ANATOMY AND DISSECTION OF HUMAN CADAVERS

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

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

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

Format: Discussions and Lab Experience

Enrollment: Maximum of 45 students in Session A. Open to 2nd year students only.

Sponsoring College: Applied Anatomy College

Schedule: 7 Monday afternoons, Session A starting 9/14/2015 (Start time will vary depending on MS2 class schedule: 1 PM on days without other afternoon sessions, 3:30 PM if there are conflicts).

Location: 73-167 CHS

Last Year’s Evaluations:

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

Rating Scale:

- 0: Poor
- 1: Below Average
- 2: Average
- 3: Good
- 4: Excellent
- 5: Outstanding
ANATOMY, RADIOLOGY AND YOU!

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

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

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

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

Additional faculty: Additional Faculty from the Integrated Anatomy Division.

Student Requirements: Case presentation

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

Sponsoring College: Applied Anatomy College

Schedule: 3:30 – 5:30 pm, Mondays, Session B starting 1/4/2016

Location: 73-167 CHS

Last Year’s Evaluations:

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<td>The course enhanced my interest in the subject matter</td>
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BIOETHICS

When does life begin? Should doctors assist in helping their patients end their lives if they have a terminal illness? Can children consent to genetic testing? What constitutes patient confidentiality and privacy?

These are just some of the questions we will explore in the bioethics selective. We will cover the principles and practice of bioethics and critically analyze what it means to “act justly” as a physician. The three lunch talks each semester will engage with the history and practice of bioethics. Evening workshops, held once a semester, will be discussions which allow students to practice applying ethical analysis to complex scenarios they will likely encounter in practice.

This selective will run throughout the year, with 3 talks per semester, and 1 workshop per semester. Participants in the selective will be required to attend 4 of the 6 lunch talks (2 per semester), and both workshops, along with fulfilling a shadowing opportunity with the Ethics Center.

Learning Objectives:
● Critically analyze ethical cases you are likely to encounter as a physician
● Understand the history and field of bioethics, especially in the U.S.
● Learn about the role of a hospital ethics committee and get to know the UCLA ethics community

Course Chairs:  Clarence Braddock, M.D., MPH, MACP and Neil Wenger, M.D.
Dr. Braddock is the Vice Dean for Education at the DGSOM. In his role, Dr. Braddock is responsible for developing, managing and implementing strategies, initiatives and innovative programs to promote and support education and training across the DGSOM and to strengthen UCLA’s position as a national leader in academic health sciences. Dr. Braddock is recognized as a national expert on informed decision making and doctor-patient communication, having given numerous invited lectures on informed decision making, as well as workshops at national meetings, and is frequently interviewed for the print, radio, and television media.

Dr. Wenger is a Professor of Medicine in the Division of General Internal Medicine at UCLA and a consulting researcher at RAND. He is director of the UCLA Healthcare Ethics Center and is chair of the Ethics Committee at the UCLA Medical Center. He also is director of the NRSA Primary Care Research Fellowship in the UCLA Division of General Internal Medicine and Health Services Research. Dr. Wenger is an active general internist and carries out research in the empirical study of clinical ethics, care of and decision making for the older patient, and quality of health care.

Student Requirements:  3 lunch talks per semester, with 1 evening workshop each semester, and 1 required shadowing opportunity with the Ethics Center. Students must attend 2 lunch talks each semester, attend both workshops, and fulfill one shadowing opportunity.

Enrollment:  Maximum of 20 students, Minimum of 10 students.
Sponsoring College:  Academic Medicine College
Schedule:  Dates throughout the school year. Lunch talks to be announced (approximately 1/month), Evening workshops (2 Tuesday 10/13 and 1/12/16, 6-8 PM), and Shadowing opportunities available throughout the year.

Location:  CHS (Rooms TBD by session)

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

IMPORTANT: Since this class includes an experiential component, active class participation and introspection are a must, as well as, a willingness to step outside your comfort zone. Students willing to explore these areas will get the best results. If you feel that this type of exploration is too much of a stretch, then this class will not be a good fit for you and it is best to not enroll.

This course will cover the following topics:

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

Course Chair: Marc Schoen, Ph.D., is an Assistant Clinical Professor in the School of Medicine at UCLA, where he teaches hypnosis in the medical school and conducts research in the field of Health Psychology. He also is also actively involved in training UCLA athletes to perform and compete well under pressure. He was the founder and Director of the Psychoimmune (Behavioral Medicine) Program at Cedars-Sinai Medical Center in Los Angeles. Dr. Schoen and his work have been featured extensively in the Los Angeles Times, as well as The Wall Street Journal, New York Times, and other publications, such as Oprah, WebMD, Fortune, Prevention, Health, Natural Health, Yoga Journal in addition to being interviewed by major television and radio networks. He is the author of the current bestselling book Your Survival Instinct is Killing You, as well as, the author of When Relaxation is Hazardous to Your Health.

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

Enrollment: Maximum of 5 students

Sponsoring College: Primary Care College

Schedule: 4:00 – 6:00 p.m. Mondays, Session B starting 1/4/2016

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

Last Year's Evaluations:

The course was well organized.

The learning goals or objectives were clear.

The grading policy was adequately explained.

The course director(s) was (were) appropriately responsive...

The materials presented/discussed were helpful to me in...

The course enhanced my interest in the subject matter.
CARING FOR DIVERSE AND DISADVANTAGED POPULATIONS — TRANSLATING POLICY TO PRACTICE

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

Objectives: Students will:
- Review and analyze major issues pertaining to the health and health care of underserved communities
- Describe and analyze the main health concerns of the disadvantaged population
- Describe how the community/environment impacts health care delivery and treatment options

Course Format:
- 1-hour discussions conducted by physicians, students, and other faculty
- 30 minute discussions for students to share readings and discussions on their topics of interest with faculty
- Students are expected to attend each meeting and complete all assignments to pass the course
- Site visits, if schedule permits

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

Course Chairs: Daphne Calmes, M.D., Associate Dean of Student Affairs, Charles Drew University and Ronald Edelstein, Ed.D. Dean of Academic Affairs, Charles Drew University, and Shanika Boyce, M.D.

