BRUINBUDS: MENTORING A PEDIATRIC PATIENT WITH A LONG-TERM ILLNESS

In this selective, each student will be paired with a pediatric patient (age range 8-18) with a long-term illness. Students will gain insight into how chronic illness affects the lives of pediatric patients and their families by forming a relationship with their buddies. They will have the opportunity to make home visits, visit their buddies when they are admitted to the hospital, attend group events with their buddies, and attend seminars on various topics important in the care of kids, teens and their families. Students will be selected via an application process in order to best pair students with kids/teens. By the end of the selective, students will:

- establish strong relationships with their buddies, who can go to them for advice, companionship or support
- understand how social and developmental factors influence the chronic care of children and adolescents
- understand the importance of family support, family dynamics and community in the care of chronically ill children
- develop skills in compassion, empathy and creating trust with patients
- have fun with their buddies!

Students will be evaluated at the midpoint and at the end of the year by the course chairs. Students will be asked to evaluate the program at mid-year and end-of-year. Patients/families will evaluate the program at mid-year and end-of-year.

Course Chairs:

Leslie Hamilton, M.D., is the Medical Director of the UCLA Medical Home Program for Children with Special Health Care Needs—a program which coordinates the medical care for over 100 of UCLA’s most medically complex pediatric patients in a continuous, accessible, family-centered, culturally competent, and compassionate manner. She is a graduate of UCLA Medical School and the UCLA Pediatrics Residency training program. She also has interests in palliative care medicine and symptomatic management of children with disabilities.

Amy Bullock, MSEd, CCLS, received her master’s degree at Bank Street College of Education in New York, New York. She joined Mattel Children’s Hospital UCLA in 2007 following leadership of Square One, a non-profit focused on early intervention, in Virginia Beach, Virginia. Ms. Bullock served as a Child Life Educator and Community Outreach Coordinator at UCI Medical Center, adjunct faculty at Bank Street College, and Child Life Specialist at Memorial Sloan-Kettering Cancer Center. Within the Department of Pediatrics, Ms. Bullock has been a leader in Family-Centered Care initiatives and is a member of the Pediatric Palliative Care Task Force. Amy Bullock created the first Music Therapy and Dance Therapy Programs with medically fragile pediatric populations in the history of the UC System. Amy Bullock is engaged in research projects examining the use of play therapy and music with neonatal and pediatric populations. Ms. Bullock continues to work with representatives from the university, medical center, and community to engage in projects that benefit medically fragile children. Amy continues to engage staff and faculty in practice innovation for pediatric patients.
Course Coordinator: Neema Izadi is a second year medical student who received his masters degree from Cal State Fullerton and his bachelors degree from UC Irvine. Along with Bruin Buds, he is the coordinator for the Pediatric Interest Group (PIG) and a volunteer for the Kaiser Permanente Kids program. He has always enjoyed working with kids both as a long time swim instructor and through tutoring programs and summer camps.

Teaching Methods: Discussions and Clinical Experience

Enrollment: Maximum of 6 students. Must have attended the info session and submitted application previously for this selective.

Sponsoring College: Primary Care College

Schedule: Longitudinal throughout school year

Location: Ronald Reagan UCLA Medical Center

Last Year's Evaluations:

My rating of the course overall:

[Student's rating indicated]
CARING FOR DIVERSE AND DISADVANTAGED POPULATIONS — TRANSLATING POLICY TO PRACTICE

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. 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. This selective is open to all students.

Objectives: Students will:
• Review and analyze major issues pertaining to the health and health care of underserved communities
• Describe and analyze the main health concerns of the disadvantaged population
• Describe how the community/environment impacts 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
• Students are expected to attend each meeting and complete all assignments to pass the course
• Site visits, if schedule permits

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 discussions. 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.

Course Chairs: Daphne Calmes, M.D., Associate Dean of Student Affairs, Charles Drew University and Ronald Edelstein, Ed.D. Dean of Academic Affairs, Charles Drew University

Student Requirements: Interest in health policy for diverse communities and willingness to read brief articles & lead discussions & one site visit, if scheduling permits.

Enrollment: Minimum of 7 students

Sponsoring College: Urban Underserved College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/3/11

Location: LRC

Last Year's Evaluations:

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<thead>
<tr>
<th>Question</th>
<th>Rating</th>
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<tr>
<td>The course was well organized.</td>
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<td>4</td>
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<tr>
<td>The course enhanced my interest in the subject matter.</td>
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CASE STUDIES IN ACUTE CARE

This course will teach principles of acute care using case studies from the Emergency Department, ICU, and Anesthesiology clinical settings.

Objectives:
1. Practice basic procedures commonly performed in acute care settings.
2. Develop an appreciation for the approach to diagnosis and management of patients with various acute presentations, including altered vital signs, chest pain, respiratory compromise, abdominal pain, and blunt and penetrating trauma.
3. Develop an appreciation for the approach to evaluation and management of major trauma patients.
4. Understand the principles of pain management in the acute care setting.

Course Chair: Pamela Dyne, M.D., Professor of Medicine/Emergency Medicine, attending primarily in the Olive View-UCLA Department of Emergency Medicine. She is the Director of Preclinical Outreach for UCLA’s Acute Care College, as well as the Director of Bedside Ultrasound for the EM at Olive View and UCLA. Dr. Dyne held the position of residency program director for the UCLA/Olive View-UCLA EM residency for 10 years. She is a mother of two school aged children, and enjoys volunteering at their school and cheering loudly during their athletic endeavors.

Additional Faculty Involved: Neveen El-Farra, M.D. and Marjorie Stiegler, M.D.

Teaching Methods: Discussions, Problem-based Learning, Simulations & Hands-On Procedure Labs

Enrollment: Maximum of 20 students, minimum of 10 students

Sponsoring College: Acute Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/3/11

Location: LRC

Last year’s Evaluations:
Clinical trial including pharmacological and complementary/alternative approaches such as Tai Chi and yoga. Students will learn about conducting clinical research with older patients with cognitive and mood disorders. An option of participating in data collection, data analysis and research presentations is available to students.

Course Chair: Helen Lavretsky, M.D., MS, a geriatric psychiatrist at UCLA, and Professor of Psychiatry. She studies the neurobiology and treatment of geriatric depression and caregiver stress and depression. She specializes in psychopharmacological and mind-body therapeutic approaches. She is involved in teaching of medical students, residents in Psychiatry and Geriatric Psychiatry. Her career is devoted to treatment of older mentally ill patients. She is the Medical Director of the outpatient geriatric psychiatry services.

Student Requirements: Computer skills preferred
Teaching Methods: Discussions, Problem-Based Learning & Clinical Experience
Enrollment: Maximum of 2 students
Sponsoring College: Primary Care College
Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/13/10 and Session B starting 1/3/11
Location: 37-360A CHS/Semel

Last Year’s Evaluations: (based on one student)
COGNITIVE BEHAVIORAL TREATMENT OF SLEEP DISORDERS

This course will focus on non-pharmacological treatments for sleep disorders. Insomnia and circadian rhythm disorders will be the primary focus, however, other topics such as narcolepsy, sleep apnea, and the parasomnias will also be addressed. As part of this course students will develop an understanding of the basic principles underlying cognitive behavioral treatment in itself and its efficacy in treating sleep disorders. The basics of normal sleep will also be covered. Outside expert presentations and a visit to the UCLA sleep lab will be arranged, if scheduling permits.

