



## Table of Contents

<b>BIMD 9601-01</b>	<b>REMS I</b>
<b>BIMD 9601-02</b>	<b>REMS II</b>
<b>BIMD 9601-03</b>	<b>REMS III</b>
<b>BIMD 9602-01</b>	<b>Advanced Medical Anatomy</b>
<b>IMED 9510-01</b>	<b>Geriatric Medicine</b>
<b>MED 9601-02</b>	<b>COVID-19</b>
<b>MED 9601-03</b>	<b>Global Citizenship: Cultural Safety, Shared Decision Making, and Underserved and Indigenous Population Health</b>
<b>MED 9601-04</b>	<b>HeLa - The Mother of Modern Science</b>
<b>MED 9601-05</b>	<b>Interprofessional-I</b>
<b>MED 9601-06</b>	<b>Introduction to Medical Education</b>
<b>MED 9601-10</b>	<b>Essentials of Personal Wellness</b>
<b>MED 9601-11</b>	<b>Intro to American Sign Language</b>
<b>MED 9601-13</b>	<b>Pulmonary Pathogens</b>
<b>MED 9601-14</b>	<b>Inclusive Course Design for Med Prep</b>
<b>MED 9601-15</b>	<b>Military Training</b>
<b>MED 9610-01</b>	<b>Medical Bioethics I</b>
<b>PATH 9504</b>	<b>Death Investigation in North Dakota Phase 1</b>

## Phase 1 Peer to Peer Feedback for Rotations

Rotation	Comments
<b>BIMD 9601-01 REMS-I</b> Research Experience for Medical Students	<ul style="list-style-type: none"><li>• Future students should expect a predictable and flexible online course that prepares them to conduct research in the future. This course allows for lots of free time to complete the asynchronous activities, and the facilitator is welcoming and approachable for any questions.</li><li>• Do research!</li><li>• Dr. Sletten is very supportive and uses this course to help prepare students for future research experiences. I hope this course will be helpful even for research experiences beyond REMS 2 &amp; 3.</li><li>• Although rems is helpful in that it gives you time to complete CITI training and some research background, you are largely on your own in obtaining a mentor for summer research, especially if interested in programs beyond UND or Sanford.</li><li>• Highly recommend for those who don't know where to start with research.</li><li>• I think having the schedule for the REMS 1 earlier would be helpful for planning events during the November elective.</li><li>• This elective is flexible for any schedule that you may have during the elective period.</li><li>• If we could have access to the materials later for REMS II and III, I think that would be helpful</li><li>• I think that it may be worthwhile to include workshops to help draft outreach emails to PIs, as I know myself and my peers struggled to form those initially.</li><li>• While it is certainly not necessary, it may be helpful to start thinking about what research you want to do before taking this elective.</li><li>• Very helpful for novice researchers!</li><li>• Reaching out to advisors is your personal responsibility and you should try working on it during Units 1 and 2.</li><li>• It is exactly what is advertised.</li><li>• Fun, pre-requisite to get into research.</li><li>• Elective can be repetitive if the they have already had extensive research.</li><li>• More info on how to contact potential researchers/Pis (like a template we can use when cold emailing)</li><li>• Less focus on library/writing as it isn't relevant, maybe one talk with resources and links for when we get to that point</li><li>• This elective was a great choice, and I would highly recommend this for future students. .</li><li>• This elective is online and very low stress.</li><li>• Do the modules as soon as possible, and pay close attention during zoom sessions.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS-1 answered many of the questions that I had regarding summer research at UND as a medical student. I thought research at UND seemed like a difficult process before taking REMS-1 however this elective answered many of my questions and I now feel much more confident with the idea of research at UND as a medical student.</li><li>Listen and try to absorb as much as you can. Then ask questions if you have them as that was very beneficial.</li><li>Provides lots of opportunities to ask questions about research and get guidance on finding a mentor</li><li>This was a great overview of research expectations while in medical school and a fantastic opportunity to get the required certifications out of the way.</li><li>The REMS elective is good if you want to do research.</li><li>The librarian information sessions quickly went over my head due to my limited previous background in research. They will be useful in the future but a little bit of background in why this information is pertinent.</li><li>Save the presentations that were used so you will be able to consult them in the future.</li><li>I think the information given during the fall elective class was sufficient for this course, at least for me.</li><li>Be sure to complete the CITI modules in a timely manner.</li><li>Would take this elective again!</li><li>REMS 1 is good for starting to think about research early and have the time to get everything in place before next summer.</li><li>Helpful course if you have little to no research experience.</li><li>Don't get behind on the CITI trainings because there are a lot to do.</li><li>Great Rotation</li><li>The REMS elective is good for students who aren't 100% what they want to do for their elective, and provides an opportunity to get required prerequisite training done to do research if you want to pursue research and gives good exposure to some of the opportunities available for research while studying as a med student.</li><li>Useful information/ resources for the students interested in research.</li><li>Some of the information may seem like we are receiving it early but it is all important information that we need to know.</li><li>You will have to be pro-active for yourself in finding a good research opportunity.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-I Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• This was a very helpful and informative elective that helps set students up with some more background on research. As someone who has never done research, it eased a lot of the worries I had about rules and policies, and our guest speakers were helpful and supportive.</li><li>• This elective was very nice. It was not super demanding allowing a time break but also provided enough information and preparation for the summer elective period that I feel confident going into the next elective period.</li><li>• This elective was good for learning how to do research and the steps necessary to find a mentor and interact with that mentor in a reliable fasion.</li><li>• This is helpful for students, even if they do not decide to do summer REMS.</li><li>• This elective is helpful for learning about the process of finding a mentor and conducting research over the summer elective period. There is plenty of time within the two weeks to finish the assignments plus lots of leftover time for relaxing and visiting friends/family since the format is virtual!</li><li>• This elective is a very good opportunity to learn more about many types of research, regardless of how much research experience you had prior to medical school. The workload is very manageable if you spread it out throughout the elective, but could become overwhelming if you put it off until the end. I would definitely recommend taking this elective if you are interested in research as the certification is good for the duration of medical school, beyond just the summer elective period! Also, make sure to check the LEO course page regularly for updates in posted materials that may be helpful in finding a research mentor.</li><li>• This elective is a great introduction to research and getting started thinking about what kind of projects one would like to take on. It is exactly what I was looking for, as I am interested in research to strengthen my CV.</li><li>• This elective gives you a lot of information that you won't use until the future. It can seem long and at times redundant, but the resources will become helpful later and all the information is required to complete research opportunities. I appreciated I had a designated time to work through all of this information and give it my full attention.</li><li>• This course will prepare you will to engage in the scientific process and will provide you with a broad overview of what a basic or clinical research project will entail. This elective is perfect for you if you would like to pursue research and if you would like to take an elective that will allow you to have a little more time for personal goals outside of medical school (finding a mentor, shadowing, volunteering, etc.)</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-I Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Students may feel compelled to take REMS in the summer, and some may also be on the fence. REMS I is a solid choice as a first elective because it allows for the opportunity to take the subsequent electives later on, but not having to commit to them. Keep the doors open early and learn more about your career pathway as you continue on.</li><li>• This course was very informative and I feel as though it will prepare me well for future REMS electives.</li><li>• This course is helpful for first-time researchers but will feel like review if you already have extensive research experience. I appreciated the free time given to find our mentors.</li><li>• This course does a good job of getting you to think about future research endeavors. It clarifies important steps to be taken as well as the timeline for approaching REMS 2 and 3 in a prepared manner.</li></ul> <ul style="list-style-type: none"><li>• The REMS 1 elective is not only an essential course if you have the intention of pursuing research, but it is also a worthwhile elective choice if you are even merely considering research.</li><li>• The mentor panel and preparing manuscript lectures were especially helpful. Bring questions and engage with the CITI training, as you will need to know it when conducting research in the upcoming REMS II elective.</li></ul> <ul style="list-style-type: none"><li>• Start looking for mentors in advance</li><li>• Start Citi training early.</li><li>• So far I really enjoyed this and was very relaxing as well.</li><li>• Since the atmosphere for residency applications seems to be training, I wonder if future students should be prompted to be exploring research options sooner. An achieve session that breaks down the different research groups on campus and different connections to local hospitals that UND has would be helpful.</li></ul> <ul style="list-style-type: none"><li>• Set a timeline for yourself for getting those trainings done. I know some people really had to rush to finish those last few days.</li><li>• REMS1 elective is very helpful in preparing for REMS 2 and 3.</li><li>• REMS is chalked up that everyone should/needs to do it. That is not true. It is also chalked up as everyone should hope to publish/have something to show for your work. That may not be accurate for some, meaning just the experience and having some personal takeaways is enough to get out of this elective to be successful</li></ul> <ul style="list-style-type: none"><li>• REMS is a great intro to research, even if you are not convinced that you want to do research in the future. I think this is a good way to dip your toe and find out more about the process.