Creating World Leaders in Health and Science

Medical Education Annual Report 2015
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Message from the Vice Dean

We are proud to present our first Medical Education Annual Report. Since my arrival at the David Geffen School of Medicine at UCLA in November 2013, I have continued to be impressed and inspired by all of the activity within our medical education community on behalf of our students, residents, fellows, and practicing physicians. This report is a way to recognize and share those efforts occurring across the education continuum.

We are one of the top-rated medical schools in the nation — 7th in primary care in the most recent *U.S. News & World Report* rankings. It’s a reputation built by the terrific work of our faculty, staff, and leaders over many years, and accelerated in recent years by new leadership commitments in all parts of the academic mission. With all this and phenomenal students, residents, and fellows, our future is indeed very bright.

In the pages that follow, you will read about some of the most noteworthy accomplishments of our education team and some promising and exciting new directions for medical education at UCLA. We have new leadership, new programs, new opportunities, and a refreshed sense of possibility. Epitomized by our tremendous new medical education building, Geffen Hall, which will be completed in September of 2016, we are entering a new era of innovation in teaching and learning that will be key to our goal to “create world leaders in health and science.”

I am grateful to the members of my team for their tremendous dedication and hard work, and to the medical school community for your unwavering support for the education mission. I look forward to another great year of accomplishments and collaboration.

Clarence H. Braddock III, MD, MPH, MACP
Professor and Vice Dean for Education, David Geffen School of Medicine at UCLA
Chief Medical Education Officer, UCLA Health
Maxine and Eugene Rosenfeld Chair in Medical Education
Positioned to lead

Introducing four distinguished faculty members who have recently been tapped to help shape the future of the David Geffen School of Medicine at UCLA:

Neveen El-Farra, MD

“This is a wonderful opportunity to help ensure that we are meeting the educational needs of our students so that they graduate embodying the characteristics we promote as part of our mission,” says Neveen El-Farra, MD, associate clinical professor of medicine and, since December, interim associate dean for curricular affairs. “As a physician, one of the most important things for me is helping to develop doctors who not only have the strong knowledge base to care for patients, but who also are humanistic, practice self-directed learning, care about society as a whole, and engage in research and leadership endeavors. Those are some of the values we try to promote through our curriculum.”

Dr. El-Farra trained at UCLA, rising to the level of chief resident in the Department of Medicine in 2005-06. “It was an honor and privilege to be involved in the educational arena at UCLA — including taking third-year medical students on physical-diagnosis rounds every week,” she says.

After completing her training, Dr. El-Farra remained on the faculty, and since 2009 she has served as associate program director of the Internal Medicine Residency Program — affording her the perspective of seeing the most recent products of medical school education, which she believes will be helpful as she participates in ongoing discussions about ways to improve the curriculum.

Theodore R. Hall, MD

For Theodore R. Hall, MD, the position of associate dean for admissions and chair of the medical school’s admissions committee provides a remarkable opportunity to help shape medicine’s future.

“The students who are admitted to medical schools are the ones who are going to be making the scientific discoveries and applying that science to the treatment of patient populations,” Dr. Hall says. “I consider it a privilege not only to be able to help guide those individuals in their careers as a faculty member, but also to be a gatekeeper in selecting those we believe are going to make the biggest contributions to our field.”

Dr. Hall, a professor of clinical radiology who has been on the faculty since 1986 and on the admissions committee since 1988, was appointed to his current position last year. The 12-member committee he chairs seeks to fulfill the mission of our school through a holistic admissions review process that gives balanced consideration to applicants’ attributes, experiences, and academic metrics. “My philosophy is that the University of California is a public institution whose purpose is to advocate for the public good,” Dr. Hall explains. “We have a responsibility to produce distinguished leaders in research, education, patient care, and community engagement, and fulfilling that responsibility starts with the decisions we make in admitting students.”
Lee Todd Miller, MD

Lee Todd Miller, MD, appointed associate dean for student affairs effective in September 2014, has spent most of his 30 years at UCLA dedicated to medical student education and mentorship. A professor of clinical pediatrics who served as vice chair for education in the Department of Pediatrics for 10 years, Dr. Miller was the 2013 recipient of one of the preeminent honors in medical education, the Arnold P. Gold Humanism in Medicine Award, from the Association of American Medical Colleges. Dr. Miller is also the founder of Partners for Pediatric Progress, a nonprofit organization that promotes and supports educational partnerships with healthcare providers to improve the care of children in partner communities in sub-Saharan Africa and South America; and director of the UCLA Global Health Education Program.

In his new role, Dr. Miller serves as an advocate for students. “This is an intense, academically rigorous experience and we want to provide whatever support we can,” he says. The position is a culmination of many years of more informal involvement helping to guide students through the medical school process. Dr. Miller’s passion for education has been recognized repeatedly by students, who have chosen him a record number of times for the annual Golden Apple Award for Excellence in Teaching.

“One of the great joys for me has been to be able to work with a small group of students when I’m on rounds, to think out loud with them, and to see the wheels turning,” says Dr. Miller. “It’s incredibly rewarding to help students navigate the waters, both academically and professionally.”

Kathy L. “Kate” Perkins, MD, PhD

Appointed in June to serve as associate dean for graduate medical education, Kathy L. “Kate” Perkins, MD, PhD, will provide leadership and oversight for graduate medical education programs, covering the nearly 1,300 residents and fellows who train in more than 75 programs.

“Over the course of my career I have enjoyed thinking about how we can improve the health of our community, and ultimately our nation, by ensuring that our physicians are well trained,” says Dr. Perkins, a clinical professor in the Department of Pediatrics at UCLA who most recently served as the department’s vice chair for education and director of its residency program, and who has been recognized with numerous teaching awards over the course of her career.

Dr. Perkins notes that there is increased recognition across the country of the important role trainees play in healthcare quality and safety, both in hospitals and in outpatient settings. “There is a real opportunity to engage residents and fellows in that work — not only so they can learn more about it, but also so that they can be partners in meeting quality and safety goals,” she says. Dr. Perkins also hopes to foster continuing discussions on the issue of trainee well-being, and to help further ongoing efforts to develop a pipeline for drawing diverse students into medicine through a medical education curriculum starting as early as high school and continuing through the undergraduate, graduate, and professional levels.
A new building for a new era in medical education

More than a beautiful facility, Geffen Hall, scheduled to open next year, will accelerate changes already afoot in how students are prepared.

When Geffen Hall is completed in the fall of 2016, it will become the physical hub for the David Geffen School of Medicine at UCLA, while serving as a spectacular entryway from the south onto the UCLA campus. But beyond focusing the medical school’s teaching facilities under one roof, the six-level, 120,000-square-foot building currently under construction near the intersection of Le Conte Avenue and Tiverton Drive promises to serve as an entryway of another sort — ushering the David Geffen School of Medicine at UCLA into a new era of teaching and learning strategies.