Course Chairs: Jeffrey Young, Ph.D., CBSM is an Assistant Clinical Professor of Psychiatry and Biobehavioral Science at UCLA. he received his Ph.D. from USC and completed his internship at Camarillo State Hospital. He is certified by the American Academy of Sleep Medicine in the Practice of Behavioral Sleep Medicine.

Student Requirements: Reading assignments and a presentation on a sleep topic of their choice.
Teaching Methods: Discussion of reading materials
Enrollment: Maximum of 8 students, Minimum of 2 students
Sponsoring College: Academic Medicine College
Schedule: 3:30 – 5:30 pm, Mondays, Session B starting 1/3/11
Location: LRC

New Selective
COMMUNITY MEDICINE IN KOREATOWN

This course is designed to provide the first and second year students with a greater understanding of the health care among the indigent immigrant populations of the Los Angeles County. Students will be spending time at a community facility located in Koreatown described below. Most clinic sessions will be held on weekends and evenings. In addition to the clinical responsibilities described below, students are required to attend the orientation and at least one lecture/discussion. They are also expected to complete writing assignments or community projects (e.g., developing patient educational materials or other resources that are culturally appropriate for the population) to complement their learning experience.

Clinic description: The Koreatown facility provides in-depth patient education, referral information, and counseling regarding health care needs to those who are receiving or have received care from other facilities but are looking for additional help in understanding their care and assistance in navigating the health care system. This is not a primary health care clinic. Patients will be referred back to their regular providers or to other appropriate practitioners or programs. Occasionally, direct medical services (e.g., Blood Pressure, Diabetes and Cholesterol screenings) will be provided, on an as needed basis. A majority of the patients will be low-income monolingual immigrants from Korea and Latin America with no or limited health insurance coverage.

Clinical responsibilities: Under close supervision of the attending physician, students are expected to perform pertinent history and physicals. They are also encouraged to apply their counseling and communication skills to provide information in ways that the patients with limited English proficiency and/or literacy can adequately understand. Most of the non-English speaking patients will speak Korean or Spanish. Interpretation services may be provided at many of the sessions, but cannot be guaranteed. From time to time, students may have opportunities to organize and/or participate in health outreach activities such as chronic disease screening or health education events at various community venues.

Objectives:

• Gain an understanding of the various health problems and related challenges that indigent immigrants face in the Los Angeles County.
• Gain an understanding of the various socio-demographic conditions (i.e., low SES, lack of health insurance, language barrier) that may influence an immigrant’s health and health care.
• Demonstrate an ability to perform pertinent history and physicals and demonstrate effective doctor-patient communication with culturally, linguistically, and socioeconomically diverse immigrant patients.
• Gain a greater understanding of the current safety net system.
• Explore and identify other low cost care outside of the traditional safety net (i.e., non-profit programs, patient assistance programs) that may be appropriate for these patients.
• Gain experience with developing patient education materials or programs for patients with limited English proficiency and/or low health literacy.

Course Chair: Angela M. Jo, M.D., MSHS serves the UCLA Department of Family Medicine as an Assistant Clinical Professor. She is a Family Physician and a Preventive Medicine specialist who maintains a strong interest and commitment to improving the health of underserved populations. Dr. Jo is also a clinician educator with commitment to excellence in medical education. She joined the faculty in 2003 after completing her Family Medicine residency at the Cook County Hospital in Chicago followed by a fellowship in Preventive Medicine and an NIH-funded Population-based Research Methodology at UCLA. She is currently serving as the Predoctoral Family Medicine Clerkship director and a preceptor to the students and residents at the Mid Valley Comprehensive
COMMUNITY MEDICINE IN KOREATOWN (continued)

Family Health Center in Van Nuys. Recently, she has established a free student-run health clinic in the Koreatown of Los Angeles in order to provide in-depth quality health consultations and referral services to those with access barriers and low health literacy. In conjunction with this clinic, she has developed a new Medical School course, “Community Medicine in Koreatown,” an elective/selective curriculum designed to provide students with a greater understanding of the health care among the indigent immigrant populations of the Los Angeles County. Dr. Jo is also actively involved in several research projects. The aim of her most recently funded project is to examine the role of churches in health promotion and disease control among indigent immigrant Koreans.

Course Coordinator: Bahij Austin
Student Requirements: Koreatown is located approximately 12 miles from UCLA. Students must have reliable transportation. The ability to speak Korean or Spanish is not required, but preferred.
Teaching Methods: Discussions & Clinical Experience
Enrollment: Maximum of 2 students, minimum of 1 student
Sponsoring College: PRIME
Schedule: Clinics are on selected Wednesday evenings and Saturdays throughout the year
Location: Koreatown, approximately 12 miles east of UCLA

Last Year's Evaluations:

[Rating scale from 0 to 5]

My rating of the course overall.
DEAF AWARENESS IN THE MEDICAL ENVIRONMENT

This course will provide an overview of Deaf Awareness using readings, seminars, and demonstrations. Students will read about and discuss the various aspects of the American Deaf Culture, including the description of deafness, the deaf community as defined by cultural means, and services for and by Deaf people. Students will receive preparation for communication using vision and gestures, and learn some medical and basic sign language. Students will examine the history of the Deaf Community and the historical forces impacting the educational, social, political and economic aspects of the Deaf Community. Students will apply observational techniques to identify cultural conflicts and interactions between Deaf educators and medical professionals and hearing oral educators. Students will learn about the application of the Americans with Disability Act (ADA), and the civil rights and needs of Deaf patients regarding social services, public health, medical offices, hospitals, nursing homes, and other health and human services.

The course will be taught by a person who is deaf, and is a teacher in the LAUSD, with the assistance of an interpreter. Guest speakers will present as well.

No knowledge of ESL is required. There is a recommended text.

Objectives: Students will:

- Be sensitive to the need for access to communication with Deaf patients.
- Use some basic American Sign Language (ASL) to communicate with Deaf patients and know how to access a translator.
- Identify the major features of and issues in the Deaf Community and Deaf Culture.
- Demonstrate an understanding of the impact of the history of social prejudice on the Deaf Community.
- Reflect critically on their abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.

Course Chair: Margaret L. Stuber, M.D. is the Jane and Marc Nathanson Professor of Psychiatry at the Semel Institute for Human Behavior and Neuroscience at UCLA. She heads up the Doctoring curriculum at the David Geffen School of Medicine at UCLA. As a part of this role, she teaches about the impact of culture and disability on medical decision-making and the physician-patient interaction. Dr. Stuber is the course chair, but not the instructor for this course.

