

First and Second Year Selective Course Descriptions 2014-2015 Academic Year

ADVANCING BIOENGINEERING INNOVATION: UNMET NEEDS

This is a graduate student course offered through the UCLA Business of Science Center and the Department of Pharmacology that would like to open its doors for medical students to join and participate.

The Advancing Bioengineering Innovation (ABI) program is course designed to teach students about the medical device design process through lectures, guest speakers, and a hands-on project. Multi-disciplinary teams of graduate students will evaluate actual unmet medical needs identified in the UCLA Hospital System and invent and develop practical solutions that address these needs. The team-based project component of the course will be complemented by lectures and panels from UCLA faculty and industry experts to provide additional teaching and guidance on the product development process and entrepreneurship as it relates to medical devices. The goals of the ABI program are to develop medical device solutions that improve patient care and prepare students for careers in healthcare, product development, and entrepreneurship. The series is open to students enrolled in all graduate programs across campus (medicine, management, engineering, life sciences, law, dentistry, design, etc.). Through this selective, medical students will play a special role as team advisors using their medical knowledge and experience.

For more information about the UCLA Business of Science Center and about this course, please go to their web site: <http://www.bs.pharmacology.ucla.edu/courses/>

Student Requirements: Medical students will be required to attend 2 hours of discussion per week on Mondays, and as much of the Wednesday lectures as your schedule will allow. The science, engineering, law, and business school graduate students are all committing 5-10 hours per week both inside and outside of the classroom understanding the medical needs, brainstorming concepts, and building prototypes and a business plan for the team's health care solution – medical students are encouraged to be as active as possible within these teams, but the teams will be informed of the time restraints of the Selective and medical student scheduling.

At the end of the course, students will be asked to contribute a 1-page summary on how they will apply the knowledge they have learned from the course, or become an active part of the team and stay through the medical needs presentations.

Course Chairs: Roy Doumani, JD, Executive Director of Business of Science Center and Professor in Molecular and Medical Pharmacology, David Geffen School of Medicine
Kalyanam Shivkumar, MD, PhD, Professor of Medicine and Radiology, Director of UCLA Cardiac Arrhythmia Center and EP programs, David Geffen School of Medicine
Wentai Liu, PhD, Professor, Dept. of Bioengineering, School of Engineering and Applied Science.

Teaching Methods: Discussions and Problem-Based Learning

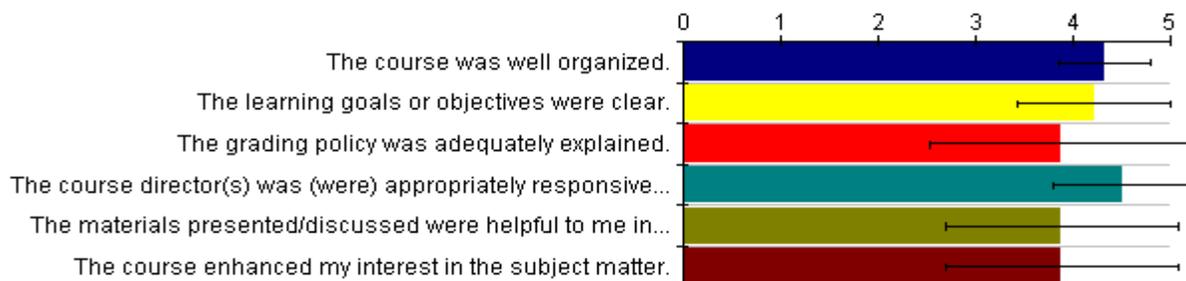
Enrollment: Maximum of 10 students, minimum of 2 students

Sponsoring College: Academic Medicine College

Schedule: 4:00 PM – 5:50 PM, Monday discussions and Wednesday lectures during main campus Winter Quarter (January – March).

Location: UCLA Engineering 5, room 2101

Last Year's Evaluations:



ANATOMY AND DISSECTION OF HUMAN CADAVERS

This course will consist of brief anatomy reviews and will focus mainly on hands-on dissection techniques and activities. The bulk of the dissection activity will be on embalmed human cadavers and will include the back and shoulder regions, axilla and upper limb, hip and gluteal region, lower limb, and head and neck. Limited dissection of the abdomen and pelvis will be included. Special prosections will be considered including retropharyngeal space prosections, spinal cord prosections and other.

Course Chair: Elena Stark, M.D., Ph.D. Professor, Anatomy Thread Chair, and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA

Additional Faculty: Naomi Schmalz, M.A., Cristina Ghiani Ph.D., Joel Gamo M.D., and other Anatomy faculty and staff, Department of Pathology and Laboratory Medicine at UCLA

Format: Discussions and Lab Experience

Enrollment: Maximum of 45 students in Session A, 15 students in Session B.

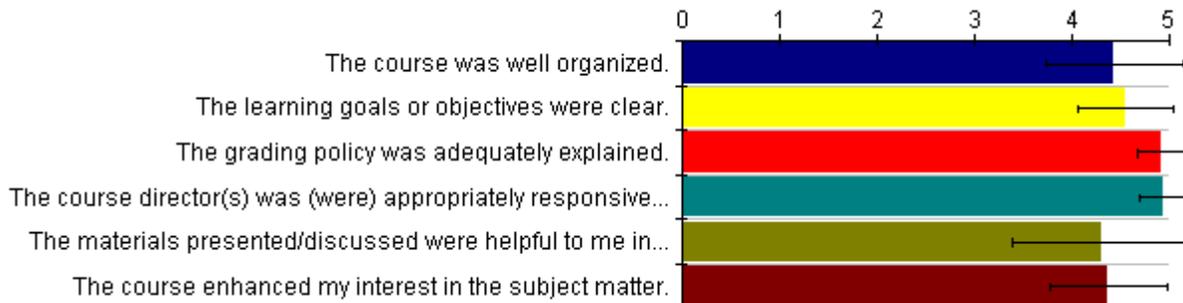
Open to 2nd year students only.

Sponsoring College: Applied Anatomy College

Schedule: 7 Monday afternoons, Session A starting 9/8/2014 AND Session B starting 1/12/2015 (Start time will vary depending on MS2 class schedule).

Location: 73-167 CHS

Last Year's Evaluations:



ANATOMY, RADIOLOGY AND YOU!

A correlation of clinically relevant gross and radiographic anatomy and their applications to common clinical problems.

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

- Correlate pertinent gross anatomic structures with their radiological imaging counterparts
- Understand the indications, strengths and limitations of current radiology modalities
- Apply the knowledge of normal gross and radiological anatomy to the identification of anatomic alterations caused by common pathologic processes.
- Apply this information to the diagnosis of common clinical problems, using a case-based teaching approach.

Course Format: Interactive sessions designed to identify clinically important anatomic structures utilizing models and selected cadaver demonstrations. Presentations of selective radiological images to illustrate these gross anatomic structures as “virtual anatomy”. Interactive discussions on the various radiological modalities including conventional radiography, CT, MRI, ultrasound, and Nuclear Medicine/PET, including their current uses in clinical medicine. Demonstrations and discussions of how disease processes alter radiological anatomy. Case-based presentations of common clinical problems with anatomical and radiological correlation.

Course Chairs: Michael I. Zucker, M.D. (“dr Z”) and Elena Stark, M.D., Ph.D. Dr. Zucker is Professor Emeritus of Clinical Radiology on Recall and teaches in all four years of the David Geffen School of Medicine at UCLA. Dr. Stark is Professor, Anatomy Thread Chair and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA.

Additional faculty: Additional Faculty from the Integrated Anatomy Division.

Student Requirements: Case presentation

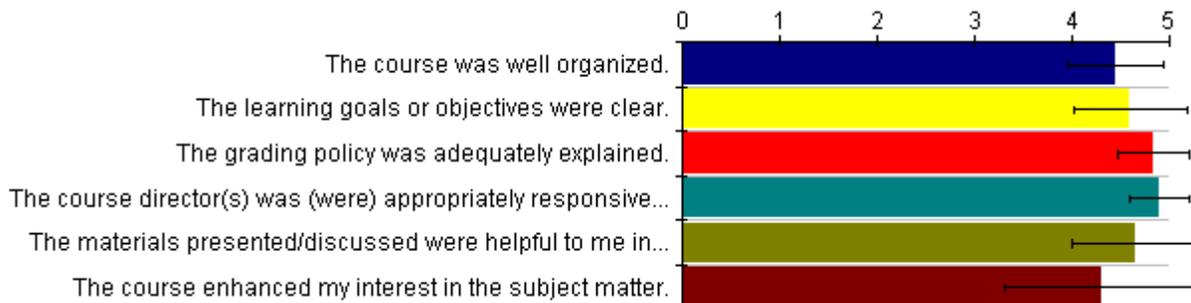
Enrollment: Maximum of 20 students, Minimum of 10 students. **Open to 1st year students only.**

Sponsoring College: Applied Anatomy College

Schedule: 3:30 – 5:30 pm, Mondays, Session A starting 9/8/2014

Location: 73-167 CHS

Last Year’s Evaluations:



BOOSTING DECISION MAKING SKILLS UNDER PRESSURE

This course focuses on boosting your ability to perform and make decisions under pressure. In today's world, we are increasingly being asked to shoulder more responsibility and greater workloads while feeling beholden to greater expectations and demands. But often there is little training offered in how to manage these demands - particularly under stressful conditions. Unfortunately for many individuals, performance suffers under these types of conditions. Making the right call at the right time under duress can make the difference between who gets well and who does not. This course is both experiential and didactic. You will be encouraged to examine your reactions to pressure and fear.