“We believe this will help to catalyze a transformation of our medical education,” says Vice Dean for Education Clarence H. Braddock III, MD, MPH. “With these novel, state-of-the-art teaching environments, we will be better positioned to meet our strategic objective of creating world leaders in health and science.”

Dr. Braddock notes that a pillar of medical education going forward will be the use of simulated environments in which students can practice conducting physical exams and performing procedures prior to seeing live patients. Such environments can be incorporated into problem-solving exercises in small-group settings, he explains. Within Geffen Hall, a clinical skills training center will recreate a clinic setting, complete with exam table, while flexible teaching labs will foster additional collaboration and interaction, as will spaces designed for students to relax and meet. A technology-enabled learning studio room on the building’s ground level will promote new innovations in teaching and learning; the large, flat-floored room can hold up to 400 with flexible seating — and given that it opens directly to the courtyard or the Le Conte entry plaza, it will also be ideally suited for health fairs, community forums, and other events as part of our ongoing efforts to engage with the local population, Dr. Braddock says.

Featuring a modern exterior design that incorporates the UCLA motif of brick and aluminum, along with landscaping that integrates the adjacent Mildred E. Mathias Botanical Garden, the environmentally friendly structure will make a major visible impact on the southeast corner of the campus. “By having a central courtyard, the building will bring in lots of...
daylight, which is an environment very conducive to learning,” says Ara Aroyan, the project’s director, who notes that medical school faculty and administrators have provided significant input at all stages of the building’s planning and construction.

Much has changed in the more than 60 years since the school’s current classrooms were built. "Back then, if you were a first- or second-year medical student, you spent most of your time listening passively in lecture halls, going home and studying, then taking tests,” says Dr. Braddock. “With advances in technology and a better understanding of the science of teaching and learning, we now know that there are much more effective approaches for which the traditional lecture hall isn’t the right kind of space. These include smaller-group settings, where individual students are more accountable for the learning and can more easily interact with the teacher and other students; and being able to toggle back and forth between the clinical side and the basic-science concepts so that you’re bringing those concepts to life.”

In addition to the clinical skills training center and the technology-enabled learning studio, Geffen Hall will include a 220-seat lecture hall, two case-study rooms, three seminar rooms, and 25 multipurpose classrooms. The building will also feature a teaching lab divisible into two labs, study and amenity space for students, administrative offices, and related common and building support space. Both formal and informal learning spaces will provide students with a variety of environments for collaborative interactions and hands-on experience.

“This is a great building with the types of spaces that will allow us to do things we weren’t able to before,” Dr. Braddock notes. “But equally important, it provides us with the flexibility to step back and actively explore innovative ways of teaching and learning that are best aligned with our goals.”
Mariel Bailey traces her interest in medicine to a trip she took at the age of 14 to visit her Jamaican grandparents. Upon Bailey’s arrival, her grandmother placed heaping plates of jerk chicken and fried chicken in front of her — and was appalled when Bailey explained she was a vegetarian, attributing the choice to an eating disorder. Bailey’s grandmother died three years later, of heart disease brought on by obesity. “She died during open heart surgery meant to repair damage caused by years of poor diet, but was never once offered culturally sensitive nutritional counseling,” Bailey says. Years later, during her service with Teach For America, Bailey saw firsthand that such shortcomings are common across the United States — in this case, her students in a low-income community in New York City lacked access to preventive healthcare strategies, often with dire results.

Determined to do something about it, she set her sights on medical school as a vehicle for exploring new ways to incorporate prevention into healthcare and people’s everyday lives, particularly in underserved populations. It wouldn’t be easy. For a first-generation college graduate from a family with limited means, medical school seemed prohibitively expensive. Bailey decided she would take out loans, but cost remained at the forefront of her mind. She was accepted to a number of top schools, and was deciding between Harvard, UC San Francisco, and UCLA when she received an offer that sounded too good to be true: As a recipient of a David Geffen Medical Scholarship, Bailey’s entire four-year cost — including tuition, room and board, books and supplies, and other expenses to attend the David Geffen School of Medicine at UCLA — would be covered.

“An offer like that at an institution like UCLA is one you can’t turn down,” says Bailey, now a third-year student. “To be able to follow your passions in medical school and design the career you want, without the huge burden of debt hanging over you, is extremely liberating.”

Bailey is one of 128 students who are currently benefiting from two recently established scholarship funds that are removing concern about postgraduation debt for exceptional individuals with demonstrated leadership abilities. The David Geffen Medical Scholarships — established with a $100 million gift from Mr. Geffen — provide full financial support; the UCLA Leaders of Tomorrow (LOT) Scholarships — initially established with a $5 million gift from an anonymous donor, and continuing to receive contributions — covers full tuition for four years.

For medical school graduates preparing to embark on their careers, the prospect of paying back loans taken out to cover the cost of their education can be daunting. Nationally, the average debt for a graduating medical student in 2014 was nearly $180,000. At UCLA the numbers are somewhat better, but with the tuition, fees, and other expenses continuing to rise, the expected cost of four years of education in 2014–15 was nearly $300,000. Although most students (80 percent) are at least partially supported by scholarships — many established through the generosity of alumni and friends — the average debt for a...
“To be able to follow your passions in medical school and design the career you want, without the huge burden of debt hanging over you, is extremely liberating.”

— Mariel Bailey, Geffen Scholar
UCLA medical student upon graduation is $130,000.

Although most practicing physicians will earn income sufficient to pay off the debt, it often affects decisions they make about what directions to pursue. “During their training, students may forgo opportunities to delve into areas about which they are passionate — experiences that could change them in some fundamental way and create the kind of physician who might do some amazing things in the world,” says Clarence H. Braddock III, MD, MPH, MACP, vice dean for education and Maxine and Eugene Rosenfeld Chair in Medical Education.

For example, he notes, some students want to pursue a second degree in public health, public policy, or business administration, but are deterred by the specter of racking up additional debt. For others, the need to pay off large sums of money is a factor to consider in deciding on a specialty. Those who are interested in going into primary care in an underserved community, for example, can easily find their enthusiasm dampened by the looming financial burden.

“Our hope is that the students receiving The David Geffen Medical Scholarships and the LOT Scholarships will feel free to pursue whatever it is that excites them, without having to worry about their ability to pay back loans,” says Linda G. Baum, MD, PhD, associate dean for medical student research and scholarship, professor of pathology and laboratory medicine, and chair of the Scholarship Selection Committee for these awards.