Course Instructor: Nanci Bazzell, M.A. is currently a Deaf and Hard of Hearing High School teacher with the LAUSD. She encourages her students to participate in community services such as Habitat for Humanity, The Health Academy at Cedars Sinai Hospital, and the NCCJ Camp. She is a member of CAL-ED, the state organization for D/HH teachers here in California. Prior to teaching, she toured as an actress both on the Broadway/National Tour stage productions. She performed in commercials and in the film “Children of a Lesser God”. She was also the guest star on the successful run of the TV sitcom “Bosom Buddies” with Tom Hanks. Ms. Bazzell was a fan club coordinator at America’s Funniest Home Videos and a Substance Abuse Counselor for the D/HH at the Claire Foundation. Additionally she is an activist for the rights of D/HH adults and children with the Los Angeles Department on Disability.

Teaching Methods: Discussions & clinical experience
Enrollment: Maximum of 25 students, minimum of 4 students
Sponsoring College: Academic Medicine College
Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/13/10 and/or Session B starting 1/3/11
Location: LRC
DEAF AWARENESS IN THE MEDICAL ENVIRONMENT (continued)

Last Year’s Evaluations:

- The course was well organized: 3
- The learning goals or objectives were clear: 4
- The grading policy was adequately explained: 4
- The course director(s) was (were) appropriately responsive: 4
- The materials presented/discussed were helpful to me in...: 4
- The course enhanced my interest in the subject matter: 4
THE DEVELOPING BRAIN AND ITS ENVIRONMENT

This course focuses on the anatomical changes that occur in the central nervous system in responses to pathological and environmental challenges. The effect on the developing brain and on the spinal cord of aggressors such as poverty, diet, alcohol, drugs, tumors, trauma, hypoxia, hypertension, intracranial pressure, anesthesia, and radiation are reviewed through the literature and case presentations.

The dynamic analysis of different conditions that promote or impede neuronal plasticity allows the medical student to acquire key concepts of anatomy and physiology of the normal and abnormal nervous system.

Course Chair: Jorge A. Lazareff, M.D. Professor in Residence of Neurosurgery. Geri and Richard Brawerman Chair in Pediatric Neurosurgery. He received his M.D. from Universidad Nacional de Buenos Aires in 1977. His primary research interests are anatomy and physiology of the developing brain, and barriers to care of patients with CNS disorders in developing nations.

Student Requirements: Reading assignments before each class
Teaching Methods: Discussion of assigned reading materials and presentation of clinical cases
Enrollment: Maximum of 10 students
Sponsoring College: College of Applied Anatomy
Schedule: 4:00 – 5:30 pm, Mondays, Session B starting 1/3/11
Location: 18-250 CHS/Semel
Last Year’s Evaluations:
THE HEALTH OF LATINO POPULATIONS: RESEARCH AND POLICY

This selective is for those who have an interest in researching the health of Latino populations, or need an information base for work in health policy effects on Latino populations. Students will be provided an opportunity to begin to define their future research focus in the health of Latino populations by receiving input and feedback from peers and the instructor. Topics to be discussed include: Latino demographics and society; the Latino Epidemiological Paradox; Culture, behavior and health outcomes; Immigration, acculturation and health behaviors; theoretical and policy models used for Latino health policy; Social history of Latino medicine and health in California, 1769-2010. Students are encouraged to suggest other topics in Latino health that the group can pursue.

Course Chair: David Hayes-Bautista, Ph.D., is Professor of Medicine and Director of the Center for the Study of Latino Health and Culture (CESLAC), David Geffen School of Medicine at UCLA. He graduated from UC Berkeley and served as Executive Director of La Clinica de la Raza in Oakland, California while completing his doctoral work at the University of California Medical Center, San Francisco. He was a faculty member of the School of Public Health at the UC Berkeley until 1987, when he joined the faculty at UCLA. CESLAC was established to provide a focus for research and teaching on numerous aspects of the health of Latino populations. His publications include a number of books ranging from La Nueva California: Latinos in the Golden State (University of California Press, 2004) to The Burden of Support: Young Latinos in an Aging Society (Stanford University Press, 1988). His articles appear in a variety of journals including Academic Medicine, The American Journal of Public Health, Family Medicine, Archives of Pediatrics and Adolescent Medicine, California History and Salud Pública de México.

Student Requirements: Lead and participate in discussions
Teaching Methods: Discussions
Enrollment: Maximum of 10 students
Sponsoring College: Urban Underserved College
Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session B starting 1/3/11
Location: UCLA CESLAC, 924 Westwood Blvd, Suite Q
Last Year’s Evaluations:

| The course was well organized. | 4 |
| The learning goals or objectives were clear. | 4 |
| The grading policy was adequately explained. | 3 |
| The course director(s) was (were) appropriately responsive... | 3 |
| The materials presented/discussed were helpful to me in... | 4 |
| The course enhanced my interest in the subject matter. | 4 |
HEALTH POLICY: WHAT EVERY PHYSICIAN NEEDS TO KNOW

This course will provide students with an overview of the basic financial and organizational elements of the US health care system, and prepare students to evaluate and discuss policy ramifications of the recent passage of the Patient Protection and Affordable Care Act (PPACA) in 2010. Issues such as managed care, roles of physicians and hospitals, and quality of and access to care will be discussed. Students will learn in detail about the current components of the health delivery system, and learn about the systems used in other industrialized nations who provide universal health care coverage. We will discuss various types of health insurance including private fee for service, Medicare and Medicaid, and HMOs. We will also discuss the pharmaceutical industry, including issues such as cost of drugs, generic products, and patent durations. This class is an exciting addition to the curriculum, and provides critical knowledge regarding caring for patients on a nationwide and global scale.

Course Chairs: Sondra Vazirani, M.D., MPH, is an Associate Clinical Professor of Medicine and is a Hospitalist. She is the Director of Preoperative Medicine and Medical Consultation at the WLA VA. She has a Masters in Public Health and has been teaching this selective for over a decade. She chaired the Hospital Efficiency Committee at the VA, and is a physician utilization management advisor. Her research interest is in health services.

Additional Faculty Involved: Dylan Roby, Ph.D., is an Assistant Professor of Health Services in the UCLA School of Public Health and Research Scientist at the UCLA Center for Health Policy Research. He teaches courses in health policy and politics, the health care system, and quality and health IT. His research focuses on Medicaid and the uninsured, underserved populations, safety net providers, affordability of health insurance, and health disparities.