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS I gives students the opportunity to build the foundational knowledge necessary to succeed during REMS II. The information may be review for those who have completed a significant amount of research in the past, but is still valuable review and certainly important for those who have not had any previous research experience. This elective also provides adequate free time to spend on other things than school.</li><li>Remember that what you put into this elective is what you get out of it. Was nice that it was virtual to travel and see family.</li><li>Pay attention to lectures. They have very helpful tips when it comes to finding a mentor.</li><li>Nice elective, not too difficult but provides a lot of helpful information and contact regarding research and research mentors.</li><li>Letting future students know that if it continues to be via zoom, it allows them to schedule other things during that time. Shadowing, continuing on previous research projects, interprofessional work, and possibly volunteer work.</li><li>Panels with past REMS students and mentors were the most helpful sessions</li><li>Make sure to start the CITI training modules early.</li><li>Make sure to keep up with your Citi Training modules! I found assigning myself modules each day was helpful in staying on track without getting overwhelmed.</li><li>Keep an open mind and try not to get caught in the details. Things will eventually work out!</li><li>It is a very helpful way to give you the tools to be successful in your research during future REMS courses and the panels of students and mentors will help you find mentors or identify plans to search for mentors if you do not have any mentors in mind going into the course.</li><li>It is a good introduction to the REMS pathway. Answers many questions and eases some of the stress associated with doing research.</li><li>If you're interested at all in doing research during the 2nd and 3rd elective periods, you need to take this elective. It's really helpful because you get all the training modules done prior to starting research, which makes it easier to start right away in the summer. It's also great for identifying a potential mentor and identifying them early. We only get 8 weeks in the summer to do research, so finding a research mentor early means that you can start doing some background work prior to REMS II/III and can hit the ground running when the summer starts.</li><li>If you want to get research experience in medical school, then this course is essential.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-I Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I would encourage any medical student to take REMS I to keep the door open for REMS II in the future. Plus, one can always change their mind and take a different elective in the future if they no longer wish to pursue REMS.</li><li>• If you have any hesitation about doing research you should take REMs 1 and then you can always opt out of REMs 2 and 3 if its not for you.</li><li>• If you are anxious about research, REMS I will give you all the information you need to confidently make a decision going forward on if you would like to participate in research. I have no previous research experience but feel like I can confidently move forward in research in the future.</li><li>• If there is any interest in doing research in the future, this course is a great opportunity to provide some insight into what it may involve and providing information that will be helpful to succeed during it.</li><li>• If students are wondering whether or not they want to do research I would say that it is beneficial to take this course. The main reason being that, if this course is not taken, one will not be able to complete any type of research in the future REMS period. The second reason being that it is very informative and a lot of my questions/concerns that I had about research were answered during the course.</li><li>• I would recommend the REMS elective to future students, since it is required for REMS II &amp; III and will help provide an overview of what to expect during REMS II &amp; III in addition to connecting us with mentors/projects and resources to use during REMS II &amp; III.</li><li>• I think it would be helpful to have more information on how to contact researchers and what to expect for the summer. Discussing with other students to understand the time commitment and possibilities for research would be helpful.</li><li>• I think a list of due dates, things that are expected going forward in the research process, would be helpful, even including submission deadlines for the eventual required poster.</li><li>• I highly recommend this elective! I had prior research experience and it still helped me a lot. I think it also helps form a framework of knowledge and research expectations for students with little or no prior research experience. I really enjoyed the mentor-mentee lecture and think that it provides insight that can help guide students to an appropriate mentor and improve their communication with them.</li><li>• I feel like our class saw this elective as the 'only' option (due to residency apps). It would be nice to stress the importance that it is not mandatory but also explaining why this elective would be very important.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• As REMS I is a requirement for future participation in the REMS II and III electives, I would recommend this elective to any future student who is interested in participating in summer research. Furthermore, this elective allows ample time outside of class to complete the asynchronous research certificates and to have plenty of free time away from school after an intense first couple of units of medical school.</li><li>• I believe that this elective is important for future students to ensure that they will be able to do research which is important for many different disciplines.</li><li>• Having REMS 1 be remote was extremely beneficial for my mental health, and I cannot thank Dr. Shabb and the UND administration enough for giving students the opportunity to be at home or with family for an extended period of time. I would recommend this elective to all students, but especially those interested in research, for this reason.</li><li>• Having more mentors to speak at the panel or even a list of mentors who have previously taken on REMS students and what they work on would have been extremely helpful.</li><li>• Future students should be ready to start looking into potential research mentors quickly.</li><li>• As of now, I am strongly pulled toward a specialty that has a strong emphasis on research and publications. I appreciate the opportunity to learn about the research process and hopefully get put on a project with a chance of publication.</li><li>• Even if you're not a big fan of research there are many options and choosing a project more clinically focused may be more exciting!</li><li>• Don't get too stressed about REMS 2/3 upfront, this course has some potential mentors and is early enough that finding a mentor hopefully wont be too hard.</li><li>• Do not feel discouraged if you do not have any research experience! All lecturers and mentors are very supportive of everyone regardless of their research experience.</li><li>• Chip away at the CITI training modules every day. They are not the most engaging articles to read and you might get fried trying to do them for hours on end!</li><li>• Contains lots of new information I had never learned before.</li><li>• Work on finding the right mentor for you individually.</li><li>• Was very helpful</li><li>• Try to identify a mentor prior to the start of REMS</li><li>• This was definitely a good choice if planning on doing research!</li><li>• This is a good class that should be taken so students can understand what is needed to begin research with a mentor. Also make sure that you reach out to a mentor early so you arent left stranded in the end.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I would suggest taking this class as an opportunity to consider what it is you want out of a research experience versus what you feel is expected of you. I went into this experience mostly concerned with what I feel is expected of me and stumbled upon something that I think will be both beneficial and enjoyable for this summer. I am no longer stressed about REMS 2 and 3, I'm excited to learn some new things in medicine.</li><li>• This was a good quick dive in to research. We covered alot of housekeeping items which are great so that we aren't having to do those with REMS II comes around.</li><li>• This sets you up for research over the summer and gets you started with contacting potential mentors and hearing about the research projects available.</li><li>• This has a lot of helpful information for REMS and beyond</li><li>• This elective very much requires personal initiative so if you are someone who prefers to have specific assignments given and a specific timeline then this might not be the elective for you</li><li>• This elective period was very educational and contained a lot of useful tips and tricks for using library resources. If you stay on top of the modules you should have a great deal of free time!</li><li>• REMS I has helped me better prepare for future research and has given me the skills and resources I will need at that point.</li><li>• Reach out to research advisors early in the process to get things all set up before REMS 2.</li><li>• Send email summaries</li><li>• Start the trainings early, they take more time than expected. Also, coming in class if possible was a better experience in my opinion because you were able to engage with your peers and instructors.</li><li>• This elective is a good introductory experience for research experiences at UND.</li><li>• Start the CITI training ASAP, don't wait as the material builds through out the course and the course is only 2 weeks in duration. Set your own deadlines as no specific deadlines were given.</li><li>• lots of modules to complete but organized</li><li>• Start reaching out early because spots fill up. Enjoy your break!</li><li>• Listen to your librarians! They are an excellent resource for starting the search for a research project, finding relevant papers, writing manuscripts, and so much more. They are beyond helpful.</li><li>• Know you may need to meet with instructor in person and one on one to know what actually needs to be done to get a good mentor for research, but she is awesome and more than willing to help.</li><li>• It's not the most engaging, but make sure to get your training done.</li><li>• It is very informative and helpful while still being relaxed.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations

Rotation	Comments
REMS-I Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I would highly recommend this elective to students that have even the smallest curiosity about research. The information covered is useful even for students that ultimately decide to do a different elective in the summer.</li><li>• It is not stressful which is very nice</li><li>• I think this is a great course for preparing students to engage in research, and is especially helpful for those new to research.</li><li>• I think that research is extremely valuable in medicine and REMS-I will prepare students well for research in REMS-II. Also, Dr. Sletten is amazing.</li><li>• Good elective but the most important thing is finding a mentor. I wish we could have spent more of this time dedicated to meeting and speaking with mentors, as many students in the class had done this months ago while others were unsure are vary far behind the 8-ball.</li><li>• I think research will be very important when Step 1 becomes pass fail, and also being able to talk passionately about it.</li><li>• I found this elective very useful to understand some of the research process.</li><li>• Even if you think you don't like research or do not want to do it. I would think about giving it a try, because this experience has changed the way a lot of how we think about research. Some of us have had bad experience in our undergraduate education and thought all research was like this, but just know that there are a lot of research mentors out there that want us to succeed and this course is inspiring to become a clinical scientist.</li><li>• I feel like some of the info covered would be better to learn once we have already identified a mentor and a project.</li><li>• I enjoyed the elective period and found the speakers helpful.</li><li>• I am not completely sure if I want to do research, but this elective was helpful in helping me decide if I want to or not.</li><li>• Having a general idea of what kind of research they might want to do before starting the REMS 1 elective.</li><li>• For this course, you get what you put into it. I think it's important to try participate in the discussion and if possible to try go in person so you don't get distracted.</li><li>• Even if you're not sure about research, do REMS1 so you can get more information and see if research is right for you!</li><li>• This was a great opportunity to learn about different research projects going on at the University.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• This elective is useful in gaining a wide grasp of the research opportunities at UND. It is useful in completing some of the required training prior to entering a lab, however, it does not provide great detail into the process of scientific research.</li><li>• This is a good elective to take if you are interested in being involved with research over the summer months.</li> <li>• This elective offered a great peek into the world of research at UND. The diversity of projects was very cool to see and think if I would enjoy something like that.</li><li>• This elective gives you a foot in the door for completing research over the summer elective period, and allows for a nice break because there are limited out of class obligations.</li><li>• The REMS-I elective would best fit a student who is looking to learn more about science while also advancing their CV for residency application. Residency spots have become more competitive, some more than others, so depending on one's current choice of residency it is advantageous to take the REMS-I elective over others.</li> <li>• There is definitely a big emphasis on pursuing research opportunities here, but it is still possible to perform summer research without REMS 1 at a different institution if there is a different elective that sounds more engaging.</li><li>• The REMS I experience introduces the student to basic safety in the laboratory, research ethics, and research projects that faculty are currently working on.</li><li>• Probably not necessary if you've already had research experience. I would recommend reaching out to a PI earlier for research and just jumping in that way. If you've never had any lab experience this would be a more applicable class for you.</li><li>• The information presented in this elective is required for research opportunities.</li><li>• The chalk talks are mostly basic science researchers.</li><li>• Please take the effort to communicate well in advanced if people cannot attend zoom sessions. Also ensure that there is a consistent understanding among staff as to what is expected of students taking this rotation.</li> <li>• Take this elective if you want to do research or want to join a competitive field. If you don't care about research or want to do a field that doesn't care about research then choose another elective.</li><li>• Take an elective during this time you are truly interested in. If research does not interest you, explore other avenues.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-I</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I think this elective does a great job of explaining what the different labs are doing on campus and providing some background on what research is like. I think this is a perfect elective for anyone that is interested in doing research and would like some more info on what is being done on campus, and why.</li><li>• REMS-I is a great elective to learn more about research opportunities, research safety, and research ethics.</li><li>• REMS-1 was not an overly difficult elective to take coming back from the holiday break. It helped me understand what is involved in the research process and how to deal with ethical situations.</li><li>• Reasonable time commitment and necessary to do research in the summer</li><li>• Make sure to really focus on faculty presentations to figure out which one you want to be apart of.</li><li>• Make sure to do your own research on what your interests are and do not limit yourself to only laboratory bench research. Reach out to the public health department or those who may be doing clinical research.</li><li>• Keeping an excel to keep track of all the presentations helped me!</li><li>• It is a stepping stone for research. It would be good for students to know the importance in research for building a competitive residency application.</li><li>• If you want to take REMS 2 during the summer and do research, make sure you do REMS 1 during the January elective.</li><li>• If you are interested in doing research in the summer, this elective is nice because you get exposure to all sorts of research happening at UND. I also had a TON of free time compared to usual, so if you need a few weeks to re-charge/spend time with your family I would definitely recommend REMS!</li><li>• If you are even slightly considering research, take this elective so you can get an idea of what opportunities are out there and see if any appeal to your interests. During faculty research lab lectures, take notes on what interests you so you can look back at it and remember who you might want to contact and tidbits of interesting information about their research.</li><li>• If you are interested in conducting research, this elective is a great way to get in your mandatory trainings and learn more about research opportunities available to medical students.</li><li>• I would highly suggest only taking this elective if you have the intent of doing research during the summer. It is a good way to hear about research going on in different basic science labs and provides an opportunity to do some of the trainings necessary to do research.</li><li>• I would consider this to be essential if you have any desire to participate in research.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
	<ul style="list-style-type: none"> <li>• I think REMS-I elective is good opportunity to learn about different types of research conducted here and UND SMHS.</li> <li>• I think it was a little disappointing this time, but I hope in the future with some changes and hopefully being in person, it could be a very helpful elective.</li> <li>• Great opportunity to get through the paperwork and learn more about ethics and research before starting a project.</li> <li>• Good introductory course to explore different options for projects, learn about the PI's and their passion, and some ethics as we go forward. Information will be useful when choosing a lab. Schedule very reasonable, minimal workload.</li> <li>• Dr. Murphy gives engaging lectures so its not hard to stay engaged for the two hours. Make sure to take notes of his main points during the lecture because studying those will help with the quiz. This is not a very high workload class, so if you pay attention during lecture, there really isnt any out of class work aside from the certifications.</li> <li>• Do this elective if you want to do research. It's not the most interesting elective, but it won't take much effort on your part to complete.</li> <li>• Create personal realistic goals to achieve before the end of the session in terms of picking which research project to be part of during the summer.</li> <li>• be flexible, ask questions, stay engaged.</li> <li>• A good introduction to the research opportunities available at UND.</li> </ul>
<b>BIMD 9601-02 REMS-II</b> Research Experience for Medical Students	<ul style="list-style-type: none"> <li>• I really appreciated taking the REMS elective. It allowed me, I was not looking to do certain types of research and I really want to focus on the things that interested me and things that I would hopefully be doing later in my career. I was happy to be allowed to do a 'nontraditional' approach to REMS where I wasn't working in a lab in the medical school but rather was working with a nationally based organization with a mission that I felt was where I wanted to be. This allowed me to see more into the public health realm and get a good look at community based participatory research as well as evaluating and determining the impact of nationally based initiatives.</li> <li>• I would say this elective makes the most sense to take regardless of what specialty you're interested in.</li> <li>• Its a good elective. The amount of time and work you put in will largely be up to you and the supervisor you are with.</li> </ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS can be very rewarding and can help you improve your residency application. I would be selective about choosing your facilitator for this program and make sure that they are on the same page as you regarding your goals for the program. This conversation should include your goals for publishing, the time expectation and the nature of your work.</li><li>Do it! You will enjoy this elective. Try to find a topic that interests you and an advisor who will support you.</li><li>I think the REMS is a good elective if a student doesn't have research experience or is interested in a remote experience. Your experience really depends on your mentor and expected workload, which is unique.</li><li>Really helps connect lecture to actual research techniques</li><li>You will need to continue to do research after the elective ends.</li><li>Research is what you make of it! Take the time to find something you like and really push to challenge yourself in case others don't. This is your opportunity to grow, so take advantage of it.</li><li>I think finding a PI with an already approved IRB would make the summer REMS elective more engaging. While waiting for the IRB, we just read material and started writing a manuscript. However, compared to other REMS assignments my research semester was more laid back. I did more of the research part at the end of the REMS elective because we had to wait for an IRB approval.</li><li>I enjoyed the REMS elective. I felt productive working towards an end goal on my project. I also feel that participating in the research process will help me be a better physician. In addition, I really appreciated having time or relax and enjoy the summer. I would highly recommend this elective to other student.</li><li>Great Elective</li><li>I really enjoyed the free time and being able to spend time with friends and family.</li><li>If you can learn from Dr. Burd I think you should take this opportunity without a second question. I learned about a massively prevalent and awful disorder that affects way too many people. I believe my whole future might have been affected by this opportunity - in the best possible way.</li><li>This lab will definitely make you think and there will be some decent background reading to get to a level of needed understanding, so be aware of that. But the lab environment is incredibly positive and healthy and I don't think that that can be said about many labs.</li><li>The geriatrics group has many projects going that you are able to join in on. It is an entirely remote research opportunity with shadowing experiences available.</li><li>In my experience, it is almost all work on your own time and schedule.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Just be aware that if you want a paper/publication out of REMS, it is unlikely that you will be completely finished by the end of the school year, and much more likely that you will continue to have to work on it in the fall.