The committee, a nine-member group consisting of accomplished UCLA physicians and scientists across a broad spectrum of practice settings and research interests, offers the scholarships to accepted applicants based on their potential to make a major impact. “We are interested in leadership qualities — students who have demonstrated the commitment and ability to..."
take risks and do innovative things, if given the opportunity, that will make a difference in people’s lives,” Dr. Baum explains. Supporting future leaders is especially important given the rapidly shifting landscape, she notes. “The biomedical research infrastructure and the way we deliver healthcare are undergoing huge changes,” Dr. Baum says. “We need to support future physicians who are going to respond proactively and spearhead positive new directions in healthcare delivery, education, and research.”

Edwin Li is one of those future physicians. A LOT Scholar beginning his third year at UCLA, Li was drawn to medical school by his experience with an outstanding physician mentor who taught him the importance of compassion in medicine. With the freedom afforded by his scholarship, Li plans to pursue a career in academia, educating future generations of doctors. “Having the vote of confidence from the faculty and staff and being able to pursue projects that are of interest makes a huge difference,” says Li, who chose UCLA over the University of Michigan and UC Davis.

“This scholarship turned UCLA into an institution where I could do anything,” says Omar Viramontes, a second-year David Geffen Medical Scholarship recipient who chose UCLA over Stanford and Harvard. “It allows me to focus on my passions instead of what other people expect of me, and it challenges me to make a difference.” The product of a farm-working community in California’s Central Valley, Viramontes saw the impact of healthcare disparities while working in the grape fields and selling corn and watermelon on the streets of various communities to supplement his parents’ wages. He hopes to address such disparities through research and policy efforts. The expectation that The David Geffen Medical Scholarships and the LOT Scholarships would have a major impact in drawing top students to the David Geffen School of Medicine at UCLA has been borne out by the numbers. In recent years, UCLA has seen a 25 percent increase in applications, according to Associate Dean for Admissions Theodore R. Hall, MD. Prior to the establishment of the two scholarships, which are awarded at the time of admission, the school was receiving around 9,000 applications; this year it reached more than 11,000 — for 175 positions. In 2015, approximately one in four applicants to U.S. medical schools applied to UCLA. In addition, Dr. Hall notes, the percentage of the top one percent of students offered admission who choose to enroll at UCLA has increased significantly, from an average of 34 percent in 2010-2012 to an average of 55 percent from 2013-2015, the years these scholarships have been offered. “There is a buzz that this is the place to be,” says Dr. Baum. “Not only do these scholarships benefit their recipients, they free up other funds that can be used to support more students, maximizing the impact of all philanthropic scholarships.”

“Having the vote of confidence from the faculty and staff and being able to pursue projects that are of interest makes a huge difference.”

But beyond what they bring to the school, The David Geffen Medical Scholarships and the LOT Scholarships promise to launch the careers of men and women who will address important needs in healthcare and science for years to come. “With these scholarships we are committing to a different approach to admitting and training future physician leaders,” says Dr. Braddock. “We believe the legacy of The David Geffen Medical Scholarships and the LOT Scholarships will be a cadre of physicians with the vision and leadership abilities to make an impact on the world in ways that haven’t been possible before.”
The efforts by UCLA’s Center for Advanced Surgical and Interventional Technology (CASIT) to revolutionize surgical education are coming to fruition as CASIT moves into a new space within the Ronald Reagan UCLA Medical Center, featuring state-of-the-art surgical simulators, audiovisual equipment, and telemedicine tools.

In particular, according to the two UCLA faculty members who head the multidisciplinary center that is at the forefront of the rapid advances occurring in surgical and interventional procedures, CASIT is taking advantage of the new technology tools to usher in more individualized and hands-on educational approaches.

The new CASIT facility, which became fully operational this summer, will augment the previously existing space in the UCLA Center for the Health Sciences (CHS) building by providing a beta-testing ground for technology developed in the CHS, such as 3D-printed tool prototypes and in-house developed robots. The CHS space will also complement the new facility through its capacity to create models of rare pathological anatomic conditions for education and training. The addition of the Ronald Reagan UCLA Medical Center space essentially doubles the square footage available to CASIT researchers, clinicians, educators, and learners, but the telepresence capacity in the new facility, via the wall-mounted “CASIT-tron” (12 tiled, large flat-panel screens), makes the physical footprint virtually infinite in size — a digital window on the world.

CASIT was conceived following the 1994 Northridge earthquake. Faced with the impossible challenge of designing an “operating room of the future” at a time of dramatic technological change, a group led by E. Carmack Holmes, MD, then chair of the Department of Surgery, decided, in the words of scientist Alan Kay, that “the best way to predict the future is to invent it.” In the two decades since, CASIT has brought together a wide array of disciplines — including engineers,
physicists, computer scientists, and applied mathematicians, as well as industry partners — on the way to becoming a global center for developing and demonstrating new techniques that improve on minimally invasive procedures; introducing novel surgical and interventional therapies; and advancing the field through robotics, informatics, and simulation.

A central part of CASIT’s mission is to transform surgical education and training. “As we started to grow, we realized that one of the critical pieces to technology development is to teach people how to use it,” says Erik Dutson, MD, executive medical director of CASIT. “We saw an opportunity to serve as a beta-test zone to help roll the technology out in a safe fashion.”

At the same time, it was becoming apparent that in the face of the emerging technology, as well as factors such as reduced training hours for residents and financial constraints, surgical teaching had to become more efficient. “With the complexity of minimally invasive and robotic approaches, and given how precious operating room time has become, the old apprentice model of training surgeons in the OR is no longer feasible,” says Dr. Holmes, CASIT’s executive director. “But a virtual simulated environment is an ideal setting for people to become proficient at these procedures.” Indeed, CASIT is an integral part of a larger strategy to leverage simulation-based education methods more broadly in medical education.

With CASIT leading the way, Drs. Holmes and Dutson explain, surgical and interventional training is moving toward the simulation model associated with the preparation of airline pilots — using virtual reality to bring trainees up to a certain level of proficiency, while taking advantage of the capacity to manipulate the information to expose trainees to a wide variety of potential scenarios. “We have wanted to be able to create all possible operating room environments within CASIT,” says Dr. Holmes. “Now that we have finished building this new center, that is coming to fruition.” Dr. Holmes notes that the support of UCLA leaders — including Drs. John Mazziotta, Gerald Levey, Alan Robinson, David Feinberg and Shannon O’Kelly — has been instrumental in CASIT’s development.

The new environment facilitates new opportunities for painstaking analysis of a trainee’s technique. Drawing on the expertise of CASIT’s engineers, a student’s hand movements can be traced during a particular task, those movements can be converted into an algorithm, and then the student can see where his or her weaknesses lie. CASIT is also working with a group headed by Dr. Phil Kellman, chair of cognitive psychology at UCLA, to apply methods for increasing learning proficiency to surgical training in the new environment. Learners in the center range from nurses and other ancillary staff (who are trained in how to set up and operate the latest hospital-based technology, such as the da Vinci Xi system) to medical students, resident physicians, fellows, community practitioners, and UCLA faculty. “CASIT is a safe zone for becoming facile with the newest technology and ideas prior to using them in the clinical arena at UCLA,” Dr. Dutson notes.

