

# First and Second Year Selective Course Descriptions 2006-2007 Academic Year

## ***Adolescent Relationship Violence Prevention***

An estimated 28% of young people experience violence in a dating relationship, about the same rate as adult domestic violence. Adolescent relationship violence happens in all communities, regardless of ethnicity or class, whether urban, suburban, or rural. Violence, including physical, sexual, and emotional abuse, is too often accepted and tolerated in our culture. In this selective, medical students will teach high school students about relationship violence and negotiation skills to manage and avoid relationship conflict. Medical students will be trained by leaders of the Los Angeles Commission Against Assaults on Women (LACAAW) and will be provided with the "In Touch With Teens" curriculum, which they will then teach to high school students. This selective also includes cultural competency talks given by Dr. Anna Chirra to address cultural factors that impact perception of intimate partner abuse, response to such abuse, and how trainers can understand and incorporate cultural differences in their trainings and future practice. Every physician will encounter patients who have been victims of violence and this selective will give you the information and tools to recognize violence.

"Violence is Preventable. If we can learn it, we can unlearn it. If we can see it, we can stop it. Silence is violence. If we can talk about it, we can change it." (from the "In Touch With Teens" curriculum)

### **Objectives:**

- Learn more about domestic violence for use in their practice
- Develop knowledge of domestic violence and skills on dv prevention for use in their practice
- Develop a deeper understanding of issues shaping adolescents' perspectives
- Develop facility in eliciting information from adolescents that will be useful in clinical practice
- Explore ways to incorporate community outreach in their future practice
- Understand the influence of cultural differences on the physician-patient relationship

**Course Chairs:** Anna Chirra, M.D., Cindy Moskovic, MSW, Susan Baillie, Ph.D.

**Additional Teacher:** Janet Pregler, M.D.

**Student Requirements:** Course Introduction, LACAAW Training, Cultural Competency Lectures, Presentation on working with adolescents, Orientation to High School Trainings, Trainings (minimum 3 hours) at High Schools (must have car or means of transportation to get to high schools), Wrap-up/Mentoring Meeting.

**Teaching Methods:** Didactics and Training; In-school student training experience

**Enrollment:** Maximum of 16 students, minimum of 6 students

**Sponsoring College:** Primary Care College

**Schedule:** TBD, different dates throughout the school year

**Location:** UCLA and local area high schools

### ***Breaking News in Health Care Politics***

This course will focus on current controversies and emerging trends in health care delivery, finance and politics. Participants will read one or two "breaking news" stories about health care issues published in the popular press (e.g., New York Times, LA Times) each week. Depending on interest, topics will range from health insurance and universal coverage plans, to medical malpractice and liability, to consumer-driven health care. The course will allow students to become familiar with important areas or health policy debate, and introduce the vocabulary needed to understand the issues that are discussed in the national press.

**Course Chair:** Carl Stevens, M.D., MPH, Associate Clinical Professor of Medicine, Chair of Medical Leadership College and Clinical Reasoning Thread, and Department of Emergency Medicine, Harbor-UCLA Medical Center, David Schriger, M.D., MPH Professor of Medicine, Department of Emergency Medicine, Center for Health Sciences, and Paul Wimmers, Ph.D., assistant professor in medicine and serves for the Educational Research and Development Unit

**Student Requirements:** Articles will be circulated electronically. Requirement: read the articles and participate actively in the discussion. Each week one student will summarize an article for the group.

**Teaching Methods:** Discussion

**Sponsoring College:** Medical Leadership College

**Enrollment:** Maximum of 20 students

**Schedule:** 4:00 p.m – 5:30 p.m. Mondays, Spring Session starting 1/22/07

**Location:** 43-229 CHS

### ***Classical Texts in the History of Medicine***

In the first four meeting we will analyze the writings by Hippocrates, Galen, Maimonides, Harvey and Pinel. The last four meetings will cover texts chosen by the participants.