Student Requirements: Interest in health policy for diverse communities and willingness to read brief articles & lead discussions & one site visit, if scheduling permits.

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

Sponsoring College: Urban Underserved College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/4/2016

Location: UCLA

Last Year’s Evaluations:

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CASE STUDIES IN ACUTE CARE

This course will teach principles of acute care using case studies from the Emergency Department, ICU, and Anesthesiology clinical settings.

Objectives:
1. Practice basic procedures commonly performed in acute care settings.
2. Develop an appreciation for the approach to diagnosis and management of patients with various acute presentations, including altered vital signs, chest pain, respiratory compromise, abdominal pain, and blunt and penetrating trauma.
3. Develop an appreciation for the approach to evaluation and management of major trauma patients.
4. Understand the principles of pain management in the acute care setting.

Course Chairs: Pamela Dyne, M.D., Professor of Medicine/Emergency Medicine, attending primarily in the Olive View-UCLA Department of Emergency Medicine. Dr. Dyne held the position of residency program director for the UCLA/Olive View-UCLA EM residency for 10 years. She is a mother of two school aged children, and enjoys volunteering at their school and cheering loudly during their athletic endeavors.

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

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

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

Enrollment: Maximum of 12 students

Sponsoring College: Acute Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/4/2016

Location: LRC

Last Year’s Evaluations:

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EMERGENCY MEDICINE BEDSIDE ROUNDS SELECTIVE

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

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

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

“For the junior student in medicine and surgery it is a safe rule to have no teaching without a patient for a text, and the best teaching is that taught by the patient himself.”
-Sir William Osler, Address to the New York Academy of Medicine, 1903.

Course Chair: Tomer Begaz, M.D., an Associate Clinical Professor of Medicine and Director of Undergraduate Medical Education for the Department of Emergency Medicine at Olive View-UCLA.

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

Teaching Methods: Clinical Experience

Enrollment: Maximum of 6 students, minimum of 2 students

Sponsoring College: Acute Care College

Schedule: 4:00 – 6:00 pm, Mondays, Session A starting 9/14/2015 and Session B starting 1/4/2016

Location: Olive View-UCLA Medical Center, North Annex

Last Year’s Evaluations:

- The course was well organized
- The learning goals or objectives were clear
- The grading policy was adequately explained
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter
EXPERIMENTAL STATISTICS IN MEDICINE

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

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

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

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

Course Chair: Alan Garfinkel, Ph.D., Professor of Medicine and Physiological Science
Course Instructor: Nicholas Wisniewski, Ph.D., Lecturer and Assistant Research Faculty in Physiological Science/Biostatistics
Student Coordinators: Medical students Julian Landaw and Daniel Yazdi
Student Requirements: Attendance and complete bi-weekly problem sets. No prior experience is necessary.

Teaching Methods: Discussion
Enrollment: Minimum of 5 students
Sponsoring College: Academic Medicine College
Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/4/2016
Location: TBD at UCLA

Last Year's Evaluations:

- The course was well organized
- The learning goals or objectives were clear
- The grading policy was adequately explained
- The course director(s) was (were) appropriately responsive
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter
THE HEALER’S ART: AWAKENING THE HEART OF MEDICINE

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

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

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

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

Supporting Faculty: Rachel Brook, M.D., Estebes Hernandez, M.D., Daniel Kahn, M.D., Michelle Mehta, M.D., Sarah Mourra, M.D., Jessica O’Connell, M.D., Kate Perkins, M.D., Ph.D., William Reid, M.D., Inderpreet Saini, M.D.

Teaching Methods: Discussion

Enrollment: Maximum of 32 students.

Sponsoring College: Primary Care College

Schedule: 5:30 – 8:30 p.m. on Five Tuesday evenings in Session B (1/12/16, 1/26, 2/9, 2/23, 3/8)

Location: TBD at UCLA

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive.
- The materials presented/discussed were helpful to me in...
HEALTH CARE IN DIVERSE AND DISADVANTAGED SETTINGS: APPLYING THE PRACTICE OF MEDICINE TO POPULATION HEALTH

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

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

Course Chairs:  Roberto Vargas, M.D., MPH, Associate Professor, David Geffen School of Medicine and Charles R. Drew University of Medicine & Science

Student Requirements:  Students are expected to review cases prior to classes, attend each class, participate in the discussions, and create a conceptual model and develop a set of specific aims for a proposed research project to pass the course.

Teaching Methods:  Discussions and problem-based learning

Enrollment:  Maximum of 40 students.

Sponsoring College:  Urban Underserved College

Schedule:  3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/14/2015 (Cancelled for 2015)

Location:  TBD at UCLA

Last Year's Evaluations:

- The course was well organized: 5
- The learning goals or objectives were clear: 3
- The grading policy was adequately explained: 4
- The course director(s) was (were) appropriately responsive: 4
- The materials presented/discussed were helpful to me in...: 4
- The course enhanced my interest in the subject matter: 5
HEALTH EQUITY, CIVIL RIGHTS, AND HEALTH IMPACT ASSESSMENTS

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

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

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

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

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

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

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

Teaching Methods: Discussions and problem-based learning

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

Sponsoring College: Urban Underserved College

Schedule: 7 Monday afternoons, Session A starting 9/14/2015

Location: TBD at UCLA

New Selective
HEMATOLOGIC ONCOLOGY AND BONE MARROW TRANSPLANT:
VISITS TO THE LEUKEMIA/BONE MARROW TRANSPLANTATION UNIT

Introduction to patients with cancer with a special emphasis on Hematological Malignancies. The student will discuss the problems cancer patients confront with respect to body image, to tolerance of treatment, family and financial issues, and mortality. The students will also consider the biology of cancer, and present learning topics on pathophysiology and emerging therapies in Hematologic Oncology.