The new CASIT facility boasts audiovisual communication and networking capabilities so that surgeons can connect with others around the world and interact in real time with two-way audio and video during operations as far away as Asia and Europe, or conduct seminars with surgeons from multiple cities. The technology is also applied locally — for example, Dr. Dutson notes, CASIT has hosted postgraduate courses in which it affords a virtual presence between the medical procedures unit and the classroom, providing a window into the unit via 12 large, flat-screened televisions merged together so that the picture is life-sized.

“The technology has come so far that we are limited only by our imagination,” says Dr. Holmes. “If we can imagine it, we can do it.”
Claire Samuelson has learned quite a bit about bedside manner through her interactions with UCLA patients over the last two years. “Patients value having all of the information about their condition communicated to them clearly and without anything being hidden,” Samuelson says. “They want a doctor with confidence, someone who asks them questions and exits with a plan so that they know what’s coming. And they want a doctor who will connect with them.”

Samuelson isn’t a doctor, nor is she a medical student. A UCLA undergraduate who is considering medical school, she volunteers with the ARC (Assessing Residents’ CI-CARE) Medical Program at UCLA, a partnership between the Office of the Patient Experience and the David Geffen School of Medicine at UCLA aimed at improving overall patient satisfaction at Ronald Reagan UCLA Medical Center and UCLA Medical Center, Santa Monica.

Through ARC, UCLA undergraduates — most of them pre-meds — serve as volunteers or interns surveying patients on the communication skills and professionalism of the residents who are providing their care, based on the guidelines governing patient interactions for all UCLA Health employees. The feedback from the surveys is provided to directors of the 10 participating training programs so that they can work with the residents to improve their interactions. Nearly a decade old, the program is the only one of its kind in the nation, according to Virgie Mosley, manager in the UCLA Health Office of the Patient Experience and director of the program.

“I can’t imagine a better opportunity,” says Samuelson. “I’m contributing to better patient care by getting feedback that helps the residents, and at the same time I have the opportunity to directly interact with patients in clinical settings, which has taught me so much about what it takes to be a good doctor.”

Mosley explains that the ARC students approach patients for surveys approximately two days after a resident has started seeing them on their rotation.
Patients are first shown photos of the residents on the service to ensure that they recognize them as one of their physicians. Assuming they do, the survey continues. The students ask questions such as these: Did the doctor address you in the way you prefer? Did the doctor introduce himself or herself to you? Were you told what was going to happen, how long it was going to take, and how it would affect you? Were you asked if you had any needs, questions, or concerns?

The most important question is an open-ended one: Is there anything you would like to share about your resident? “Patients can speak freely and anonymously, and we get comments ranging from, ‘This resident sat down and talked with me, shared what was going on, and made me feel better,’ to ‘The resident rushed, and I wish he had more time to sit and explain things to me,’” Mosley says.

At least seven patients are interviewed for each resident, and the survey feedback is provided on a weekly basis to the head of each service to discuss with the trainees. “All of the program directors have told me that this is very helpful,” Mosley says, “because it helps the residents understand that being a great doctor is about more than knowing how to diagnose and do procedures.”

Christopher Hamad, a pre-med student who is now the lead intern for the ARC Medical Program, says some of his most memorable experiences have occurred after he has concluded the survey’s scripted questions, when patients have opened up about their lives and what they want from their physicians. “To be able to go into a patient’s room and talk about an array of subjects is very touching to me,” Hamad says. “This experience has reinforced my belief that I’m capable of bringing comfort to my patients, putting a smile on their face, and caring for them emotionally. That is something I know I want to do when I am a physician.”

“I have the opportunity to directly interact with patients in clinical settings, which has taught me so much about what it takes to be a good doctor.”
One of the cornerstones of medical education is, simply put, “learning by doing.” No one questions the importance of classroom teaching about organ systems and pathophysiology, but complementing that pedagogy with meaningful hands-on clinical experiences is viewed as integral to the process of teaching students to become doctors. “Seeing patients helps make the disease process more real and gives context to the large volume of scientific knowledge students are acquiring,” says Tomer Begaz, MD, an associate professor of medicine and an emergency medicine specialist at Olive View-UCLA Medical Center. “In the end, that’s what really matters — being able to recognize, diagnose, treat, and understand why you are doing what you are doing.”

Dr. Begaz notes that the traditional medical curriculum has filled students with book knowledge for their first two years before turning them loose on the hospital wards to start seeing patients in their third year, but UCLA faculty no longer view that as the best approach. “We...
strongly believe that our students benefit from working with actual patients from day one,” Dr. Begaz says. “Most of us have found that when you first see a patient with a disease process, that’s when things start to make sense.” While the curriculum does provide students early clinical experience, Dr. Begaz adds, “there is an opportunity to expand the clinical role of students to be more immersive and meaningful.”

With that in mind, the Medical Education Committee has convened a task force to explore the potential for more frequent and intensive early clinical experiences in the initial years of the curriculum. The Early and Authentic Longitudinal Clinical Experiences (EALCE) Task Force, chaired by Dr. Begaz, includes 18 members — a cross section of faculty and patient representatives as well as DGSOM students from all four years, who have played an active role in the process. The group’s hypothesis is that increasing authentic clinical experiences in the two years leading up to the third-year core clerkships will better position students for greater clinical responsibility in their third and fourth years.

Historically, Dr. Begaz explains, when medical students have been placed in clinical settings they have been integral contributors to patient-care teams on wards and in clinics — routinely rounding on patients, drawing labs, changing dressings, checking vital signs, performing procedures, making notes on charts, counseling patients, and providing discharge instructions, among other key aspects of patient care.

But as healthcare has become more streamlined, ensuring meaningful clinical experiences for students, particularly in their first two years, has become more challenging. Surgical procedures that once kept patients hospitalized for a week are now done on an outpatient basis, leaving less time for students to round on patients and watch them recover. Aspects of patient care once relegated to the physician team are now typically performed by others — phlebotomists draw blood, nursing assistants check vital signs, social workers lead discharge planning. “There is less that clinical faculty can secondarily entrust to a medical student than in the past,” says Dr. Begaz.

