



IMPACT

PREP/RAP ADVISORY NEWSLETTER
Office of Academic Enrichment & Outreach
David Geffen School of Medicine at UCLA

Volume 1, Summer Issue

July 2, 2007

Inside this issue:

Welcome! 1

Directors of RAP/PREP Spotlight: Louise Howard and Liz Guerrero-Yzquierdo, MPH 2-5

Health Policy Corner 6-7

A Glance at UCLA Extension 7

Director of the Office of Academic Enrichment and Outreach Spotlight: Patricia Pratt 8

Glance at Pediatric/Oncology 10

IMPACT Book Club 10-11

Thank You!



Patricia Pratt: Director of the Office of Academic Enrichment and Outreach

We would like to thank Patricia Pratt, the Director of the Office of Academic Enrichment and Outreach, for her dedication and commitment to helping medical and pre-medical students. She has made programs such as RAP and PREP available for students. Such opportunities are greatly appreciated.

Thank you,
-Editorial Staff

Welcome!

Welcome! We would like to welcome the new incoming class of PREP and RAP 2007. You are all about to embark on an amazing experience this summer. The Office of Academic Enrichment and Outreach at the David Geffen School of Medicine at UCLA offers a fun-filled and life changing summer enrichment program for you. Please make the most of this opportunity. Create new friendships, socialize and most importantly take advantage of the services and workshops that will be offered throughout the summer.

We all look forward to working with you and would like to invite you all to become part of our team. Help us continue to spread the words of empowerment, encouragement and enrichment by joining the IMPACT Newsletter. Contact us for more information. Have a great summer!



Did you know?

- UCLA RAP has an excellent success rate. Over 97% of RAP students enter either medical school or a health professional school.
- PREP also has a high success rate. Over 90% of students

have been accepted into health professional schools.

-Students from both programs have been accepted into many prestigious universities, such as the David Geffen School of Medicine at UCLA, UCSF, Harvard Medical College and more!

Visit our website for more information.

RAP Director Spotlight: Louise Howard

By David Tran



Louise Howard, Director of the Re-applicant Program (RAP) at David Geffen School of Medicine at UCLA and a Learning Skills Counselor, takes on medical and pre-medical students to teach and to empower.

Howard has been involved with the David Geffen School of Medicine for over 18 years. With her passion, she continues to guide students

Louise Howard grew up in Los Angeles with two brothers. She recalls, “I was not a good student in school. When I graduated from high school I explored music with singing background and forming a blues band. But I was not very successful at that.” With the blues group behind her mind, Howard “decided to try college and I got in through the Educational Opportunities Program at CSU Dominguez Hills. I failed my first year of college because I did not know how to study or read actively.” But little did she know that she would be teaching students how to study actively and successfully. Howard continues, “An English professor took me aside and taught me how to study. As a result I graduated magna cum laude.”

“I explored music with singing background and forming a blues band.”

Before coming to work at UCLA, Howard was an admissions counselor. She was then hired by Charles R. Drew University of Medicine and Science to run educational enhancement programs for inner-city high school students. There, she met her mentor, Angelica Braestrup, a prominent learning skills specialist, who helped improve students’ academic performance. Together, Braestrup and Howard “formed an MCAT program at Drew in 1985 that applied Braestrup’s theories. We were very successful in providing educational intervention for disadvantaged students.” Howard’s motivation to help students stems from the connection she develops with them. “I understand what was missing for those students. I was like them. I was very excited and motivated to help students who were like me when I was a student,” Howard explains.

In 1989, a call from Patricia Pratt, the director for the Academic Enrichment and Outreach at UCLA, asking Howard to conduct workshops for the Pre-Medical/Pre-Dental Enrich-

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“I graduated magna cum laude.”

ment Program (PREP), continued on as a career for Howard helping countless medical and pre-medical students at UCLA. With her expertise as a Learning Skills Counselor, Howard directed the Pre-Medical Scholars Institute, which assisted disadvantaged UCLA pre-medical students with the process of applying to medical school. In addition, to help students achieve their potential, Howard provided workshops on learning and studying skills and time management. “We also had distinguished speakers present various topics of medicine to the students, such as Dr. Josephine Isabel-Jones, Dr. Theodore Hall and Dr. Keith Black, a

renowned neurosurgeon,” remarks Howard.