Carl Stevens, M.D., MPH, is an Emergency Medicine physician and the Program Director of the UCLA MD/MBA and MD/MPH Combined Degree Programs

Student Requirements: 3 brief presentations
Teaching Methods: Lectures & Discussions
Enrollment: Maximum of 13 students, minimum of 6 students
Sponsoring College: UCLA MD/MBA and MD/MPH Combined Degree Programs
Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/13/10
Location: LRC

Last Year’s Evaluations:

- The course was well organized: 4.5
- The learning goals or objectives were clear: 4.3
- The grading policy was adequately explained: 4.2
- The course director(s) was (were) appropriately responsive: 4.1
- The materials presented/discussed were helpful to me in...: 3.9
- The course enhanced my interest in the subject matter: 3.8
HEMATOLOGIC ONCOLOGY AND BONE MARROW TRANSPLANT: VISITS TO THE LEUKEMIA/BONE MARROW TRANSPLANTATION UNIT

Introduction to patients with cancer with a special emphasis on Hematological Malignancies. The student will discuss the problems cancer patients confront with respect to body image, to tolerance of treatment, family and financial issues, and mortality. The students will also consider the biology of cancer, and present learning topics on pathophysiology and emerging therapies in Hematologic Oncology.

Course Chair: Gary Schiller, M.D., a well-published investigator in leukemia, multiple myeloma, and other hematologic malignancies, as well as in stem cell and bone marrow transplantation. He lectures extensively, and has also written for the popular press. He is Director of the Hematological Malignancy/Stem Cell Transplant Unit at UCLA.

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 of 6 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/3/11

Location: 42-121 CHS

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.

08/20/10
HOT TOPICS IN NUTRITION & DISEASE

Which nutrition topics interest you? Gluten and Autism? Psoriasis Diets? Antioxidants and Lung Disease? Anti-Acne Diets? Nutrition and HIV? Childhood Obesity? Supplement Use and Nutrient Excess? Want to be a published author? Is so, this is the selective for you. The selective involves writing a 2000 word critical review on a self-selected nutrition topic under the mentorship of research faculty. All research papers approved through the peer review process will be published in Nutrition Bytes (http://repositories.cdlib.org/uclabiolchem/nutritionbytes/). There have been over 340,000 downloads since 1995.

Objectives:
• Define a specific question on any topic related to diet and nutrition.
• Effectively and thoroughly search the current research literature to identify studies applicable to the thesis question.
• Critically evaluate the scientific literature.
• Develop and refine writing skills in preparation for future application in academic medicine career.
• Write a critical review of the published literature.

Course Chairs: Lenore Arab, Ph.D., a professor in the Division of General Internal Medicine and Health Service Research and the Department of Biological Chemistry, is a nutritional epidemiologist whose research focus is the relationship between diet and disease prevention in humans. She established a World Health Organization Collaborating Center in Berlin, and conducted collaborative epidemiologic research in Europe for 14 years, developed a training program in the departments of epidemiology and nutrition when she was at the University of North Carolina and developed the department of Global Epidemiology at Amgen before coming to UCLA. In addition to her research she teaches nutrition to our medical and dental school students.

Eryn Ujita Lee, Ph.D. is a biochemist. She has taught PBL and the biochemistry and nutrition labs to first and second year students for many years. She is passionate about excellence in education and believes that all students must be able to critically review and evaluate medical literature. Students will be able to hone these skills by writing a critical review of a topic in nutrition for publication in Nutrition Bytes.

Additional Faculty Involved: Leonard Rome, Ph.D.

Teaching Methods: Discussions

Enrollment: Maximum of 20 students, minimum of 1 student

Sponsoring College: Academic Medicine College

Schedule: TBD on own schedule throughout the school year. Initial meeting will be in September from noon-1 PM; date to be determined. Final paper due no later than March 4, 2011. Final meeting requirement on Friday March 18, 2011, from noon-2 PM.

Location: 63-127A CHS

Last Year’s Evaluations:

0 1 2 3 4 5

My rating of the course overall.
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., is an Assistant Clinical Professor in the School of Medicine at UCLA, where he teaches hypnosis in the medical school and conducts research in the field of Health Psychology. He is also on Cedars-Sinai Medical Center’s Teaching Faculty in Psychiatry where he teaches hypnosis to the psychology and psychiatry residents and fellows. He was the founder and Director of the Psychoimmune (Behavioral Medicine) Program at Cedars-Sinai Medical Center in Los Angeles. Dr. Schoen and his work have been featured extensively in the Los Angeles Times, as well as The Wall Street Journal, New York Times, and other publications, such as Oprah, WebMD, Fortune, Prevention, Health, Natural Health, Yoga Journal in addition to being interviewed by major television and radio networks. He is the author of When Relaxation is Hazardous to Your Health, the pioneering book about The Let Down Effect which deals with why we remain healthy during periods of stress only to get sick after the stress is over. He is also the author of The Stress Answer, a hypnosis program for managing stress.

Enrollment: Maximum of 5 students
Sponsoring College: Primary Care College
Schedule: 4:30 – 6:30 p.m. Mondays, Session B starting 1/3/11
Location: Dr. Schoen’s office in Beverly Hills, 864 South Robertson Blvd., Suite 206
Last Year’s Evaluations:

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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: Ka-Kit Hui, M.D., F.A.C.P. is the Wallis Annenberg Professor in Integrative East-West Medicine and Founder and Director of the UCLA Center for East-West Medicine at the Department of Medicine of the David Geffen School of Medicine. He is also the Chair of the Collaborative Centers of Integrative Medicine at UCLA. Dr. Hui, a Fellow of the American College of Physicians, is an internationally acclaimed scholar and board-certified in Internal Medicine, and Clinical Pharmacology, with an expertise in Geriatrics. He is a recognized authority on Chinese Medicine and integrative medicine and is bi-lingual in Chinese and English. Dr. Hui founded the UCLA Center for East-West Medicine in 1993, and it was one of the first integrative medicine centers in the United States. He has developed a model system of comprehensive care that is a patient-centered, problem-solving approach emphasizing health promotion, disease prevention, treatment, and is safe, effective, affordable and accessible to all.

Additional Teachers: Other faculty and acupuncturists at the 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, Session B starting 1/3/11

Location: UCLA Center for East-West Medicine, 2428 Santa Monica Blvd., Suite 308, Santa Monica, www.cewm.med.ucla.edu/

Last Year’s Evaluations:

The course was well organized.
The learning goals or objectives were clear.
The grading policy was adequately explained.
The course director(s) was (were) appropriately responsive...
The materials presented/discussed were helpful to me in...
The course enhanced my interest in the subject matter.
INTRODUCTION TO BIOMEDICAL RESEARCH AT UCLA

This selective consists of 15 oral presentations and discussions on Monday afternoons or evenings from August 30, 2010 through April 4, 2011. Medical students will be required to attend and participate in at least 8 of the 15 sessions. MSTP students are required to attend and participate in all 15 sessions, along with 6 additional sessions that will consist of presentations by senior MSTP students. All presentations on translational, clinical, and basic research are given by UCLA faculty, fellows, or residents. One research article will be distributed before each meeting to facilitate the discussions. This selective will expose first and second year MSTP students and other medical students interested in research-oriented careers to the diverse range of research opportunities available at UCLA. The breadth of topics provides valuable exposure to research areas that are outside a student’s area of expertise, and can help MSTP students and other medical students identify laboratories in which to perform research.