Course Chair:  Gary Schiller, M.D., a well-published investigator in leukemia, multiple myeloma, and other hematologic malignancies, as well as in stem cell and bone marrow transplantation. He lectures extensively, and has also written for the popular press. He is Director of the Hematological Malignancy/Stem Cell Transplant Unit at UCLA.

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

Teaching Methods:  Discussions and clinical experience

Enrollment:  Maximum of 6 students

Sponsoring College:  Academic Medicine College

Schedule:  3:30 – 5:30 p.m. Mondays, Session B starting 1/4/2016

Location:  42-121 CHS

Last Year's Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
HOT TOPICS IN NUTRITION AND DISEASE

Which nutrition topics interest you? Gluten and Autism? Psoriasis Diets? Antioxidants and Lung Disease? Anti-Acne Diets? Nutrition and HIV? Childhood Obesity? Supplement Use and Nutrient Excess? Want to be a published author? Is so, this is the selective for you. The selective involves writing a 2000 word critical review on a self-selected nutrition research question under the mentorship of research faculty. All research papers approved through the peer review process will be published in Nutrition Bytes (http://escholarship.org/uc/uclabiolchem_nutritionbytes). There have been over 340,000 downloads since 1995.

Objectives:
- Define a specific question on any topic related to diet and nutrition.
- Effectively and thoroughly search the current research literature to identify studies applicable to the thesis question.
- Critically evaluate the scientific literature.
- Develop and refine writing skills in preparation for future application in academic medicine career.
- Write a critical review of the published literature.

Course Chairs: Lenore Arab, Ph.D., a professor in the Division of General Internal Medicine and Health Service Research and the Department of Biological Chemistry, is a nutritional epidemiologist whose research focus is the relationship between diet and disease prevention in humans. She established a World Health Organization Collaborating Center in Berlin, and conducted collaborative epidemiologic research in Europe for 14 years, developed a training program in the departments of epidemiology and nutrition when she was at the University of North Carolina and developed the department of Global Epidemiology at Amgen before coming to UCLA. In addition to her research she teaches nutrition to our medical and dental school students.

Eryn Ujita Lee, Ph.D. is a biochemist. She has taught PBL and the biochemistry and nutrition labs to first and second year students for many years. She is passionate about excellence in education and believes that all students must be able to critically review and evaluate medical literature. Students will be able to hone these skills by writing a critical review of a topic in nutrition for publication in Nutrition Bytes.

Additional Faculty Involved: Leonard Rome, Ph.D., Professor of Biological Chemistry

Teaching Methods: Discussions

Enrollment: Maximum of 10 students, minimum of 1 student

Sponsoring College: Academic Medicine College

Schedule: TBD on own schedule throughout the school year. Final paper with all revisions complete due no later than February 28, 2016. Four meetings will be scheduled at dates/times TBD.

1. September - get acquainted and to formulate an appropriate research question that will be basis of your paper.
2. November – present completed data table
3. January – peer review and discussion of first draft
4. February – final presentation and lunch

Location: 63-127A CHS

Last Year's Evaluations:

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INTEGRATIVE EAST-WEST MEDICINE

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

Objectives:  By the end of the course, students will be able to:
- Understand the scope of CAM and compare paradigm differences between biomedicine, Chinese medicine, and integrative medicine
- Use reliable resources to learn about herb mechanisms of action, indications, contraindications and interactions
- Develop an appreciation for the mechanisms and applications of acupuncture and identify the location of at least 5 major acupuncture points
- Examine for trigger points to assess pain and non-pain conditions
- Design an integrative East-West self-care plan
- Search the medical literature in the areas of CAM and integrative medicine.

Course Chair:  Ka-Kit Hui, M.D., F.A.C.P. is the Wallis Annenberg Professor in Integrative East-West Medicine and Founder and Director of the UCLA Center for East-West Medicine at the Department of Medicine of the David Geffen School of Medicine. He is also the Chair of the Collaborative Centers of Integrative Medicine at UCLA. Dr. Hui, a Fellow of the American College of Physicians, is an internationally acclaimed scholar and board-certified in Internal Medicine, and Clinical Pharmacology, with an expertise in Geriatrics. He is a recognized authority on Chinese Medicine and integrative medicine and is bi-lingual in Chinese and English. Dr. Hui founded the UCLA Center for East-West Medicine in 1993, and it was one of the first integrative medicine centers in the United States. He has developed a model system of comprehensive care that is a patient-centered, problem-solving approach emphasizing health promotion, disease prevention, treatment, and is safe, effective, affordable and accessible to all.

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

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

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

Enrollment:  Maximum of 16 students, minimum of 8 students

Sponsoring College:  Primary Care College

Schedule:  4:00 – 6:00, Mondays, Session B starting 1/4/2016.

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

Last Year’s Evaluations:

The course was well organized.  [5]

The learning goals or objectives were clear.  [5]

The grading policy was adequately explained.  [5]

The course instructor(s) was (were) appropriately responsive... [5]

The materials presented/discussed were helpful to me in... [5]

The course enhanced my interest in the subject matter.  [5]
INTRODUCTION TO BIOMEDICAL RESEARCH AT UCLA

This selective consists of approximately 20 oral presentations and discussions on Monday evenings from September 2015 through March 2016. The presentations, given by key faculty and senior MSTP students, will focus mostly on basic science research but will also include translational research and possible social sciences as well. Medical students are required to attend and participate in at least 10 of the sessions. MSTP students are required to attend and participate in all sessions. One research article will be distributed before each meeting to facilitate the discussions. This selective will expose first and second year MSTP students and other medical students interested in research-oriented careers to the diverse range of research opportunities available at UCLA. The breadth of topics provides valuable exposure to research areas that are outside a student’s area of expertise, and can help MSTP students and other medical students identify laboratories in which to perform research.