The EALCE task force has sought to identify clinical experiences for first- and second-year students that will be authentic — enabling students to be active members of the clinical team, directly involved in the delivery of care — while contributing to improved outcomes and patient satisfaction within the context of the current healthcare environment. Seven potential pathways have been proposed by the task force, which has also outlined a theoretical framework for a revision of the curriculum that would emphasize early full clinical immersion. Examples include students as health coaches — assisting patients, through motivational interviewing techniques and education, in setting goals for their health; as members of multidisciplinary end-of-life and palliative care teams, both in the hospital and in the home environment; and participating in student-run clinics for indigent patients. Several ideas will be pilot-tested in the year ahead.

“Although there are challenges to providing early authentic clinical experiences in the current environment, we also see this as an exciting opportunity to find new ways to incorporate medical students,” Dr. Begaz says. “By reconceptualizing what authentic clinical experiences look like in the modern era of medicine, we are ensuring that our curriculum continues to appropriately address our students’ needs.”
The newly restructured UCLA Graduate Programs in Bioscience is providing PhD students with more customized and interdisciplinary experiences, along with smaller training communities, the ability to immerse themselves in their areas of interest from the start, and fewer barriers to finding faculty mentors, according to Greg Payne, PhD, associate dean for bioscience graduate education, professor of biological chemistry and director of the Graduate Programs in Bioscience.

Dr. Payne helped spearhead a reorganization of bioscience graduate education, following extensive strategic planning, into cohesive interdepartmental training units based not on traditional disciplines but on areas of research excellence across the David Geffen School of Medicine at UCLA and the UCLA College. The new Graduate Programs in Bioscience is a consortium of 10 academic “homes” responsible for the entire process of educating and training students pursuing PhDs in the life and biomedical sciences, from recruitment and admissions to graduation. These home areas, each consisting of an interdepartmental group of faculty and students with shared interests in research areas and approaches, are:

- Biochemistry, Biophysics & Structural Biology
- Bioinformatics
- Cell & Developmental Biology
- Gene Regulation
- Genetics & Genomics
- Immunity, Microbes & Molecular Pathogenesis
- Molecular, Cellular & Integrative Physiology
- Molecular Pharmacology
- Neuroscience
- Physics & Biology in Medicine

Consortium of academic “homes” consisting of faculty and students with shared interests across departmental boundaries aims to better prepare graduates for careers in science.
Having the PhD programs of both the medical school and the college together on one campus provides graduate students with a wealth of opportunities, but also a challenge for entering students who are trying to decide which program is best for them, Dr. Payne explains. In 1993, UCLA responded to that concern by introducing ACCESS, one of the nation’s first unified admissions and first-year training programs for bioscience PhD students, which enabled students to sample various PhD labs and mentors before transferring into their program of choice. ACCESS became a model for umbrella programs that followed at other institutions.

But in recent years, Dr. Payne notes, leadership of the medical school and the UCLA College concluded that PhD students would be better served by an organized umbrella that was extended from the first year through the entire period of training.

The new structure was instituted in the fall of 2013, and Dr. Payne says students have already begun to reap the benefits. “Instead of being part of a class of 50-55 when they begin the program, students are typically in groups of 5-10,” he says. “That means they can receive increased attention. At the same time, they are being exposed through the consortium to students in other programs, so they have the opportunity to become familiar with the broader graduate community.”

Complementing the attention to personalized training, he adds, the consortium allows students to move between home areas to best pursue their research interests. With more than 400 faculty in 29 departments, this encourages students to take full advantage of the breadth of research excellence in the program.

The smaller training units also enable students to immediately begin pursuing an educational program within their area of interest. “There’s now a much greater opportunity for them to customize, together with their faculty advisers, a curriculum and training program that best suits their background and interests,” Dr. Payne says. This individualized mentoring is designed to foster the creativity, courage, and resilience that characterizes leading research innovators.

In concert with the reorganization, the school invested new funds designed to relieve part of the cost burden on faculty who in the past might have been deterred from training PhD students by the need to completely fund them through their research grants. “This has made it easier for students to find faculty interested in training them, giving them more options,” Dr. Payne adds.

In the first year after the reorganization, a highly successful recruitment and admissions effort led to a diverse cohort of 63 students entering into the 10 home areas, with 16 percent from groups traditionally underrepresented in biomedical sciences and 29 percent from other countries. Students in the first class have received prestigious fellowships from organizations, including the National Science Foundation, the Ford Foundation, and the Singapore Agency for Science, Technology, and Research. The second class, that started this fall, has 68 students, 23 percent from underrepresented backgrounds and 20 percent international.

“Medical progress depends on a partnership between clinicians and the scientists who conduct the research that underlies our treatments — learning about the fundamental properties of the cells and systems that make up human biology, and the molecular defects that lead to disease,” Dr. Payne notes. “Through this restructuring we are now better positioned to train students who will be prepared to direct multidisciplinary teams to address major biomedical problems. In this way, the reorganization is intended to move our program to the forefront in developing the next generation of leaders in biomedical science.”
High School Careers in Health Sciences Program

Leaders of the David Geffen School of Medicine at UCLA and UCLA Health have joined forces to introduce young people in underserved parts of Los Angeles to the fertile opportunities for professionally and financially rewarding careers in allied health fields.

“Nationwide, there are projections of significant shortages in many of the allied health professions, which are often less visible to the community than becoming a physician or nurse,” says Dr. Carol Mangione, the Barbara A. Levey MD & Gerald S. Levey MD Endowed Chair and Professor of Medicine and Health Services, who was charged with leading the school’s effort to develop a community-engagement strategic plan. “We want to get the word out, especially to graduating seniors in low-income communities, about these great jobs that are available to them and are critically needed in healthcare — jobs where they can make a difference in patients’ lives, and that require many fewer years of education than the pathway to becoming a physician.”

Toward that goal, Dr. Mangione’s team developed the Career Guide for Healthcare Professions Toolkit (found at community.medschool.ucla.edu), which describes in concrete terms...

Outreach to high schools “a real eye-opener”

Armed with the Career Guide for Healthcare Professions Toolkit and testimonials from UCLA employees, a medical school-led program introduces high school students in underserved communities to potential careers in healthcare.

UCLA Health employees visit low-income high schools in Los Angeles to speak about their profession and to discuss with students the career opportunities available to them.
20 different professions — positions such as medical assistant; radiation or physical therapist; pharmacy, laboratory, or ultrasound technician; and child life specialist, among others — along with the starting salaries and benefits, education required, institutions offering such programs, and financial aid opportunities. “The high school counselors in the schools we are targeting have never had an organized resource like this,” Dr. Mangione says.