**Course Chair:** Professor Dora B. Weiner, <http://www.history.ucla.edu/weiner/>

**Student Requirements:** the writing of a thesis, leading to distinction as Dean's Scholars is greatly encouraged

**Teaching Methods:** Discussions

**Enrollment:** Maximum of 8 students, minimum of 3 students

**Sponsoring College:** Medical Specialties College

**Schedule:** First meeting will be at 3:30 PM on Monday 1/22/07. The rest of the course schedule will be decided by the class based on compatibility of schedules

**Location:** CHS and Bunche Hall on UCLA Main Campus

### ***Diagnostic Cardiology***

This course is focused on understanding techniques used to diagnose cardiovascular disease, such as physical examination, chest X-ray, echocardiography, nuclear medicine and cardiac catheterization. Each session is divided into a didactic overview followed by a clinical experience.

**Course Chair:** Andrew Watson, M.D., Ph.D.

**Additional Teachers:** medical student Dan Jurewitz

**Teaching Methods:** Discussion and Clinical experience

**Sponsoring College:** Medical Specialties College

**Enrollment:** Maximum of 8 students

**Schedule:** 1:30 p.m – 3:30 p.m. Mondays, Spring Session starting 1/22/07

**Location:** 57-134 CHS

### ***The Drew Experience: Caring for the Underserved in Los Angeles***

The goal of this selective is to discuss topics critical to understanding the needs of underserved communities, such as *Financing Care for the Medically Indigent*, *Creating Community Programs*, *Physicians in Politics*, *Health Care Disparity* and more. We have invited speakers from several disciplines to speak about their experiences in providing healthcare to the medically indigent. Students will participate in classroom discussions at the David Geffen School of Medicine at UCLA, and two or three clinical visits at either the King/Drew Medical Center or affiliated Centers. Our hope is that the selective will not only stimulate discussion and initiate research on topics presented, but will also foster a humane approach to patient care and complement the medical curriculum at UCLA. This selective is open to all students.

#### **Objectives:**

Students will:

- Obtain greater exposure to the practice of medicine in underserved communities, and the Drew community in particular, and they will meet and interact with physicians, team members and patients.
- Review and analyze major issues pertaining to the health and health care of underserved communities
- Through interaction and site visits, describe the different roles of the physician in addressing the needs of the community
- Describe and analyze the main health concerns of the clinic population
- Describe how the community/environment impact health care delivery and treatment options

#### **Course Format:**

- 1-hour discussions conducted by physicians, students, and other faculty
- 30 minute discussions for students to share readings and discussions on their topics of interest with faculty
- Two clinical site visits at either King/Drew Medical Center or affiliated centers
- Students are expected to attend each meeting and complete all assignments to pass the course.

***The Drew Experience: Caring for the Underserved in Los Angeles*** (continued)

**Assignments:**

At the beginning of the course, students will be asked to select a health topic of interest that is relevant to underserved communities and in which he/she considers how his/her topic relates to the ideas presented in discussion. Student will also be asked to submit a current news article or journal article that relates to each scheduled discussion in the course. Students will present a brief 3 page paper and discussion of the topic of interest to them.

**Site Visits:**

Students will be given a list of clinics from which they can choose for their preceptorship visits. No more than three students will be permitted per site per afternoon. A faculty member contact will be arranged for each site to oversee, if not precept, the students. During the site visits, students will have the opportunity to experience different clinical settings and/or work with Drew faculty.

