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
- 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:

- 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...
CLINICAL RESEARCH IN GERIATRIC PSYCHIATRY

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)

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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*
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 course was well organized: 4
- 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 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: 4.5
- The learning goals or objectives were clear: 4
- The grading policy was adequately explained: 4.5
- The course director(s) was (were) appropriately responsive: 4.5
- The materials presented/discussed were helpful to me in...: 4
- The course enhanced my interest in the subject matter: 4.5
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.
PEDIATRIC RARE DISEASES

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.
TAI CHI FOR HEALTH

Tai Chi is a mind-body modality of health care that has been used effectively in China for hundreds of years within the system of Traditional Chinese Medicine. Within the last 20 years, research by Western science has documented the many benefits and possible therapeutic uses of tai chi (such as improvement in cardiovascular fitness, musculoskeletal function, stress reduction, posture control capacity, balance and reduction in falls, etc). The objectives of this course will be to: (1) demonstrate the current state of medical research regarding tai chi, and (2) practice and perform the 18-Step Harmony Style Tai Chi short form from the Ni Family Tai Chi Tradition – a form similar to those used in many medical research studies.

Course Chairs: Joseph Miller, Ph.D., is an Associate Professor in the Division of Integrative Anatomy (Dept of Pathology and Lab Medicine). He is the chair of the Human Gross Anatomy Course for 1st year dental students and also participates in the anatomy instruction of 1st year medical students. His research area is paleoanthropology. He is a Provisional Master Instructor of Harmony Tai Chi and has instructed students and instructors across the country.

Student Requirements: (1) Interest and willingness to learn tai chi and (2) choose a recent medical research paper on tai chi and give a 10 minute synopsis to the class.

Teaching Methods: Discussions & Practical Experience

Enrollment: Maximum of 6 students, Minimum of 3 students

Sponsoring College: Primary Care College

Schedule: 2:15 – 4:15 pm, 6 Fridays starting 1/7/11

Location: TBD at UCLA

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: [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... [4.0]
- The course enhanced my interest in the subject matter: [3.9]
ZOOBIQUITY: CARDIOVASCULAR MEDICINE ACROSS SPECIES

- Basic EKG interpretation, cardiac auscultation/examination, echocardiography, and other cardiac imaging will be presented to students in both human and veterinary patients.
- Using a comparative approach, students will gain fundamental knowledge about the pathophysiology of various forms of heart disease.
- Course will include imaging experiences with human and animals in a variety of medical and veterinary settings.
- Collaboration with veterinary colleagues will broaden the students' understanding of these conditions in their human patients
- In addition, students will participate in discussions of selected readings in Darwinian Medicine.

Course Chairs: Barbara Natterson, M.D., is the Director of Imaging for the UCLA Cardiac Arrhythmia Group. She has been a faculty cardiologist at UCLA for 15 years. In addition to her work at UCLA, she is cardiovascular consultant on the Medical Advisory Board of the Los Angeles Zoo and assists with imaging of many species of animals there. She is chairing Zoobiquity Conference here at UCLA--a symposium for veterinarians and human physicians caring for the same diseases in different species--along with faculty from UC Davis School of Veterinary Medicine in January 2011.

Student Requirements: Assigned readings each week and attendance at all sessions

Teaching Methods: Discussions

Enrollment: Maximum of 10 students, Minimum of 5 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 pm, 6 Mondays starting 2/7/11

Location: TBD at UCLA

New Selective