This course will cover the following topics:

1. Learning how to use Self-Hypnosis, Meditation, and cognitive tools to better manage fear, stress, sleep, and/or pain -- all of which influence decision making under pressure.
2. Examine how fear and being uncomfortable play a major role in decision-making.
3. Explore how higher-order problem-solving ability is undermined by dysregulated limbic activation. You'll learn how to improve cerebral regulation while also learning how to recondition limbic response related to fear and anger.
4. This course is both didactic and experiential. Hypnosis, Meditation, conditioning, and cognitive strategies will be major vehicles in this course for improving decision making skills under pressure.

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 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 the current bestselling book *Your Survival Instinct is Killing You*, as well as, the author of *When Relaxation is Hazardous to Your Health*.

Teaching Methods: Discussions, Experience, Hypnosis, Meditation, and Self-examination

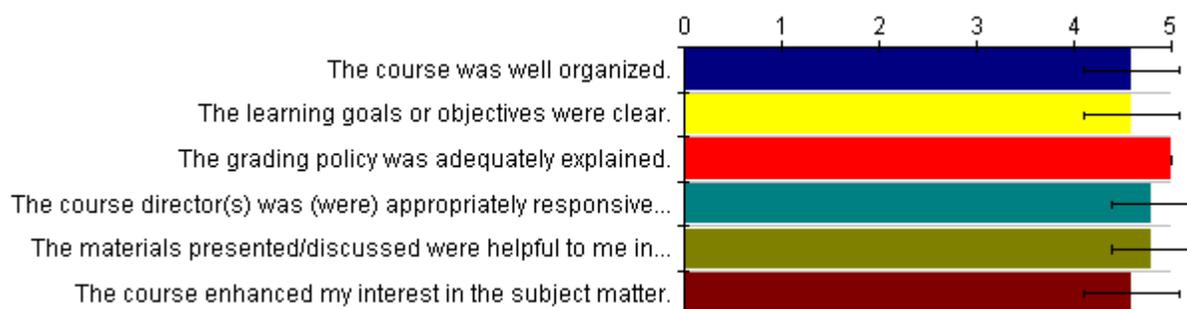
Enrollment: Maximum of 5 students

Sponsoring College: Primary Care College

Schedule: 4:00 – 6:00 p.m. Mondays, Session B starting 1/12/2015

Location: Dr. Schoen's office in West Los Angeles, 864 South Robertson Blvd., Suite 206

Last Year's Evaluations:



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.

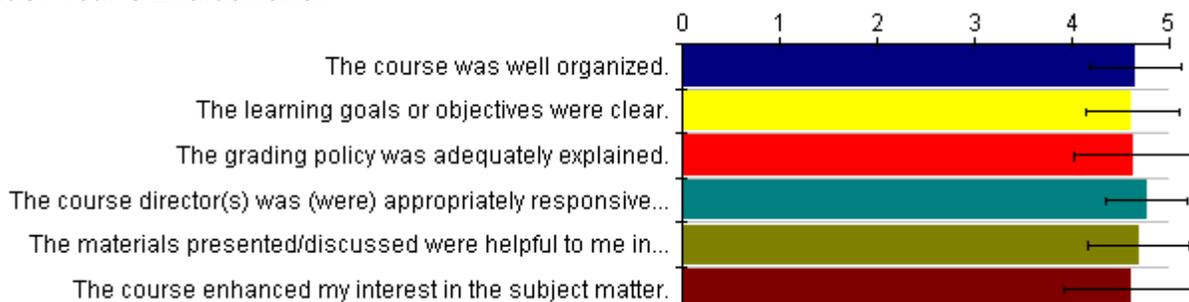
Enrollment: Course is open to all students, but it is mandatory for 1st year Drew students

Sponsoring College: Urban Underserved College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/12/2015

Location: UCLA

Last Year's Evaluations:



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 Chairs: Pamela Dyne, M.D., Professor of Medicine/Emergency Medicine, attending primarily in the Olive View-UCLA Department of Emergency Medicine. 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.

Tomer Begaz, MD, Assistant Professor of Medicine/Emergency Medicine, Olive View-UCLA Department of Emergency Medicine, is the course co-chair for the EM medical student rotation at UCLA and Olive View, and has extensive experience teaching medical students and residents.

Additional Faculty Involved: Alan Chiem, M.D., Director of Emergency Ultrasound for the UCLA/Olive View Emergency Medicine Residency Program, Jason Napolitano, M.D., Chair of the Acute Care College and ICU Intensivist at Ronald Regan Hospital, and Jennifer Nguyen, M.D., Assistant Professor of Anesthesiology at Ronald Reagan Hospital.

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

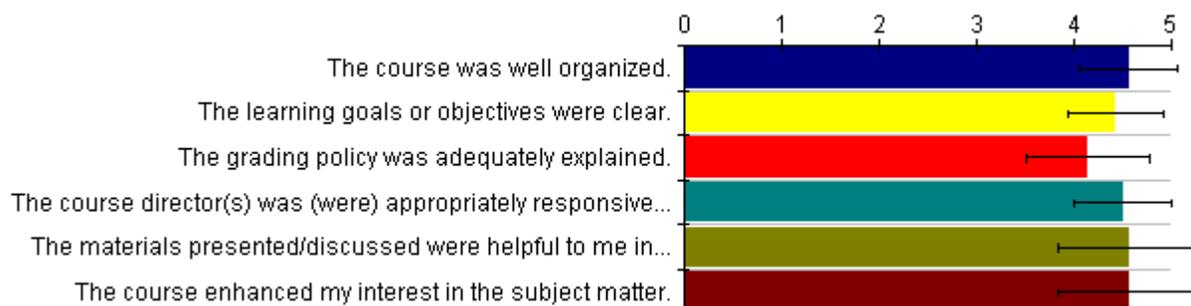
Enrollment: Maximum of 12 students

Sponsoring College: Acute Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/12/2015

Location: LRC

Last Year's Evaluations:



EMERGENCY MEDICINE BEDSIDE ROUNDS SELECTIVE

The DGSOM bedside rounds selective takes advantage of the opportunities to teach and model at the bedside by having experienced clinician educators lead true bedside teaching rounds with medical students interested in Emergency Medicine. These teachers will lead bedside rounds without the added responsibility of working clinically in the department.

Logistically, the program will take place once a week, in the Olive View Emergency Department. All students will meet their preceptor at an appointed time, where the preceptor will confer with the attendings on duty and select appropriate patients. The patients will be asked permission to participate in the educational rounds. The group will then join the bedside, where a complete and relevant history and physical exam will be obtained by the students, with facilitator guidance. The case will then be verbally summarized, and discussed in detail at the bedside. The preceptor can use this time to gently correct and reinforce the fundamentals of history, exam, and medical reasoning, both by observation and role modeling.

This program of bedside teaching will provide students with personal attention and modeling of the fundamental clinical skills of history, physical examination and communication that are the cornerstones of our practice.

“For the junior student in medicine and surgery it is a safe rule to have no teaching without a patient for a text, and the best teaching is that taught by the patient himself.”

-Sir William Osler, Address to the New York Academy of Medicine, 1903.

Course Chair: Tomer Begaz, M.D., an Associate Clinical Professor of Medicine and Director of Undergraduate Medical Education for the Department of Emergency Medicine at Olive View-UCLA. Other academic interests include the use of high-fidelity human simulation in medical education and traumatic brain injury.

Student Requirements: Proper attire and a stethoscope. LA County DHS Clearance and live scan.

Teaching Methods: Clinical Experience

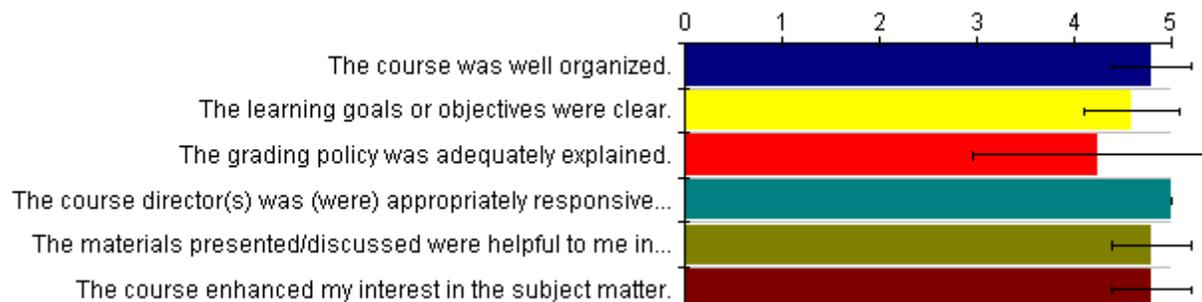
Enrollment: Maximum of 6 students, minimum of 2 students

Sponsoring College: Acute Care College

Schedule: 4:00 – 6:00 pm, Mondays, Session A starting 9/8/2014 and Session B starting 1/12/2015

Location: Olive View-UCLA Medical Center, North Annex

Last Year's Evaluations:



EXPERIMENTAL STATISTICS IN MEDICINE

The practice of evidence-based medicine relies on statistical techniques for analyzing and interpreting clinical data. Traditional statistical formulas depend on assumptions that are rarely satisfied by clinical data. Instead, computational and statistical methods, such as resampling, can provide a powerful, intuitive, and simple approach for understanding and analyzing complex data.