**Course Chair:** Ronald Edelstein, Ed.D.

**Enrollment:** Maximum of 20 students, minimum of 5 students

**Sponsoring College:** Urban Underserved College

**Schedule:** 3:30 p.m – 5:30 p.m. Mondays, Spring Session starting 1/22/07

**Location:** 43-247 CHS and King/Drew Medical Center

***The Great Moments of Medicine***

Combating disease is one of Mankind's oldest and most universal challenges. Many great milestones that have shaped the field of medicine as we know it today are unfamiliar to a lot of training health care professionals. This is a student initiated selective created to promote scholarship on the history of medicine, disease, and the health sciences and to bring historical perspectives to bear on contemporary issues. The format will consist of around 9 noontime didactic sessions in which prominent UCLA faculty from different disciplines will present pivotal historical moments, people, or discoveries that reshaped medicine in their particular fields (example, the discovery of antibiotics). The series will run October 2006 – April 2007. These lectures will be open to students, residents, and all those who are interested. There will be three extra afternoon sessions spread throughout the year. The first session will be an introduction with a discussion of the course description, review of objectives, and overview of how to prepare the final paper or presentation. In the second session we will assess the progress of paper/presentation, obtain feedback from students, and provide them with updates. In the final session the students who wrote papers will turn them in and the students who prepared presentations will present them to the class. Overall we aim to sustain an integrative, eclectic view on important medical issues and equip medical professionals at various levels of training with a critical appreciation of the diverse approaches now practiced in medicine.

***The Great Moments of Medicine*** (continued)

**Student Requirements:**

- Attend 3 developmental afternoon sessions, and 75% of the didactic sessions.
- Independent research into area of particular interest to include becoming familiar with the History & Special Collection Division of the Louise M. Darling Biomedical Library at UCLA, and possibly interview UCLA faculty members with expertise in the desired area.
- Strengthen writing and presentations skills via the formal written paper or presentation on one focused aspect of the History of Medicine. Paper 3-4 pages. Presentation 10-15 mins.
- To have close interaction with prominent faculty members at UCLA who are pioneers in their respective fields, and learn from their achievements and contributions to medicine.
- Gain a better understanding and appreciation of the history of medicine, and how it provides context and perspective on the current and future state of medicine.
- Contribute to peer educational development, and promote creativity through scientific and historical exploration.
- Provide the opportunity to publish one's work in *The Beat* or submission for an essay contest.

**Course Chairs:** Sue Baillie, Ph.D.

**Course Coordinators:** Medical students Jonathan Marron & Christina Minami

**Enrollment:** No maximum/minimum number of students

**Sponsoring College:** Medical Specialties College

**Schedule:** 9 noontime didactic sessions and 3 afternoon sessions throughout the school year

**Location:** Medical History Room in the Biomedical Library

***Health of the Latino Population***

Readings and student-led discussions about different aspects of Latino health: causes of death, reportable diseases, service utilization, risk behaviors, demographic changes, assimilation and acculturation, and the history of Spanish language medical services in California from 1769-2007.

**Course Chair:** David Hayes-Bautista, Ph.D.

**Student Requirements:** Lead and participate in discussions

**Teaching Methods:** Discussions

**Enrollment:** Maximum of 12 students, minimum of 4 students

**Sponsoring College:** Urban Underserved College

**Schedule:** 4:00 p.m – 6:00 p.m. Mondays, Spring Session starting 1/22/07

**Location:** 924 Westwood Blvd. Ste. 730

***Health Policy: What Every Physician Needs to Know***

This course will provide students with an overview of basic financial and organizational elements of modern health care system. Issues such as managed care, role of physicians and hospitals, and quality of care will be discussed. Students will learn in detail about the current components of the health delivery system. We will discuss various types of health insurance including Medicare and HMO's.

**Course Chair:** Sondra Vazirani, M.D., MPH

**Additional Teacher:** Diana Tisnado, Ph.D.

**Student Requirements:** 2 brief presentations

**Teaching Methods:** Discussions

**Enrollment:** Maximum of 13 students, minimum of 6 students

**Sponsoring College:** Medical Leadership College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Spring session starting 1/22/07

**Location:** 911 Broxton, 2<sup>nd</sup> floor conference room

***Hematologic Oncology and Bone Marrow Transplant: Visits to the Leukemia/Bone Marrow Transplantation Unit***

Introduction to patients with cancer and the problems they confront with body image, to tolerance of treatment, family and financial issues, and mortality. Will also discuss emerging therapies in Hematologic Oncology.

