Adolescent Relationship Violence Prevention

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

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

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

Course Chairs: Dr. Anna Chirra, Cindy Moskovic, MSW, Dr. Susan Baillie, and Dr. Janet Pregler

Student Requirements: Orientation, LACAAW Training, Cultural Competency Lectures, Trainings (minimum 3 hours) at High Schools (must have car or means of transportation to get to high schools).

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

Schedule: TBD, different dates throughout the school year

Location: UCLA and local area high schools
Cardiovascular Disease and Clinical Research from a Surgeon's Perspective

Through direct collaboration with a clinical investigator on diverse topics in cardiovascular disease, students are given the opportunity to learn research design, survey methods, data analysis and presentation of results. Weekly lectures are conducted along with bedside rounds to complement the research experience. This year the course will emphasize thoracic organ transplantation with the opportunity to participate in heart & lung preservation and procurement, clinical ICU rounds, and clinical research.

Course Chair: Jonah Odim, M.D., Ph.D., MBA
Teaching Methods: Discussion, Problem-Based Learning, Clinical Experiences
Schedule: 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28 and 12/5
Location: 4 East ICU classroom in CHS

Critical Appraisal of the Medical Literature: Should this Article Change My Practice?

Practicing evidence based medicine depends on a physician’s ability to critically read and interpret the medical literature. This course aims to provide students with practical skills that will help them translate journal articles into better patient care. Students will have the opportunity to practice basic concepts from the Clinical Reasoning thread in the context of a range of primary clinical research studies that might change the way medicine is practiced. Each session will focus on a different article and will be led by a faculty member with expertise in critical appraisal of clinical literature. The class will follow a symposium format, students will be expected to read assigned articles in detail prior to each session and come prepared with their own appraisal completed and ready to discuss with the group. In addition, this course will give students practice in the art of leading Journal Club activities. If you are a student who is interested in taking your critical appraisal skills to the next level, then this class is for you.

Objectives: By the end of the course, students will have developed a systematic approach to interpreting a range of clinical research studies, and will have the confidence to independently form judgments on the authors’ research questions, methods, analysis and conclusions.

Course Chair: Dr. Carl Stevens, Dr. Matthew Leibowitz, and Dr. David Schriger
Student Requirements: Students will read and evaluate influential studies and will participate in class discussion. With help from the course chairs, students will share responsibility for presenting the article of the week to the group.
Teaching Methods: Discussions and Problem-Based Learning
Schedule: 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28 and 12/5
Location: CHS
Disaster Medicine: The Medical Role in Natural and Man-Made Disaster Response

Upon completion of the course, learners should be able to:

- Define a disaster and describe the need for multidisciplinary preparedness and response, including the medical role.
- Define the role of pre-hospital medical care providers in a disaster, including search and rescue, triage, field care and transport.
- Describe hospital preparedness for and response to a medical disaster.
- Describe the role of local, state, and federal agencies in disaster preparedness and response.
- Discuss naturally occurring infectious disease outbreaks as complications of other natural disasters, as disasters themselves, and the potential for bioterrorism as a medical disaster.
- Describe important Infection Control measures, and how these were used to control the global SARS outbreak.
- Citing examples, describe 1) how chemical and radiological agents and explosives can accidentally or intentionally cause medical disasters and 2) how these disasters can be contained and managed, including the use of Personal Protective Equipment and decontamination.
- Describe what an individual can do to prepare themselves and their families for a disaster.

Course Chair: Scott Votey, M.D.

Student Requirements: Interest in the subject and attendance at all sessions

Teaching Methods: Discussions

Schedule: 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28 and 12/5

Location: CHS

The Drew Experience: Caring for the Underserved in Los Angeles

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

(continued on next page)
The Drew Experience (continued)

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

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

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

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

Course Chair: Ronald Edelstein, Ed.D.
Schedule: 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28
Location: CHS and King/Drew Medical Center

The Drew Experience: Advanced Caring for the Underserved in Los Angeles

For students who completed the first Caring for the Underserved Selective. This course is an opportunity to follow up on a topic of interest. Students will prepare a brief presentation on a topic of health care disparity and health policy.

Course Chair: Ronald Edelstein, Ed.D.
Schedule: Spring Session, independent project for those who completed first selective.
**The Great Moments of Medicine**

Combating disease is one of Mankind’s oldest and most universal challenges. Many great milestones that have shaped the field of medicine as we know it today are unfamiliar to a lot of training health care professionals. This is a student initiated selective created to promote scholarship on the history of medicine, disease, and the health sciences and to bring historical perspectives to bear on contemporary issues. The format will consist of around 9 noontime didactic sessions in which prominent UCLA faculty from different disciplines will present pivotal historical moments, people, or discoveries that reshaped medicine in their particular fields (example, the discovery of antibiotics). The series will run October 2005 – April 2006. These lectures will be open to students, residents, and all those who are interested. There will be three extra afternoon sessions spread throughout the year. The first session will be an introduction with a discussion of the course description, review of objectives, and overview of how to prepare the final paper or presentation. In the second session we will assess the progress of paper/presentation, obtain feedback from students, and provide them with updates. In the final session the students who wrote papers will turn them in and the students who prepared presentations will present them to the class. Overall we aim to sustain an integrative, eclectic view on important medical issues and equip medical professionals at various levels of training with a critical appreciation of the diverse approaches now practiced in medicine.