This course seeks to introduce students to basic computer programming using the statistical programming language R. This will provide a foundation upon which students can practice using resampling techniques to quantify and interpret clinical data. Specifically, we will be introducing topics including confidence intervals, 2-group comparisons, regression analysis, chi-square test, ANOVA, power analysis, and Bayesian inference.

Objectives: The goal of this course is to empower students with the statistical and computational abilities to intelligently critique clinical findings and apply these skills in their own clinical and research pursuits.

Course Structure: Each class will consist of three parts: A presentation of the weekly material, instructor-guided clinical examples, and an interactive lab session for students to practice.

Course Chair: Alan Garfinkel, Ph.D., Professor of Medicine and Physiological Science

Course Instructor: Nicholas Wisniewski, Ph.D., Lecturer and Assistant Research Faculty in Physiological Science/Biostatistics

Student Coordinators: MS2s Julian Landaw and Daniel Yazdi

Student Requirements: Attendance and complete bi-weekly problem sets. No prior experience in statistics or computer programming is necessary.

Teaching Methods: Discussion

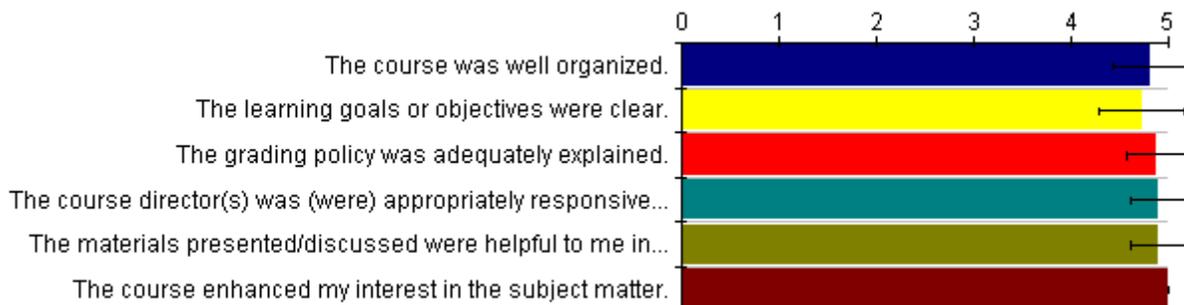
Enrollment: Minimum of 5 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: TBD at UCLA

Last Year's Evaluations:



THE HEALER'S ART: AWAKENING THE HEART OF MEDICINE

The Healer's Art is an intensive, small group experience designed to help medical students keep in touch with what brought them to medicine- the wish to genuinely connect with and care for patients. The course was created by Rachel Naomi Remen, MD, author of *Kitchen Table Wisdom* and *My Grandfathers Blessings*, a pioneer in integrative medicine. The course consists of five 3-hour sessions, in which medical students in the middle of their first year work in small groups to "remember your power to heal", facilitated by practicing physicians. The course helps students connect with what gives meaning to medicine, as well as giving them skills to deal with challenges, such as death and grief. It is important that students commit to attend all five evening sessions. People who have participated in this course see it as a great antidote to burn-out and cynicism.

Upon completion of the course, the student will be able to:

- Explain how they can act in ways which strengthen and preserving their humanity
- Demonstrate how to listen generously and compassionately
- Describe the effects of being listened to generously and compassionately
- Create healing relationships with other students
- Describe effective and ineffective behavioral responses to loss and grief
- Identify when they first became aware of wanting to serve others
- Articulate and strengthen a personal commitment to medicine as their life's work
- Share their experiences of loss, grief, mystery, and awe in practicing medicine with practicing physicians

Course Chairs: Iljie Fitzgerald, M.D., Faculty member from the Dept. of Psychiatry and Biobehavioral Sciences

Supporting Faculty: Mina Kang, M.D., Sarah Mourra, M.D., Bill Reid, M.D.

Teaching Methods: Discussion

Enrollment: Maximum of 18 students, minimum of 4 students, first-years only

Sponsoring College: Primary Care College

Schedule: 5:30 – 8:30 p.m. on Five Tuesday evenings January-March

Location: TBD at UCLA

New Selective

HEALTH CARE IN DIVERSE AND DISADVANTAGED SETTINGS: APPLYING THE PRACTICE OF MEDICINE TO POPULATION HEALTH

The goal of this selective is to assist students in developing conceptual models for future student health disparity research projects. Clinically based case studies developed from existing research and demonstration projects will address problems that uniquely challenge underserved communities in Los Angeles County. Discussions will examine the interface between selected clinical topics, i.e. congestive heart failure, hypertension, cancer and diabetes and their linkages to population based health disparities. This selective is open to all second year medical students.

Objectives:

- Review specific public health and health care challenges unique to underserved communities.
- Discuss the clinical context for certain disease states that are influenced by community and contextual factors.
- Discuss examples of research and demonstration projects aimed at reducing health disparities.
- Discuss UCLA and Drew research projects and faculty expertise in health disparities research.
- Develop (in small group sessions) strategies to reduce health care disparities through the linkage of clinical medicine and public health disparities.
- Develop a research question and conceptual model related to the care of underserved communities

Course Chairs: Roberto Vargas, M.D., MPH, Associate Professor, David Geffen School of Medicine and Charles R. Drew University of Medicine & Science
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: Students are expected to review cases prior to classes, attend each class, participate in the discussions, and complete an NIH PHS 398 format specific aims page and a conceptual model for their own proposed project to pass the course.

Teaching Methods: Discussions and problem-based learning

Enrollment: Maximum of 40 students. **Open to 2nd Year Students Only.** Course is open to all 2nd year students, but it is mandatory for 2nd year Drew students

Sponsoring College: Urban Underserved College

Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: TBD at UCLA

New Selective

THE HEALTH OF LATINO POPULATIONS: RESEARCH AND POLICY

This selective is for students who have a curiosity, a more intense interest, or a need for information about the health of Latino populations. Students will be provided an opportunity to begin to define their curiosity, interests or needs in the area of Latino health by receiving input and feedback from student peers and the instructor. Topics to be discussed include: Latino demographics and American society; the Latino Epidemiological Paradox; Culture, behavior and health outcomes; Immigration, acculturation and health behaviors; Theoretical and policy models used in making policy for Latino populations; Social history of Latino medicine and health in California. Students are encouraged to suggest other topics of interest to them to be discussed in this selective.

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

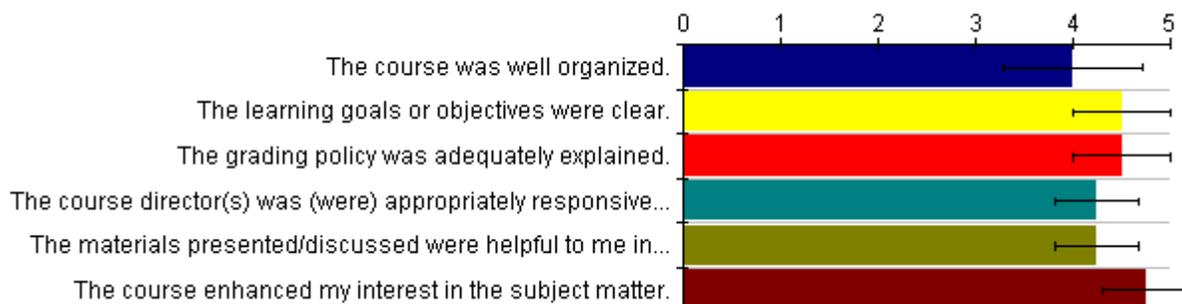
Enrollment: Maximum of 10 students

Sponsoring College: Urban Underserved College

Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: UCLA CESLAC, 924 Westwood Blvd., Suite 200Q

Last Year's Evaluations:



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 a Clinical Professor of Medicine at UCLA and is a Hospitalist. She is the Director of Preoperative Medicine and Medical Consultation at the WLA VA. She has been teaching this selective for over a decade. She is a member of Pharmacy and Therapeutic and Pharmacy Benefit Management Committees and is a Physician Utilization Management Advisor at the VA. Her research interest is in health services.