Course Chairs: Carlos Portera-Cailliau, M.D., Ph.D. and Leanne Jones, Ph.D., Co-Directors of the UCLA-Caltech Medical Scientist Training Program

Teaching Methods: Discussions

Enrollment: Maximum of 12 non-MSTP students may enroll (** Must be in the Research Pathway). MSTP students are automatically enrolled in this selective and are required to attend all sessions. They will receive Selective credit at the end of Year 2. Non-MSTP students may enroll and must attend at least 10 of the 20 sessions in one academic year. All students will need to complete a 2-3 page research proposal based on a topic of his/her choice.

Sponsoring College: Medical Scientist Training Program, Academic Medicine College

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

Location: TBD at UCLA

Last Year’s Evaluations:

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INTRODUCTION TO CLINICAL AND EMERGENCY ULTRASONOGRAPHY

This course will expand upon ultrasound training from the MS1 year by highlighting common scenarios in acute care where bedside ultrasonography is routinely employed. These include the FAST exam, biliary, deep venous thrombosis, focused cardiac, and renal/aorta ultrasound. Each session will employ didactics, case-based discussion, hands-on instruction of ultrasound technique, and review of both normal and abnormal studies.

Learning objectives:
- Understand the application of clinical ultrasonography to common clinical presentations.
- Learn and practice image acquisition technique.
- Identify normal and abnormal studies.

Course Chairs:  Alan Chiem, M.D., Ricky Amii, M.D., Dan Weingrow, M.D.
Additional Faculty:  Stephanie Tseeng, M.D., George Lim, M.D., and Ali Hussain, M.D.
Teaching Methods:  Discussions, Problem-based Learning, Clinical Experience and Hands-on instruction on ultrasound technique.
Enrollment:  Maximum of 12 students.  Open to 2nd Year Students Only
Sponsoring College:  Acute Care College
Schedule:  3:30 – 5:30, Mondays, Session A Starting 9/14/2015
Location:  UCLA Simulation Center

New Selective
INTRODUCTION TO PATHOLOGY AND LABORATORY MEDICINE

This course will provide medical students with the opportunity to learn about the practice of Pathology and its two major components: Anatomic and Clinical Pathology. During the course, students will rotate through and observe selected pathology services one day per week for approximately 2 hours per day. Experiences will include attending slide sessions and visits to selected pathology facilities in order to get a better understanding of the workflow in the Department. An afternoon session during which students shadow residents and/or fellows covering the UCLA Pathology gross room and frozen section services will also be a component of the course. The main goal of the course is to provide a better understanding of the role of Pathology in patient care and give the opportunity to see what practicing pathologists do on a daily basis.

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

Teaching Methods: Clinical Experience and Laboratory Experience

Enrollment: Maximum of 5 students

Sponsoring College: College of Applied Anatomy


Location: UCLA Pathology Dept.

Last Year's Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
INTRODUCTION TO SLEEP AND SLEEP DISORDERS WITH A SPECIAL FOCUS ON INSOMNIA

Disturbed sleep can arise from simply the state of being asleep in itself (e.g., Sleep Related Breathing Disorders, Parasomnias) and can, of course, be a prominent symptom of many medical and psychiatric disorders, as well as a predictable response to many of life’s stressors (e.g., Insomnia). This selective will be of interest to any student who would like to expand her or his knowledge of sleep and sleep disorders in general and who would like to understand in detail how insomnia evolves and is treated.

Objectives:

- Understanding the basics of normal sleep patterns and architecture.
- Understanding the basics of REM and NREM sleep and the proposed functions of sleep.
- Overview of the full range of sleep disorders as presented in the International Classification of Sleep Disorders 3ed.
- Understanding the basics of polysomnography (PSG/Sleep Study) and when this procedure is indicated.
- Detailed discussion of insomnia and circadian rhythm disorders with a particular focus on the efficacy and effectiveness of non-pharmacological treatments.
- Assessment of insomnia and circadian rhythm disorders. Examination of commonly used sleep inventories and measures. How to conduct a sleep assessment interview.
- Another presentation by a sleep expert and a visit to the UCLA sleep lab will be arranged, if scheduling permits.
- Because this course is designed as a small seminar, a fair amount of latitude can be given regarding the amount of time spent on topics as a function of student interest.

Course Chairs:  Jeffrey Young, Ph.D., CBSM is a Psychologist in private practice and Assistant Clinical Professor (vol) in the Department of Psychiatry and Biobehavioral Science at UCLA. Dr. Young received his Ph.D. from USC in Counseling Psychology and completed his internship at Camarillo State Hospital. He has engaged in substantial post-doctoral training in sleep disorders and is certified by the American Academy of Sleep Medicine in the practice of Behavioral Sleep Medicine (CBSM). He is an expert in the treatment of sleep, mood, and anxiety disorders.

Student Requirements:  Attendance, active participation, and one brief presentation on any topic of interest related to sleep.

Teaching Methods:  Lecture and Discussion

Enrollment:  Maximum of 6 students, minimum of 2 students

Sponsoring College:  Academic Medicine College

Schedule:  3:30 – 5:30 pm, Mondays, Session A starting 9/14/2015

Location:  LRC

New Selective
INTRODUCTION TO SURGERY

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

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

Course Chairs: Dennis Kim, M.D. and Christian de Virgilio, M.D.
Dr. Kim is an Assistant Professor of Surgery in the Division of Trauma/Acute Care Surgery/Surgical Critical Care. His academic interests include surgical simulation and Crisis Resource Management.
Dr. de Virgilio is a Professor of Surgery and holds numerous academic appointments. In addition to being the Director of the General Surgery Residency Program at Harbor-UCLA Medical Center, he is also the Vice Chair of Education and Co-Chair of the College of Applied Anatomy.

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

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

Enrollment: Maximum of 10 students, minimum of 5 students

Sponsoring College: Applied Anatomy College

Schedule: 4:00 – 6:00 pm, Mondays, Session A starting 9/14/2015 and Session B starting 1/4/2016

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

Last Year’s Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
LEADERSHIP IN HEALTH SYSTEMS INNOVATION

This semester-long course aims to equip DGSOM students with interdisciplinary leadership and operational skills in response to the rapidly shifting health care landscape. Students will experience a variety of perspectives on physician leadership (e.g., policy, business, clinic, law) that will prepare students to generate innovative solutions to tomorrow's health care needs. The course will meet seven times, and culminates in a final presentation prepared by student teams as they explore particular avenues of leadership as they pertain to pressing health care needs of the students' choosing.