“RAP has been growing and evolving”

As her focus from pre-medical students’ transition to medical students, Howard directed a new tutorial program called Medical

Scholars Program (MSP), which was modeled after the UCSF School of Medicine’s program. MSP assisted first-year medical students with exams, classes and various issues faced during the first year. But as the medical school curriculum at the David Geffen School of Medicine transformed, “We had to revamp the program to adapt to the new problem-based learning (PBL) curriculum,” explains Howard. During the changes of MSP, Howard then directed Prologue to Medicine for entering first-year medical students, “where students for two weeks are introduced to the first year of medical school,” Howard describes. Then, as Howard learned more about the PBL curriculum, she directed a new tutorial service for medical students that supports them in the new curriculum. The tutorial service also helped prepare students for their US Medical Licensing Examination Step 1.

It was until recently in 2004, Howard took on the role as program director of RAP, “A post-baccalaureate program to help disadvantaged students to enter medical school and return to underserved communities to practice medicine,” Howard comments. Previously, Elizabeth Guerrero-Yzquierdo directed the program when it first started in 2000 who, now, directs PREP.

Since then, “RAP has been growing and evolving,” says Howard. Before RAP started, UCSD, UCD, UCSF and UCI had already formed their post-baccalaureate program. Howard describes, “RAP started because there were no strong opportunities for disadvantaged students who were reapplying to medical schools. They make great doctors and they return to their own communities.” Howard also explains, “The program at UCLA is unique. UCLA only has a re-applicant program, whereas the other UCs offer both a re-applicant and a first-time applicant program, because we already offer PREP for undergraduates.

“This year, the process of applying to RAP was completely different. There is a new consortium of UC post-bac programs where students submit their applications online to UCD. UCD then scans all documents and emails them to the respective schools students apply to,” Howard describes. She continues, “Last year, we received 65 applications for RAP. This year we received 186 applications for 10 spots,” indicating that RAP’s reputation is growing. As the program director, Howard reviews all applications carefully and invites a select few for interviews. After the interviews, the students’ applications undergo review

“Counseling is extremely important. It helps guide students towards a route to enter medical school successfully.”

by an advisory committee that includes clinical faculty members at UCLA.

With her extensive knowledge on the process of applying to medical school, Howard explains the benefits of RAP, “RAP is necessary. California has the most pre-med students in the nation. Unfortunately, most students are not knowledgeable about the process of applying to medical school. Some students need more time to improve their numbers, while others require clinical experience or both.” Howard has taught a UCLA Extension class called, How to Be a Successful Medical School Applicant, and she has met “many students who just didn’t know about the process

“Take advantage of our expertise. We know what we are doing.”

or they lacked clinical experience or their GPA and MCAT scores were too low.” As a result, Howard advocates, “Counseling is extremely important. It helps guide students towards a route to enter medical school successfully. And PREP and RAP are just that. These programs provide tremendous counseling. They allow students to talk to people while they are going through the strenuous application process.” And her advice for current RAP students is, “Take advantage of our expertise. We know what we are doing.”

Over the last four years, RAP has had a success rate of over 97% of students who enter medical school and health professional schools. Of

the 58 RAP students, 34 have been accepted to medical school, 18 are still in progress and 5 students have decided to enter another health professional school, such as dentistry, nursing, physician assistant or pharmacy.