</li><li>• Make sure to be transparent on your abilities and it is completely okay to be brand new to something. This will help you and the mentor create the best goals for you.</li><li>• The most useful portion of the Medstar program is getting to see patients.</li><li>• This experience allowed me to be independent throughout the summer and work on the project at times that worked for me. I learned a lot about epidemiology that was helpful in writing my paper and will continue to be helpful throughout my education. My advice: choose an advisor that works on a topic that interests you! That was a game-changer for me and made the whole experience much more applicable and enjoyable.</li><li>• This elective was a very interesting experience for a medical student. In medical school, there are very few opportunities to explore the field of radiation oncology, so if you're interested in that field, I highly recommend this elective. The physicians and other staff at the BCC are more than happy to help with anything you need.</li><li>• It would be helpful to give a bit more information to students as to what is expected during REMS. For example: pick your work hours with your PI; define your project with your PI; your research will be used for Frank-Lowe day in the future. This may have been mentioned before but I know some students were a bit confused as to what was expected of us besides just 'follow your supervisor's wishes'. Overall REMS was great!</li><li>• Make sure you ask the researcher what your daily/weekly expectations will be and how realistic a publication will be. Also, make sure to choose research that fits with what you want your schedule to look like in June and July.</li><li>• I would say if you choose this know it's not the only way to get research experience so don't deal like you have to do it, but it is nice set away time for it and don't be afraid to reach out to MD, PI's outside of ND.</li><li>• The research elective was good, but you will have to take responsibility if things aren't getting done in a timely manner even before the elective period begins. That being said, you need to understand that your work will be more independent than probably a lot of things you may have done in undergraduate.</li><li>• Get a head start on IRB approval and literature reviews early</li><li>• Utilize as much time as you can with the residents.</li><li>• Find a mentor that enjoys teaching; it makes for a more fun and exciting work environment.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Decide exactly what you want to study before you start REMS. Some of my time was spent doing that initial research during REMS instead of actually conducting experiments and it took away some time to help write the manuscript for publications.</li><li>• For REMS, choose the mentor laboratory after doing some background checking.</li><li>• Great elective</li><li>• If you're interested in neurotransmitters and their transport in the brain, or chemical neurotransmission in general, I think this would be a great lab for you!</li><li>• Research is becoming more of a factor in residency applications, so it is nice that we have an elective like this built into our curriculum</li><li>• Good way to connect undergraduate experiences to medical school</li><li>• I would highly recommend the REMS elective to students choosing electives. I think having a better understanding of the research and scientific process will make me a better physician.</li><li>• Try to meet with your mentor and set realistic goals and defined objectives. Research can become an unstructured enigma if you don't, and you likely won't get as much accomplished if you don't have a defined path that you're following.</li><li>• My REMS has experience has gone above and beyond what my expectations were. I was able to do something that I was passionate about and allowed me to learn new things. Early on I knew I was excited about doing 'bench research' and I wanted something where I was more involved and part of a team. My advice would be that if you are looking for a more unique opportunity outside of UND be sure to search early on and advocate for yourself.</li> <li>• Pick a good preceptor early and make sure you know what their expectations are</li><li>• I would encourage any student considering research to pursue this elective. Pay attention to selecting a mentor and/or project that will allow you flexibility and prioritize self-care during this elective period. You can learn about amazing topics while also recharging your batteries.</li><li>• The course is easy and straight forward.</li><li>• REMS is what you make it. Find a project you know you will enjoy. Be okay with asking for more tasks and be okay saying when you do not know how to do something. If you match yourself with your mentor well, you will learn so much from them that can help you throughout your career (even if you don't have a research-focused one).</li> <li>• 10 weeks is very short.</li><li>• This is a lot of self-guided work</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS gives the opportunity to participate in different types of research, not just bench work or clinical work. It is also a good way to explore a particular specialty that you may be interested in or know nothing about.</li><li>Do it. I learned about one of the most common diseases that is diagnosed 5% of the time. I learned so much that I am baffled that it wasn't more included in my medical school curriculum. I'm so grateful this opportunity came to me and I'm trying to find ways to share what I learned with my peers.</li><li>I would caution them that there is not enough time to churn out a whole paper, so the work will have to continue during the school year.</li><li>Pick a mentor who has a project already approved/in the making and is familiar with the REM program so that you can finish it on time</li><li>It might be helpful to provide students with more information on the publication process because many may not be familiar with it. Otherwise, I think it is really up to the student to figure this out for themselves.</li><li>Get started on IRB approval early</li><li>Start your pre-research training modules early and keep chipping away at them. If you put them off too long, they can become a major distraction during (in my opinion) our most difficult unit of year one.</li><li>During this elective, I learned a lot about what goes into research, especially the writing process.</li><li>From what I understand with communicating with other students, your experience will vary greatly depending on which mentor you choose. I believe that Motoki is a wonderful mentor, but he will not tell you what to do. That is up to you. This leaves you with a lot of freedom, but also with a lot of responsibility to get things done on your own.</li><li>REMS-II is a great option if research is something you're interested in. The freedom that you get with how intensive your research project is going to be is beneficial for all medical students, since some students have extensive research backgrounds, while some are only starting to explore. There are a lot of opportunities available, either through UND or elsewhere to complete your summer research.</li><li>APPLY FOR AAMC/NATIONAL PROGRAMS!! I didn't think there was a chance I would get one but I was accepted to both and it has been an incredible experience. It's an amazing opportunity to network with other researchers in fields of your interest and make connections. 10/10 would do it again, specifically because of the program I applied for.</li><li>Be sure to speak with a research advisor before choosing to work with them to make sure that they intend to have your summer work end in some sort of a publication.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• In terms of REMS as a whole, I think it is a great option for students that want to build their resume and gain experience - especially if a student is interested in a particular field. One piece of advice is to reach out to students that have already done REMS when choosing which research lab/team/individual to work with. Schedules, requirements, and opportunities for publications can be different for different places and researchers!</li><li>• Don't settle for the first faculty project you come across (unless you like it). Spend the time networking, researching, and reaching out to get a great experience.</li><li>• REMS is a great choice for students. If you don't know what specialty you want to go into, or if you know that you want to go into something quite competitive, then I'd heavily encourage you to do it. Dr. Basson's lab was a great one for me to join and I think that I am going to get a lot out of it (a publication...maybe even two?). Would definitely recommend the lab, particularly if you are interested in doing wet biology research!</li><li>• I really enjoyed REMS II and would recommend it. The schedule is quite flexible which allowed me to be able to see my family a bit while also being actively a part of the research process. It was a great space to learn more about statistics and research in general.</li><li>• When choosing a research elective, I recommend finding a balance between research that is interesting/meaningful to you and an elective that allows you time to be with family and friends. After completing the first year of medical school, I am so thankful that my elective allows me plenty of free time so that I can relax and enjoy my summer while still learning a lot through my research. While it is tempting to take on a big project that is very interesting to you, I think you'll soon find yourself jealous of your peers that have time to hang out, go to the lake, etc. I think it is very possible to find a project that you will be successful in yet still give yourself a break.</li><li>• Students in REM should establish expectations with their mentor at the beginning of REMS, ie 'what times should I be working?', 'can I take a day off if needed?', 'what goals should I be reaching over the summer?'. This will help the student to be able to plan outside activities, study time, and achieve realistic goals.</li><li>• I think they should know that research over the first summer is not a must and that you can still get publications from the other electives in the summer with less time commitment over the summer in some cases. REMS is not a must!</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• It is most beneficial if you spend most your time in Fargo. It is an option to work from home, but you truly do not get the full experience. Besides the amazing research, it is unique to have this much access to the residency and to participate in their activities.</li><li>• Take the time to really understand what your summer research project will be before you step into the lab if you want to maximize your time, otherwise this is great opportunity to be published and learn the basics in a lab if you wish to do wet lab research as well as dry lab study.</li><li>• Work as hard as you can during this time and try to get to know your PI as well as possible and form a good relationship with them.</li><li>• Use your resources during this elective, people like to help you out if you have questions.</li><li>• You won't have a lot of time in lab, so balance your expectations. It is unlikely you will get an impactful paper or a huge array of research experience during this elective because the course is only 8 weeks long. Additionally, it may be helpful to find a PI well in advanced and get training out of the way as soon as possible because a lot of the training required by the lab isn't covered in REMSI and it takes time away from the 8 week rotation to complete it.</li> <li>• This elective is helpful for students who are very interested in basic science. Although some clinical implications can be made because It helps student understand fundamental processes in science.</li><li>• The REMS elective allows students to work on unanswered questions or add to existing knowledge in medicine and the basic sciences. Students have the option of doing research in the basic science laboratory or in the clinic.</li> <li>• The more work put into the elective the greater the outcome.</li><li>• Search for something you are interested in researching for optimal experiences</li><li>• Requires a fairly flexible schedule</li><li>• REMS-II gives you time to get started on a research project without having to worry about juggling assignments and class at the same time. It is a great opportunity for research experience.</li><li>• REMS was a great change of pace after the first year of medical school. It was fun to do hands-on work with a research team and collaborate on a research project. I gained experience in a variety of areas from lab techniques to the entire research process itself. I would highly recommend taking the REMS elective.