UCLA Health’s hospitals’ recent tie (with The Johns Hopkins Hospital) for third best hospital in the nation identifies UCLA Health as as rising stars in the healthcare industry. This course will draw heavily on local leadership to expose students to the various avenues by which M.D.’s can exploit today's abundance of data (outcomes, epidemiology, logistics, finances, communications, etc.) to lead. Expect a variety of subject matter and perspective.

Objectives:

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

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

Course Coordinators: MS2s John Horton and Christian Seger

Teaching Methods: Discussions and Problem-Based Learning

Enrollment: Maximum of 30 students, minimum of 8 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/14/2015

Location: LRC and CHS

Last Year's Evaluations:

0 1 2 3 4 5

The course was well organized.
The learning goals or objectives were clear.
The grading policy was adequately explained.
The course director(s) was (were) appropriately responsive.
The materials presented/discussed were helpful to me in...
The course enhanced my interest in the subject matter.
LIVING AND DYING: MEDICAL, PSYCHOSOCIAL AND SPIRITUAL APPROACHES TO END-OF-LIFE CARE

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

Objectives: Upon completion of the course, students are expected to be able to do the following:

- Describe the definitions of and differences between palliative care, hospice care, and end-of-life care;
- Explain legal and ethical issues involved in end-of-life care;
- Discuss various coping mechanisms adopted by dying patients and their families in the process of dying;
- Interpret cultural differences in the philosophy and rituals of death;
- Communicate skillfully with terminally ill patients and their families.

Course Chairs: Ming Lee, Ph.D., a trained educational psychologist with over twenty years of experience in program evaluation research and educational assessment tools development. She has personal interest in death and dying issues and their relationships to palliative and end-of-life care. She has been a volunteer for the Department of Spiritual Care at the Ronald Reagan Medical Center since 2012, the course chair for Living and Dying selective since 2004, and co-chair for the course with Dr. Robinson since 2014.

Alan G. Robinson, M.D., is an internist/endocrinologist with 24 years as a researcher, clinical specialist and Division Chief at University of Pittsburgh who served from 1995 to 2011 as Executive Associate Dean of the David Geffen School of Medicine at UCLA. Dr. Robinson is the Responsible Executive Official for the UCLA Donated Body Program. With his interest and reading in end of life decisions he first joined Dr. Ming in this course as a "student" and now is a regular faculty member.

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

Enrollment: Maximum of 12 students, minimum of 2 students

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, Session B starting 1/4/2016

Location: LRC

Last Year’s Evaluations:

![Evaluation Chart]

The course was well organized
The learning goals or objectives were clear
The grading policy was adequately explained
The course director(s) was (were) appropriately responsive...
The materials presented/discussed were helpful to me in...
The course enhanced my interest in the subject matter
MEDICAL GENETICS

This selective will cover a broad range of topics in medical genetics over 10 hour-long lectures (roughly one or two per month September – April). Subject matter to be covered includes: cases in Pediatrics, Internal Medicine, Surgery, pharmacogenetics, OB/Gyn prenatal genetic diagnosis, the BRCA genes, gene patenting, ethics, and more. We will also incorporate clinical experience by providing shadowing opportunities in the UCLA Genetics clinic. Due to the nature of the selective, make-up sessions will not be provided.

Course Chairs: Katrina Dipple, M.D., Ph.D., is a board certified clinical geneticist and clinical biochemical geneticist. She did her M.D./Ph.D. at Indiana University, and then both Pediatric and Genetics residencies at UCLA. She has been on the faculty for 15 years and does clinical work in genetics as well as basic research in the mechanisms of genetic disorders.

Course Coordinators: MS2s Evan Adams, Nora Badiner, Megan McConnell, and Rachel Zipursky

Student Requirements: Students will be required to attend at least seven lectures, one of which will be an introductory meeting at the start of the course. Students must participate in one clinic shadowing experience, including attendance at the Genetics Case Conference after the Monday afternoon clinic. At the end of the course, students will complete a short presentation on the genetics of a specific disease or disorder.

Teaching Methods: Discussions and Clinical Experience

Enrollment: Maximum of 20 students

Sponsoring College: Primary Care College

Schedule: There will be an introductory meeting on August 31, 2015. Lunchtime talks will start September 2015 and run through March 2016

Location: CHS, Gonda and MRL

Last Year’s Evaluations:
MEDICAL SPANISH – INTERMEDIATE LEVEL

With the sizeable and growing Spanish-speaking population in California and nationally, comfort with Spanish is becoming a necessity for medical practitioners. This course will combine an online, independent study curriculum complemented by in-classroom instruction by an attending physician and hospital-based patient encounters. In-class activities will be in large (approx. 20 students) and small groups (approx. 4-5 students) that focus on oral communication. The course will be combined with the Medical Spanish course for UCLA residents, giving students the chance to interact with those more advanced in their training. **Students must have previous Spanish experience, equivalent to 2 years of high school-level or one year of college-level Spanish.**

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

Course Chairs: Kristen Kipps, M.D. Hospitalist, Ronald Reagan-UCLA Medical Center, and Colin Robinson, M.D., MPH, Chief Resident, Internal Medicine, Ronald Reagan-UCLA Medical Center

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

Student Requirements: Enthusiasm for learning Spanish. Active participation in both independent study (which will be monitored) and in Spanish language-based classroom activities (e.g. patient cases/interviews, role-playing, etc.). It will be expected that students will have completed the assigned independent study activities prior to classroom meetings (approximately 4-6 hours between each monthly class meeting). Students must have previous Spanish experience, equivalent to 2 years of high school-level or one year of college-level Spanish. There will be a pre and post assessment of Medical Spanish ability at the beginning and end of the course.