Howard's passion, diligence and expansive knowledge offer students lifetime opportunities. Whether it is their second chance at applying to medical school or studying for the board exams, Howard provides support, motivation and encouragement that help ensure students' success as medical students and doctors. Howard comments, "My interest in working with disadvantaged stu-

dents is to help level the education playing field. These students did not have the opportunities that other students have had, yet they must compete with others who have had no obstacles to overcome. My interest in helping to level the playing field of education and in life is directly linked to my having grown up

"If I can play some small part in helping them to achieve their goals, then I have made a difference and that makes me happy."

during the civil rights era in America." She continues, "We have made progress since then, but still, students from lower socio-economic communities need help to achieve their dreams of becoming doctors. If I can play some small part in helping them to achieve their goals, then I have made a difference and that makes me happy."

Indeed Howard has made a tremendous difference in students' lives because when you see Howard walking down the halls of CHS or meet with her in her office, she always has a calming and welcoming smile to greet her students.

PREP Director Spotlight: Elizabeth Guerrero-Yzquierdo, MPH

By Jesus Torres and Gonzalo Saavedra



Elizabeth Guerrero-Yzquierdo was born and raised in Oxnard, California. She graduated from UCSB and has a masters in public health. She has served as a health advocate for the community. Now she is the Director of Pre-Medical/Pre-Dental Enrichment Program, PREP, at the David Geffen School of Medicine at UCLA.

Elizabeth Guerrero-Yzquierdo was born and raised in Oxnard, California. Her parents immigrated to the United States from Mexico with the hopes of finding a better life for their family. Despite the fact that her parents were never able to attain a college education they understood its value and importance and wanted their oldest daughter to attend college. However, Guerrero was ill-informed about the necessary steps needed to pursue a

higher education. Guerrero recalls, "I had no idea what college consisted of but I knew I wanted to attend, even though I had never set foot on a college campus." She continues "It wasn't until a field trip that I took to UC Santa Barbara where I met an outreach counselor who was able to provide the information that I needed in order to apply to college."

UCSB was the only college Guer-

erro applied to and she was accepted. While at UCSB, Guerrero was pre-med, but became discouraged because she did not do well in her science classes. Upset with the outcome of her academic performance, she turned to the student EOP office on campus in search for advice. Charlie Garcia, a college counselor at UCSB told Guerrero to explore other health professions because there is much more to medicine than just becoming a doctor.

"I had no idea what college consisted of but I knew I wanted to attend, even though I had never set foot on a college campus."

Guerrero took her counselor's advice and "that is when I discovered public health. I had found my passion. I became very interested in health prevention and helping communities. I decided to pursue a master's in public health at California State University Northridge," says Guerrero.

"We look for a diverse class that we feel can really help or can benefit from UCLA PREP."

Upon graduating from college Guerrero took on a position at the Ventura County Public Health Department, before returning to UCSB. While at UCSB she served as the sexual health educator and the HIV counselor for the student health clinic on campus. She worked at the student health clinic for a little over 5 years before moving to Los Angeles. Guerrero states that her move to Los Angeles was fun because "I made a bet with my fiancée. Whoever could find a job first would mean that we would have to move to wherever that job would be. And I ended up finding a job first and it was at the David Geffen School of Medicine at UCLA."

Since then, Guerrero has been working for the Office of Academic Enrichment and Outreach at the David Geffen School of Medicine at UCLA for over 7 years as Assistant Director for Outreach Services. Guerrero is the director for the UCLA Pre-medical Pre-dental Enrichment Program (UCLA PREP). She assists pre-med students in their

preparation of becoming outstanding medical school candidates. In addition she represents the David Geffen School of Medicine at local, regional and national events, such as at premedical conferences. She also provides presentations on admissions, AMCAS, and post-baccalaureate programs."

Guerrero explains that PREP specifically targets students who are interested in working with the underserved communities, students who come from disadvantaged backgrounds and/or are underrepresented in medicine. Since PREP's inception in 1982, 41% of PREP participants have identified themselves as Mexican/American, 30% have identified as African American. In addition 65% of PREP participants are the first in their family to receive a college education.