Additional Faculty Involved: Dylan Roby, Ph.D., is an Assistant Professor of Health Policy and Management in the UCLA Fielding School of Public Health and Director of Health Economics and Evaluation Research 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, the implementation of the Affordable Care Act, 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

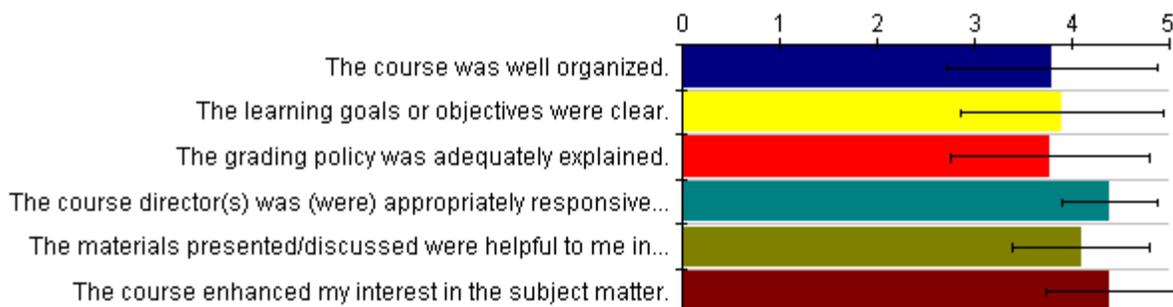
Enrollment: Maximum of 13 students, minimum of 6 students

Sponsoring College: UCLA MD/MBA and MD/MPH Combined Degree Programs

Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: LRC

Last Year's Evaluations:



**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

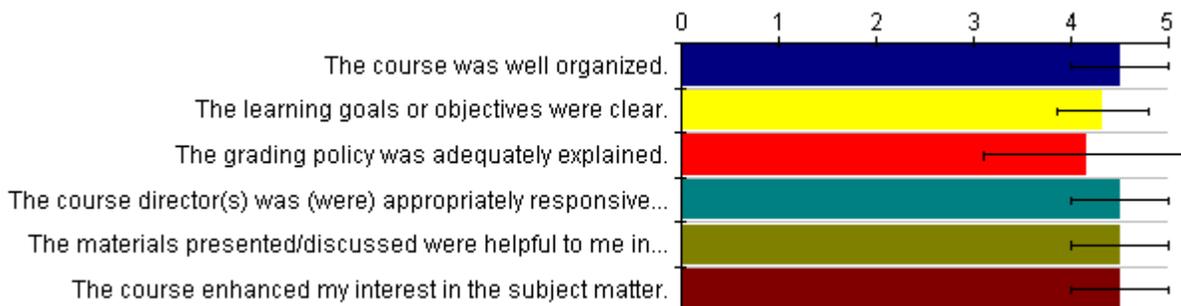
Enrollment: Maximum of 6 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/12/2015

Location: 42-121 CHS

Last Year's Evaluations:



HOT TOPICS IN NUTRITION AND 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? If so, this is the selective for you. The selective involves writing a 2000 word critical review on a self-selected nutrition research question under the mentorship of research faculty. All research papers approved through the peer review process will be published in *Nutrition Bytes* (http://escholarship.org/uc/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., Professor of Biological Chemistry

Teaching Methods: Discussions

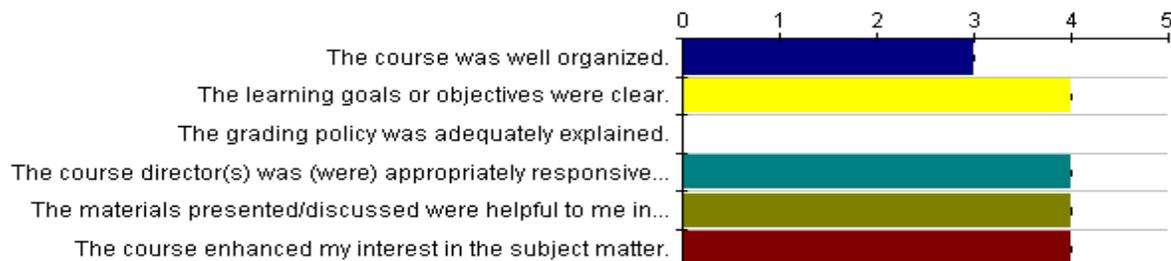
Enrollment: Maximum of 10 students, minimum of 1 student

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 February 9, 2015. Final meeting requirement on February 19, 2015, from noon – 1 PM.

Location: 63-127A CHS

Last Year's Evaluations:



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
- Use reliable resources to learn about herb mechanisms of action, indications, contraindications and interactions
- Develop an appreciation for the mechanisms and applications of acupuncture and identify the location of at least 5 major acupuncture points
- Examine for trigger points to assess pain and non-pain conditions
- Design an integrative East-West self-care plan
- Search the medical literature in the areas of CAM and integrative medicine.

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: Justin Laube, M.D. and Felicia Yu, M.D.

Student Requirements: Completion of online modules, attendance during clinic experimental sessions, and a case discussion or specialized topic presentation during final session

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

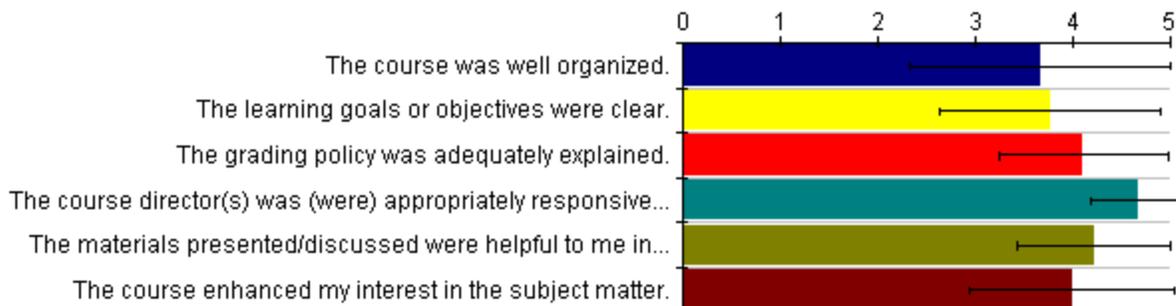
Enrollment: Maximum of 16 students, minimum of 8 students

Sponsoring College: Primary Care College

Schedule: 4:00 – 6:00, Mondays, Session B starting 1/12/2015.

Location: UCLA Center for East-West Medicine, 2336 Santa Monica Blvd., Suite 301, Santa Monica, www.cewm.med.ucla.edu/

Last Year's Evaluations:



INTRODUCTION TO BIOMEDICAL RESEARCH AT UCLA

This selective consists of approximately 20 oral presentations and discussions on Monday evenings from September 2014 through April 2015. The presentations, given by key faculty and senior MSTP students, will focus mostly on basic science research but will include translational research as well. Medical students are required to attend and participate in at least 10 of the sessions. MSTP students are required to attend and participate in all sessions. 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: Carlos Portera-Cailliau, M.D., Ph.D. and Siavash Kurdistani, M.D., Co-Directors of the UCLA-Caltech Medical Scientist Training Program

Teaching Methods: Discussions

Enrollment: Maximum of 20 non-MSTP students may enroll (** Must be in the Research Pathway). 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. Non-MSTP students may enroll and must attend at least 10 of the 20 sessions in one academic year. All students will need to complete a 2-3 page research proposal.

Sponsoring College: Medical Scientist Training Program, Academic Medicine College

Schedule: 5:45 – 7:45 pm, Mondays throughout the school year.

Location: TBD at UCLA

Last Year's Evaluations:



INTRODUCTION TO PATHOLOGY AND LABORATORY MEDICINE

This course will provide medical students with the opportunity to learn about the practice of Pathology and its two major components: Anatomic and Clinical Pathology. During the course, students will rotate through and observe selected pathology services one day per week for approximately 2 hours per day. Experiences will include attending slide sessions and visits to selected pathology facilities in order to get a better understanding of the workflow in the Department. 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 provide a better understanding of the role of Pathology in patient care and give the opportunity to see what practicing pathologists do on a daily basis.

Course Chair: Fernando Palma Diaz, M.D., M.D. Assistant Clinical Professor of Pathology and Laboratory Medicine. He received his M.D. from Universidad El Bosque in Colombia in 2000.

Teaching Methods: Clinical Experience and Laboratory Experience

Enrollment: Maximum of 5 students

Sponsoring College: College of Applied Anatomy

Schedule: 3:30 – 5:30, Mondays, Session B Starting 1/12/2015

Location: UCLA Pathology Dept.

Last Year's Evaluations:



INTRODUCTION TO SURGERY

Aim: To provide an enriching 'hands on' educational experience designed to introduce students to the art and science of surgery in the setting of a busy urban Level-1 trauma center.

By the end of the course, the student should be able to:

1. Understand the principles of sterile precautions and operating room etiquette
2. Demonstrate the ability to perform sterile gowning and gloving techniques
3. Perform basic surgical/technical skills including knot-tying, suturing, and instrument handling
4. Describe the basic approach to the management of the trauma patient
5. Appreciate the importance of interdisciplinary teamwork and the psychosocial aspects of patient care.

Course Chairs: Dennis Kim, M.D. and Christian de Virgilio, M.D.

Dr. Kim is an Assistant Professor of Surgery in the Division of Trauma/Acute Care Surgery/Surgical Critical Care. His academic interests include surgical simulation and Crisis Resource Management.

Dr. de Virgilio is a Professor of Surgery and holds numerous academic appointments. In addition to being the Director of the General Surgery Residency Program at Harbor-UCLA Medical Center, he is also the Vice Chair of Education and Co-Chair of the College of Applied Anatomy.