Teaching Methods: Online independent study using Canopy (approximately 4-6 hours per month), classroom activities focused on oral communication in a medical encounter, medical interviewing with hospitalized patients.

Enrollment: Maximum of 20 students.

Sponsoring College: Urban Underserved College

Schedule: There will be two monthly meetings, generally on Tuesdays, covering the same topic. The students will be divided into two smaller groups that will be assigned to one of the two meetings. Group assignments will be made based on performance on a written pre-test. Performance on pre-and post-tests will not affect evaluations, but will be used to place students into appropriate groups and to evaluate quality of the course. Students will be required to attend 9 sessions between September and May that will take place on Tuesday evenings. **Please note that this course runs past the end of Year 2, but if you sign up as an MS2, you are expected to fulfill the requirements of the course through May 2016.

Location: Ronald Reagan UCLA Medical Center

Last Year’s Evaluations:

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<tr>
<td>The course was well organized.</td>
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MEDICAL SPANISH PROCTOR/EDUCATOR

With the sizeable and growing Spanish-speaking population in California and nationally, comfort with Spanish is becoming a necessity for medical practitioners. Therefore, we must adequately train our practitioners at all levels, whether medical students, residents, or attending physicians/faculty. This course will give DGSOM medical students the opportunity to contribute in a very meaningful way to the Spanish training of their peers and the physicians at UCLA.

This Selective will put the participant in an educational/instructor role within the partnered Medical Spanish Selective. The course combines online study with in-classroom activities as well as interviewing of hospitalized patients at UCLA Medical Center; the Proctor/Educator will precept and teach medical Spanish to the Medical Spanish Selective participants. In addition, the participant can be involved in creating additional teaching methods within the course.

The course will meet twice monthly for 8-9 months, however, the Proctor will only be expected to be present for one of the two meetings monthly. We will work the group of Proctors to schedule attendance throughout the year.

Learning Objectives:
By the end of this course, the students will have gained skills in teaching the Spanish language to medical practitioners, which will translate to teaching skills in other realms. The students will also have opportunities to develop educational programming for the course, a skill that they will use beyond the course as well.

Course Chairs: Kristen Kipps, M.D. Hospitalist, Ronald Reagan-UCLA Medical Center, and Colin Robinson, M.D., MPH, Chief Resident, Internal Medicine, Ronald Reagan-UCLA Medical Center

Student Requirements: Fluency in Spanish and comfort with Medical Spanish is required. Enthusiasm for teaching Spanish.

Teaching Methods: Online independent study using Canopy (approximately 4-6 hours per month), classroom activities focused on oral communication in a medical encounter, medical interviewing with hospitalized patients.

Enrollment: Maximum of 6 students.

Sponsoring College: Urban Underserved College

Schedule: There will be two monthly meetings, generally on Tuesdays, covering the same topic. The students will be divided into two smaller groups that will be assigned to one of the two meetings. Students will be required to attend 9 sessions between September and May that will take place on Tuesday evenings. ** Please note that this course runs past the end of Year 2, but if you sign up as an MS2, you are expected to fulfill the requirements of the course through May 2016.

Location: Ronald Reagan UCLA Medical Center

New Selective
MEDTECH INNOVATION: UNMET NEEDS

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

The goal of the program is to teach students a framework for developing medical device innovations that address unmet clinical needs and to prepare students for careers in healthcare, product development, and entrepreneurship. The two-quarter course consists of a series of weekly lectures and hands-on workshops, which are intended to complement practical experience that students gain through an interdisciplinary team-based project. During the Winter Quarter, project teams select an unmet clinical need identified within the UCLA Health System, and the teams are tasked with brainstorming and developing concepts to solve these medical needs. The Spring Quarter of the course focuses on concept refinement, rapid prototyping, provisional patent submission, and building a business plan. Lectures include invited guest speakers and panels composed of industry representatives from venture capital, medical device, design, and law as well as UCLA and Art Center College of Design faculty.

This quarter students are presented with unmet clinical needs documented by the Medtech Innovation Fellows during observation and shadowing at UCLA Hospital during the Fall Quarter as well as industry partners. Students select a need of interest and validate whether an opportunity for medical device development exists. Following completion of an individual need assessment, students form interdisciplinary teams around needs of common interest, and the project teams work toward generating concepts to solve each need. Students learn design thinking ideology, brainstorming techniques, and tools for clinical concept generation. At the end of this quarter – which marks the midpoint of the course – student teams present three final medical device concepts to a panel of clinicians, industry experts, and venture capitalists. Through this selective, medical students will play a special role as team advisors using their medical knowledge and experience.

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

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

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

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

Teaching Methods: Discussions and Problem-Based Learning
Enrollment: Maximum of 10 students, minimum of 2 students
Sponsoring College: Academic Medicine College
Schedule: 4:00 PM – 5:50 PM, Monday discussions and Wednesday lectures during main campus Winter Quarter (January – March).
Location: UCLA Engineering 5, room 2101
Last Year’s Evaluations:

The course was well organized.
The learning goals or objectives were clear.
The grading policy was adequately explained.
The course director(s) was (were) appropriately responsive...
The materials presented/discussed were helpful to me in... The course enhanced my interest in the subject matter.
A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH

This selective is organized by the UCLA Center for World Health (CWH) Global Health Education Programs, and medical students who participated in the selective the previous year. It is designed for students at any level of global health experience, from limited to extensive. It offers opportunities for inspiration, education, mentorship, and personal growth. Leaders from diverse disciplines will share their own experiences in global health and will speak to students on a variety of global health topics such as infectious and non-communicable diseases in resource limited settings, maternal and child health, gender equity, disaster response, global surgical needs, food security, health and human rights, HIV/AIDS, harm reduction, healthcare technology, utilization of media, and policy strategies to help address global health challenges. Students will gain a better idea of the many ways they can become involved in global health during medical school and throughout their careers. The selective offers a unique opportunity to form meaningful relationships with global health faculty at UCLA.

