Systems-Based Healthcare

Systems Based Healthcare (MD007 - UCLA & UCR/UCLA students only)

The course System Based Healthcare is a longitudinal component of the third year of medical school at the David Geffen School of Medicine. Once or twice a month, for a total of 16 sessions throughout the year, students leave their regular clerkships and spend the morning in small groups, interactive lectures, or experiential labs. In Systems Based Healthcare students focus on the context of medical decision-making, including the team, hospital, culture, politics, economics, law and personal bias. Examples of topics include the legal, political and moral aspects of sexual assault and abortion; the economics and cultural considerations involved in end of life decision-making; and the public and personal interpretation of what constitutes conflict of interest. Each student reads an article and writes a paragraph in preparation for the discussion. Topics are “ripped from the headlines”, and lively debates are encouraged!

The first three sessions of systems based healthcare will be taught in a mix of interactive lectures and experiential labs, from 8 am to noon on a Tuesday or Thursday. The rest of the year students will meet in small groups of 7 to 9 students and two faculty once or twice a month, from 9 am to noon on a Tuesday or Thursday, in the learning resource center.

Grading /Evaluation

Students are expected to:

- Attend all sessions, and be on time.
- Actively and thoughtfully participate in the sessions
- Submit their writing assignments punctually and thoughtfully
- Prepare to present and lead discussion on their assigned reading
- Be respectful of the opinions and experiences of others
- “take chances, make mistakes, get messy” (Ms. Frizzle)

Students who miss more than two sessions in the year are at risk of failing the course. Tutors will take attendance at each session, and note tardiness. It is a matter of professionalism that students should be punctual with their written assignments, and prepared to present their readings. Although we understand that students are all very busy and that some are quiet or shy, all are expected to be active participants in the group. All absences must be made up with an assignment set by the course chair.

Tutors complete formal narrative evaluations of the students twice each year. These evaluations are used in decisions about advancement in the third year. Mid-year feedback is formative, given only to the student and the course chair, and is used for directing learning and clarifying expectations. The final evaluation summative and is submitted to the Student Affairs Office on ESS. Narrative comments from
the final evaluation of the year appear, verbatim, in the residency application letter (MSPE/Dean’s Letter).

**Criteria for a Letter of Distinction**

Systems based healthcare will award a Letter of Distinction for students who have made unusually outstanding contributions to their groups. This includes group participation, reflective writing, and review and critique of assigned readings. Unlike in other courses, the emphasis is less about being “right” more often than others, but is about actively questioning and being reflective. There are no examinations in this course.

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