**Student Requirements:**

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

**Course Chairs/Coordinators:** Drs. Sue Baillie & Leonard Rome and medical students Caleb Ho & Ronney Shantouf

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

**Location:** CHS

---

**Health of the Latino Population**

Latino health status is analyzed in terms of life expectancy, causes of death, reportable diseases, service utilization, risk behaviors, demographic changes, immigration, HIV/AIDS, and the history of medical care provision from Aztec medicine to Chicano/Latino health movement.

**Course Chair:** Dr. David Hayes-Bautista

**Student Requirements:** Participation in discussions

**Teaching Methods:** Discussions

**Schedule:** 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28

**Location:** 924 Westwood Blvd. Ste. 730
Health Policy: What Every Physician Needs to Know

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

Course Chairs:  Sondra Vazirani, M.D., MPH and Diana Tisnado, Ph.D.

Student Requirements: Final group project

Teaching Methods: Discussions


Location: 911 Broxton, 2nd floor conference room

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

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

Course Chair:  Gary Schiller, M.D.

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

Teaching Methods: Discussions and clinical experience


Location: 42-121 CHS

Hypnosis and Medicine

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

Course Chair:  Marc Schoen, Ph.D.

Schedule: Tentative for 4:00 – 6:00, Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, and 4/10

Location:  Dr. Schoen's office in Beverly Hills, 50 N. La Cienega, Suite 207
**Introduction to Integrative East-West Medicine**

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

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

**Course Chair:** Marc Brodsky, M.D., MBA  
**Student Requirements:** Presentation  
**Teaching Methods:** Case discussion, clinic experience with patient interaction, patient testimonial, acupuncture workshop, massage workshop, tai-chi workshop

**Schedule:** Tentative for 4:00 – 6:00, Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10 and 4/17  
**Location:** UCLA Center for East-West Medicine, 2428 Santa Monica Blvd., Suite 308, Santa Monica

**Please Note:** This class is open to first-year students only

---

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

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

**Course Chair:** Dr. Ming Lee  
**Student Requirements:** Interest in providing care to terminally ill patients and their family  
**Teaching Methods:** Discussions and possible clinical experience

**Schedule:**
- 3:00 p.m – 5:00 p.m. Mondays 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28 and 12/5  
- Tentative for 3:30 – 5:30 p.m., Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10, 4/17, and 5/8  
**Location:** CHS
**Medicine & the Movies**

Film can serve as a window into the lives of others and a mirror of our own beliefs. The films we will view as part of this selective look at relationships between doctors, doctors and patients, doctors and society, and patients and their family members coping with a medical or psychiatric condition. Hopefully watching these films can broaden our outlook on how we will practice medicine and give us insight into situations we have not necessarily experienced ourselves.

**Course goals:**
1. To become familiar with some films that can inform our practice of medicine.
2. To reflect on our own ideas and feelings as triggered by the films we watch.

**Course schedule:**
Nine films will be shown on Monday afternoons during the academic year, loosely paralleling topics taught in the first year blocks. Films will be screened at 12:15 pm unless otherwise noted, with room locations to be announced. Anyone is welcome to attend these showings. There will be three class meetings, one after each set of three films, where we will discuss the group of three films we have just seen. Dates and times will be arranged depending on the schedules of those enrolled in the selective.

**Course requirements:**
In order to receive credit for the selective, enrolled students must:
1. Watch all nine films either at the scheduled showings or on your own. All films are available for rental at local video stores.
2. Write a short commentary about each film in a journal format to be turned in at the end of the course. This can be in the form of a film review, a personal reflection or any other format that seems appropriate.
3. Attend the three official selective class meetings and be prepared to discuss the three previous films.
4. Write a 3-5 page paper with references about one of the issues touched on by one of the films and present it at the last class session.

**Course Chair:** Susan Stangl, M.D., MSEd.
**Schedule:** Monday afternoons throughout the school year
**Location:** CHS lecture halls

---

**Meditation and Medicine**

Spiritual, emotional, social and other factors affecting health. Course will include regular guided meditation and discussion on its physiologic and other benefits. Review of research on multiple non-physiologic variables and a new paradigm for integrative healthcare.

**Course Chair:** Dr. Michael Sinel
**Student Requirements:** Required books and transportation to Santa Monica
**Teaching Methods:** Discussions and experience
**Schedule:** Tentative for 4:00 – 6:00 p.m., Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10, and 4/17
**Location:** Dr. Sinel's residence in Santa Monica
**Nutrition Guide for Medical Students on the Run**

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

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

**Teaching Methods:** Discussions and kitchen experience

**Schedule:** Tentative for 4:00 – 6:00 p.m., Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10, and 4/17

**Location:** Warren Hall Kitchen

---

**Skills for Working with Smokers: An Online Training Course for Health Professional Students**

This selective course includes two components. The first is an eight-module online course that provides background on the health consequences of smoking, appropriate use of pharmacotherapy, and information about how to conduct a brief 5A intervention (ask, advise, assess, assist and arrange) for patients who use tobacco. As part of the online course, you will learn through didactic presentations, online discussions and exercises, and a video-streamed brief 5A intervention that serves as a clinical model. It should take about 10-12 hours to complete. Evaluation for the online course consists of completing a 20-item posttest and a course evaluation survey.