We are at a powerfully important time in global health where we have the financial and ever-improving technical capacity to close the disparities that exist in health internationally. Within a generation, those living in low and middle-income countries could have the health outcomes of those in wealthier countries. As future health leaders, we hope this selective will provide you with important knowledge and tools to contribute to this convergence.

Student Requirements: A minimum attendance of 10 noon-time lectures (entitled Global Health Selective Talks or CWH Speaker Series), 2 Evening Roundtable sessions, 1 Film Screening, and participation in a book club with global health faculty mentorship. Approximate time commitment is 20-30 hours during the fall semester. There are no requirements during the spring semester.

Objectives: At the end of the course, participants should be able to:
- Understand the multidisciplinary nature of global health issues
- Formulate ideas to address global health challenges
- Understand the concerns and needs of medically underserved populations
- Examine health and disease from a cross-cultural perspective
- Recognize the challenges in conducting research in a resource-limited environment
- Assume leadership roles in addressing global health issues as medical students and future physicians
- Form relationships with UCLA global health faculty to allow for mentorship throughout your career

Course Chairs:
Fola May, M.D., Ph.D., is an Assistant Professor in Digestive Diseases at UCLA, and Co-Director of UCLA Center for World Health Global Health Education Programs.
Tom Coates, Ph.D., is the Michael and Sue Steinberg Endowed Professor of Global AIDS Research in the Division of Infectious Diseases at UCLA and Chair of the UCLA Center for World Health.
Lee Miller, M.D., is a Professor of Pediatrics, Associate Dean for Student Affairs at UCLA and Director of UCLA Center for World Health Global Health Education Programs.
Traci Wells, Ph.D. is the Director of Education for UCLA Center for World Health Global Health Education Programs

Selective Leaders: MS2s Adam Braun, Sasha Degtyar, Felisha Eugenio, Noah Kojima and Brandon Kuang

Teaching Methods: Lecture series, films and discussions

Enrollment: No minimum or maximum number of students.

Sponsoring College: Primary Care College

Schedule: Lunchtime talks, evening film screenings, evening book clubs, and evening roundtable sessions will start in September 8, 2015 and run through December 3, 2015

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

Last Year's Evaluations:

The course was well organized: 0 1 2 3 4 5
The learning goals or objectives were clear: 0 1 2 3 4 5
The grading policy was adequately explained: 0 1 2 3 4 5
The course director(s) was (were) appropriately responsive: 0 1 2 3 4 5
The materials presented/discussed were helpful to me in: 0 1 2 3 4 5
The course enhanced my interest in the subject matter: 0 1 2 3 4 5
PROCEDURES IN EMERGENCY MEDICINE

Medical students embark on their medical experience early anticipating the clinical aspect of medicine. The goal of this selective is to introduce and learn to perform different procedures in emergency medicine. Students will spend seven sessions learning the indications and perform different procedures in emergency medicine.

Learning Objectives:

- Advance knowledge on indications for emergency medicine procedures
- Learn the materials needed to perform procedures such as lumbar puncture, suturing, incision and drainage, splinting, and paracentesis

Course Chair: Carol Lee, M.D., Assistant Clinical Professor of Medicine, David Geffen School of Medicine at UCLA and faculty, Division of Emergency Medicine at West Los Angeles Veteran Affairs

Additional Faculty Involved: Additional faculty from Division of Emergency Medicine at West Los Angeles Veteran Affairs: Neil Patel, M.D, Kwame Donkor, M.D., Miguel Lemus, M.D., Derrick Darnsteadt, M.D., Jonie Hsiao, M.D., Lisa Zhao, M.D., Zahir Basari, M.D.

Teaching Methods: Lecture and hands-on experience

Enrollment: Maximum of 30 students

Sponsoring College: Acute Care College

Schedule: 4:00 – 6:00 p.m., Mondays, Session A starting 9/14/15

Location: West Los Angeles VA Medical Center, Building 500 room 3220

New Selective
Do you nurture a special interest in educational processes, teaching and learning, and the quality of medical education, or do you have the ambition to become an academic scholar or medical faculty in the future? This selective allows you to participate in on-going educational research. The Educational Research and Development Unit (ED&R) of the David Geffen School of Medicine provides a range of services to enhance the quality of education and facilitates the design and development of the medical curriculum. The unit also leads and manages research in a wide area of projects related to medical education. Examples of on-going studies are: the effect of student diversity on attitudes towards the underserved population, video analysis of flexibility of communication, validation of clinical examination, impact of clinical experiences on learning during an OBGYN clerkship, and curriculum evaluation analysis.

This selective will give you the opportunity to touch on all facets of educational research, from literature search/review, formulating research questions, instrument design, data-collection, statistical analysis, to reporting and/or publication of the results.

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

Paul Wimmers, Ph.D., is Professor and Director of Evaluations at the David Geffen School of Medicine at UCLA. He completed his doctoral education in cognitive psychology with a focus on expertise in medicine and the development of clinical competence at Erasmus University Rotterdam. His professional interests include the acquisition of expertise, skill generalizability, and (medical) problem solving. He frequently uses multivariate statistical methods like structural equation modeling in medical education research.

Student Requirements: Basic knowledge about statistics and research methodologies is recommended. Literature related to the study of choice will be provided. Students are encouraged to search for additional literature and to work independently on several aspects of a study.

Teaching Methods: Direct mentoring
Enrollment: Maximum of 4 students
Sponsoring College: Acute Care College
Schedule: Flexible time commitment (depending on the study and passion of the student).
Location: CHS
Last Year's Evaluations:

- The course was well organized.
- The learning goals or objectives were clear.
- The grading policy was adequately explained.
- The course director(s) was (were) appropriately responsive...
- The materials presented/discussed were helpful to me in...
- The course enhanced my interest in the subject matter.
STUDENT RUN HOMELESS CLINIC

Students participate in student-run free clinics to provide basic health services and education to homeless persons at "Samoshel" the Santa Monica Shelter and the Los Angeles Homeless Services Authority (LAHSA) Winter Shelters, and Pathways to Home. Working in conjunction with faculty volunteers from the David Geffen School of Medicine at UCLA, students will be able to practice interviewing, take vital signs, give vaccinations, as well as learn the rudiments of physical examination and assessment, development of treatment plans, case presentation, and documentation. Clinics occur weekly, and participation in a minimum of 6 during the academic year is required. In addition, 6-8 noon lectures are presented to address medical issues confronted by the urban poor and homeless (attendance at 2 lectures is required). The students will also meet twice during the year for group reflection on this community service learning experience.