Additional Teachers: Harbor-UCLA Medical Center Department of Surgery Faculty and Residents

Teaching Methods: Small group sessions and didactics; surgical skills lab; high-fidelity simulation; clinical observorship (emergency room and operating room)

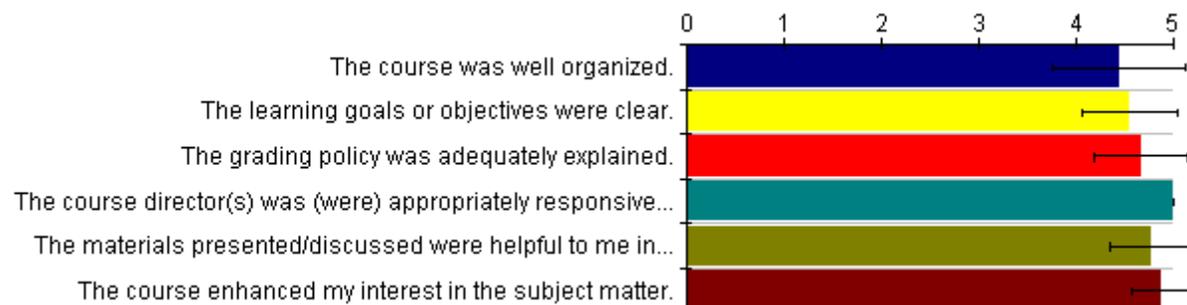
Enrollment: Maximum of 10 students, minimum of 5 students

Sponsoring College: Applied Anatomy College

Schedule: 4:00 – 6:00 pm, Mondays, Session A starting 9/8/2014 and Session B starting 1/12/2015

Location: Harbor-UCLA Medical Center, Building 1 East, Conference Room; B4 Simulation Lab

Last Year's Evaluations:



LEADERSHIP IN HEALTH SYSTEMS INNOVATION

This class will provide medical students with the framework and foundation that is critical to become future leaders in health care. With the shifting health care landscape in the United States, this training is critical to ensure students will grow to become successful physicians in tomorrow's health care environment. With recent legislation and market dynamics, our Health systems are transforming here at UCLA and across the State and Country. This course aims to introduce students to some of the nation's most pressing health care issues and equip them with the interdisciplinary tools to help shape and offer innovative solutions.

Through skill-building sessions and discussions with local leaders, students will develop their own leadership skills and engage leaders who are catalyzing change regionally and nationally. Through this selective, medical students will gain a deeper understanding of today's health care system and where it is headed in the future. They will learn about some of the challenges facing healthcare systems and how to apply their leadership skills and interdisciplinary knowledge to help shape solutions.

The US faces overwhelming health care costs, inadequate access to care, a rapidly growing Medicare population, and a consolidating market. At the same time, we are seeing unprecedented opportunities through the increasing availability of data to fuel health system improvements, the creation of national and local payment reform, and the new push for interdisciplinary thinking in medicine.

In response to these major changes, the UCLA Health System is undertaking its own innovations to improve care quality, decrease costs, and improve patient safety and satisfaction. In this course, students will be able to engage UCLA Health System leaders to explore the university's own efforts in quality improvement, primary care innovation, business analytics, and care coordination for vulnerable patients. Students will also learn about different leadership roles outside of traditional medical practices.

Objectives:

- Facilitate education around challenges facing the US health care system, as well as innovative solutions to address them
- Support the development of leadership and operational skills
- Provide an overview of quality improvement and care transformation opportunities at UCLA and the local health care community

Course Chair: Barsam Kasravi, M.D., MPH, MBA, the medical director at WellPoint. Dr. Kasravi also facilitates leadership development courses through UCSF's Institute for Physician Leadership and has experience teaching leadership courses at Harvard's Kennedy School.

Teaching Methods: Discussions and Problem-Based Learning

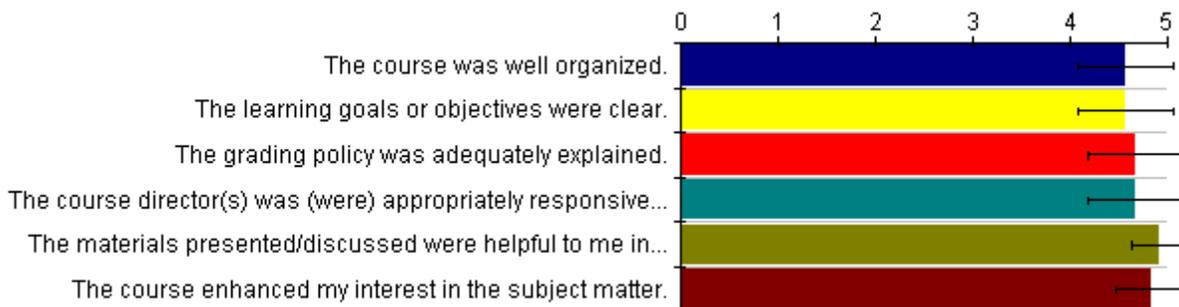
Enrollment: Maximum of 15 students, minimum of 8 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: LRC and CHS

Last Year's Evaluations:



LIVING AND DYING: MEDICAL, PSYCHOSOCIAL AND SPIRITUAL APPROACHES 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.

Objectives: 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 Chairs: 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 a volunteer for the Department of Spiritual Care at the Ronald Reagan Medical Center since 2012, and the course chair for Living and Dying selective since 2004.

Alan G. Robinson, M.D., is an internist/endocrinologist with 24 years as a researcher, clinical specialist and Division Chief at University of Pittsburgh who served from 1995 to 2011 as Executive Associate Dean of the David Geffen School of Medicine at UCLA. Over the last two years he has done in depth reading about end-of-life issues. Last year Dr. Robinson participated in this course as a "student" and is delighted to return this year as an instructor.

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

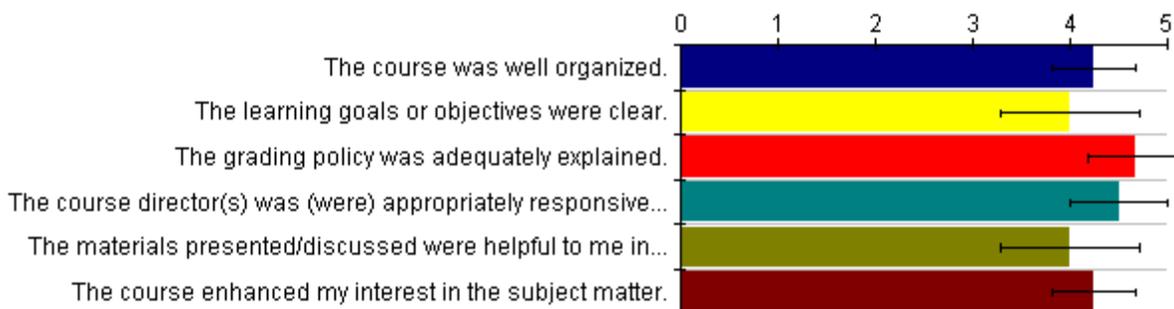
Enrollment: Maximum of 12 students, minimum of 2 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: LRC

Last Year's Evaluations:



MEDICAL GENETICS

This selective will cover a broad range of topics in medical genetics over 10 lunch-hour lectures (roughly one per month September – May). Subject matter to be covered includes: cases in Pediatrics, Internal Medicine, Surgery, pharmacogenetics, OB/Gyn prenatal genetic diagnosis, the BRCA genes, gene patenting, ethics, and more. We will also incorporate clinical experience by providing shadowing opportunities in the UCLA Genetics clinic.

Course Chairs: 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 10 years and does clinical work in genetics as well as basic research in the mechanisms of genetic disorders.

Course Coordinators: Medical students Ezra Bernstein and Jessica Lucier

Student Requirements: Students will be required to attend at least seven lectures, and have one shadowing experience. Due to the nature of the selective, make-up sessions will not be provided.

Teaching Methods: Discussions and Clinical Experience

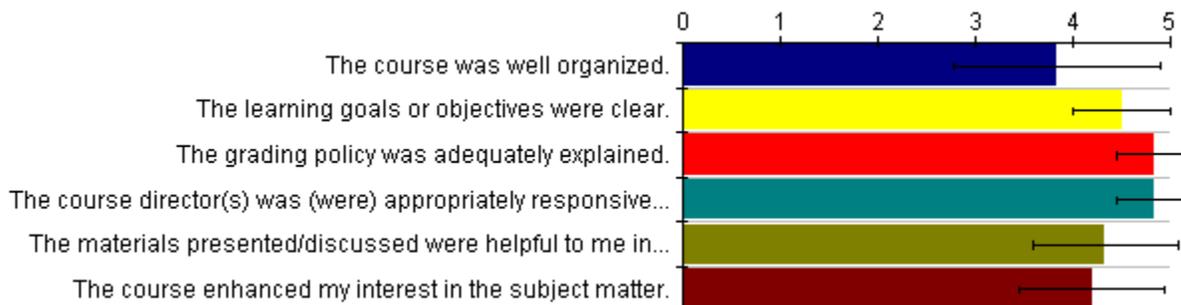
Enrollment: Maximum of 20 students

Sponsoring College: Primary Care College

Schedule: Lunchtime talks will start in September 2014 and run through May 2015

Location: CHS

Last Year's Evaluations:



MINDFULNESS MEDITATION: A POWERFUL TOOL IN REDUCING SUFFERING AND PROMOTING HEALING

Mindfulness is the focusing of awareness on sensory experience and it has been shown in studies to reduce stress, depression, anxiety, and emotional exhaustion - and to increase concentration, immunity response, and job satisfaction. Mindfulness has also been used quite effectively to help with pain management. Brain studies have also been done that indicate measurable changes in the white matter of the brain after regular mindfulness practice.