The second component is “Putting the Course into Action,” during which you will counsel patients at your preceptor’s office and assess office systems for tobacco control and smoking cessation. This portion of the course is evaluated through assessments completed by: 1) a practice partner who plays the role of the patient in the brief 5A intervention; 2) three patients who smoke who received the 5A intervention from the student; and 3) the student’s preceptor.

When you complete this selective, you will receive a certification of course completion confirming that you have been trained to perform a brief 5A intervention with patients who smoke and that the course included American College of Graduate Medical Education required competencies in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism and systems-based practice. This letter should be kept as part of your CV and will be helpful when applying for residency programs.

This selective course has been developed as part of a project funded by the NIH with the goal of disseminating it to other medical schools across the country.

**Course Objectives:**
- To gain knowledge of the health consequences of smoking and use of pharmacotherapy
- To be able to counsel a patient on smoking cessation using the 5A intervention method
- To be able to assess office systems for tobacco control and smoking cessation

**Course Requirements:**
- Complete the Online portion of the course
- Complete the counseling component in the preceptor’s office
- Complete the course evaluation
- Meet with Dr. Stangl at a time to be arranged before starting the online course and after completing all the course requirements

**Course Chair:** Susan Stangl, M.D., MSEd.
**Student Run Homeless Clinic**

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

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

**Student Requirements:** Attend the orientation session, participation in a minimum of 5 clinics, a minimum of 1 evening seminar, and either write a paper or attend the wrap-up session at the end of the year where you can present your paper

**Teaching Methods:** Clinical Experience

**Schedule:** Saturday morning clinics and evenings sessions throughout the school year

---

**Tai Chi for Health**

This course will include an overview of Harmony Style Tai Chi Chuan which was developed by the Ni Family. Topics covered will include the history of tai chi, basic energy theory according to Chinese philosophy and Traditional Chinese Medicine (TCM), tai chi as a means of self-development, and the latest medical research regarding its health benefits (such as improvement in cardiovascular fitness, musculoskeletal function, stress reduction, posture control capacity, balance and reduction in falls, etc). This, in addition to learning the first half of the 18-Step Harmony Tai Chi short form, will expose students to an emerging treatment modality for certain patients as well as a moderate form of exercise that is beneficial for overall health maintenance for people of all ages. This class meets for 2 hours (once a week over 10 weeks). The 18-Step Harmony Tai Chi form is a simple beginning form which takes about 5-8 minutes to perform. Students should wear comfortable, loose clothing and tennis shoes (or Tai Chi shoes).

**Course Chair:** Joseph Miller, Ph.D.

**Student Requirements:** Daily personal practice and attendance at all class sessions

**Teaching Methods:** Discussions

**Schedule:** Monday afternoons 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, 11/28, 12/5, 1/9/06, 1/23

**Location:** A2-236 CHS
What Every Medical Student Should Know About Drugs, Alcohol, Gambling and Sex

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

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

Course Chair/Coordinators: Timothy Fong, M.D.
Student Requirements: We will provide a binder for student reading and will assign 3 movies to watch during the course of the selectives.
Teaching Methods: Problem-based learning, field trips, and media exposure
Schedule: 3:30 – 5:30 p.m., Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10, and 4/17
Location: CHS

Women’s Health Selective

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

Course Chair/Coordinators: Dr. Sue Baillie and medical students Susan Park and Joanne Wen
Student Requirements: Minimum of 3 clinic visits (more offered), 7 lunch-time talks (1 being from Domestic Violence Week) and attendance at 2 lunches with selective participants.
Teaching Methods: Lectures and clinic visits
Schedule: Dates throughout the school year
Location: CHS lecture halls
Yoga and Health

Will include an overview of viniyoga, which is hatha, or movement yoga in the style developed by Sri T. Krishnamacharya. The course will include lecture and discussion of yoga as a system of movement, and the related physical and psychological benefits of yoga practice. The second half of each class session will be used to practice yoga postures as guided by the instructor. Students should wear comfortable clothing that does not restrict movement. A yoga sticky mat is preferred, but not required.

Course Instructor: Kathy Demac

Student Requirements: A brief paper due at completion of the course

Teaching Methods: Discussion and experience

Schedule:

Monday afternoons 10/10/05, 10/17, 10/24, 11/7, 11/14, 11/21, and 11/28

or

Tentative for 3:30 – 5:30 p.m., Mondays 2/6/06, 2/13, 3/13, 3/20, 3/27, 4/10, and 4/17

Location: A2-236 CHS