**Course Chair:** Gary Schiller, M.D.

**Student Requirements:** To prepare short oral presentations on topics of Leukemia and Bone Marrow Transplantation as they arise in our clinical experience

**Teaching Methods:** Discussions and clinical experience

**Enrollment:** Maximum 4 students

**Sponsoring College:** Medical Specialties College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Spring Session starting 1/22/07

**Location:** 42-121 CHS

### ***Hypnosis and Medicine***

In this course, you will learn material that is both practical and applicable. It is designed to give you important information as to how the mind affects health, as well as what you can do to enhance the healing process. You will learn hypnotic skills that can be readily applied in your practice of medicine and to your own health. The following areas will be discussed: (1) How to maximize placebo and positive treatment expectancies in patients; (2) How to use hypnotic suggestions and phrasing to mobilize healing; (3) Rapid hypnotic inductions for changing physical symptoms. Learn hypnotic techniques for such conditions as headaches, irritable bowel, sleep disorders, dermatitis, panic attacks, post-surgical recovery, and other pain conditions; (4) Stress management for the patient and clinician – hypnotic techniques and self-hypnosis; (5) How to identify Resistance to Health, how to identify secondary gain and what to do about it; (6) Stopping the Let Down Effect, why we get sick after the stress is over (such as weekends, holidays, and vacations) and how to stop it. The format of the course will be lecture, demonstration, and practice. Work outside of class will consist primarily of practicing the techniques and tools demonstrated and discussed in the class.

**Course Chair:** Marc Schoen, Ph.D.

**Enrollment:** Maximum of 7 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:30 – 6:30, Mondays, Spring session starting 1/22/07

**Location:** Dr. Schoen's office in Beverly Hills, 50 N. La Cienega, Suite 207

### ***Introduction to Integrative East-West Medicine***

To introduce a patient-centered approach incorporating traditional Chinese medicine as a major representative of complementary and alternative medicine (CAM) traditions in clinical problem-solving.

**Objectives:** By the end of the course, students will be able to ...

- Understand the scope of CAM and compare paradigm differences between biomedicine, Chinese medicine, and integrative medicine
- Search the medical literature to prepare for a case discussion
- Use reliable resources to learn about drug and herb mechanisms of action, indications, contraindications and interactions
- Identify the location of at least one acupuncture point
- Examine for trigger points to assess pain and non-pain conditions
- Design a self-care plan

**Course Chair:** Marc Brodsky, M.D., MBA

**Additional Teachers:** Other faculty and acupuncturists at Center for East-West Medicine

**Student Requirements:** Presentation

**Teaching Methods:** Case discussion, clinic experience with patient interaction, patient testimonial, acupuncture workshop, massage workshop, tai-chi workshop

**Enrollment:** Maximum of 12 students, minimum of 6 students, first-year students only

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00, Mondays, Spring session starting 1/22/07

**Location:** UCLA Center for East-West Medicine, 2428 Santa Monica Blvd., Suite 308, Santa Monica

### ***Living & Dying: A Spiritual Approach to End-of-Life Care***

This course will explore issues related to major tasks of living and dying, mechanisms for coping with death, cultural differences in encounters with death, and helping family live with dying and death. Students will learn to be prepared for helping terminally ill patients and their family as well as develop self growth in search of the meaning of life.

**Course Chair:** Ming Lee, Ph.D.

**Student Requirements:** Interest in providing care to terminally ill patients and their family

**Teaching Methods:** Discussions and clinical experience may be arranged

**Enrollment:** Maximum of 20 students, minimum of 2 students

**Sponsoring College:** Primary Care College

**Schedule:**

3:30 – 5:30 p.m., Mondays, Fall session starting 10/16/06

or

3:30 – 5:30 p.m., Mondays, Spring Session starting 1/22/07

**Location:** CHS

### ***Medical Spanish***

Develop medical Spanish language skills and improve communication with Spanish-speaking patients. The course is designed around the patient interview and related activities that form part of a Doctor's daily work. The students will have the opportunity to role-play typical clinical scenarios in Spanish.