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS with the MEDSTAR program provides a lot of educational opportunities such as faculty lectures and different symposiums. Additionally there was a lot of collaboration between students on different programs such as HATS, Journal Club, Twitter Art &amp; Aging, and more. Most of students actual time is spent looking at literature either for research, education, or discussion. If a student is looking for more basic science research or labwork, other faculty may provide better opportunities.</li><li>MEDSTAR - a program with a large variety of opportunities in which you will be busy participating in discussions for journal clubs (online through Twitter and live), interviewing patients through the HATS program, listening to lectures, participating in the Dementia Symposium and lastly, researching and drafting IRBs and manuscripts. Overall, an elective you will be highly involved in throughout the summer.</li><li>Make sure you communicate with the PI of the lab you're interested in early on! Meet with them, ask them questions about what you will be expected to do, and ask them about what your desired outcome/end goals are. You'll see if the project is right for you and whether you'll get the lab experience you were looking for.</li><li>Make sure to join a project that already has IRB approval or leave PLENTY of time to get the approval, as it's quite a long process!! Also, I be hesitant working with a clinician unless they have ample time to help with the research process.</li><li>Make sure to establish a work-life balance with your grad student/post-doc at the beginning of the elective, otherwise you may end up putting in more hours than you should be.</li><li>It would be good to know if you want to do clinical research or bench research in your future so that you can find an appropriate that will give you either of those opportunities to identify if that is something you want in your future practice.</li><li>It is very rewarding and I learned a lot. It didn't feel like there was enough time, but I would definitely do this elective again.</li><li>If you find the right research mentor and program, REMs is a great way to explore your specific interests and get published to build up your CV.</li><li>If you choose to do the research elective you should be prepared to put in the time and work to actually work on and finish a research project. Although there are some shorter days, you will have plenty of days where you spend a good chunk of time in the lab getting stuff done.</li><li>I would recommend this elective as you get what you put in. You can do as little or as much research as you are able!</li><li>I would encourage students to start looking into options ahead of time especially if they want to work outside of North Dakota!</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-II</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• If you are looking for a research opportunity and want to make meaningful progress in a lab, I would suggest Dr. Khan's lab during the REMS elective. I was able to accomplish a lot in this lab, and still had free time for family and friends.</li><li>• I think it would be beneficial to maybe get into the lab earlier if at all possible to get a feel for the process within the lab they will be in.</li><li>• Highly recommend!</li><li>• I felt that my summer rotation was rewarding and helped me gain a functional understanding of basic lab techniques and how research is done (generally). I felt part of the reason my experience was positive was because I identified a lab mentor and reached out quickly after REMS 1. I think that there was some confusion about what labs and at what locations we were allowed to work in and if there was more structure to help students identify potential opportunities that would help further strengthen the elective. Many students, myself included, have very little research experience and I think a way to help students would be something along the lines of a meeting with an advisor where we could relay our goals for the REMS program and they help us identify potential opportunities available to us, as a potential example.</li><li>• I enjoyed having change of pace in my day to day life. Changing from us-05 to rems was easy but depending on the lab you choose, day to day of rems can vary so if you want the summer to be more relaxing, and treat it as a break than take electives other than rems</li><li>• Highly recommend for anyone with interest in specialties if finding research in your specialty of interest is possible</li><li>• Great elective and opportunities for self directed learners</li><li>• Everyone's experience with REMS will vary greatly depending on your research. Go into it with a good attitude and you'll definitely get something positive to talk about in your residency application.</li><li>• Don't be afraid to challenge yourself with the REMS program. It looks great on applications and you learn a lot of useful skills.</li><li>• Chose your mentor early and if you goal is to published, try and get a head start on your topic because 8 weeks is not a lot of time.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>BIMD 9601-03 REMS-III</b> Research Experience for Medical Students	<ul style="list-style-type: none"><li>• I found REMS elective to be beneficial and strengthen myself as not only a resident applicant but also as a future physician. Additionally, I was able to work with a diverse healthcare team within a health system - a good experience to have to help gain perspective when working as a future physician on a healthcare team.</li><li>• Enjoy being involved in simulations from the facilitator perspective!</li><li>• This elective is a great 'choose your own adventure' type of course. You can choose online research if you want to travel or asynchronous research if you want the flexibility to do other things throughout the summer.</li><li>• Awesome choice, Dr. Haage is very easy to work with and she has a lot of different research projects to choose from. Build your own experience!</li><li>• Find a lab that researches something you like or have experiences in. This will help you make a large impact and make the most of your time. Of course, if you're unsure of what to do any new experience will be beneficial.</li><li>• Just to find someone to work with early and build a solid relationship.</li><li>• REMS 2 and 3 provides a great a learning experience and time to refresh before M2.</li><li>• Make sure to discuss expectations ahead of time as far as in person vs remote projects. Both are available, you just have to make sure to say what you are looking for.</li><li>• This was not a time consuming elective but you also won't get much publication as a result. Kind of unfortunate but good if you're looking to spend your summer focused on other things or studying.</li><li>• REMS was an incredible elective. I would suggest it to all students, even if they aren't super excited about pursuing research, there are many helpful tips and tricks that accompany this process that I think have enriched my outlook, communication skills, and future intentions as a provider.</li><li>• REMS is a great opportunity to have independence and some control of your schedule for the elective periods. It is a great way to establish connections and other support systems to last your medical school career.</li><li>• You will gain knowledge of conducting clinical research. The PI helps set up neuro job shadowing and you can attend the weekly didactics sessions with the neruo residents.</li><li>• Make sure you line up a project earlier rather than later! When you're actually in REMS, be sure not to procrastinate, and ask for help if you need it.</li><li>• If you can find a mentor that fits your interests, the elective with be very enjoyable! This would include relevant areas of study as well as schedule (remote or in person).</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-III Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I'd work way ahead on setting up expectations with your PI and making sure you are already able to access research through whatever websites they use. It can be frustrating to get to the start of summer and find out you have access to nothing</li><li>• This elective is a great opportunity to begin working on research as a medical student.</li><li>• This elective will give you a great opportunity to either maximize your break time or build new relationships with others in your desired field of research.</li><li>• Do research with Dr. B-B!</li><li>• Find a mentor early and front load the work as much as possible, because it leaves time for correcting mistakes and getting as much writing completed for a publication as possible.</li><li>• Overall good rotation. Fairly time consuming if you have to commute back and forth to Fargo like myself and my classmate did. Be prepared for some early morning as some workout camps started at 6:00 AM. which means you need to be up around 4:15 AM if you commute. Keep in mind the early mornings were not the entire summer, but a few days a week were usually pretty early. As you finish collecting data for the early sessions you can start your mornings later which is nice. I worked with around 450 athletes this summer in person which was super fun, so if you enjoy being active and working with athletes and may be interested in orthopedics/sports medicine give this opportunity a good consideration. Dr. Bond was an excellent supervisor to have and I would choose this location again.</li><li>• If you're nervous about your past research experience and want a place to build confidence while also working towards new publications, this is such a valuable experience! I learned so much about research writing from the direct mentor input and feel SO much more confident in my abilities going forward.</li><li>• For any future Students either get started early on getting access granted for the MDILog page or start developing a plan earlier on what specifically you wanted to look at in the data that way you aren't completely lost when looking at the data.</li><li>• I was able to work on a research project and still have time to spend with family and friends this summer.</li><li>• Please be proactive with your step 1 prep and REMS work as early as possible</li><li>• REMS is a great way to gain perspective on the current focuses of medical research for local communities and beyond. It is fulfilling to contribute to the progress of medical science and is good experience for a future medical career.</li><li>• Start looking at research options early.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-III</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Vet your mentors as best as you can. Despite having MD, DO, PhD, etc at their names, some of these professionals are unfortunately not the best to do research with. Do not be afraid to 'annoy' your mentor or potential mentor when getting information about your proposed research project. Make sure they are aware of the research process, are clear communicators, have a strong work plan and schedule (doesn't have to be perfect right away), have enough time to work with you and answer questions, have a solid research history, have resources for you, etc.</li><li>• You have to be self-motivated to get your work done. Flexibility and freedom are wonderful but it is up to you what you want to get done and get out of it.</li><li>• If you are looking at patient data, it is nice to take a day to get familiarized with EPIC.</li><li>• Find someone who has an IRB already done and ready to go, or make sure you start your IRB as soon as you can.</li><li>• Pick something that you may be interested in even if you're not totally sure. You can learn a lot either way.</li><li>• Before starting a research project, I recommend setting up a meeting to go over objectives and goals. I would've benefitted from having clearer goals and a better idea of how to start since I did not have a lot of research experience prior to this project.</li><li>• Was a good REMS elective. Was able to hopefully get some publications out of the time that will help for residency applications.</li><li>• Please consider that this course is largely self directed. You need to set your own deadlines and goals!</li><li>• Finding projects with other students is a wonderful experience!</li><li>• I would recommend a heads up to students that research may continue throughout the school year as it is impossible to obtain a publication in a matter of 2 months.</li><li>• If students do research they should familiarize themselves with how to write a research paper if they haven't done so to avoid multiple meetings to edit their papers.</li><li>• Communicate with your preceptor prior to starting the elective to see if there's anything that could be completed prior to beginning elective period date.</li><li>• Don't be afraid to send out cold emails when looking for research opportunities, even for research opportunities that are out of state.</li><li>• I think REMS is a great opportunity to get research experience, however the experience is highly dependent on who you have as a mentor. It is really important to find a mentor who you feel matched the goals you have.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations

Rotation	Comments
REMS-III Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• This elective is a great opportunity to be involved in biomedical research without having to balance it with the regular course load. In many cases, this research can be done remotely, allowing you to travel or visit home over the summer. It also allows you to form relationships with providers outside of UND, which can be helpful for networking.</li><li>• Great experience whether you feel that research is your thing or not, you can really learn a lot about the process.</li><li>• This rotation was very flexible and reasonable in the time commitment required. I enjoyed working with Dr. Jurivich and Dr. Manocha as they are easy to reach and helpful in generating ideas if you get stuck.</li><li>• Start early!</li><li>• I think doing remote research was perfect for this elective period.</li><li>• I would suggest that if doing a remote rotation, try to maintain a structured schedule during the week.</li><li>• If doing an away rotation, process is NOT clear on paperwork and changed during to process. Organization of setting this up needs to be improved.</li><li>• If you are interested in research, choose this</li><li>• Find a mentor early, begin conversing with mentor early, and communicate goals &amp; progress consistently with mentor to maximize this experience.</li><li>• REMS is a great way to understand where medicine is now and how it continues to advance!</li><li>• Excellent opportunity to learn more about pediatric neurology and to add to your research portfolio.</li><li>• I think this is a great use for the elective time. Both from the standpoint of getting to learn research methods and the process of carrying out research and as a much-needed break from the typical curriculum</li><li>• In REMS 1, it was heavily emphasized that experience in research was essential to building a quality residency application. While this is absolutely true for more competitive specialties (dermatology, orthopedic surgery, etc.), I believe that further clarification on the importance of research in residency applications, as well as more information about alternative options to REMS and their benefits for residency applications, would be beneficial for students.</li><li>• If you have a strong interest in dermatology, Dr. Shahwan is a great mentor to work with. She is passionate about research and will put you on as many projects as you can handle.</li><li>• You will get out what you put into this elective.</li><li>• Enjoyed my REMS elective!</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-III Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• The IRB process is very challenging. They are difficult to communicate with and take several days to respond. I knew about this challenge prior and planned for it but there was still poor communication.</li><li>• I would highly recommend REMS to other students based on my experience. As someone with little to no research experience in my background, it was a great introduction to medical research and a way to 'get my foot in the door' for potential future involvement in research as my career progresses. Additionally, I was collecting data from EPIC, which allowed me to become more comfortable with the EMR system, a valuable skill I will take with me into my clinical years and beyond.</li><li>• I cannot emphasize enough how important it is for students entering their REMS elective to start join a project that has already begun collecting data. There is NOT enough time to write an IRB and do research in the time allotted. It really shouldn't even be an option for students to start/join a project without a fully submitted IRB or prior to any data collection. Additionally, for the timeline of events leading to the start of REMS, I think students should begin reaching out to possible mentors in January or February, and no later than March leading up to the elective block. Research agreements take time and students do not want to be left in April or May having not identified a mentor.</li><li>• Doing research with Dr. Burd was a blast. I was able to shadow Dr. Burd in clinic and actually interview a few children and their families while screening for FASD. This was such a wonderful experience. On top of that, Dr. Burd helped formulate a research plan to help me publish a paper. In 2 months, I wrote a research paper that is now being sent off for peer review and I am the first author. A first authorship is obviously a very important part of a residency application. All in all, this summer was awesome with Dr. Burd.</li><li>• Starting a project from the beginning takes a lot longer than I thought it would due to all the required steps that have to taken, all take time. Jumping into an ongoing project would be another option, but then wouldn't get to see many steps of the process.</li><li>• I enjoyed my time in the REMS elective and liked that I had some freedom in deciding where I wanted to complete the elective. My research time was done in person, but I still felt like I had time to relax and enjoy my summer. I also had time during my elective to start preparing for Step 1 which was nice.</li><li>• Find a research mentor early!!! Talk with a few and see who you click with and what you want out of the experience. In person in my opinion is better and it was easier for me to ask questions when I got lost.</li><li>• Do research with Dr. Lutz. He is great.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-III</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>REMS is a great time to explore your perspective specialty interests. I would work to find a mentor in a field that you are interested in so you can start building a professional relationship with them. They could be a great person to ask for a future letter of recommendation, away rotation , or other opportunities.</li><li>I highly recommend REMS</li><li>If you and/or your mentor is looking at starting a new project during the REMS period that requires an IRB, be sure to start as early as possible. Although it may be busier during units leading up to REMS, it will be worth it because otherwise you will not have a project/data to work on.</li><li>Reach out to lots of doctors and get lots of information to find a project that fits what you're interested in.</li><li>The flexibility of this elective to meet your personal goals is great. Whether it be clinical research or benchwork, publishing a paper, making a poster, working in person with patients, or remote, there are many options to explore to get your own unique research experience.</li><li>Start to search early for a research mentor.</li><li>Tip to future students: Something to consider when signing up to do research (research in general, not just with this department/specialty), especially when there is freedom to choose your own topic, consider signing up with a classmate with similar interests and goals. That way you can delegate tasks and brainstorm together, the more minds on a project the better.</li><li>This REMs experience was a great opportunity to be involved in clinical research in Neurology and Parkinson's Disease.</li><li>Look for mentors that have been REMS mentors in the past</li><li>Positive experience with a mentor who understood what it means to be a medical student doing research.</li><li>I believe that I found a tremendously helpful mentor early on, and many of my classmates found themselves scrambling. I would tell future student to reach out as soon as possible, look into each mentors projects, lab goals, and meet with as many as you can to find the one that fits you well.</li><li>Don't be afraid to ask questions, sometimes you need to speak up in order to be heard.</li><li>REMS. 10/10 would recommend</li><li>This elective generally meets once weekly, so If a student desires more constant in-person interaction with their mentor, this may not be for them. It is, however, very good at teaching students to analyze research and the publication process.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-III</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Keep your mind open to different types of research! I would challenge yourself to seek a research experience in which you can interact with patients as much as possible - it is an incredibly rewarding thing. In participating in clinical research and directly interacting with patients, I believe I have gained skills that will help me during my clerkships.</li><li>• REMS is a great experience to broaden your horizons, you should take it!</li><li>• REMS is a great elective to take. It helps you build your resume while giving you the option of having free time to keep on top of your other studies. You have a large say in what you want REMS to be whether that be going to the lab every day or working remote.</li><li>• I would highly recommend for students to do REMS for their elective rotation. Depending on who you decide to work with, it's not only a great learning experience but also allows for a little summer break! I would recommend for students who choose to do REMS, to work with a preceptor who works on a topic that is interesting to them as it makes the learning experience that much more valuable when you are really interested in it.</li> <li>• This elective is what you make of it. If you would like a more flexible summer that gives you time to study for Step while doing research, you are able to do that. In contrast, if you want a strict research schedule, you can also do that. However, finding a research mentor early on is important, so you are not scrambling at the last minute to find one.</li><li>• The mentorship agreement is important to establish expectations but it may be a good idea to voice the expectations to other members that you work closely with so that you can accomplish what you set out to in the short time period.</li><li>• If you think you absolutely do not want to do research because your previous experiences with research in undergrad or elsewhere were boring, frustrating, monotonous, pointless, etc., don't write off REMS completely. I found that doing research with clinical relevance to be very fulfilling and interesting, and I also had great opportunities to shadow and make connections with multiple providers.</li><li>• I would suggest that they ask their potential research mentors the specifics about the project. Ask where you will be for the summer, can you take time off, will you get a paper published, and questions specific to help maximize your summer and study time!</li><li>• Find a research team early and try to get familiar with the concepts behind the types of experiments or analysis they conduct before starting so you can hit the ground running.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-III</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• Emphasizing that the 8 week combined elective period will not be enough to complete a research project, and that students who wish to see their projects to completion will most likely need to dedicate time beyond the elective and into the curricular year to complete their projects/publications/ presentations.</li><li>• I think having an expectation of all of the different forms you may have to fill out even after you complete your REMS-1 experience would help students understand that certain facilities may have more paperwork and requirements before you can research with them. I also think having a big agreement between mentor and student is good, but I think the physicians may think that this gets to be a long, tedious thing to have to fill out and are more open to direct dialogue, communication, and meetings --&gt; that's the impression I gathered from my mentor and experience anyway (I was in person for my research).</li><li>• I believe that I am much more prepared to be a great physician-scientist after this REMS experience - highly recommend if interested in research or academia! If you are interested in presenting research, writing research papers (and getting authorship), and jumping into lab work, this elective is for you. Though the experience once in the lab was great, I did encounter hiccups lining up an off-campus REMS site (FYI: I did REMS outside of ND) due to disorganization from the UND-end. So, if you are planning on doing REMS outside of UND or Sanford, I would suggest the following: 1) line up your REMS mentor early...like 6 months early so the institutional agreement can be made between UND and your REMS location. Outside of Sanford and UND, REMS mentors/institutional agreement are something you will need to line up on your own and the agreement takes many months to be completed by UND and your REMS site. 2) Regularly check in with UND to see how your institutional agreement is progressing. 3) Confirm with UND that your REMS application requirements and institutional agreement are completed. 4) If you find a paid research program or are doing military training during the REMS period, confirm with UND whether or not you can take REMS for credit (some classmates were not allowed to). Happy REMS-ing!</li><li>• Use your resources, such as the Librarians, Sandi Bates is awesome</li><li>• This elective is great if you want a flexible elective and want. to make your own schedule.</li><li>• REMS-III allows you to get research experience without having to try to balance class assignments. It is a great opportunity to get involved in research.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>REMS-III</b> Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• This elective provided me with a new perspective of research and its importance in the improvement of medicine. Whereas at the start of the summer I looked at research as a hoop that needed to be jumped through, I now have a genuine interest in the research process and want to be involved in contributing to medical advancements in the future.</li><li>• The MEDSTAR programs provides a variety of opportunities throughout the summer elective. Patient interaction opportunities are through the HATS program in which you interview an older adult for an annual wellness exam via telehealth and come up with personalized health recommendations based on the assessment. The Twitter Journal Club and weekly student-led journal clubs allow for ample opportunity to develop critical thinking skills and discuss current articles with content experts. Participation in Art &amp; Aging project allow students to review current research in Geriatrics and identify clinical pearls to share. Lastly, the individual research projects provide a great view into academic medicine and plenty of practice in how this research is conducted.</li><li>• The REMS elective allows students to gain more experience in clinical or basic science research.</li><li>• REMS was a great change of pace after the first year of medical school. It was fun to do hands-on work with a research team and collaborate on a research project. I gained experience in a variety of areas from lab techniques to the entire research process itself. I would highly recommend taking the REMS elective.</li><li>• REMS is a great opportunity to further build a competitive application when considering more competitive residencies. It is an opportunity for research while still having time for family and friends.</li><li>• Organize available studies and labs</li><li>• Make sure to reach out to labs early so you do not have to rush at the past minute.</li><li>• Just know what kind of research you would want to do in your future career and choose a lab accordingly.</li><li>• It isn't worth it to do REMS. Just do research on your own time.</li><li>• It is a wonderful elective to dip your toes into research, but it is challenging to produce quality results in 8 weeks. It still is a great elective to take that can open future doors for you.</li><li>• If you want to do REMS, but still want to enjoy possibly your last summer, find a flexible position with a researcher who cares about you doing well as a student and person. I learned a great deal during the week 8-3 or 8-5, but I still was able to enjoy the summer weather after those times of the day.</li><li>• I would suggest either picking a project that already has IRB approval or starting the IRB process well in advance of the elective.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
REMS-III Research Experience for Medical Students (Continued)	<ul style="list-style-type: none"><li>• I would highly recommend clinical research because it is very applicable to our future profession. Many residency programs require research and chart review and other database driven projects are fairly common.</li><li>• I think you should really be committed to put in the time and work to really work on and finish a research project over this time. Although you have some shorter days, you have plenty of busy days when you sign up to do the research elective.</li><li>• I think that if you do not have an existing relationship with the researcher or have previous experience, getting in the lab as early as possible would probably be beneficial.</li><li>• Having every lab give an estimate of time commitment.</li><li>• Great opportunity to conduct research, meet faculty, and also enjoy your summer. Highly recommend!</li><li>• Great elective for self-directed learners</li><li>• Do your best to find out what your PI's expectations for publication are before you join the lab or at least understand what you can expect from the elective.</li><li>• I felt that my summer rotation was rewarding and helped me gain a functional understanding of basic lab techniques and how research is done (generally). I felt part of the reason my experience was positive was because I identified a lab mentor and reached out quickly after REMS 1. I think that there was some confusion about what labs and at what locations we were allowed to work in and if there was more structure to help students identify potential opportunities that would help further strengthen the elective. Many students, myself included, have very little research experience and I think a way to help students would be something along the lines of a meeting with an advisor where we could relay our goals for the REMS program and they help us identify potential opportunities available to us, as a potential example.</li><li>• I think REMS is a good opportunity to gain some research experience while you are in medical school.</li><li>• For REMS it might be helpful to expose students to more clinical based options in REMS 1!</li><li>• Choose a mentor that your personality matches up with.</li><li>• Basically the second half of REMS, following REMS II. You'll have things more figured out at this point, having been in the lab for REMS II. Again make sure you are passionate about the project you're going to work on, as the second half is where data collection, analysis, and interpretation really pick up!</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>BIMD 9602-01 Advanced Medical Anatomy</b>	<ul style="list-style-type: none"><li>• I think that emphasizing that this is a research-based elective would be a good clarifying detail for those signing up.</li><li>• I cannot speak highly enough of this elective. This course is a challenging, hands-on experience like nothing I've ever done before (or will likely do again)! Having the opportunity to meticulously dissect a cadaver all on my own rarely comes around. Advanced anatomy is thought-provoking, humbling, and the most incredible learning experience to get a much better grasp on anatomy as well as the anatomical variations between people, while also strengthening dissection skills.</li><li>• I highly recommend this course to students who are particularly interested in anatomy or may have an interest in a medical specialty that heavily involves anatomy, such as Radiology or Surgery. To be fully transparent though, this course is more physically demanding than I anticipated, as you must be bent over or leaning forward over the cadaver for hours a day.</li><li>• It is a lot of work in order to dissect an entire cadaver within the elective time frame, but with an average of 5.5 hours a day (only weekdays) it can be accomplished with time to spare at the conclusion of the elective period. It is very independent work, it can be done on your own schedule, and Dr. Tessema is available if you have any problems. Tessema is extremely knowledgeable and will help point out clinically significant variations if you get stuck or don't know exactly what you are looking at.</li></ul>
<b>IMED 9510-01 Geriatric Medicine</b>	<ul style="list-style-type: none"><li>• Great opportunity to get hands-on experience and direct patient care in different settings - in the clinic, home based care, and nursing home care. Highly recommend!</li><li>• This elective is challenging and a great way for first year medical students to apply their knowledge from their units, however, it is quite time consuming and often electives have been advertised as more 'chill' and able to be flexible with lots of STEP study time and time for recreational activities or vacation which doesn't quite fit for this elective. I would recommend this elective to any student interested in taking initiative and wanting a challenge, especially those interested in internal medicine or geriatrics.</li></ul>
<b>MED 9601-02 COVID-19</b>	<ul style="list-style-type: none"><li>• This elective involves significant daily research and article review.</li><li>• Very self paced class with low mandatory time commitment, allows you to focus on what you are most interested in.</li><li>• This is an exciting opportunity to learn deeper information about the pandemic that has affected so many lives and will be mentioned in history books.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations

Rotation	Comments
<b>MED 9601-03</b>	<p><b>Global Citizenship: Cultural Safety, Shared Decision Making, and Underserved and Indigenous Population Health</b></p> <ul style="list-style-type: none"> <li>• I greatly enjoyed taking this elective. The chosen topics and materials were thought provoking and allowed me the opportunity to evaluate the impact I would like to have as a future physician. I would recommend that those interested in exploring the medicine in underserved populations and the different aspects to consider when providing health care to these populations think about taking this elective.</li> <li>• You should take this elective if you want to learn more about inequities in healthcare. You will also learn about people whose daily challenges are often left ignored or forgotten.</li> <li>• This elective was a great opportunity where I learned about global health disparities and broadened my world view. All of the instructors have diverse experiences that added to the uniqueness of the elective.</li> <li>• This elective is great for anyone who is looking to broaden their world view and to become more culturally aware. Highly recommend if you are interested in health disparities and public health.</li> <li>• The Global Citizenship elective facilitated discussion and reflection of important health issues and injustices on a global scale. This course allowed me to change my perspective on major health disparities and broaden my worldview. I highly recommend taking this course if interested.</li> <li>• I would highly recommend this elective for anyone pursuing a career in medicine. Not just those interested in global or rural health. It truly is eye opening.</li> <li>• Before this class, I didn't have any experience with global health. However, I learned so much from this course. Much of this course was watching videos, reading articles, and reading a book, all of which included first-hand accounts of global health work. This made the course very interesting and intriguing. I am so glad that I decided to take this elective and I would recommend it to any student interested in taking it.</li> </ul>
<b>MED 9601-04</b>	<p><b>HeLa - The Mother of Modern Science</b></p> <ul style="list-style-type: none"> <li>• Really enjoyed the rotation and learned a lot. Would recommend to other students in order to expand their understanding of medical distrust and injustice in underserved populations.</li> <li>• This elective was great! We had many beneficial conversations that are relevant to ethics in medical research today, especially as it pertains to the current COVID-19 pandemic. If you haven't read the book before, I highly recommend taking this elective!</li> <li>• I really think that this elective is very valuable in that it talks about WHY we need certain certifications, guidelines, and protections for research. Some of the historical events regarding informed consent (in this case uninformed) and patient safety, I had never heard of. It would be a busy elective, but y putting REMs-1 with more of an emphasis on informed consent and HeLa cells would be really informative.</li> </ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
	<ul style="list-style-type: none"><li>• I dislike that most students took the REMS elective, because it felt to me like students were pressured into taking the REMS elective. I decided not to do REMS and LOVE that decision, but I wish that other students would have the opportunity to take the HeLa elective. The HeLa elective builds upon the ethics lectures and discussions about patient-physician communication that would be extremely valuable for ALL students to take, not just 3 of us.</li><li>• It is a great elective for people looking for a more human perspective. The book was great but the discussions were even better</li><li>• This was a great, laid back but informative election option. If I could go back and choose my electives again, I would still pick this one.</li><li>• This course greatly contributed to my understanding of the history of many important practices in medicine today. It was a unique course focused around having important discussions about our health care system while also reading a fabulous book telling the story of a women whose cells contributed to many scientific advancements.</li></ul>
<b>MED 9601-05 Interprofessional-I</b>	<ul style="list-style-type: none"><li>• Very good elective for students who want to spend time with your family. Also allows you to review past information.</li><li>• Very good elective for reviewing past material and allowing adequate time with family</li><li>• I think overall this elective was really great because it gave us students the chance to apply what we learned and also gain an appreciation and understanding of what other professionals do relating to our patient care - I think the only thing that might help the students is some sort of information sheet for us to turn in to the location of our rotation. This would make scheduling the rotation easier since it is the responsibility of the student. When scheduling mine, I had several different people say 'Are you sure this is right? It's just odd that the school wouldn't contact us and instead you set it up?'. So maybe just a sheet (in addition to the elective description) that we can turn in to the location to help us set up the rotation more smoothly.</li><li>• I feel that you only get from this experience what you put in. I encourage that everyday you go in with an open mind and willing to learn. Do not be afraid to ask questions.</li></ul>
<b>MED 9601-06 Introduction to Medical Education</b>	<ul style="list-style-type: none"><li>• If you want to learn how to 'active' your presentation, take this elective.</li><li>• It is good to have a solid grasp on excel if you plan on taking this objective. However, it is not required.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
	<ul style="list-style-type: none"><li>• This elective allows for a lot of flexibility. I finished 2 weeks of work in 3-4 long work days which allowed me more time to spend with family. It is very independent, but also relaxing. If you like sorting things and learning about how medical education is designed, this would be a great elective. If you want to learn from a professional or aren't a self-guided individual, I would advise not taking it.</li><li>• When choosing an elective course, I was initially drawn to the Inclusive Teaching and Classroom Instruction in Med Prep I &amp; II because I viewed the course as an opportunity for personal growth and a way to assist aspiring physicians. In regards to personal growth, I believe that one role of a physician is to be an educator. Therefore, one reason that I chose Med Prep was to cultivate my own ability to teach and share knowledge, which I know I will need as I enter a career in medicine. Additionally, Med Prep offered me an opportunity to give back and share what I have learned throughout my journey to medical school with others. While this elective may be a larger undertaking than the others, the reward is not just earning credit towards your degree. The rewards include developing relationships with talented students, watching your students improve their MCAT scores, and knowing that you positively impacted the life of another.</li></ul>
<b>MED 9601-10 Essentials of Personal Wellness</b>	<ul style="list-style-type: none"><li>• This elective gives you a lot of extra free time if that is needed for extra studying, family time, or big life events. The instructor was very easy to work with and exceptionally flexible with scheduling. There are no actual 'turn in' assignments except for the final project; however, you have to keep up with activities to participate in conversations with the rest of the group. There are fun conversations and a great chance to reflect of the past year as well as the years to come! I would highly recommend for anyone who is interested in doing an elective that is different than unit work!</li><li>• The Essentials of Personal Wellness is an elective which allows to look at different parts of your wellness and learn how we can improve our own wellness and provide evidence based knowledge to our future patients to better incorporate wellness into their daily lives. This course allows flexibility in your scheduling as our Monday to Thursday zoom meetings were accommodated to our summer schedules and free-time to do enjoy your summer! What you get out of this elective is what you put into it.</li><li>• You get out of it what you put in it.</li><li>• This is a great elective and allows you to talk about wellness with other classmates.</li><li>• If you want to take the time to learn to become or improve on self-reflection to improve your wellness for future career endeavors.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



