaboration	Clinical Participation

Week 2:

Day	Morning	Afternoon
Monday	Simulation Part 2	Team Debrief
Tuesday	Clinical Participation/ILT	Active Learning: Rural Care Models
Wednesday	Clinical Participation/ILT	Reflective Session
Thursday	Group Project Work	Faculty Check-Ins
Friday	Capstone Presentations	Final Wrap-Up and Feedback Session

MATERIALS & RESOURCES

- Course packet with interprofessional care frameworks.
- Assigned readings (TBD)
- Simulation Prep Guides
- Reflective Journaling Prompts

GRADING AND ASSESSMENT

Threshold Element Description	Summative or Formative	Timing	Pass / No Pass
Participation/Attendance/Professional Conduct (Clinical & Sessions)	Formative	Daily	Pass/No Pass
Reflections (2 written & 2 group)	Formative	During Rotation	Pass/No Pass
Capstone Presentation	Formative	Last Day of Rotation	Pass/No Pass
Preceptor Assessment of Student/Faculty Evaluation	Summative	End of Rotation	Pass/No Pass
		TOTAL	PASS

ATTENDANCE REQUIREMENTS

Excused Absences: Please see the Medical School's [Attendance Requirements and Excused Absence Policy](#) for details/process related to absences. Requests for an approved absence should be submitted a minimum of three weeks in advance of the start of the rotation, except in cases of unexpected illness or emergencies (e.g., family or personal crises). Requests for approved absences are submitted directly to the Clerkship Director and Clerkship Coordinator

- In cases of unexpected illness or emergencies, the request for an approved absence should be submitted as soon as reasonably possible, preferably prior to the indicated shift. In addition, the student should make every effort to contact all individuals who may be impacted by their absence (e.g., Site Director, Supervisor). This includes requests to miss/reschedule an assessment (ie, quizzes, practicals, and examinations).

COURSE EVALUATION REQUIREMENTS

Student course evaluations represent an important contribution to the educational stewardship of the U of MN Medical School. Each year, the curriculum is carefully re-evaluated in the light of specific student suggestions, and student feedback is taken very seriously. Therefore, completing the course evaluation for each course is a required professional expectation of medical students. The Course Evaluation is open for approximately two weeks following the end of the course, and must be completed in the CourseEval system while it is open.

OTHER COURSE GUIDELINES AND POLICIES

Remediation	Students who fail to meet the minimum requirements for passing this course will have their performance reviewed by a campus-specific Scholastic Standing Committee (SSC). SSC will determine eligibility for make-up, retakes, or a different path of remediation.
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	Grading & Grade Appeals information
Mistreatment	Mistreatment and Harassment Policy and Reporting Information
Professionalism	Student Conduct Code
Intellectual Responsibility	Procedures for Reporting Ethics Violations to the Peer Review Committee can be found here , in the event that a student, faculty, or staff member witnesses a violation of the Statement of Intellectual Responsibility .
Disability Resources	Accommodation information: Duluth: DRC website , umddr@d.umn.edu , 218.726.6130 Twin Cities: DRC website , drc@umn.edu , 612.626.1333 If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the campus-specific DRC office to arrange a confidential discussion regarding equitable access and reasonable accommodations.
All Medical Education Policies	Medical Education Policies
*Syllabus Change	Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.