**Objectives:** By the end of the course, students will ...

- Develop attitudes that include awareness of the impact and importance of the Spanish language in the medical encounter with Hispanic patients as well as increase the desire to learn Spanish and interact with the Hispanic culture
- Be able to obtain a basic medical and social history from Spanish-speaking patients in a culturally-sensitive fashion
- Be able to identify some basic Hispanic cultural values and beliefs that could potentially affect clinical decision-making and to communicate effectively with Spanish-speaking patients to elicit a focused clinical history.

**Course Chairs:** Gilberto Cota, M.D. and Susan Rojas, M.D.

**Student Requirements:** Interest in learning Spanish. Actively participate in Spanish language-based patient interviews and role-playing. Study and review material provided prior to each session. There will be an optional opportunity to visit underserved Latino population clinics or a health fair (an opportunity for students to interview patients in Spanish).

**Teaching Methods:** Discussions, Problem-based Learning, and Clinical Experience

**Enrollment:** Maximum of 20 students, minimum of 6 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00 p.m., Mondays, Spring session starting 1/22/07

**Location:** Conference Room at the Les Kelley Family Clinic, 1920 Colorado Ave in Santa Monica.



### ***Cultivating the Healer Within: Meditation and Purpose in Medicine***

This experiential course will teach students to use meditational tools to reduce stress and maintain balance in their hectic lives. We will review and demonstrate the mind-body connection as it relates to the emotional, psychological, physical, and spiritual realms critical to health. This selective will utilize self-reflection and positive psychology techniques to help students deepen their purpose and meaning in medicine, enhancing the well-lived life.

Students will learn "The Three Breath Gift," a powerful but simple technique that will deepen the doctor patient relationship and enhance healing forever.

**Course Chairs:** Michael Sinel, M.D., Assistant Professor of Medicine, is a nationally-recognized back pain expert and author. Having practiced in a prestigious spine institute for many years, he now maintains a private practice in Santa Monica. Dr Sinel has studied meditation and yoga in India and teaches mind-body workshops around the country, and John Drimmer, Psy.D., the director of the California Center for Positive Psychology. Dr. Drimmer studies the science of the well-lived life and how to help people enhance compassion, resiliency and leadership. He has specialized in working with physicians and medical students to create deeply fulfilling careers. Columbia University awarded Dr. Drimmer the DuPont-Columbia Award for his work. He is also a documentary filmmaker and a former producer at 60 Minutes.

**Student Requirements:** Students will take part in exercises to explore their feelings and thoughts about the meaning of being a doctor. There will be readings about the connection between meditation, positive psychology and becoming a successful and happy physician.

**Teaching Methods:** The class meets at Dr. Sinel's beachfront residence in Santa Monica. Students will participate in beginning meditation exercises and a variety of other self-reflection experiences designed to help open a deep pathway between themselves and patients.

**Enrollment:** Maximum of 12 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00 p.m., Mondays, Fall session starting 10/16/06

**Location:** Dr. Sinel's residence at the Santa Monica beach

### ***Nutrition Guide for Medical Students on the Run***

Nutrition is important to all of us through our lifecycle. The food-health connection is why nutrition is highly relevant to health promotion and prevention of chronic diseases, yet the actual translation of this concept is not incorporated in the medical school curriculum. This special nutrition selective course will discuss a guide to healthy nutrition, cooking and selection of food, the calories and physical activities relationship, food safety and public health issues.

**Course Chair:** Vay Liang W. (Bill) Go, M.D.

**Additional Teachers:** Diane Harris, Gail Harrison and Susan Bowerman

**Teaching Methods:** Discussions and kitchen experience

**Sponsoring College:** Primary Care College

**Enrollment:** Maximum of 14 students

**Schedule:** 4:00 – 6:00 p.m., Mondays, Spring Session starting 1/22/07

**Location:** Warren Hall Kitchen

### ***Pediatrics: Approach to Rare Diseases in Children***

Goals for class participants are as follows:

- To learn a broad, interactive approach to diagnosing and managing different patients.
- To learn how to generate and rank a differential diagnosis based on given patterns of symptoms.
- To understand the use of several resources when generating diagnoses or learning about rare diseases.
- To understand that the diagnoses of rare diseases is often a longitudinal process, requiring the development of a therapeutic relationship with the patient and family while navigating various health care delivery systems.
- To learn more about the specialty of Pediatrics and the intellectual role of the general pediatrician in diagnosing and managing rare diseases.