### Rotation

**Essentials of Personal Wellness** (continued)

### Comments

- I would highly recommend this elective for people who want to learn more about the different aspects of wellness and mindfulness! This elective was fun and also allowed me to reflect on aspects of my wellness that I would like to improve. It also gave me time to reflect on how I want to address overall wellness with future patients!
- I really enjoyed this elective and would recommend it to future students! It was nice to be able to delve a little deeper into the activities/science behind wellness, since it is hard to make time for that during the school year. It also provided plenty of time for relaxation and enjoying the summer!
- For best results this course is great in a solo, home setting. Some of the exercises are hard to do in a public coffee shop or workshop.
- A great course, that allows for flexibility throughout the break as well as reflection. Truly allowing someone to 'unwind' a bit.
- I hope everyone takes this course at some point in their time at UND. It is so important and I think it could benefit anyone. Even if you think you are the healthiest version of yourself I think there's at least one thing you could take away from this course. I am taking away a lot of new tools and I am very excited to share them with others.
- This has been a very helpful course that will carry with me for the rest of my career and life. It not only focuses on ways to de-stress and feel more in control, especially during the stressful times of medical school but also on how we can be more mindful and 'in the moment' within our life every day.
- Enjoy this elective and take the time for self reflection!
- This elective would be great to take if you are wanting to achieve balance in your life! Would recommend.
- This elective allows time for a somewhat guided reflection as to how the early parts of medical school went, and allows you to explore the importance and how-to of a work-life balance. It allows you the opportunity to understand self-care and how to better plan/schedule it into the busy life of a medical student. These topics that are covered in this course will extend throughout our careers.
- Essentials of personal wellness provided the space to have important discussion surrounding wellness, mental health, and mindfulness. This course helped me to better understand my own wellness and taught me skills in how to improve all aspects of my own mental health.
- A great course for learning new wellness techniques and learning about ways to focus on becoming a better person.

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>MED 9601-11 Intro to American Sign Language</b>	<ul style="list-style-type: none"><li>• This elective was a great choice if you want to take a course online so you have more flexibility. It was surprising how much ASL I learned and retained in the short elective time period. I would definitely recommend this elective!</li><li>• This course was fun while still offering the perfect amount of challenge. The self-paced, independent structure made the elective ideal for fitting into busy summer schedules.</li><li>• This course offers an extremely flexible approach to learning ASL. I thoroughly enjoyed the process of familiarizing myself with the material presented, and feel strongly that what I learned will have an impact on my ability to communicate with Deaf patients in rotations and throughout my career as a physician.</li><li>• DO IT. You will be amazed at how much one can learn. It's independent so I was able to enjoy the break and spend time away from medical school. It was truly amazing.</li><li>• This elective is mostly independent and self-led. There are really great resources used in this electives, especially the lessons from Lifeprint. What you get out of this elective depends on what you put into it, but there is opportunity to learn very useful words and phrases in ASL. I really enjoyed this elective and would definitely recommend it to others.</li><li>• The requirements for this elective are easily doable while also interesting. It was not overbearing in any manor. It doesn't teach you about basics in regards to medicine specifically but enough to be able to have a small conversation using ASL after taking this course.</li><li>• The class was great about being self-paced and opened the door for as much learning as wanted beyond the required activities.</li><li>• Start the Lifeprint lesson right away as they are longer and take more time to complete. The modules are helpful in getting started with the basics and the Lifeprint lessons move forward from that. Learn the alphabet right away and just keep doing it whenever you have time. If you ever don't know how to sign a word, just finger spell it!</li><li>• In the future I would suggest to take time to find someone who would like to practice ASL with you throughout this elective. Having the chance to actually interact with another person learning I feel would be very beneficial to retaining the information learned.</li><li>• I don't have much to say other than everything is laid out very clearly in the course description and objectives! Practice frequently so you don't forget!</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>MED 9601-13 Pulmonary Pathogens</b>	<ul style="list-style-type: none"><li>• Daily practise of module video are key. Also, repetitive physical demonstration along with the videos help with visual-motor memory.</li><li>• This elective requires some preparation time each week for presentations, but it still leaves you with some free time to enjoy life outside of school. If you are wanting to prepare yourself for Unit 6 (pulmonology), then I highly recommend this class because it will provide you with a basic understanding of the respiratory system.</li><li>• It is a fun course, but involves some good time put in outside of class. The material is at a good level and well presented. Guest lectures were fun and informative about the process of becoming a physician and deciding specialties and sub-specialties. If you aren't ready for presenting in front of your classmates, you will learn very quickly!</li><li>• This elective is extremely helpful for studying for STEP 1 because of the number of USMLE practice questions that are integrated into the course. The elective is not time intensive compared to other electives, which I appreciated during the summer period.</li><li>• This class was a great option to learn about pulmonary pathogens with an opportunity to write a research paper with my classmates.</li><li>• Just stay on top of the work and you'll be just fine. Very reasonable course.</li><li>• It is a good elective for those who like learning about the lungs.</li><li>• Goes in depth into the biochemistry/pathophysiology of select respiratory pathogens. Not a lot of clinical aspects are presented (i.e. signs/symptoms, diagnosis, treatments)</li></ul>
<b>MED 9601-14 Inclusive Course Design for Med Prep</b>	<ul style="list-style-type: none"><li>• This elective is great for self-motivated individuals who are passionate or curious about developing a curriculum. It is set up as a self-paced project that allows students the flexibility to work on it on their own schedule. While this elective is excellent for individuals who have taught or taken the Summer Med Prep course I don't think anyone should turn away from it if they have not. It is always great to get new ideas from individuals who can maybe look at the existing curriculum more critically from an outsider's perspective.</li><li>• It is an amazing opportunity to work on adjusting scheduling and 'curriculum' for those wanting to pursue medicine.</li></ul>

## Phase 1 Peer to Peer Feedback for Rotations



Rotation	Comments
<b>MED 9601-15</b> Military Training	<ul style="list-style-type: none"><li>I have an overall positive review of this elective. The flexibility and mentorship from faculty has been fantastic.</li><li>Work ahead on reflections.</li><li>I liked that we as students were able to have a hand in deciding the essays we would be writing. I really think that this made the course even more enjoyable! we were able to write about our interests and how military training and medical training coincide.</li></ul>
<b>MED 9610-01</b> Medical Bioethics I	<ul style="list-style-type: none"><li>I highly recommend taking this elective. It allowed me to think more critically while investigating ethical dilemmas by providing more background into the context of bioethics.</li></ul>

Rotation	Comments
PATH 9504 Death Investigation in North Dakota Phase 1 Virtual	<ul style="list-style-type: none"> <li>• Be disciplined, and make sure to pluck away at doing work each day. There's a lot of content, but it's spread out and re-inforced throughout the course.</li> <li>• Take advantage of the self-directed pacing in this course and complete material in a pace that works best for you, whether in chunks or spaced out more evenly.</li> <li>• This is an interesting, self-paced elective that would be helpful regardless of the specialty you plan to pursue!</li> <li>• This elective is a great choice if you want some extra down time during the elective period or if you have other commitments that you have to work around. It is completely self paced, which is really great!</li> <li>• The course is a wonderful primer for death investigation, and also gives a wide variety of information that works together with knowledge of medicine and real-world interaction with investigators, victims, and the public in general.</li> <li>• This is a flexible, informative course, perfect for students who may have other requirements they may need to complete concurrently.</li> <li>• The flexibility of the elective is really nice. Additionally, it is a really interesting and unique perspective of medicine that is valuable regardless of what specialty you ultimately go into. I learned more about the field of pathology and how impactful it is for providing the family with closure and/or saving lives due to the discovery of hereditary diseases within a family.</li> <li>• Take if you are looking for independence during the summer and enjoy the content.</li> <li>• Space it out.</li> <li>• Asynchronous was nice because I could self pace. Depending on my schedule I could do more or less each day.</li> <li>• This is a great course to learn many ways people die and it really helps puts patient care into perspective. Also This may seem obvious but some of the images used are extremely graphic so be prepared.</li> <li>• This is a great course for strengthening your pathology skills which is useful for USMLE Step 1 prep. I enjoyed the specific cases that were shared and crime scene evidence.</li> <li>• Helpful and informative information to be aware of.</li> <li>• DO NOT wait to complete this in a few days, consistently work on it throughout the month.</li> <li>• This is a great self paced course that allows you to learn all about the role of the death investigator. You will learn a lot of very cool things while still having time to study for step one and other course material.</li> </ul>



## Rotation

## Comments

- This is a great introductory course to the role of a coroner, death investigator, and forensic pathologist. It was extremely helpful to learn more about the vital role all of these professions play in determining the cause of death.
- Enjoyed the self-paced aspect
- This is a great elective to take if you haven't been exposed to death. The pictures are real and give you a real sense of criminal and natural death processes.
- Great elective if you are interested in forensic pathology or general pathology. You get to work through each module at your own pace and your own time. If you have internet access you could complete this elective from anywhere. The cases are very real and many images are graphic so be prepared for that. Overall I would recommend taking this elective at some point.
- Useful information that can be learned at your own pace.
- This is an excellent and thorough elective that provides insight into death and death investigation.
- This class is a great opportunity for those who want to learn more about forensic pathology and diverse topics, including cultural competency, scene investigation, terminology, and diseases. I especially enjoyed this class because it was self-paced, and I could plan trips and spend time with family and friends.
- Super easy and fairly interesting. It is all pre-recorded lectures, so you can watch when you have time.
- I would begin by doing the last 3 modules. I feel like I got the most beneficial information from them.