When the program’s staff takes the toolkit to low-income high schools in Los Angeles for a presentation, they also bring guest speakers in the form of UCLA Health employees who have jobs in one of the allied health professions — and homes in that community. “These employees have the chance to be mentors, telling the kids from their neighborhood about their job in healthcare that pays a good salary with full benefits and a retirement plan — and that makes a big impression,” Dr. Mangione says. “While some of these kids are looking toward medical school or becoming a nurse, not all of them are thinking in those terms, and this program is introducing opportunities for healthcare careers to a wider audience. For some young people, these careers also serve as steppingstones on the path to becoming a doctor or nurse. And for many, the idea that with a high school diploma and two years of training you could have a $50,000-$60,000 a year job is a real eye-opener.”

The students are also offered the opportunity to visit Westwood and shadow the UCLA Health employees to learn more about their daily work routine.

“It was interesting to hear how the UCLA employees got their jobs, and now I know the steps I need to take to get there,” says Salvador, a 17-year-old student at Orthopaedic Hospital Medical Magnet High School, who hopes to become a registered nurse or radiation therapist. Adds Erick Mata, the school’s principal: “UCLA Health is a key partner in helping us expose our students to the many medical career opportunities available to them. Thanks to the UCLA Health presentations, our students were challenged and also given the tools necessary to consider what is needed to work in the healthcare field.”

By the end of this year, the program will have reached approximately 20,000 students at high schools in low-income Los Angeles communities, and there are plans to expand it to community colleges (one has already participated). Dr. Mangione also hopes to appeal to philanthropists to help establish a small scholarship fund that would assist students who are interested in going to community college to train.

“We want to get the word out, especially to graduating seniors in low-income communities, about these great jobs that are available to them and are critically needed in healthcare.”
Gold Humanism Honor Society

Inaugural Gold Humanism Honor Society class inducted

Twenty-three third-year students were the inaugural inductees in the newly formed UCLA chapter of the Gold Humanism Honor Society (GHHS) at a ceremony in June. The lifetime membership establishes the students as role models for humanistic care in their communities, both while at the David Geffen School of Medicine at UCLA and in their future careers.

GHHS was established in 2002 by the Arnold P. Gold Foundation as a signature program to recognize medical students, residents, and faculty who are exemplars of patient-centered care, and who model the qualities of integrity, excellence, compassion, altruism, respect, and empathy. The society currently has more than 22,000 members in training and practice, with approximately 150 undergraduate and graduate medical education chapters.

The school submitted an application to begin a GHHS chapter at UCLA as a way to reinforce the medical school’s dedication to developing exceptional physicians who are well prepared for distinguished careers in clinical practice, teaching, research, and public service, and to further its commitment to fostering an institutional climate that supports the development and mentorship of humanistic physicians. GHHS’s Advisory Council Executive Committee unanimously approved the school’s application in the fall of 2014.

The inaugural student inductees were nominated through a process in which their peers responded to a written questionnaire, with final selections made by a committee of faculty members who were previous winners of the Leonard Tow Humanism in Medicine Award, which is also conferred by the Arnold P. Gold Foundation. The inductees will participate in projects that serve community needs, encourage humanistic teaching in their medical environments, offer supportive and reflective opportunities for peers, and otherwise provide valuable experiences. In addition, members of the first group will create a website and participate in GHHS Solidarity Day for Compassionate Care, scheduled for February 15, 2016. The goal of all of these efforts is to create a ripple effect that will spread the message of compassionate, patient-centered care throughout the medical school and the community.

At the first annual GHHS induction ceremony, Dr. John Mazziotta, vice chancellor of medical sciences, congratulates the first class of inductees in the UCLA chapter of the Gold Humanism Honor Society.

In the first annual GHHS induction ceremony, Dr. John Mazziotta, vice chancellor of medical sciences, congratulates the first class of inductees in the UCLA chapter of the Gold Humanism Honor Society.
Drs. Arnold and Sandra Gold made a special trip to Los Angeles to attend the inaugural induction of students into the UCLA Gold Humanism Honor Society.

The inductees will participate in projects that serve community needs, encourage humanistic teaching in their medical environments, offer supportive and reflective opportunities for peers, and otherwise provide valuable experiences.
The UCLA Medical Alumni Association (MAA), established in 1986, is a volunteer organization with a mission to advance the cause of medical education, contribute to the excellence of the David Geffen School of Medicine at UCLA, and encourage fellowship. The MAA is a diverse and distinguished group of physicians who together form an extensive professional network and function like a large family. The MAA has more than 30,000 lifetime members, including MD and PhD graduates; faculty; and current and past interns, residents, and fellows. The association exists to create lasting affinity to the institution among alumni by connecting them with one another, current medical students, and the medical enterprise.

The MAA has a board of directors and a full-time director. The primary focus is “friend raising” through sophisticated outreach efforts to alumni. One successful approach to fostering lasting relationships with graduating students, including former house staff, is to have regional family-centered events. Hosting social gatherings, which include partners and children, increases the attendance because alumni do not have to forfeit family time. A sense of community among the alumni and their families develops over time as they share common interests. In addition, each year, the vice chancellor of UCLA Health Sciences and dean of the David Geffen School of Medicine at UCLA, as well as the CEO of UCLA Health, host an “alumni and friends” reception.
at the Association of American Medical Colleges (AAMC). Alumni throughout the country are invited to the event, which is staffed by the MAA.

The MAA also provides meaningful opportunities to volunteer. This fall, the MAA and the Student Affairs Office are cosponsoring the 28th Conference on Career Choices in Medicine and Specialties Fair. The morning features panel presentations by a diverse group of physicians, discussing various practice modalities (including community, private, and academic), as well as different specialties. At the ensuing luncheon, students are invited to dine with physicians to learn about specialties in an informal setting. First-year students are particularly encouraged to participate.

Last spring, the MAA joined some of its peer institutions (including Harvard, Stanford, Tufts, and UCSF) with its announcement of the Medical Alumni Volunteer Expert Network (MAVEN) project, providing a volunteer opportunity to help bridge healthcare needs of underserved populations in California and Massachusetts. The response by alumni was positive.

In 1998, Laura Pacha earned her medical degree on an Army scholarship. In April 2007, she sent an email to the MAA from her deployment assignment in Iraq requesting medical textbooks for her Iraqi medical colleagues. The David Geffen School of Medicine at UCLA’s Los Angeles alumni donated more than 2,000 pounds of medical textbooks. Alumni, including the Class of 2015, continue to embrace Operation Medical Libraries, which to date has donated more than $2.5 million in medical, nursing, and dental books to 21 low-income countries from Afghanistan to Zambia.

Alumni also volunteer to deliver noontime lectures to current medical students. The MAA facilitates these enriching presentations. Notable alumni are also featured in the “Alumni News and Notes” section of U Magazine, the printed quarterly publication of UCLA Health and the David Geffen School of Medicine at UCLA; and Bruin, MD, the MAA quarterly e-newsletter.

The MAA is a diverse and distinguished group of physicians who together form an extensive professional network and function like a large family.
Following are education honors and awards received in 2014 and 2015 by faculty and staff.

