2019-20 DGSOM Selectives

Fall Semester Selectives

- Anatomy and Dissection of Human Cadavers (MS2 ONLY, offered again in Spring)
- Caring for Diverse and Disadvantaged Populations
- Emergency Medicine Besides Rounds (offered again in Spring)
- End of Life Care: Medical, Psychosocial and Spiritual Approaches
- Improving Health with your Fork: A Nutrition and Cooking Course for you and your Patients
- Introduction to Social Medicine
- Introduction to Surgery (offered again in Spring)
- Multidisciplinary Approach to Global Health
- The Role of Medical Professionals in Promoting Immigrant and Human Rights
ANATOMY AND DISSECTION OF HUMAN CADAVERS

This course will consist of brief anatomy reviews and will focus on hands-on dissection techniques and related 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., James Lister Ph.D., Madhuri Wadehra, Ph.D. and other Anatomy faculty and staff, Department of Pathology and Laboratory Medicine at UCLA.

Format: Discussions and Lab Experience.

Enrollment: Open to 2nd year students only.

Sponsoring College: Applied Anatomy College

Schedule: 5 Monday afternoons, Session A starting September 16, 2019 (Start time will vary depending on MS2 class schedule: 1 PM on days without other afternoon sessions, 3:30 PM if there are conflicts).

Projected Schedule:
September 16, 23, 30, October 14, 21.
Projected schedule (4 sessions): January 13, 27, February 3, 10.
Location: 73-167 CHS
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 the Organization of the Health Care System for the Medically Indigent, Health Care Reform, Health Care Disparities and more. We have invited faculty from several disciplines to discuss 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 education curriculum. This selective is open to all students.

Objectives: Students will:

- Review major health policy issues pertaining to the health and health care of underserved communities.
- Introduce and provide an overview of the roles of the U.S. health care system, insurance, and government in health care delivery to the underserved.
- Describe the main health disparities of vulnerable populations.
- Describe the social determinants of health and its impact on health care delivery and treatment options.
- Describe key components of the systems based practice graduation competency.
- Develop a 2-page research question and rationale related to the care of underserved communities.

Course Format:

- 1-hour discussions conducted by physicians, students, and other faculty
- 20 to 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 interest that is relevant to underserved communities and that they consider relates to the ideas presented in discussions. Students will present a brief 2-page paper and discussion (5 minutes) of the topic of interest to them.

Course Chairs: Daphne Calmes, M.D., Associate Dean of Student Affairs, Charles R. Drew University, Ronald Edelstein, Ed.D. Dean of Academic Affairs, Charles R. Drew University, and Shanika Boyce, M.D, Assistant Professor, Department of Pediatrics, Charles R. Drew University.
Student Requirements: Students should have an interest in health policy for diverse communities. They are expected to attend each meeting, participate in the discussions, and complete a 2-page paper to pass the course.

Enrollment: Course is open to all students, but it is mandatory for 1st year CDU/UCLA Medical students

Sponsoring College: Urban Underserved College

Schedule: 3:30 – 5:30 p.m. Mondays, Session A starting 9/9/2019

Location: UCLA
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
EMERGENCY MEDICINE BEDSIDE ROUNDS SELECTIVE

Schedule: 4:00 – 6:00 pm, Mondays
7 Monday afternoons (9/9, 9/16, 9/23, 9/30, 10/14, 10/21, 10/28)

Location: Olive View-UCLA Medical Center, North Annex
End of Life Care: Meical, Psychosocial and Spiritual Approaches

This course explores issues related to end-of-life care: mechanisms for coping with death, legal and ethical issues, communication with dying patients and their families, and cultural differences in encounters with death. The course will be delivered via multiple methods, including: in class videos, group discussion, case study, clinical observation, and a final oral presentation. Although the main purpose of the course is to prepare students for helping terminally ill patients and their family to cope with the end of life, it is also anticipated that students will develop self-growth in the understanding of life and death through classroom discourses, self-reflections, and homework assignments.

Course Chair: Alan G. Robinson, M.D.

Learning Objectives:

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

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

Student Requirements:

Students are expected to lead group discussions, present relevant materials, and participate in class activities. Prior to coming to class students will complete the reading assignments and short reflective writing assignments (1-2 pages), which are due at noon Sunday night before the next session. The writing assignments should be submitted to the Gryphon End of Life Selective folder so everyone can read each other’s writings. All the course materials will be posted on Gryphon. The grading will be based on attendance, classroom engagement, timely homework completion, and an oral presentation.

Enrollment: Maximum Number of Students: 11 Minimum number of Students: 3

Schedule: 3:30PM-5:30PM Monday’s (9/9, 9/16, 9/23, 9/30, 10/14, 10/21, 10/28)
Improving Health with Your Fork: A Nutrition and Cooking Course for You and Your Patients

Course Description: Through hands-on cooking lessons, volunteering in a teaching kitchen located within a UCLA affiliated federally qualified health center, seminars, and skill-building activities, this selective will provide you with your own professional “toolkit” to better address the promotion of healthy eating and weight management across the life course. You will learn to provide effective nutrition counseling and care to patients while simultaneously enriching your own cooking and eating habits.