Course Chairs: Kelsey Martin, M.D., Ph.D. and Stephen Smale, Ph.D. Drs. Kelsey Martin and Stephen Smale are Co-Directors of the UCLA-Caltech Medical Scientist Training Program. Dr. Martin is a Professor in the Department of Biological Chemistry and Department of Psychiatry and Biobehavioral Sciences. Her laboratory studies synaptic plasticity and signal transduction from the synapse to the nucleus. Dr. Smale is a Professor in the Department of Microbiology, Immunology, and Molecular Genetics whose laboratory studies transcriptional regulation during immune development and during the immune response.

Teaching Methods: Discussions

Enrollment: Maximum of 30 students. MSTP students are automatically enrolled in this selective and are required to attend all sessions. They will receive Selective credit at the end of Year 2.

Regular, non-MSTP students must enroll and attend at least 8 of the 15 sessions.

Sponsoring College: Medical Scientist Training Program, Academic Medicine College

Schedule: 12:00 – 2:00 or 5:45 – 7:45 pm, Mondays throughout the school year.

Location: TBD at UCLA

Last Year’s Evaluations:

My rating of the course overall: [4]
INTRODUCTION TO PATHOLOGY AND LABORATORY MEDICINE

This course will provide medical students with the opportunity to rotate through and observe selected anatomic pathology services one day per week for approximately 2 hours per day. Experiences will include attending signout sessions held by the gastroenterology, cytology, hematopathology, and dermatopathology services at UCLA and a generalist anatomic pathology signout session at Santa Monica. An afternoon session during which students shadow residents and/or fellows covering the UCLA Pathology gross room and frozen section services will also be a component of the course. The main goal of the course is to give the opportunity to see what practicing pathologists do on a daily basis.

Course Chair: Joseph D. Hillman, M.D. Assistant Clinical Professor of Pathology and Laboratory Medicine. He received his M.D. from Case Western Reserve University School of Medicine in 2002. His research efforts include translational investigative work on cutaneous neoplasms and inflammatory dermatoses

Teaching Methods: Clinical experience and laboratory experience

Enrollment: Maximum of 6 students

Sponsoring College: College of Applied Anatomy

Schedule: 3:30 – 5:30, Mondays, Session B starting 1/3/11

Location: AS-267 CHS

Last Year’s Evaluations:

The course was well organized.

The learning goals or objectives were clear.

The grading policy was adequately explained.

The course director(s) was (were) appropriately responsive...

The materials presented/discussed were helpful to me in...

The course enhanced my interest in the subject matter.
**INTRODUCTION TO SURGERY**

Students are offered a hands-on experience that will offer them a glimpse of what it takes to be a surgeon. Sessions will include time in the surgical skills laboratory and the operating room. Students will be taught the principles of sterile technique, operating room etiquette, and will learn basic skills such as scrubbing, gowning, gloving, suturing and knot-tying. In addition, students will have an observational role in the operating room, observing a vast variety of surgical procedures from all surgical specialties. For more information, go to [http://www.cedars-sinai.edu/Patients/Programs-and-Services/Surgery/Surgical-Educational-Programs/Medical-Student-Education/](http://www.cedars-sinai.edu/Patients/Programs-and-Services/Surgery/Surgical-Educational-Programs/Medical-Student-Education/)

**Course Chair:** Shirin Towfigh, M.D. is Director of Medical Student Education in the Department of Surgery at Cedars-Sinai Medical Center. She has a special interest in surgical education and directs the Surgical Skills Simulation Curriculum for the general surgery residency. She is a Board-certified general surgeon in the Division of Minimally Invasive Surgery and is Associate Professor of Clinical Surgery at the Geffen School of Medicine at UCLA.

**Additional Teachers:** Cedars-Sinai Department of Surgery Faculty & Residents

**Teaching Methods:** Discussions, Clinical Experience, and Lab Experience

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

**Sponsoring College:** Applied Anatomy College

**Schedule:** 4:00 – 6:00 pm, Mondays, Session A starting 9/13/10 and Session B starting 1/3/11

**Location:** Cedars-Sinai Medical Center, Saperstein Tower, Room MS-10 in the Mezzanine.

**Last Year’s Evaluations:**

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
LEARNING TO TEACH

Are you fascinated by how people learn and what teaching strategies are used to achieve maximum learning? This course is designed for students who want to become the next generation of academic clinicians. A modern academic clinician divides their time between physician, researcher and teacher. Seldom are physicians and researchers taught how to teach effectively. Excellent teachers, clinical or otherwise, are critical thinkers, self-aware, have great interpersonal communication skills, know how to motivate and engage their students in learning. They also have an organized approach to teaching, are passionate, professional and have a deep knowledge base.

This selective will lay the initial pedagogical foundation for good teaching practices and will focus on the knowledge and skills required to become a skilled teacher. Topics to be covered are: self-awareness and mindfulness, interpersonal communication skills, effective teaching strategies, small group practices (case-based and problem-based learning), managing behavior issues and conflict resolution. Students that complete this selective will be introduced to and participate in various teaching opportunities during their 2nd or 4th years (some restrictions apply).

Course Chairs: Paul Wimmers, Ph.D., is Associate Director for Research in the Center for Educational Development and Research at UCLA, School of Medicine. He completed his doctoral education in cognitive psychology with a focus on expertise in medicine and the development of clinical competence at Erasmus University Rotterdam. His professional interests include the acquisition of expertise, clerkship learning and assessment, medical problem solving, and admissions policies and procedures.

Tatum Korin, Ed.D., is currently a faculty member in the Education Development & Research unit (ED&R) at UCLA. Her expertise is in continuous faculty development and teacher training.

Student Requirements: Active participation and motivation to teach. Student preparation for session consists of readings (book chapters and/or articles). Students will be expected to complete a project that involves the assessment or implementation of a teaching strategy in the DGSOM UCLA curriculum. All students will give a 15-minute presentation of their project findings in the final session.

Teaching Methods: Interactive presentation and small group discussions

Enrollment: Maximum of 10 students, Minimum of 5 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 pm, Mondays, Session B starting 1/3/11

Location: LRC

New Selective
LIVING AND DYING: A PSYCHOSOCIAL AND SPIRITUAL APPROACH TO END-OF-LIFE CARE

This course will explore issues related to major tasks of living and dying, concepts of palliative and hospice care, mechanisms for coping with death, cultural differences in encounters with death, and helping patients and families 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.

Upon completion of the course, students are expected to be able to do the following:
• Describe the definitions of and differences between palliative care, hospice care, and end-of-life care;
• Explain legal and ethical issues involved in end-of-life care;
• Discuss various coping mechanisms adopted by dying patients and their families in the process of dying;
• Interpret cultural differences in the philosophy and rituals of death;
• Communicate skillfully with terminally ill patients and their families.

Course Chair: Ming Lee, Ph.D., a trained educational psychologist with over twenty years of experience in program evaluation research and educational assessment tools development. She has personal interest in death and dying issues and their relationships to palliative and end-of-life care. She has been the course chair for Living and Dying selective since 2004.