Course Chair: Mary Marfisee, M.D., MPH, is a faculty member in the Family Medicine Department, is also the Medical Director for the UCLA School of Nursing Clinic for the Homeless at the Union Rescue Mission in downtown LA's Skid Row. She has worked with this selective for the past several years. She is a National Advisor to the Society of Student Run Free Clinics.

Course Coordinator: Sun Ito and medical student chiefs

Student Requirements: Must attend the Orientation session, participation in a minimum of 6 clinics, a minimum of 2 noon/lunch lectures, and 2 scheduled reflection sessions with fellow SRHC students and the course chair. Attendance at 2 of the Happy Feet Clinics can be used to fulfill the 6 clinic requirement. Student Chiefs are required to complete 8 clinics.

Teaching Methods: Clinical Experience and Reflection

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

Sponsoring College: Primary Care College

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

Last Year's Evaluations:

The course was well organized.

The learning goals or objectives were clear.

The grading policy was adequately explained.

The course director(s) was (were) appropriately responsive...

The materials presented/discussed were helpful to me in...

The course enhanced my interest in the subject matter.
SURGICAL ANATOMY

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

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

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

Teaching Methods: Discussions & Laboratory experience

Enrollment: Maximum of 18 students, Minimum of 12 students, **Open to 2nd Year Students Only**

Sponsoring College: Applied Anatomy College

Schedule: 7 Monday afternoons, Session A starting 9/14/2015 (Start time will vary depending on MS2 class schedule: 1 PM on days without other afternoon sessions, 3:30 PM if there are conflicts).

Location: 73-167 CHS

Last Year's Evaluations:

- The course was well organized: 5
- The learning goals or objectives were clear: 4
- The grading policy was adequately explained: 4
- The course director(s) was (were) appropriately responsive: 4
- The materials presented/discussed were helpful to me in...: 4
- The course enhanced my interest in the subject matter: 5
When most people think about the life of a Pediatrician, they envision a day filled with coughs and colds—well it's time you learn "The Truth About Pediatrics!" Pediatricians play a very powerful role in the community and in our patient's lives.

Throughout medicine, and especially in Pediatrics, the well-being of your patients depends not only upon the medical care they receive, but also upon countless factors in their community and social environments. In this selective, we encourage you to become active participants in the communities of the patients you'll be seeing, and learn about the issues that involve and affect their health, both in and out of the clinical setting.

Through lunchtime talks with UCLA Pediatric Faculty, we will introduce you to common pediatric health challenges, including childhood obesity, domestic violence, school function/readiness, environmental health problems, and high-risk behaviors, among others. You will also participate in community site visits, or volunteer opportunities in order to see some of the existing assets in our community that are helping to address these pediatric health issues. Finally, you will have the opportunity to shadow Pediatricians at the Venice Family Clinic, a federally qualified health center servicing low-income patients in Santa Monica and Venice. Here you'll work side-by-side with physicians and residents who work hard to combine both medical knowledge and patient advocacy to make a difference in the lives of their patients.

Objectives:

1. Recognize at least 3 of the root causes of common health issues affecting the well-being of children and families, via didactic/discussion sessions with experts (faculty, residents, community leaders).
2. Identify and describe at least 2 existing community resources benefiting the health of children.
3. Observe how clinicians incorporate the social determinants of health into their patient encounters and utilize community resources in order to provide better care for their patients.
4. Synthesize your experiences and observations, via reflection and discussion, in order to inform your approach to healthcare as a future physician.

Course Chairs: Stacy Barron, M.D., is Chief Resident in Pediatrics at UCLA and a graduate of the Temple University School of Medicine. Stacy plans on pursuing a career in general pediatrics, either outpatient or hospitalist and her interests include nutrition and quality improvement.

Cameron Escovedo, M.D., is a third year Pediatric Resident at UCLA and will be one of the Chief Residents for the 2016-2017 academic year.

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

Medical Student Coordinator: MS2 Lyudmyla Demyan

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

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

Enrollment: Maximum of 15 students, minimum of 5 students

Sponsoring College: Primary Care College

Schedule: Various dates TBD throughout the year based on availability for lunchtime talks, clinics and community experiences, likely from late October 2015 through mid-March 2016

Location: CHS lecture halls and various clinics, mostly in the West LA area

Last Year’s Evaluations:

The course was well organized.

The learning goals or objectives were clear.

The grading policy was adequately explained.

The course director(s) was (were) appropriately responsive...

The materials presented/discussed were helpful to me in...

The course enhanced my interest in the subject matter.
WHAT EVERY MEDICAL STUDENT SHOULD KNOW ABOUT DRUGS, ALCOHOL, GAMBLING AND SEX

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

In this selective, medical students will learn more about addictive disorders than what is usually covered in core curriculums or clinical rotations. Various aspects of addictive disorders will be discussed including reviewing recent trends in addiction and learning about drugs of abuse and how they impact physical and mental health. We also discuss clinical cases and recent events in the news that deal with addictive disorders. Finally, field trips to residential treatment programs, psychiatric hospitals and other addiction treatment programs will be conducted.

Course Chair: Timothy Fong, M.D., Associate Professor of Psychiatry at the UCLA Neuropsychiatric Institute and Hospital. He is currently the director of the Addiction Medicine Clinic and is co-director of the UCLA Gambling Studies Program. He is also the UCLA Addiction Psychiatry Fellowship Director.

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

Enrollment: Maximum of 12 students, minimum of 2 students

Sponsoring College: Primary Care College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/14/2015

Location: LRC

Last Year’s Evaluations:

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<th>Evaluation</th>
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