Selecting students for PREP requires a detailed review of each applicant. Guerrero explains, "We model our selection of PREP participants to that of the medical school admissions process. Our admissions committee consists of faculty, physicians and medical students and most of them are former PREP participants. We screen applications and interview a select number of students. As an admissions committee we meet to discuss the applicants.

"I feel I have been bestowed a great honor"

"There is nothing more satisfying to me than to help someone reach their potential."

We look for a diverse class who we feel we can really help and who can benefit from UCLA PREP." And PREP has been extremely successful. Over 90% of students who apply to health professional schools gain acceptance.

Guerrero believes students must always help one another; and reach back and offer a helping hand to their fellow colleagues. "We learn from one another and that includes sharing successes and mistakes" she states. "We all need to continue to help create pathways so that other people can follow."

Guerrero finds her work to be very fulfilling. She explains, "It is very rewarding for me to know that I have the opportunity of working with a population of students with so much potential but who are underserved, or who are the first in their families to attend college, or students who had to overcome many hardships in their life." She continues, "I feel I have been bestowed a great honor if I can help someone reach their potential. Assisting students in attaining a higher education, whether it is in medicine, public health, or any other health profession, as long as they really find their passion is what I enjoy most. Knowing that I was part of that process is very rewarding for me."

Health Policy Corner: Demonstrating the Need for Health Care Reform

By Angela Echiverri

A health care crisis is currently impacting the well-being and economic vitality of California. Nearly 7 million Californians and their families are uninsured. In terms of those with health coverage, over 50 percent of Californians receive health insurance through their employer while public programs, such as Medi-Cal and Healthy Families, reduce the likelihood of being uninsured for low-income Californians and their families. However, an alarmingly large group of Californians do not have health insurance coverage, and thus lack ready access to health care. With health care costs spiraling out of control, state spending on health care is expected to increase unabated, declines are predicted in employer-based coverage, Californians and their families will be forced to bear a greater burden of health care costs, and the number of uninsured will indeed continue to rise.

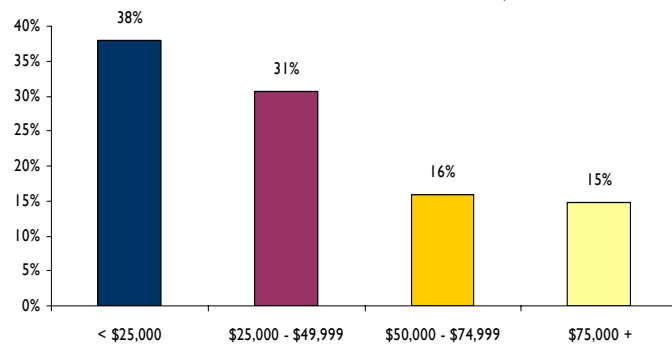
The crisis of the uninsured is particularly pertinent to communities of color, who are more likely to be uninsured; approximately 75% of uninsured Californians include people of color. Being uninsured has devastating consequences not only on

Comparison of the Uninsured, CA vs. US, 2003 – 2005
 California has the largest number of uninsured residents, with over 20% uninsured

State/Region	TOTAL	UNINSURED	
	Millions	Millions	Percentage of Total
California	31.8	6.6	20.8%
Total US Population	255.1	45.2	17.7%

Family Income of the Uninsured, 2005

Over one-third of the uninsured include families with an annual household income of less than \$25,000. The Federal Poverty Level for a family of four is \$20,650 (US Department of Health and Human Services, 2007)



Source: California HealthCare Foundation (2006)