Teaching Methods: Discussions, Problem-Based Learning, Clinical Experience (may be arranged), Video Demonstrations

Enrollment: Maximum of 20 students, minimum of 2 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/13/10 and Session B starting 1/3/11

Location: LRC

Last Year's Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
MEDICAL GENETICS

This selective will cover a broad range of topics in medical genetics over 10 lunch-hour lectures (roughly one per month September 2010 - May 2011). Subject matter to be covered includes: cases in Pediatrics, pharmacogenetics, preimplantation genetic diagnosis, the BRCA genes and more. We will also incorporate clinical experience by providing shadowing opportunities in the genetics clinic at UCLA and affiliated hospitals. In addition, students will attend UCLA’s Center for Society and Genetics Annual Symposium in late January.

Course Chair: Katrina Dipple, M.D., Ph.D., is a board certified clinical geneticist and clinical biochemical geneticist. She did her M.D./Ph.D. at Indiana University, and then both Pediatric and Genetics residencies at UCLA. She has been on the faculty for 9 years and does clinical work in genetics as well as basic research in the mechanisms of genetic disorders.

Course Coordinator: Medical student Amanda Freed

Student Requirements: Students will be required to attend at least seven lectures, have one shadowing experience, and attend the symposium.

Teaching Methods: Discussions and Clinical Experience

Enrollment: Maximum of 20 students

Sponsoring College: Primary Care College

Schedule: Lunchtime talks will start in September 2010 and run through May 2011

Location: CHS

New Selective
**MEDICAL SPANISH – INTERMEDIATE LEVEL**

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. **Student must have previous Spanish experience, equivalent to 2 years of high school or college level Spanish**

**Objectives:** By the end of this course, the student 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. The student will also be able to obtain a basic medical and social history from Spanish-speaking patients in a culturally sensitive manner. The student will 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 Chair:** Michelle Bholat, M.D.

**Course Instructors:** Celina Diaz, MPA, currently serves as program coordinator for the UCLA International Medical Graduate Program. She holds a Master’s degree in Public Administration from the University of Illinois in Chicago and a B.A. in Social Work from Loyola University Chicago. As a social worker she has extensive experience working in acute psychiatric and medical settings where she became skilled at obtaining comprehensive psychosocial and medical histories. She enjoys horseback riding and going on motorcycle rides on sunny afternoons.

Dr. Miguel Dorantes, was born and raised in southern Mexico and is graduate of the Autonomous University of Baja California in Mexicali. He is currently working towards U.S. medical licensure and preparing for the 2011 National Residency Match Program as part of the UCLA International Medical Graduate Program. He actively practices martial arts, soccer and enjoys weight-lifting.

Dr. Brenda Sanchez was born in Monterrey, Mexico and is a graduate of the Autonomous University of Baja California, Mexicali. She is currently preparing for USMLE Step 2CK and CS as part of her enrollment in the UCLA International Medical Graduate Program. Dr. Sanchez enjoys spending time with family and friends as well yoga and water activities, such boating with her fiancé.

Dr. Allan Aguiluz, is a graduate of the National Autonomous University of Honduras

**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. At least 2 years of Spanish in High School or College.

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

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

**Sponsoring College:** Urban Underserved College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Session A starting 9/13/10 (9 class meetings)

**Location:** LRC

**Last Year’s Evaluations:**

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<tr>
<th>The course was well organized</th>
<th>The learning goals or objectives were clear</th>
<th>The grading policy was adequately explained</th>
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08/20/10
A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH

The goal of this selective is to gain an understanding of the multidisciplinary nature of global health issues. Gaining insight into the complex interplay of biological, social, cultural, environmental, economic, and political factors increases medical students’ awareness of these issues as they pursue their medical education, and ultimately practice within diverse populations. Leaders from different disciplines will speak to students about a variety of issues such as reproductive health, food and nutrition, health and human rights, migrant health, HIV/AIDS, harm reduction, emerging infectious diseases, and policy strategies to help address global health challenges. Students will have an opportunity to meet with and form meaningful relationships with global health faculty at UCLA. Furthermore, students will explore a specific global health issue of their choice through focused case studies and participation in related community-based projects.

Student Requirements: A minimum attendance of 7 out of 10 lunch-time lectures, 1 out of 4 journal clubs, and participation and attendance in the final project presentations.

Course objectives:
At the end of the course, participants should be able to:

- Understand the multidisciplinary nature of global health issues
- Formulate ideas to address global health challenges
- Assume leadership roles in addressing global health issues as medical students and future physicians
- Understand the concerns and needs of medically underserved populations
- Recognize the challenges in conducting research in a resource-limited environment
- Critically evaluate literature pertaining to global health research
- Examine health and disease from a cross-cultural perspective

Course Chairs: Tom Coates, Ph.D., is the Michael and Sue Steinberg Endowed Professor of Global AIDS Research within the Division of Infectious Diseases at UCLA. He also leads the Program in Global Health at UCLA. He co-founded the Center for AIDS Prevention Studies (CAPS) at UCSF in 1986 and directed it from 1991 to 2003. He was the founding Executive Director of the UCSF AIDS Research Institute, leading it from 1996 to 2003. His areas of emphasis and expertise are HIV prevention, the relationship of prevention and treatment for HIV, and HIV policies. His domestic work has focused on a variety of populations, and he is currently finishing a nationwide clinical trial of an experimental HIV preventive intervention focused on high-risk men. He is also finishing domestic trials of post-exposure prophylaxis. With funding from USAID and WHO, he led a randomized controlled trial to determine the efficacy and cost-effectiveness of HIV voluntary counseling and testing for individuals and couples in Kenya, Tanzania, and Trinidad. He is now directing a 46 community-randomized clinical trial in South Africa, Zimbabwe, Tanzania and Thailand to determine the impact of strategies for destigmatizing HIV on HIV incidence community wide. He is also leading a prevention clinical trial in South America as part of a 5-country effort, and has a trial in China to determine the impact of prevention in the context of care. He is coprincipal investigator of the NIAID funded HIV Prevention Trials Network, and is conducting policy research domestically and internationally. He was cited in Science in 2002 as the 4th highest funded scientist in the clinical, social, and behavioral sciences and was elected to the Institute of Medicine in 2000.
A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH (continued)

Risa Hoffman, M.D., MPH, is a Clinical Instructor at UCLA in the Department of Medicine, Division of Infectious Diseases. Her research focus is on biomedical interventions to prevent HIV. She is currently developing a project investigating whether treatment of a parasite (urinary schistosomiasis) can influence HIV transmission in Malawi. She is working with the Reproductive Health and HIV Research Unit in Johannesburg on analysis of their PMTCT program, with focus on the use of combination antiretroviral therapy during pregnancy to prevent mother-to-child transmission. Previous research experience has included an evaluation of health infrastructure for HIV/AIDS care in Chiang Mai, Thailand, through the Harvard AIDS Institute in Boston. She has also pursued clinical and health policy work with Children in the Wilderness, a nongovernmental organization serving orphans in Malawi. She received a BA in Human Biology from Stanford University, an MD from the University of California, Los Angeles, and completed her MPH and residency training at Harvard University. She is Board certified in Pediatrics, Internal Medicine, and Adult Infectious Diseases.