After an initial introduction, five of the sessions will be small group, case-based and interactive. In these sessions the students will have the opportunity to work through clinical cases with pediatric faculty in general pediatrics, immunology, and genetics. Students will learn how experienced pediatric faculty work to solve challenging clinical cases – developing a prioritized differential diagnosis, recognizing red flags for serious illness, using pattern recognition in histories, as well as physical exam and laboratory studies to determine a diagnosis. Students will also have the opportunity to shadow faculty working in pediatric subspecialty clinics in two sessions.

**Course Chairs:** Jennifer Lin-Nguyen, M.D. and Shahram Yazdani, M.D.

**Additional Teachers:** Katrina Dipple, M.D., and Sean McGhee

**Student Requirements:** Tentatively a minimum of 3 clinic visits (more offered), 7 lunch-time talks (1 being from Domestic Violence Week) and attendance at 2 lunches with selective participants.

**Teaching Methods:** Discussions, problem-based learning and clinical experience

**Enrollment:** Maximum of 10 students, minimum of 5 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Spring Session starting 1/22/07

**Location:** CHS

### ***Research in Medical Education***

Do you nurture a special interest in educational processes, teaching and learning, and the quality of medical education, or do you have the ambition to become an academic scholar or medical faculty in the future? This selective allows you to participate in on-going *educational* research. The Educational Research and Development Unit (ED&R) of the David Geffen School of Medicine provides a range of services to enhance the quality of education and facilitates the design and development of the medical curriculum. The unit also leads and manages research in a wide area of projects related to medical education. Examples of on-going studies are: the effect of student diversity on attitudes towards the underserved population, video analysis of flexibility of communication, validation of clinical examination, impact of clinical experiences on learning during an OBGYN clerkship, and curriculum evaluation analysis.

This selective will give you the opportunity to touch on all facets of educational research, from literature search/review, formulating research questions, instrument design, data-collection, statistical analysis, to reporting and/or publication of the results.

**Course Chairs:** Paul Wimmers, Ph.D. & Sebastian Uijtdehaage, Ph.D.

**Student Requirements:** Basic knowledge about statistics and research methodologies is recommended. Literature related to the study of choice will be provided. Students are encouraged to search for additional literature and to work independently on several aspects of a study.

**Teaching Methods:** Direct mentoring

**Enrollment:** Maximum of 2 students

**Sponsoring College:** Primary Care College

**Schedule:** Flexible time commitment (depending on the study and passion of the student).

**Location:** Computer lab in the Biomedical Library

### ***Socially Responsible Medicine***

Course subjects will focus on socially responsible medicine, the public health impacts of environmental toxicants, health care disparities, and suicide and gun violence prevention.

The objectives of the course are to prepare the next generation of physicians to continue the legacy of involvement with issues of pertinence to public health, war and violence. It is the obligation of physicians to prevent what we cannot cure. In this course, students will receive education on the topics listed in the first paragraph, and how to advocate for patients with respect to these issues.

**Course Chair:** Jimmy Hara, M.D.

**Student Requirements:** Participation in discussions, reading assignments and a final research project on a topic of the student's choosing

**Teaching Methods:** Discussions

**Enrollment:** Minimum of 3 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Fall session starting 10/16/06

**Location:** CHS

### ***Student Run Homeless Clinic***

Students participate in student-run free clinics to provide basic health services and education to homeless children and adults at the Westwood Transitional Housing Village, "Samoshel" Santa Monica Shelter, UCLA Mobile Clinic, and Common Ground. Working in conjunction with faculty volunteers from the David Geffen School of Medicine at UCLA, students will be able to practice interviewing, taking vital signs, and giving vaccinations, as well as learning the rudiments of physical examination, case presentation, diagnosis, and chartwork. Clinics run weekly, and participation in a minimum of 5 during the academic year is required. Also, 6-8 evening seminars are presented to address medical issues confronted by the urban poor and homeless (attendance at 1 is required).