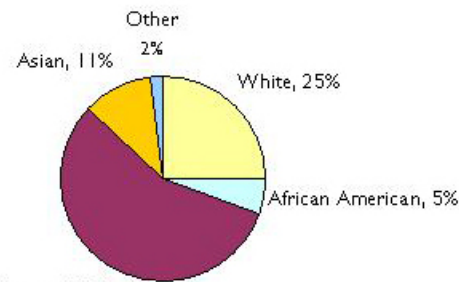
one's health but also adversely impacts an individual's financial well-being. In terms of health, uninsured individuals are often forced to delay or forego needed health care, including preventive screenings, management of chronic illness, or disease treatments. As a result, the uninsured suffer from high rates of illness and chronic disease, which disproportionately impacts communities of color and contributes to the health disparities experienced by racial/ethnic minority groups. In addition, when a health care crisis does occur, uninsured families incur great financial hardship and often-times bankruptcy. Almost half of all personal bankruptcies are attributed to health problems or medical bills. Based on these adverse consequences, communities of color have a critical stake in health care reform.

Every 10 years, a critical window of opportunity emerges in health care reform. This year, the Governor and various state legislators, such as Assembly Speaker Fabian Nuñez, Senate President Pro Tempore Don Perata, Senator Sheila Kuehl, and other legislators, have advanced proposals to reform the health care system. It is important to ensure that health is made a high priority by the State of California, and that we take advantage of both the political will and the public resolve to make sure that health care reform occurs this year.

The following charts and graphs include a profile of the uninsured in the state of California, which demonstrates the need for health care reform. Future IMPACT newsletters will highlight a brief overview of the

Ethnicity of the Uninsured, 2005

About 75% of the uninsured represent communities of color.



Source: California HealthCare Foundation (2006)

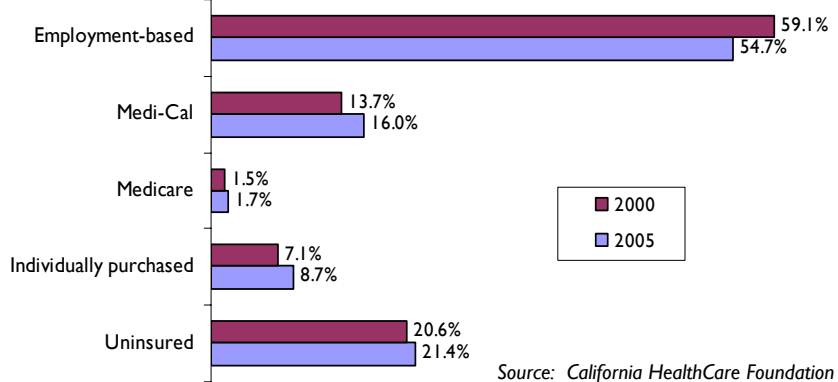
major health care reform proposals advanced by the Governor and state legislators.

For more information, please visit:
<http://www.health-access.org/>
<http://www.chcf.org/>

- Sources:
1. California Health Interview Survey (CHIS), UCLA Center for Health Policy Research.
 2. California HealthCare Foundation
 3. "No Health Insurance? It's Enough to Make You Sick." ACPAS of Internal Medicine, Nov. 1999.
 4. "Paying for Health Care When You Are Uninsured," Access Project, 2000.

Health Insurance Sources, 2000 and 2005

Rising health care costs causes substantial changes in the sources of health insurance coverage between the years 2000 and 2005. Declines in employment-based coverage compounded with an increasing reliance on public programs (Medi-Cal) and a rise in the proportion of the uninsured demonstrate the need for health care reform.



Source: California HealthCare Foundation (2006)

An Introduction to UCLA Extension

By Hanh Huynh

UCLA Extension is perhaps one of the best kept secrets of higher education. With 4,500 courses offered each year, ranging from Business Administration to Physiological Science, UCLA Extension serves those individuals who are looking for academic enrichment, career development, or personal growth. Extension courses not only meet UCLA's rigorous academic standards, but their instructors are the best in their field and are very receptive to student learning.