Lee Miller, M.D., is a Professor of Pediatrics and Vice-Chair for Education of the Department of Pediatrics at the David Geffen School of Medicine at UCLA. Over the last 20 years, in addition to directing the medical student pediatric teaching program at Cedars-Sinai Medical Center, Dr. Miller has also directed the Pediatric Residency Training Program at the same institution. He has significant experience in curriculum design and evaluation, and a great familiarity with the training requirements of the Accreditation Council for Graduate Medical Education. He has received unprecedented recognition for his contributions as an educator and role model for thousands of medical students and residents over the last 20 years. Dr. Miller has a long time interest in and commitment to international public health and education. As a former consultant for the Diarrheal Disease Program of the World Health Organization (WHO) in Geneva, Switzerland, he has made enormous contributions teaching at the medical school faculty level in a multitude of developing nation settings. As the Co-Director and then Director of WHO workshops aimed at strengthening the teaching of diarrheal diseases at the medical school level, Dr. Miller was instrumental in guiding senior faculty members to incorporate new teaching material into existing academic curricula. In this capacity, he has taught senior faculty members within the Departments of Pediatrics and the Departments of Community Medicine from such varied settings as Egypt, Ethiopia, Tanzania, Ghana, Myanmar, Nepal, Zambia, Zimbabwe, Malawi, Mozambique and Uganda. Furthermore, he had the opportunity to coordinate the teaching and training activities of the International Federation of the Red Cross in Goma, Zaire during the Rwandan refugee and cholera-dysentery crisis in July and August of 1994. Dr. Miller was subsequently invited to the recently established University of the Transkei School of Medicine in Umtata, South Africa to review the pediatric undergraduate and post-graduate medical education curricula, and to make recommendations to the Chairman of the Department of Pediatrics at this institution.

Diana Rickard, M.D., completed her residency in Pediatrics in the Community Health and Advocacy Track at UCLA Medical Center. She is a NIH National Research Service Award (NRSA) fellow in Health Services Research in the Department of Pediatrics at UCLA. She founded a nongovernmental organization in rural Ghana in 2001 and has directed the organization, the Ghana Health and Education Initiative (www.ghei.org), since that time. She has overseen community needs assessment, participatory planning and the evolution of health interventions in nutrition, hygiene, HIV/AIDS, malaria and reproductive health with an emphasis on community ownership and empowerment. She has given numerous workshops on leadership and strategic planning for the International Federation of Medical Student Associations at international conferences, as well as for GHEI’s Ghana-based team. As Executive Director of GHEI, she has also led a support team based in the US on all aspects of nonprofit management including
fundraising, financial management, publicity, communication with the Ghana-based team and recruitment and preparation of consultants, coordinators and volunteers. She has worked with more than ninety undergraduate, graduate and medical students on projects in health promotion with a focus on program planning with humility and respect for community knowledge and assets. She also co-created a GHEI sponsored rotation in Ghana for UCLA pediatric residents with a novel approach incorporating public health research, community asset mapping and ethical rural health care practice in 2007. This innovative rotation continues to host residents annually. Her research interests include malaria prevention and participatory program evaluation.

Course Coordinators: MS2s Julia Chang, Mojdeh Toomarian and Katia Vaisberg
Teaching Methods: Discussions, Lectures & an Interactive Project
Enrollment: Maximum of 25 students, minimum of 5 students
Sponsoring College: Primary Care College
Schedule: Lunchtime talks will start in September 2010 and run through December 2010
Location: CHS lecture halls

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
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: Shahram Yazdani, M.D., a General Pediatrics clinician and educator with an emphasis on diagnosis and care of the children with complex or rare diseases. His area of research involves Pediatric Palliative Care education for the residents. He also runs a summer fellowship for the first year medical students who are interested in studying the subject of pediatric rare diseases from a scientific and public health perspective.

Pediatric Chief Residents Candice Taylor, M.D. and Peter Chung, M.D.

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

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, Session B starting 1/3/11

Location: 22-426 CHS

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive.
- The materials presented/discussed were helpful to me in.
- The course enhanced my interest in the subject matter.
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., is Associate Director for Research in the Center for Educational Development and Research at UCLA, School of Medicine. He completed his doctoral education in cognitive psychology with a focus on expertise in medicine and the development of clinical competence at Erasmus University Rotterdam. His professional interests include the acquisition of expertise, clerkship learning and assessment, medical problem solving, and admissions policies and procedures.

Sebastian Uijtdehaage, Ph.D., is Director of Research and Evaluation in the Center for Educational Development and Research. His research has focused on Gay, Lesbian, Bisexual, and Transsexual (LGBT) health disparities and education; in admission and selection process of new medical students; in gender and leadership issue in medicine; and in diversity issues of the health workforce.

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 4 students

Sponsoring College: Acute Care College

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

Location: CHS

Last Year's Evaluations:

0 1 2 3 4 5

My rating of the course overall.
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, and “Samoshel” Santa Monica Shelter. 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, giving vaccinations, as well as learning the rudiments of physical examination and assessment, development of treatment plans, case presentation, and chart work. Clinics run weekly, and participation in a minimum of 6 during the academic year is required. In addition, 6-8 noon lectures are presented to address medical issues confronted by the urban poor and homeless (attendance at 2 lectures is required). The students will also meet twice during the year for group reflection on this service learning experience.

Course Chair:  Mary Marfisee, M.D., is a faculty member in the Family Medicine Department, is also the Medical Director for the UCLA School of Nursing Clinic for the Homeless at the Union Rescue Mission in downtown LA’s Skid Row. She has worked with this selective for the past several years. She is a member of the National Working Group on Student Run Clinics.

Course Coordinator: Bahij Austin and medical student chiefs

Student Requirements: Must attend the orientation session, participation in a minimum of 6 clinics, a minimum of 2 noon/lunch lectures, and 2 scheduled reflection sessions with fellow SRHC students and the course chair.

Teaching Methods: Clinical Experience and Discussions

Enrollment: Maximum of 12 students

Sponsoring College: Primary Care College

Schedule: To be arranged on an individual basis. Clinics are held on Saturday mornings throughout the school year, and lectures are scheduled during the week at noon, also throughout the school year. The 2 group reflection sessions will be scheduled in the evenings, in January and in May.

Last Year’s Evaluations:

My rating of the course overall,

0 1 2 3 4 5
THE TRUTH ABOUT PEDIATRICS

In any medical field and especially in Pediatrics, the well-being of your patients depends not only upon the medical care that you give your patients, but also upon countless factors in their community and social environments. In this selective, we encourage you to become active participants in the communities of the patients you will be seeing in your next few years, and to learn about the issues that involve and affect their health both in and out of the clinical setting.