**National**

- **Linda Baum** was named a Fellow of the American Association for the Advancement of Science (2014)
- **Shahrzad Bazargan** received the CME Advisory Committee Award in recognition of successful collaboration in achieving commendation status for the CDU CME Program (2014) and the Outstanding CDU Faculty of the Year Service Award (2014)
- **Clarence Braddock** was named the Myron L. Weisfeldt Visiting Professor in Diversity, Johns Hopkins Medicine (2015) and the Division of General Internal Medicine Meiklejohn Visiting Professor, University of Colorado (2015)
- **Stephen Cannon** received the Regents Outstanding Teaching Award from the University of Texas (2014)
- **Iljie Fitzgerald** received the Nancy C.A. Roeseke Teaching Award from the American Psychiatric Association (2014)
- **Joyce Fried** completed a six-year term on the Accreditation Review Committee of the Accreditation Council for Continuing Medical Education (2009-2015) and received the “Unsung Hero Award” from the Society for Academic Continuing Medical Education (2015)
- **Lynn Gordon** received the Senior Achievement Award, American Academy of Ophthalmology (2014)
- **Carolyn Houser** received the Epilepsy Research Recognition Award for Basic Science from the American Epilepsy Society (2014)
- **Michael Lazarus** received the California/Hawaii Society of General Internal Medicine Clinician Educator Award (2014)
- **Rikke Ogawa** was named an NLM/AAHSL Leadership Fellow (2014)
- **Kate Perkins** was accepted into the Association of Pediatric Program Directors Leadership in Educational Academic Development Training Program (2014)
- **Bobbie Rimel** received the National Faculty Award from the American College of Obstetricians and Gynecologists Council on Resident Education in Obstetrics and Gynecology (2015)
- **Elena Stark** received the Best Poster Award at the Innovations in Medical Education Conference (2014) and won the Stephen Abrahamson Award for Outstanding Innovation (2014)
- **Areti Tillou** was accepted as a Fellow in the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women (2015)
- **A. Eugene Washington** received the David E. Rogers Award from the Association of American Medical Colleges (2014)
- **LuAnn Wilkerson** was reappointed to the Liaison Committee on Medical Education (2015–2018)
- **Isaac Yang** was recognized as the first neurosurgeon to receive the National Golden Apple Teaching Award from the American Medical Student Association at its national meeting in Washington, D.C. (2015)

**UCLA**

- **Eloisa Ayala** received a Certificate of Recognition from the UCLA Community Based Learning Program (2014)
- **Shahrzad Bazargan** received the Primary Care Research Thesis Program’s Special Recognition Award for dedication to the CDU/UCLA Medical Education Program (2014)
- **Jonathan Bergman** received the Award for Excellence in Education, David Geffen School of Medicine at UCLA (2015)
- **Jason Bergschneider** received the Staff Appreciation Award Presented by the Class of 2015 (2015)
- **Clarence Braddock** was named the Maxine and Eugene Rosenfeld Chair in Medical Education, David Geffen School of Medicine at UCLA (2015)
- **Gregory Brent** received the Golden Apple Teaching Award — Preclinical, David Geffen School of Medicine at UCLA (2014)
- **Savanna Carson** received the Special Person Award in Recognition of Outstanding Service to the Pediatric Residency Program, Department of Pediatrics (2014)
- **David Chen** received the Award for Excellence in Education, David Geffen School of Medicine at UCLA (2014)
- **Gabriel Danovitch** received the Sherman M. Mellinkoff Faculty Award, David Geffen School of Medicine at UCLA (2015)
Katrina DeBonis received the Outstanding Medical Student Teaching Award from the Department of Psychiatry (2014–2015)

Esteban Dell’Angelica received the Outstanding Tutor Award (in honor of Carol M. Newton, MD, PhD), David Geffen School of Medicine at UCLA (2014 and 2015)

Neveen El-Farra received the Golden Apple Teaching Award — Clinical, David Geffen School of Medicine at UCLA (2014) and the Outstanding PBL Tutor Award, David Geffen School of Medicine at UCLA (2014)

Iljie Fitzgerald received the Outstanding Medical Student Teaching Award, Department of Psychiatry and Biobehavioral Sciences, UCLA (2014), the Teaching Humanism Award, UCLA Health System (2014), the Outstanding PBL Tutor Award, David Geffen School of Medicine at UCLA (2014), and the Award for Excellence in Education, David Geffen School of Medicine at UCLA (2015)

Alan Garfinkel received the UCLA Academic Senate Distinguished Teaching Award (2015)

Lynn Gordon received the Award for Excellence in Education, David Geffen School of Medicine at UCLA (2014)

Margaret Govea received the UCLA Chancellor’s Excellence in Service Award (2015)

Edward Ha received the Golden Apple Teaching Award — Clinical, David Geffen School of Medicine at UCLA (2015)

Gasser Hathout received the Serge and Yvette Dadone Clinical Teaching Award in honor of Dr. Saleh Salehmoghaddam (2014)

Gary Holland received the Golden Apple Teaching Award — Preclinical, David Geffen School of Medicine at UCLA (2015)

Shamar Jones received the Staff Appreciation Award Presented by the Class of 2016 (2014) and the Staff Assembly Professional Development Scholarship (2015)

Barbara Kadell received the Serge and Yvette Dadone Clinical Teaching Award in honor of Dr. Saleh Salehmoghaddam (2015)

Courtney Klipp received the Outstanding Advising and Mentorship Award for MPH and MS Students, Fielding School of Public Health (2015)

Alison Moore received the Outstanding Mentor Award from the UCLA Medical Student Training in Aging Research (MSTAR) Program (2014)

Jason Napolitano received the Golden Apple Teaching Award — Preclinical, David Geffen School of Medicine at UCLA (2014) and the Golden Apple Teaching Award — Clinical, David Geffen School of Medicine at UCLA (2014)

Robert Oye received the Sherman M. Mellinkoff Faculty Award, David Geffen School of Medicine at UCLA (2014)

Neil Parker received the Excellence in Education Career Award, David Geffen School of Medicine at UCLA (2014)

Carlos Portera-Cailliau received the Golden Test Tube Award from the UCLA Department of Neurology (2015)

Radhika Rible received the Leonard Tow Humanism in Medicine Award (2015)

Jeffrey Rusheen received the Award for Excellence in Education, David Geffen School of Medicine at UCLA (2014)

Gary Schiller received the Outstanding PBL Tutor Award, David Geffen School of Medicine at UCLA (2015)

Elena Stark received the Excellence in Education Award, David Geffen School of Medicine at UCLA (2015), the Golden Apple Teaching Award — Preclinical, David Geffen School of Medicine at UCLA (2015), the Golden Apple Teaching Award — Clinical, David Geffen School of Medicine at UCLA (2015), and was elected Graduation Marshal by the Class of 2015, David Geffen School of Medicine at UCLA (2015)