Many premedical students have taken advantage of the wide range of UCLA Extension courses, in order to enrich their scientific background and to better prepare them for medical school. Whether you are a

different career, UCLA Extension offers classes to meet everyone's needs. UCLA Extension's Certificate Program in Introductory Science is a great program that caters to those who have not completed any scientific coursework, yet are looking to fulfill premedical requirements. The program follows UCLA's premedical requirements, which include introductory courses in chemistry, organic chemistry, physics, mathematics, and the life sciences. Those who already hold a science degree and are looking to enhance their scientific background can also benefit from courses, such as Exercise Physiology, Applied Anatomy and Biomechanics, Fundamentals of Physiology, and many other advanced science courses. Undergraduate students are also able to receive credit for classes taken through UCLA Extension.

current undergraduate student, a post-baccalaureate student, or someone who has opted for a

UCLA Extension courses are offered during the day, the evening, and on weekends at convenient locations in Westwood, Downtown Los Angeles, Universal City, and various places throughout Southern California. In addition, UCLA Extension offers an extensive array of online courses. Lastly, UCLA Extension offers financial aid for students who qualify.

Aside from offering introductory and advanced science coursework for premedical students, UCLA Extension offers certificate programs that provide specialized training

and education not currently available locally, at either the undergraduate or graduate level. Some of the certificate programs include Fitness Instruction, Health Care Management and Leadership, Alcohol/Drug Abuse Counseling, College Counseling, Early Childhood Education, and many others. Certificate programs usually require the completion of an average of 6 courses in that area, as well as an internship in that field.

UCLA Extension courses are offered during the day, the evening, and on weekends at convenient locations in Westwood, Downtown Los Angeles, Universal City, and various places throughout Southern California. In addition, UCLA Extension offers an extensive array of online courses. Lastly, UCLA Extension offers financial aid for students who qualify.

For more information, please visit www.uclaextension.edu.

"4,500 courses offered each year"



Office of Academic Enrichment and Outreach Office Spotlight: Patricia Pratt, Director

By Gonzalo Saavedra and David Tran

Not only do the many accolades from the Association of American Medical Colleges, the California Wellness Foundation and the Association of Black Women Physicians portray Patricia Pratt, Director of Academic Enrichment and Outreach Office at the David Geffen School of Medicine at UCLA, but it is her strong passion and commitment that shines. As Director, Pratt continues to reach out to students and strengthen the office's programs such as PREP and RAP.

For Patricia Pratt, family is very important. Her great-grandmother, an emancipated slave, played a huge role in her life. During her summers as a young child, Pratt spent time with her great-grandmother in Mississippi. Although illiterate, "My great-grandmother made sure that her children could read and write. Education was very important," explains Pratt.

"I was one of the 4 black students out of 6,000. I was ranked number 3 in my class."

While growing up in Illinois, "I didn't know I was poor. I didn't have a TV. But I loved to read. I could travel the world and expand myself by reading," Pratt remembers. "Education was very important in my family. My mother ensured that I had the opportunity for a good education. Throughout my educational life, I attended 17 different schools," Pratt continues. Following her parents' divorce, Pratt's mother had to move to the projects in Chicago when she was eleven. After transferring from private to the lo-

cal public school, she went to class where she knew more than her English teacher.

After three months, she transferred to the top high school in the nation, New Trier High School. "I was one of the 4 black students out of 6,000. I was ranked number 3 in my class. But I wasn't very happy. I really didn't have friends because I didn't have money to even hang out with them and do what they did for fun. So I convinced my mom to let me go to a public high school so I could make friends and she did," says Pratt. "But when I changed schools, I started to ditch classes because other students did," Pratt continues. Although Pratt excelled in her academics, "I dropped out of high school. I ended up getting a job as a waitress and I made false report cards to bring home," she describes. For a year and half, Pratt worked as a waitress. But she gathered all of her money and went back to a private high school and "I completed a year in a half of curriculum in eight months graduating early," she says.