The objective of this course will be to demonstrate how mindfulness can be a powerful tool for any healthcare professional in helping patients heal and suffer less. Students will examine the latest research on mindfulness and its effectiveness as a healing therapy, and all students will participate in mindfulness meditation practice noting how it affects their awareness of sensory experience.

Course Instructor: Michael Sinel, M.D., Volunteer 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. He has studied meditation and yoga in India and teaches mind-body workshops around the country.

Student Requirements: Interest and willingness to practice mindfulness meditation. Recommended readings: *Five Ways to Know Yourself - An Introduction to Basic Mindfulness* by Shinzen Young, *The Buddha's Brain* by Richard Hanson, Ph.D. & Richard Mendius, M.D.

Teaching Methods: Discussion, experience and mindful awareness and meditation sessions

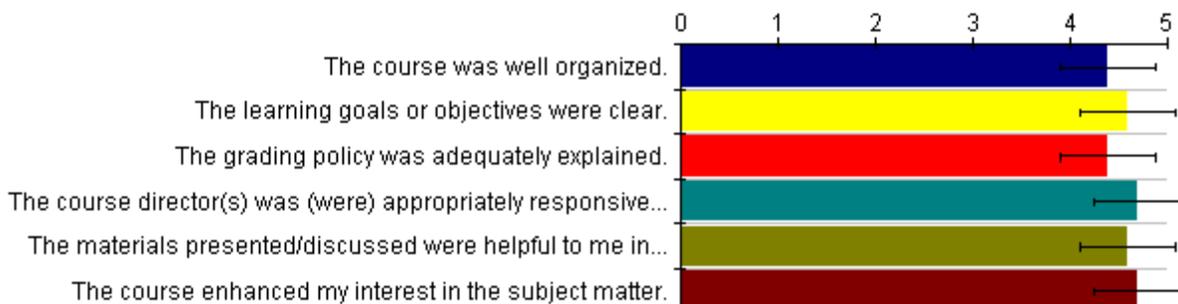
Enrollment: Maximum of 10 students

Sponsoring College: Primary Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/12/2015

Location: LRC

Last Year's Evaluations:



A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH

This selective is organized by the UCLA Center for World Health (CWH), Global Health Education Programs and by medical students who participated in the selective the previous year. The selective is designed for students at any level of global health experience, from none to very highly experienced. The selective offers opportunities for inspiration, education, mentorship, and personal growth. Leaders from diverse disciplines will share their own experiences in global health and will speak to students on a variety of global health topics such as infectious and non-communicable diseases in resource limited settings, maternal and child health, gender equity, disaster response, global surgical needs, food security, health and human rights, HIV/AIDS, harm reduction, healthcare technology, utilization of media, and policy strategies to help address global health challenges. Students will get a better idea of the many ways they can become involved in global health during medical school and throughout their careers. The selective offers a unique opportunity to form meaningful relationships with global health faculty at UCLA.

The theme of this year's selective is based on The Lancet Commission Global Health 2035: A World Converging within a Generation. We are at a powerfully important time in global health where we have the financial and ever-improving technical capacity to close the disparities that exist in health internationally. Within a generation, those living in low and middle-income countries could have the health outcomes of those in wealthier countries. As future health leaders, we hope this selective will provide you with important knowledge and tools to contribute to this convergence.

Student Requirements: A minimum attendance of 10 noon-time lectures (entitled Global Health Selective Talks or CWH Speaker Series), 2 Evening Roundtable sessions, 1 Film Screening, and participation in a book club with global health faculty mentorship. Approximate time commitment is 20 hours.

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
- Understand the concerns and needs of medically underserved populations
- Examine health and disease from a cross-cultural perspective
- Recognize the challenges in conducting research in a resource-limited environment
- Critically evaluate literature pertaining to global health research
- Assume leadership roles in addressing global health issues as medical students and future physicians
- Form relationships with UCLA global health faculty to allow for mentorship throughout your career

Course Chairs: Gitanjali (Tanya) Arora, M.D., DTMH, is an Assistant Professor of Pediatrics and Director of Pediatric Global Health at UCLA, and Co-Director of UCLA Center for World Health Global Health Education Programs. Tom Coates, Ph.D., is the Michael and Sue Steinberg Endowed Professor of Global AIDS Research in the Division of Infectious Diseases at UCLA and Chair of the UCLA Center for World Health. Lee Miller, M.D., is a Professor of Pediatrics and Vice-Chair for Education of the Department of Pediatrics at UCLA and Director of UCLA Center for World Health Global Health Education Programs. Traci Wells, Ph.D. is the Education Coordinator for UCLA Center for World Health Global Health Education Programs

Selective Leaders: MS2s Max Caccese, Scott Christensen, Sarah (Sally) Elliott, Camille Hamilton, and Frankie Wong

Teaching Methods: Lecture series, films and discussions

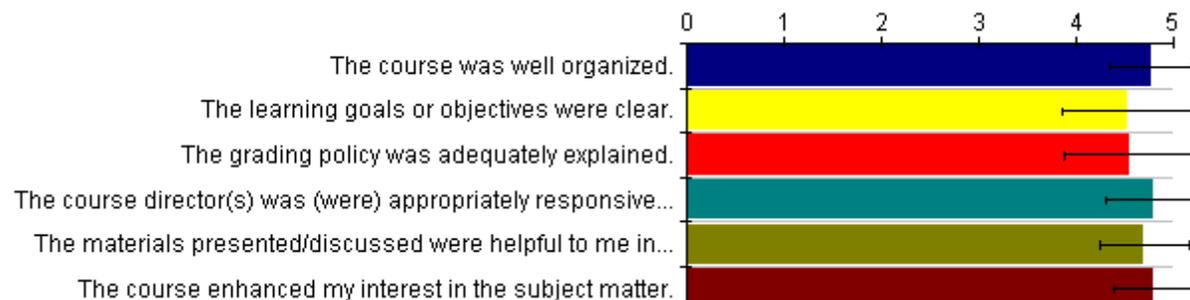
Enrollment: No minimum or maximum number of students.

Sponsoring College: Primary Care College

Schedule: Lunchtime talks, evening film screenings, evening book clubs, and evening roundtable sessions will start in September 2014 and run through December 2014

Location: CHS & RRMCA auditoriums, and off site evening roundtable and book club sessions.

Last Year's Evaluations:



PEDIATRIC 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.

Objectives:

- 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 about the concept of Medical Home in the care of children with complex diseases
- To learn more about the specialty of Pediatrics and the intellectual role of the general pediatrician in diagnosing and managing rare diseases.

Recommended textbook: “Chronic Complex Diseases of Childhood, A practical guide for clinicians”.

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.

Additional Teachers: Katrina Dipple, M.D. and Joshua Zaritsky, M.D.

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

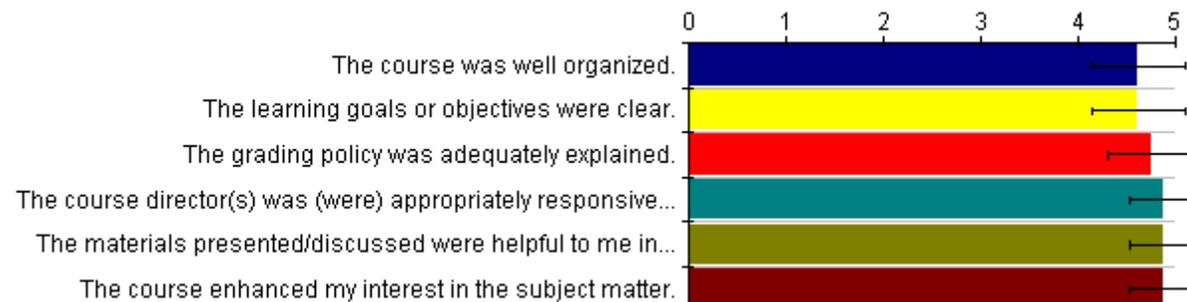
Enrollment: Maximum of 10 students, minimum of 5 students

Sponsoring College: Primary Care College

Schedule: 3:30 – 5:30 p.m., Mondays, Session B starting 1/12/2015

Location: CHS

Last Year’s Evaluations:



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:

Ming Lee, Ph.D., is Associate Professor in the Center for Educational Development and Research, is a trained educational psychologist with over twenty years of experience in program evaluation and educational research. Her research interests include development and validation of assessment instruments, clinical competency assessment, effectiveness of problem-based learning, and humanistic medicine.

Paul Wimmers, Ph.D., is Associate Professor and Associate Director for Research in the Center for Educational Development and Research at the David Geffen School of Medicine at UCLA. 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, skill generalizability, and (medical) problem solving. He frequently uses multivariate statistical methods like structural equation modeling in medical education research.