Christopher Tarnay received the Serge and Yvette Dadone Clinical Teaching Award in honor of Dr. Saleh Salehmoghaddam (2014)

Areti Tillou was named the Honorary Faculty Inductee by the Alpha Omega Alpha Delta Chapter at the David Geffen School of Medicine at UCLA (2015)

Daniel Vigil was named the Outstanding Clinical Teacher in Family Medicine 2014–2015 by the graduating Family Medicine Residency class (2015)

Isaac Yang received the Leonard Tow Humanism in Medicine Award (2014)

Michael Yeh received the UCLA Department of Surgery Golden Scalpel Teaching Award (2014) and was named Clinical Mentor of the Year by the Harbor-UCLA Department of Surgery (2015)

Lorraine Young received the Serge and Yvette Dadone Clinical Teaching Award in honor of Dr. Saleh Salehmoghaddam (2015)
Medical and Research Education Highlights

The David Geffen School of Medicine at UCLA is the youngest top 10 medical school in the nation.

By the Numbers

- 859 medical students
- 400 doctoral students
- 1,060 residents and fellows in 80 ACGME-accredited residency programs
- 461 postdoctoral fellows
- 2,552 full-time faculty

Notable Statistics

- Nearly 12,000 applications were received for admission in UCLA medical school programs for 2015, reflecting a 5% increase in each of the last three years
- 31% of currently enrolled students are underrepresented minorities, as compared to a national average of 9% for public medical schools
- Nearly 30% of students in the two most recent entering classes (2018 and 2019) are tuition free
- 4 of 5 UCLA medical students are partially supported by scholarships, helping keep average debt upon graduation almost 25% below the national average
- $12,945,183 in scholarships were awarded to UCLA medical students in 2014-2015
- 46 students in the Class of 2015 were the first in their families to earn a college degree
- 50% of UCLA graduates of the Class of 2015 are training for careers in primary care (internal medicine, family medicine, obstetrics and gynecology, pediatrics); 24% in radiology, ophthalmology, anesthesiology, dermatology, emergency medicine; and 26% in other specialties
- 28 students in the Class of 2015 received dual degrees: 11 MD/PhD degrees, 2 MD/DDS degrees, 9 MD/MPH degrees, 3 MD/MBA degrees, and 3 MD/MPP degrees
- 85% of graduates of the Class of 2015 are doing their residency training in California with nearly a quarter of those training at UCLA
- In the last two years, 130 students have been recruited into the 10 Home Area PhD training programs that make up the newly formed Graduate Programs in Bioscience
- Continuing Medical Education

The DGSOM Office of Continuing Medical Education supports the continuing education needs of the medical community by providing high-quality, evidence-based activities designed to narrow the professional practice gaps of its learners. In the academic year ending in 2014 there were:

- 68 live courses
- 15 regularly scheduled series (grand rounds, morbidity and mortality conferences, journal clubs, case conferences)
- 7 enduring materials
- 15 internet activity enduring materials
- 21 online grand rounds
- 1,627.5 hours of instruction
- 5,300 physician learners
- 2,684 nonphysician learners
Education Grants and Contracts

Following are education honors and awards received in 2014 and 2015 by faculty and staff.

**Clarence Braddock**, UCLA Mobile Clinic Project and UCLA Mobile Eye Clinic, Andrea Bocelli Foundation, 6/1/2015 – 9/1/2016, $25,000

**Clarence Braddock**, UCLA Mobile Clinic Project, Gilead Foundation, 10/1/2013 – 9/29/2015, $50,000

**Lawrence “Hy” Doyle**, UCLA Summer Medical and Dental Education Program, Robert Wood Johnson Foundation, 11/1/2015 – 10/31/2016, $315,000

**Lawrence “Hy” Doyle**, PRIME: Presentations and Resource Book; Developed for Accessing the Health Professions for American Indian Students Conference, The California Wellness Foundation, 7/1/2014 – 6/30/2015, $40,000

**Erik Dutson**, Learning Science Based Simulation for Training Combat Medics in Hemorrhage Control, DN Navy Office of Naval Research, 7/23/2013 – 7/31/2016, $1,000,000

**Janet Frank**, California Geriatric Education Centers, DHHS-Health Resources and Services Administration, 7/1/2010 – 12/31/2015, $2,185,095

**Alice Kuo**, MCH Pipeline Training Program, DHHS-Health Resources and Services Administration, 6/1/2011 – 5/31/2016, $817,474

**Siavash Kurdistani**, Medical Scientist Training Program, NIH National Institute of General Medical Sciences, 7/1/2013 – 6/30/2018, $9,679,588

**Alison Moore**, UCLA Medical Student Training in Aging Research (MSTAR) Program, NIH National Institute on Aging, 6/1/2015 – 5/31/2020, $752,490

**Keith Norris**, NIH Diversity Program Consortium Coordination and Evaluation Center at UCLA, NIH National Institute on Minority Health and Health Disparities, 9/26/2014 – 6/30/2019, $9,096,309


**Randolph Steadman**, National Implementation of Team STEPPS, Health Research and Educational Trust, DHHS-Agency for Health Care Research and Quality, 11/1/2014 – 9/4/2015, $64,000

**Margaret Stuber**, Changing the Culture of Medical Education through Reflection and Feedback, NIH National Center for Complementary and Integrative Health, 6/1/2012 – 5/31/2016, $923,529

**Denise Sur**, The Song-Brown Family Medicine Residency Special Programs, California Office of Statewide Health Planning and Development, 6/30/2015 – 6/29/2017, $200,000

**Denise Sur**, The Song-Brown Program, California Office of Statewide Health Planning and Development, 6/30/2014 – 8/15/2017, $206,460

**Zaldy Tan**, Program for Improving Care of Aging Adults through Training and Education, DHHS-Health Resources and Services Administration, 7/1/2015 – 6/30/2018, $2,550,000


**Amy Waterman**, Transplant Evaluation Scholarship Program, University of Missouri System, 7/1/2014 – 8/31/2016, $5,000

**Nancy Weintraub**, Geriatric Training for Physicians, Dentists, and Behavioral and Mental Health Professionals, DHHS-Health Resources and Services Administration, 7/1/2010 – 6/30/2016, $2,862,592
Publications

Following are education-related journal articles, books and book contributions, and other publications authored by faculty in 2014 and 2015.

Journal Articles


52. Moreno G, Gold J, Mavrinac M. Primary care residents want to learn about the patient-centered medical home. *Fam Med*. 2014; 46(7):539-543.


Books/Book Sections


Web-Based Course Resources


Audio


Reports