After high school, Pratt attended the University of Chicago, but she had

to drop out because "it was too expensive and I didn't know about financial aid," Pratt explains. Instead, Pratt enrolled into a community college and then she attended the Art Institute of Chicago. Pratt recalls, "I wanted to become a photographer for National Geographic. I wanted to see the world and capture it on film. Artistic talent runs in my family because my mother, grandmother and great-grandmother were seamstresses. And my uncle, who was a graphic artist designed the logos for Tide and Joy."

When she completed college, Pratt moved to San Francisco then ended up in Los Angeles. "I went to UCLA and graduated in 1971. I then worked as a photographer, but then I realized that I could not make enough money for my family," Pratt discusses. She says, "So I sent my resume to Charles R. Drew University and I working there as an artist. I designed brochures, but then I moved on to writing the brochures and running and organizing the programs that were described in the brochures. Later on, I became the coordinator of the Continuing Medical Education Program at Drew and then a member of the curriculum

team that developed the curriculum for 3rd and 4th year medical students at Charles R. Drew University School of Medicine.”

In 1981, “I left Drew to start the Health Careers Opportunity Program (HCOP) at UCLA. Although I took a very large pay cut, my job is excellent and rewarding. And I will be going on 26 years at UCLA,” says Pratt. Pratt then became the Director of the Office of Academic Enrichment and Outreach at UCLA. In 1982 Pratt started PREP with a charter class of 20 students. “I took one year to design PREP. I traveled to Harvard and Tulane University to experience their summer programs. Dr. William Wallace and Dr. Ana Epps were my mentors.” Since then, PREP has gone from 20 to 50 students each year with 30 being ideal for the seven-week program.

Pratt describes, “The purpose of PREP is to help students early in their academic life.” PREP is unique compared to other summer programs. “We promote self-actualization in addition to academic preparation,” Pratt continues. The program advocates students’ health in all avenues: physical, mental, social, spiritual and emotional. This is important because one must express health if one is to encourage health in others.” Pratt also states, “PREP addresses the fact that life is bigger than any career and to become more fully whole as a

**“I wanted to become a
photographer for National
Geographic.”**

person we must gain self-knowledge and direction.” PREP helps expand boundaries. Pratt says, “PREP lets students know that life has a theme and it can be expressed in many different avenues and it doesn’t necessarily have to be medicine. For example, if they find that their path is teaching, then I am happy.”

For 25 years, Pratt could not describe PREP in one word until now. “After having a conversation with Dr. Lonnie Bristow, the first Black President of the American Medical Association, at a conference, he introduced to her the word “ubuntu.” And that is how Pratt describes PREP with one word. Desmond Tutu describes ubuntu as,

A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed.

Pratt continues, “PREP has had students from all types of backgrounds. They come from immigrant families, parents who never completed an elementary education or parents with professional backgrounds, blue collar families and more. They speak many languages in different vernaculars. But they all com to learn, to grow, to share and to serve.”

In 2000, the Office of Academic Enrichment and Outreach Office offered the UCLA Re-applicant Program (RAP) to students who were

**“PREP has had students
from all types of
backgrounds.”**

unsuccessful to gaining entrance to medical schools. Although both RAP and PREP have some components in common, “RAP offers an individualized plan for students while PREP intervenes early during an undergraduate’s academic life and helps them gain a positive start,” Pratt explains. All in all, these programs offer fantastic opportunities for students.

As Director of the Office of Academic Enrichment and Outreach, Pratt continues her pursuit of excellence in promoting diversity and support for students. During her tenure at UCLA, Pratt has been nationally recognized and awarded with several accolades, which include the National Service Award from the Association of American Medical Colleges, an award from the Association of Black Women Physicians and the Champions of Health Professions Diversity Award from The California Wellness Foundation for her commitment to promoting diversity within medical professions and expanding the national minority physician workforce.

With such honors, Pratt is very humble, “I never expected the limelight, but if it is part of the job then I’ll do it. I love what I do. National recognition allows me to do more.” Indeed Pratt has brought change to our generation and an example for the coming generations ahead.