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

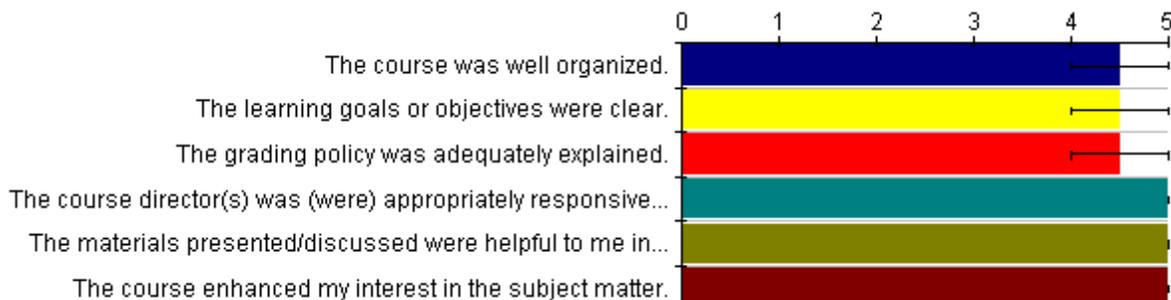
Enrollment: Maximum of 4 students

Sponsoring College: Acute Care College

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

Location: CHS

Last Year's Evaluations:



STUDENT RUN HOMELESS CLINIC

Students participate in student-run free clinics to provide basic health services and education to homeless persons at “Samoshel” the Santa Monica Shelter and the Los Angeles Homeless Services Authority (LAHSA) Winter Shelters, and Pathways to Home. Working in conjunction with faculty volunteers from the David Geffen School of Medicine at UCLA, students will be able to practice interviewing, take vital signs, give 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., MPH, 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 National Advisor to the Society of Student Run Free Clinics.

Course Coordinator: Sun Lim 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. Attendance at 2 of the Happy Feet Clinics can be used to fulfill the 6 clinic requirement.

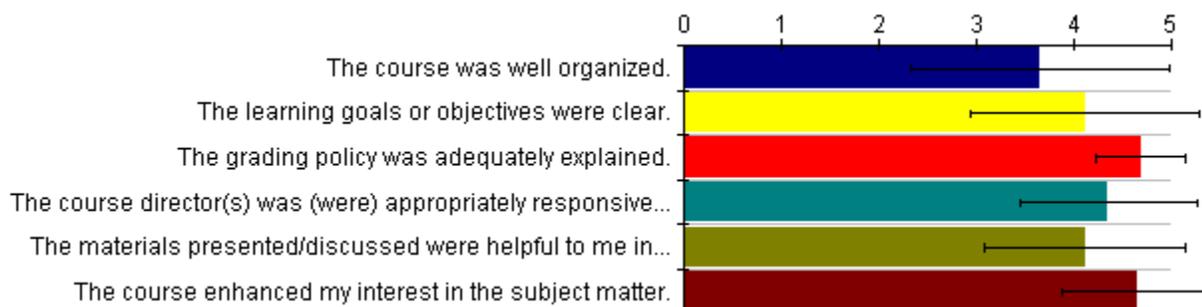
Teaching Methods: Clinical Experience and Reflection

Enrollment: Maximum of 18 students, plus additional 2nd year Chiefs

Sponsoring College: Primary Care College

Schedule: To be arranged on an individual basis; students sign-up for clinics of their choice on the SRHC website, <https://fm.mednet.ucla.edu/SRHC/>. Login and passwords will be set once the student registers for the Selective. A mandatory Orientation will be scheduled early in the Fall semester. Clinics are held on Saturday mornings throughout the school year at Samoshel, Monday evenings during the winter months of December-March at the West LA Winter Shelter, and every 4th Thursday evening of the month at Pathways to Home shelter. Lectures are scheduled during the week at noon, throughout the school year. The two group reflection sessions will be scheduled in the evenings, in January and in May. The course requirements must be completed by the end of May.

Last Year's Evaluations:



SURGICAL ANATOMY

This course will cover several common surgical procedures emphasizing the anatomical basis of each. Sessions will include a brief review of the pertinent anatomy (with anatomy faculty) and a description of the “procedure(s) of the day” (with surgery faculty). The most important component of each session is the cadaver lab portion. Experienced surgeons will explain surgical procedures on the cadavers and the students will have the opportunity to assist and to implement some of them on their own. Suturing techniques will be included.

Course Chairs: Elena Stark, M.D., Ph.D., Professor, Anatomy Thread Chair and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA, and Richard Braun, M.D., General Surgeon (retired), Department of Surgery at UCLA

Additional faculty: Drs. Morchi, Jarrahy, Kedeshian, Schwartz, Bergman and other faculty from the Division of Integrative Anatomy and from the Department of Surgery

Teaching Methods: Discussions & Laboratory experience

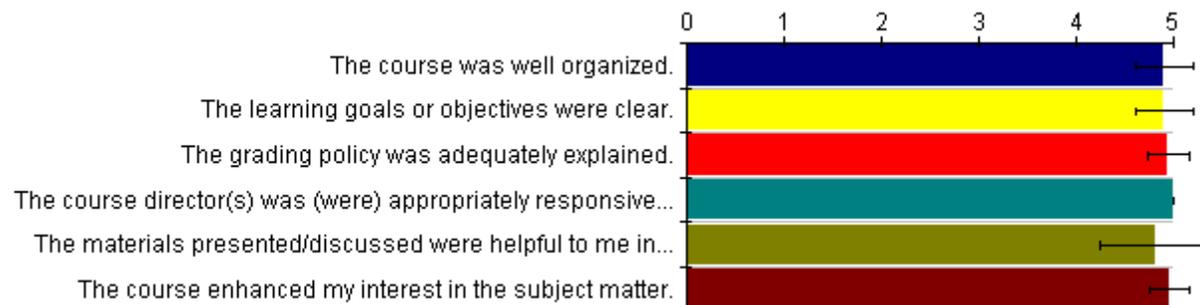
Enrollment: Maximum of 24 students, Minimum of 12 students, **Open to 2nd Year Students Only**

Sponsoring College: Applied Anatomy College

Schedule: 3:30 – 5:30 pm, Mondays, Session B starting 1/12/2015

Location: 73-167 CHS

Last Year’s Evaluations:



THE TRUTH ABOUT PEDIATRICS

When most people think about the life of a Pediatrician, they envision a day filled with coughs and colds- well it's time you learn "The Truth About Pediatrics!" Pediatricians play a very powerful role in the community and in our patient's lives.

Throughout medicine, and especially in Pediatrics, the well-being of your patients depends not only upon the medical care they receive, 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'll be seeing, and learn about the issues that involve and affect their health, both in and out of the clinical setting.

Through lunchtime talks with UCLA Pediatric Faculty, we will introduce you to common pediatric health challenges, including childhood obesity, domestic violence, school function/readiness, environmental health problems, and high-risk behaviors, among others. You will also 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, you will have the opportunity to shadow Pediatricians at the Venice Family Clinic, a federally qualified health center servicing low-income patients in Santa Monica and Venice. Here you'll work side-by-side with physicians and residents who work hard to combine both medical knowledge and patient advocacy to make a difference in the lives of their patients.

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: Neil Gholkar, M.D., is Chief Resident in Pediatrics at UCLA, and a graduate of the University of Arizona College of Medicine. Neil plans on pursuing a career in general pediatrics and his interests include global health and community medicine.

Stacy Barron, M.D., is a third year Pediatric Resident at UCLA and will be one of the Chief Residents for the 2015-2016 academic year.

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

Medical Student Coordinator: MS2 Camille Hamilton

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

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

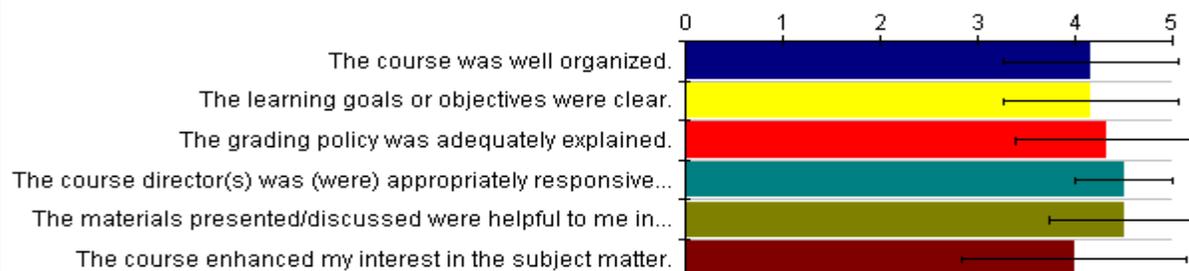
Enrollment: Maximum of 15 students, minimum of 5 students

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

Last Year's Evaluations:



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., Associate Professor of Psychiatry at the UCLA Neuropsychiatric Institute and Hospital. 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.

Teaching Methods: Discussions, case studies, field trips and mixed media learning

Enrollment: Maximum of 12 students, minimum of 2 students

Sponsoring College: Primary Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/8/2014

Location: LRC

Last Year's Evaluations:



WOMEN'S HEALTH SELECTIVE

The overarching goal of the course is to advance knowledge of key issues and initiatives in women's health from an interdisciplinary perspective through clinical experience, mentored workshops, and academic discussion. The selective builds upon existing women's health curriculum offered through the first and second year coursework by providing interested students a uniquely engaging year-long opportunity outside of the classroom to acquire advanced knowledge in both clinical and academic areas of women's health topics.