Learning Objectives:

1. Learn practical cooking skills and apply them to patient nutrition counseling and care

2. Describe practical, evidence-based, culturally sensitive and age appropriate strategies to promote healthy eating

3. Understand the principles and skills of patient-centered motivational interviewing in order to deliver effective counseling

4. Apply the principles of an asset-based community development strategy through engagement with a community teaching kitchen to promote family-level behavior changes related to nutrition

5. Identify determinants of healthy eating and weight using an ecological framework (i.e. individual and the microbiome, family and nutrition literacy, community and food swamps)

Course Chair: Alma Guerrero, M.D., MPH
Additional Teaching Faculty: Cambria Garell, M.D., Wendy Slusser, M.D. MS, Janet Leader, MPH, RD

Teaching Methods: Discussions, Problem-Based Learning, Service Learning

Enrollment: Maximum of 24 students, minimum of 10 students

Schedule: 3:30pm – 5:30 pm, Mondays, Fall starting 9/9/2019

Location: TBA
Introduction to Social Medicine

Social, economic, and political forces have significant bearing on the health and well-being of individuals and communities both locally and globally. For most physicians the link between the health and structural forces beyond the clinic walls such as discrimination, inequity, and injustice are clear. This connection explains how two individuals with the same disease in two different countries, or two neighborhoods of the same city, may experience vastly different health outcomes.

Despite this the majority of medical teaching and practice is heavily skewed toward the biomedical diagnosis, management, and treatment of disease with little emphasis on inequitable social and economic conditions that may underpin illness. The aim of this elective is to expose students to the field of social medicine, empowering future clinicians to engage with the social determinants of health as a part of their future practice.

This discussion-based course will introduce students to the concepts of structural violence and structural vulnerability along with their practical application to clinical practice. Lectures by local subject matter experts and patient advocates will highlight the intersection of structural forces, clinical practice, and patient health.

Course Chair: Shamsher Samra, MD. MPhil

Additional Teaching Faculty: Dennis Hshieh, M.D., JD, Jackie Shibata, M.D., Mohsen Saidinejad, M.D., Breena Taira, M.D., MPH, Todd Schneberk, M.D., MA

Learning Objectives:

Structural Violence and Vulnerability
Social Determinants of Health
Race, Class, and Health
Mass Incarceration
The Politics of Medicine
Medical Debt
Immigration
Education
Introduction to Social Medicine

The course will also introduce students to innovative local practices to address social determinants of health including:

Community Organizing and Advocacy
Medical Legal Partnerships
Harm Reduction for Deportees
Community Health Workers for Jail Reentry Populations
Language Justice Practices
Hospital Based Violence Intervention Programs

Student Requirements:

Students must submit a short statement of intent before the first session highlighting their interest in the course. This will help course leaders tailor course readings and discussion.

Enrollment: Maximum Number of Students: Open

Schedule: Monday’s 3:30PM-5:30PM Monday’s (9/9, 9/16, 9/23, 9/30, 10/14, 10/21, 10/28)
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., Christian de Virgilio, M.D., Dr. Nina M. Bowens, 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.

Dr. Bowens is an Assistant Professor in Surgery in the Division of Vascular Surgery. Her academic interests include aortic aneurysmal disease and critical limb ischemia.

**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 observership (emergency room and operating room)

**Enrollment:** Maximum of 12 students, minimum of 6 students

**Sponsoring College:** Applied Anatomy College

**Schedule:** 4:00 – 6:00 pm, Mondays, Fall starting 9/9/2019
Location: Harbor-UCLA Medical Center, Building 1 East, Conference Room; B4 Simulation Lab

Schedule for Fall 2019 semester: 9/9, 9/23, 9/30, 10/21, 11/4, 11/18, 11/25

Please note: This selective takes place at Harbor-UCLA so you will need to allow for travel time to the institution.
A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH at DGSOM: Fall 2019

This Global Health Selective is facilitated by the Global Health Program faculty and staff, as well as DGSOM medical students who participated in the selective the previous year. The selective is designed for first and second year medical students at any level of global health experience. 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, health care technology, utilization of media, and policy strategies to help address global health challenges. Students will gain a better understanding of how they can become involved in global health during medical school and throughout their future careers. The selective offers a unique opportunity to form meaningful relationships with global health faculty at UCLA, as well as fellow students interested in global health.

We are at an important time in global health, when the financial and ever-improving technical capacity exist 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 leaders in global health, we hope this selective will provide you with knowledge and tools to contribute to this convergence.

Student Requirements: Fall semester only, with mandatory attendance at a minimum of 8 out of 9 noon-time lectures, two small-group mentoring sessions, and 3 out of 4 evening events, including: World Health Night, 2 evening roundtables, and 1 film. Approximate time commitment is 20-25 hours.