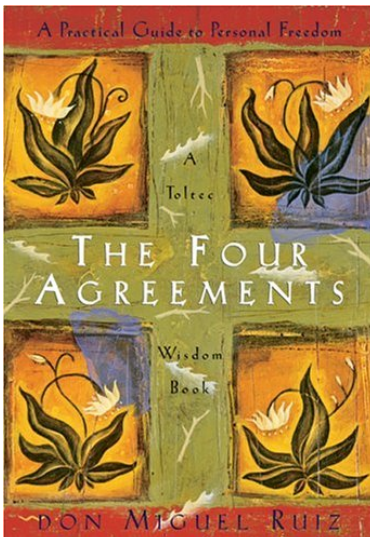
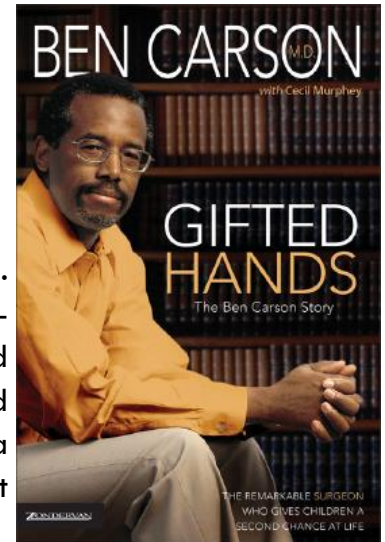
IMPACT Book Club Continued

By Gonzalo Saavedra and David Tran

Gifted Hands: The Ben Carson Story.

By: Ben Carson and Cecil Murphy

Dr. Ben Carson's, *Gifted Hands*, is an autobiographical look into his life. Dr. Ben Carson is living proof that we are NOT mere products of our environments. The book presents the many challenges Dr. Ben Carson encountered while growing up as an inner-city child. He overcame a broken home, bad temper and racial inequality to become a great man, loving father, a world renowned Neurosurgeon and Chief of Pediatric Neurosurgery at Johns Hopkins in Baltimore, MD.



The Four Agreements: A Toltec Wisdom Book

By: Don Miguel Ruiz

“A Practical Guide to Personal Freedom.” Don Miguel Ruiz anecdotally describes the Four Agreements, which make up a set of code of conduct that will change your life. Don Miguel Ruiz attended medical school and become a surgeon before a near death experience changed his life and set him on an intensive practice in self-inquiry. Using the esoteric Toltec knowledge, Ruiz helps open our minds and free our individuality to find “true happiness and love.”

IMPACT is a newsletter by students, for students.

The Editorial Board meets once every month. Upcoming meetings will be announced. All are welcome to attend.



To contribute to IMPACT or to join the Editorial Board, please contact Gonzalo at chalo_427@hotmail.com or David at ctdave@ucla.edu

Resources

The Resources column is a forum intended for the sharing of research and information relevant to pre-medical students gathered by PREP & RAP Alumni. If you have any interesting websites you like to share, please let us know:

MCAT Information

Sign up for this year's MCAT or get answers to FAQs, at aamc.org/students/mcat/start.htm

The Next Generation: An Introduction to Medicine www.nextgenmd.org

National Association of Advisors for the Health Professions www.naahp.org

AAMC's Aspiring Doctors Website www.aspiringdocs.com

Association of American Medical Colleges

Essential basic information about applying to medical school www.aamc.org

American Association of Colleges of Osteopathic Medicine

www.aacom.org

Premedical Discussion Forums

www.studentdoctor.net

MCAT Mnemonics

<http://www.geocities.com/CollegePark/Union/5092/mnemMCAT.html>

MDapplicants.com

A collaborative site created by the online community to serve as a guide to premedical students.

IMPACT

PREP/RAP ADVISORY NEWSLETTER
Office of Academic Enrichment & Outreach
David Geffen School of Medicine at UCLA



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