**Course Chair:** Susan Stangl, M.D., M.S.Ed.

**Course Coordinator:** Melinda Perlo

**Student Requirements:** Attend the orientation session, participation in a minimum of 5 clinics, a minimum of 1 evening seminar, and either write a reflective paper on an interview with a homeless person

**Teaching Methods:** Clinical Experience

**Enrollment:** Maximum of 16 students

**Sponsoring College:** Primary Care College

**Schedule:** To be arranged on an individual basis. Clinics are held on Tuesday and Wednesday evenings and Saturday mornings throughout the entire year. Evening seminars are conducted throughout the school year.

### ***What Every Medical Student Should Know About Drugs, Alcohol, Gambling and Sex***

Medical students will encounter the consequences of addictive disorders in every clinical rotation. Oftentimes, patients with addictive disorders are stigmatized, leaving physicians unsure of how to handle them. In actuality, the majority of patients with addictive disorders improve with treatment. Clinical outcomes of patients with addictive disorders are comparable to those with other medical disorders such as diabetes and hypertension.

In this selective, medical students will be able to learn more about addictive disorders than what is usually covered in core curriculums or clinical rotations. Various aspects of addictive disorders will be discussed including, epidemiology, screening tools, consequences and clinical management. Cases will be presented and we will also discuss recent events in the news that deal with addictive disorders (e.g. the impact of the poker craze on college students).

**Course Chair:** Timothy Fong, M.D.

**Student Requirements:** We will provide a binder for student reading and will assign 3 movies to watch during the course of the selectives.

**Teaching Methods:** Problem-based learning, field trips, and media exposure

**Enrollment:** Maximum of 12 students, minimum of 2 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Fall Session starting 10/16/06

**Location:** CHS

### ***Women's Health Selective***

To educate medical students on women's health issues and offer them an opportunity to observe physicians dealing with these issues in a clinical setting. Exciting opportunity for medical students to learn more about health issues affecting women via clinical experiences and lunchtime talks. Clinical visits (3 in total) will give students experience in different areas of women's health and will involve participation of the UCLA OB Group, LA Free Clinics, physicians specializing in abortion/contraceptive care and/or midwives. A fascinating lecture series has been organized bringing medical leaders in their field to speak on topics such as ethics and infertility, substance abuse during pregnancy, nutrition/fad diets, sexual dysfunction and breast cancer.

**Course Chair:** Sue Baillie, Ph.D.

**Course Coordinators:** Medical students Sheila Krishna and Meghan Wood

**Student Requirements:** Tentatively a minimum of 3 clinic visits (more offered), 7 lunch-time talks (1 being from Domestic Violence Week) and attendance at 2 lunches with selective participants.

**Teaching Methods:** Lectures and clinic visits

**Enrollment:** Maximum of 20 students

**Sponsoring College:** Primary Care College

**Schedule:** Dates throughout the school year

**Location:** CHS lecture halls

### ***Yoga Introduction for Medical Students***

Will include an overview of viniyoga, which is hatha, or movement yoga in the style developed by Sri T. Krishnamacharya. The course will include lecture and discussion of yoga as a system of movement, and the related physical and psychological benefits of yoga practice. The second half of each class session will be used to practice yoga postures as guided by the instructor.

**Course Instructor:** Kathy Demac

**Student Requirements:** A brief paper due at completion of the course. Wear comfortable clothing, and bring a yoga mat, a pillow and water to class

**Teaching Methods:** Discussion and experience

**Enrollment:** Maximum of 12 students

**Sponsoring College:** Primary Care College

**Schedule:**

3:30 – 5:30 p.m., Mondays, Fall session starting 10/16/06

or

3:30 – 5:30 p.m., Mondays, Spring Session starting 1/22/07

**Location:** A2-236 CHS