The selective is comprised of three components –lectures series, mentored workshops, and clinical shadowing.

1. Lecture Series – Topics include methodological issues in research about women's health in the United States and globally, state and federal programs, services, and policies affecting women, health promotion, disease prevention, and overall well-being. UCLA and School of Medicine Faculty, speakers are invited from local community resources [public policy, non-profits, philanthropically organizations] to provide students an understanding of their role as future physicians in the broader context of their future communities.
2. Mentorship – Participants will work with Senior Course Tutors to facilitate career exploration during medical school (i.e. summer research, yearlong fellowships, opportunities to lead related student organizations, combined degree programs like the MD/MPP, selecting an advising College in Year 4). Individual research projects emphasizing the social, economic, environmental, behavioral, and political factors associated with women's health will be highlighted for presentation.
3. Clinical Shadowing – Clinical visits will give students experience in various areas of women's health, including Labor and Delivery, Surgical Oncology, and family planning

Objectives:

- Enhance awareness of disease conditions in women and gain knowledge of interactive skills with female patients
- Advance knowledge in research policy and practice
- Understand medical and public health practices directed at women—and how they compare, compliment, or conflict with one another.

Course Chairs: Meredith Szumski, Ed.D., Director of Student Affairs, and Angela Chen, M.D., Associate Clinical Professor in the UCLA Department of Obstetrics and Gynecology.

Student Requirements: Attend 7 out of 10 lectures throughout the year and participate actively in discussion, attend a minimum of 2 shadowing experiences, and solicit feedback and advice from course chairs and student mentors on a regular basis.

Teaching Methods: Discussions, clinical experience, workshops, and one-on-one advising sessions

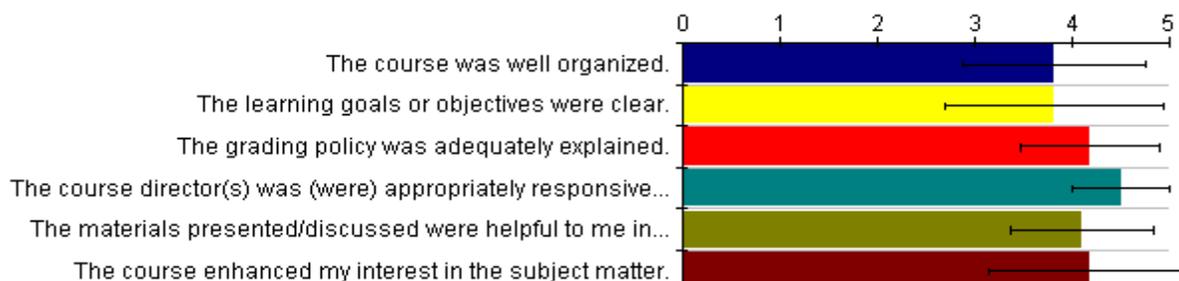
Enrollment: Maximum of 20 students

Sponsoring College: Primary Care College

Schedule: Dates throughout the school year

Location: CHS lecture halls and Los Angeles Area Clinics

Last Year's Evaluations:



ZOOBIQUITY: CARDIOVASCULAR MEDICINE ACROSS SPECIES

Medical students will be exposed to cardiovascular diseases across the animal kingdom. Instruction in echocardiography, electrocardiography, auscultation and other diagnostic techniques will emphasize the benefits of the comparative method. Source material from both the human and veterinary medical literature will be reviewed. The comparative approach featured in this course will also provide students with an opportunity to better understand the connections between contemporary cardiovascular disease and evolutionary biology. This course will also focus on selected common features of biological processes from a research and experimental biology standpoint. This approach is designed to stimulate the discovery of new knowledge that can potentially benefit human and animal species alike.

- 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 Chair: Marcelo A. Couto, DVM, Ph.D. Campus Veterinarian, Executive Director, Division of Laboratory Animal Medicine, and Associate Professor, UCLA Department of Pathology and Laboratory Medicine

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 p.m. Mondays, Session B starting 1/12/2015

Location: LRC

Last Year's Evaluations:



HEALTH EQUITY, CIVIL RIGHTS, AND HEALTH IMPACT ASSESSMENTS

Examination of health disparities and how civil rights law and health impact assessments (HIAs) can help address them. Will feature guest lecturers from the disciplines of law, public health, and medicine. Students will lead discussions on readings with assistance and in partnership with faculty.

Learning Objectives:

- Provide an overview of health disparities: definitions, associated factors, affected populations and approaches to addressing.
- Examine civil rights laws and their relationship and utility in addressing health disparities.
- Provide an overview introduction to conducting HIA: purpose, steps, and how to it can be a tool to address health disparities

Course Chairs: Michael Rodriguez, M.D., MPH, Dr. Michael A. Rodriguez is professor and vice chair in the Department of Family Medicine at the David Geffen School of Medicine at UCLA, founding director of the UCLA Blum Center on Poverty and Health in Latin America, and co-director of the Center of Expertise on Migration and Health of the University of California Global Health Institute. His research activities include ethnic/racial health disparities, immigration, food insecurity, violence prevention, and development of research capacity in low- and middle-income countries.

Robert Garcia, JD, the Founding Director and Counsel of The City Project, a nonprofit legal and policy team based in Los Angeles that works on issues of public health and equal justice. Mr. García is also on the Community Faculty at Charles Drew University of Medicine and Science. One of The City Project's main goals is to educate lawyers, government agencies, health professionals, social science experts, community advocates, and foundations that civil rights tools, including Title VI of the Civil Rights Act of 1964, Executive Order 12898, the Affordable Care Act, and parallel state laws, can be used to address health disparities based on race, color, or national origin. Mr. García's work in the past decade has focused on equal access to park, school, and health resources throughout Los Angeles and California.

Brian Cole, DrPH, MPH, is an Adjunct Assistant Professor in the Department of Environmental Health Sciences and Project Manager for the Health Impact Assessment (HIA) and Health Forecasting Projects in the UCLA Fielding School of Public Health. Dr. Cole is a nationally recognized HIA expert, having led and advised research teams and worked with community-based organizations conducting HIAs on a variety of policies and projects, including living wage ordinances, water conservation, California's state gas tax, and transit projects.

Additional Faculty Involved: David Martins, M.D., MSc. and Cynthia Gonzalez, Ph.D., MPH.

Student Requirements: There are no pre-requisites for this course. Student will prepare a final presentation on a case study addressing how an HIA and civil rights law can be used as tools to address health disparities. Students will be expected to complete reading assignments and engage in discussion during each lecture.

Teaching Methods: Discussions and problem-based learning

Enrollment: Maximum of 15 students, minimum of 5 students.

Sponsoring College: Urban Underserved College

Schedule: 3:30 p.m – 5:30 p.m. Mondays, Session B starting 1/12/2015

Location: TBD at UCLA

New Selective

MEDICAL SPANISH – INTERMEDIATE LEVEL

With the sizeable and growing Spanish-speaking population in California and nationally, comfort with Spanish is becoming a necessity for medical practitioners. This course will combine an online, independent study curriculum complemented by in-classroom instruction by an attending physician. In-class activities will be in large (approx. 20 participants) and small groups (approx. 5-8 participants) that focus on oral communication. The course will be combined with the Medical Spanish course for UCLA residents, giving students the chance to interact with those more advanced in their training. **Student must have previous Spanish experience, equivalent to 2 years of high school-level or one year of college-level Spanish.**

Learning Objectives:

By the end of this course, students will develop the language skills to take a basic medical and social history from Spanish-speaking patients in a culturally sensitive manner. They will know how to recognize their limitations and when an official Spanish translator is appropriate. The students will understand some basic Hispanic cultural values and beliefs that could affect history-taking or clinical decision-making.

Course Chair: Afshan Baraghoush, M.D. Assistant Clinical Professor, Hospitalist, Ronald Reagan-UCLA Medical Center

Additional Staff: Colin Robinson, M.D., MPH, PGY-4, UCLA Internal Medicine-Pediatrics Resident

Course Instructor: Michelle Aguilar, M.D. an attending physician at the St. John's Well Child and Family Center in Los Angeles. She completed her undergraduate degree at the University of Southern California, where she double majored in Spanish and Biological Sciences. She received her M.D. from UCLA, where she also completed her residency in Pediatrics in 2013 and served as Chief Resident in Pediatrics from 2013-2014. She is a native Spanish speaker and is dedicated to providing excellent clinical care to medically underserved patient populations where her fluency in Spanish is often needed.

Student Requirements: Enthusiasm for learning Spanish. Active participation in both independent study (which will be monitored) and in Spanish language-based classroom activities (e.g. patient cases/interviews, role-playing, "morning reports"). It will be expected that students will have completed the assigned independent study activities prior to classroom meetings. At least 2 years of Spanish in high school or one year (two semesters, three quarters) in college.

Teaching Methods: Online independent study using Canopy, classroom activities focused on oral communication in a medical encounter

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

Sponsoring College: Urban Underserved College

Schedule: Exact schedule is still to be determined. There will be two monthly meetings covering the same topic, and the group of students will be divided into two smaller groups that will be assigned to one of the two meetings. Students will be required to attend 6 sessions between January and May that will take place 6:00 – 9:00 PM on weekdays.

Location: TBD at UCLA

New Selective