First, through lunchtime faculty talks and discussions, we will introduce you to some of the common pediatric health challenges faced by kids today, such as childhood obesity, domestic violence and abuse, school function/readiness, environmental health problems, and high-risk behaviors, among others. Next, you will participate in community site visits or volunteer opportunities in order to see some of the existing assets in our community that are helping to address these pediatric health issues. Finally, clinical shadowing opportunities at the Venice Family Clinics will aim to show how you, as a future physician, might be able to combine both your medical knowledge and your ability to view the patient as a whole in order to advocate for your patients and make a difference in their lives.

Objectives:
(1) Recognize at least 3 of the root causes of common health issues affecting the well-being of children and families, via didactic/discussion sessions with experts (faculty, residents, community leaders).
(2) Identify and describe at least 2 existing community resources benefiting the health of children.
(3) Observe how clinicians incorporate the social determinants of health into their patient encounters and utilize community resources in order to provide better care for their patients.
(4) Synthesize your experiences and observations, via reflection and discussion, in order to inform your approach to healthcare as a future physician.

Course Chairs: Leian Chen, M.D., is a third-year Pediatrics resident at UCLA, and a graduate of the David Geffen School of Medicine at UCLA and the Primary Care College. She is part of the Community Health and Advocacy Track (CHAT) of the pediatric residency program and has been chosen to be a Pediatric Chief Resident for 2011-2012. Leian’s interests are in adolescent health and health care delivery, and she plans on pursuing general pediatrics.

Zarin Tejani, M.D., is also a third-year Pediatrics resident at UCLA, and a graduate of the David Geffen School of Medicine at UCLA and the Primary Care College. She is part of the Community Health and Advocacy Track (CHAT) of the pediatric residency program and has been chosen to be a Pediatric Chief Resident for 2011-2012. Zarin’s interests are in elementary school nutrition curricula and health education, and she also plans on pursuing general pediatrics.

Faculty Sponsor: Alma D. Guerrero, M.D., M.P.H.,

Student Requirements: A minimum of 4 lunchtime talks, 2 clinics, 2 community site visits or volunteer experiences, and participation in 1 reflection session

Teaching Methods: Discussions, Clinical experience, & Community site visits/volunteer experiences

Enrollment: Maximum of 15 students, minimum of 5 students

Sponsoring College: Primary Care College

Schedule: Various dates TBD throughout the year based on availability for lunchtime talks, clinics and community experiences

Location: CHS lecture halls and various clinics, mostly in the West LA area

New Selective
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 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. Special emphasis will be placed on the history of addictions in America and social and political impact of addictive disorders. We will also discuss clinical cases and recent events in the news that deal with addictive disorders.

Course Chair: Timothy Fong, M.D., Assistant Clinical Professor of Psychiatry at the UCLA Neuropsychiatric Institute and Hospital. Dr. Fong completed his undergraduate and medical school at Northwestern University in Chicago. He then came to UCLA and finished his residency in general psychiatry in 2002 and was the first accredited addiction psychiatry fellow at the UCLA Neuropsychiatric Institute (2002-2004). Currently, he is currently the director of the Addiction Medicine Clinic and is co-director of the UCLA Gambling Studies Program. He is also the UCLA Addiction Psychiatry Fellowship Director. The purpose of the UCLA Gambling Studies Program is to address the basic questions in understanding problem and pathological gambling. It does this through a collaborative network of academic researchers and treatment providers located throughout the state and at a national level. Recent research projects include documenting the impact of pathological gambling on Asian Pacific Islander communities and characterizing Internet gambling patterns of undergraduate students. Current research projects include drug development trials, developing and testing the efficacy of brief interventions for pathological gamblers and characterizing the neurobiological alterations of pathological gamblers.

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

Enrollment: Maximum of 12 students, minimum of 2 students

Sponsoring College: Primary Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/3/11

Location: LRC

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
WOMEN'S HEALTH SELECTIVE

To educate medical students on women's health issues and offer exciting opportunities to observe physicians dealing with these issues in a clinical setting. Medical students will learn about health issues affecting women via clinical experiences and lunchtime talks.

Clinical visits will give students experience in various areas of women's health, including Labor and Delivery, Surgical Oncology, family planning, and perinatal care with a midwife. One option for the selective will be to experience a longitudinal patient centered prenatal, labor & postpartum care at Cedars Sinai. A fascinating lecture series has been organized bringing medical leaders in their field to speak on topics such as ethics and infertility, sexual dysfunction, breast cancer, abortion, maternal mortality, and gender disparities in medicine.

Course Chairs: Sue Baillie, Ph.D., is Director of Graduate Medical Education and Associate Professor of Medicine. Her Ph.D. was an interdisciplinary social science degree with a specialization in education. She teaches Doctoring 1 and works with Board for the Women's Health Center of Excellence and a 4th year women's health elective. Her research interests include women's health issues, graduate medical education, professional education and learning and faculty development. As course sponsor for the Women's Health Selective, she works with the three student course coordinators who play a lead role in organizing and arranging for the selective.

Dotun Ogunyemi, M.D., is the OBGYN residency program director and the site clerkship director for the 3rd year core rotation in OBGYN at Cedars Sinai Medical Center. He is very interested in medical education and routinely mentors both residents and medical students on their research project. He is a maternal fetal medicine sub-specialist.

Course Coordinators: Medical students Julie Kim and Tina Roosta

Student Requirements: Tentatively a minimum of 3 clinic visits, 7 lunch-time talks 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 and Los Angeles Area Clinics

Last Year's Evaluations:

My rating of the course overall: [Bar Graph]
YOGA THERAPY: A VALUABLE MEDICAL THERAPEUTIC MODALITY

Yoga is both a practice and a body of knowledge that has been used as a form of therapy for centuries in India. The field of Yoga therapy and its widespread applications as a healthcare tool is now rapidly expanding throughout the Western World. There is an increasing amount of evidence-based research demonstrating the efficacy of Yoga Therapy in combating many of today’s most common ailments, including cardiovascular disease, depression and back pain among others. Yoga clearly has an ability to regulate the autonomic nervous system and reduce the effects of stress which influences many diseased states. The objectives of this course will be to demonstrate the rapidly expanding role of Yoga Therapy in many chronic diseases. Students will become acquainted with the best growing body of research and the patho-physiologic mechanisms of therapeutic yoga. There will be practical demonstrations and full participation in Asana practice (yoga postures) and meditation (breath relaxation exercises)

Course Instructor: 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.

Student Requirements: Interest and willingness to practice yoga. Recommended readings: Yoga Rx by Larry Payne, Ph.D., and The Heart of Yoga Parts I & II by T.V.K. Desikachar

Teaching Methods: Discussion, experience and yoga practice sessions

Enrollment: Maximum of 6 students, minimum of 3 students

Sponsoring College: Student Affairs – Well-Being

Schedule: 4:00 – 6:00 p.m. Mondays, Session B

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

Last year’s Evaluations:

The course was well organized.
The learning goals or objectives were clear.
The grading policy was adequately explained.
The course director(s) was (were) appropriately responsive...
The materials presented/discussed were helpful to me in...
The course enhanced my interest in the subject matter.