Objectives: At the end of the course, participants should be able to:

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

Faculty Leadership: Course Director – Traci Wells, PhD
Interim Director, Global Health Program – Risa Hoffman, MD
Student (MS2) Leaders: Ameen Chaudry, Jessica Cranston, Kevin Ding, Sophie Tiene, and Joseph Tran
Teaching Methods: Lectures with discussion, small group mentoring, film, and roundtable discussions
Enrollment: No minimum or maximum number of students
Sponsoring College: Primary Care College
Schedule: All course events will begin September 2019 and continue through December 2019.
Location: Most events will take place in Geffen Hall, with the exception of World Health Night (Tamkin Auditorium, RRMC)
The Role of Medical Professionals in Promoting Immigrant- and Human Rights

Course Chair: Adam Richards, MD, Ph.D.

Course Description & Learning Objectives

Introduction

Faculty of the LA Human Rights Initiative (LAHRI) have organized a course to introduce medical students to the field of health and human rights, and how physicians and other health professionals can leverage powerful rights-based approaches to promote health, dignity and justice, with a particular emphasis on the rights of asylum seekers and other immigrants exposed to violence and persecution. Pedagogical approaches include critical group discussions of key topics in health and human rights, case studies and in class videos. This course complements LAHRI’s other activities, such as the fall forensic training, and forensic evaluations of asylum seekers (see below in optional activities section); however, the class-based material stands on its own, and participation in other LAHRI activities is not required to pass the Selective.

Student Requirements

Student teams will lead critical discussions of key topics related to immigrant- and human rights. Each session will include a critical appraisal of a seminal article in the field; a case-based discussion guided by core faculty and a guest expert; and a call to action. Initial discussions will provide a foundation in the history and evolution of the field of health and human rights; and introduce key methods in health and human rights documentation, such as forensic evaluations of asylum seekers; case record reviews of individuals in immigration detention; policy analysis; and epidemiologic studies to quantify the impact of human rights violations on health of migrants. Later sessions touch on health and human rights issues in non-migrant populations, and highlight how rights-based approaches provide powerful lens to
The Role of Medical Professionals in Promoting Immigrant-and Human Rights

understand and ameliorate the social determinants of health (such as housing, education, work and nutrition). Discussions will draw on the knowledge and experience of invited guests from a range of disciplines (eg law, public health, policy and advocacy, immigrant medicine, and planned parenthood) who have promoted the rights of survivors of a range of human rights abuses (eg human trafficking, torture, sexual violence etc). Each session will provide concrete examples of how physicians and other health professionals can advocate to promote human rights and health. Most group discussions will take place from 3:30-5:30 on Mondays; several may take place over lunch or dinner hours, depending on the schedule of invited guests. In order to pass the Selective students must summarize and co-lead a discussion of at least one article; and must attend at least six of eight sessions overall. Approximate time commitment is 16-20 hours during the fall semester.

Objectives: At the end of the course, participants should:
- Understand the origins of the field of health human rights, the and the strengths and limitations of its application in the US
- Gain familiarity with methodolical approaches to health and human rights, from service and research to teaching and advocacy
- Understand US immigration policy and its implications for health
- Articulate how health professionals can apply these methods to promote health and rights for survivors of human rights violations in their home countries, and in the United States
- Gain familiarity with trauma-informed care, and specific tools to address issues commonly encountered during forensic or clinical encounters with victims of trauma and abuse (eg gaps in memory and recall; dissociation etc)
- Cultivate a vision to apply rights-based approaches in their own careers in medicine and society
The Role of Medical Professionals in Promoting Immigrant- and Human Rights

- Forge relationships with fellow students, faculty and guest experts for mentorship and support throughout students’ careers
- Foster understanding of interdisciplinary partnerships and its role when caring for vulnerable populations
- Strengthen student understanding of the role of ethics when it comes to working with underserved, undocumented populations

Optional Activities

Forensic Medical Evaluation Training: as part of the Asylum Network of Physicians for Human Rights, each fall LAHRI organizes a Forensic Medical Evaluation Training that covers the basics of asylum law and forensic medical evaluations and provides the accreditation required to perform forensic evaluations. The day-long training consists of lectures given by experts in physical and psychological evaluations of victims of abuse, along with small group sessions where participants will be able to obtain more detailed training in an area of their choice (pediatrics/children, internal medicine/adults, gynecologic evaluations, etc). The training will take place on September 28, 2019 and will last approximately 5 hours. At the end of the training, each student can register as a student volunteer of LAHRI, which will put them on the mailing list for incoming asylum cases. This practical training is optional for students in the Selective.

Forensic Medical Evaluations: Student who attend the forensic training will be eligible to shadow a forensic evaluation and to draft a legal document (affidavit) summarizing the findings for clients who have experienced abuse or persecution related to race, religion, nationality, political opinion, or membership in a particular social group (domestic abuse, gang-related violence, LGBTQ). The affidavit becomes part of the client’s case for asylum or other legal residency status (eg T-visa, for survivors of human trafficking). Cases that include a forensic evaluation are associated with a grant rate (successful asylum claim) nearly twice the grant rate of cases that do not include a forensic evaluation. Students who do not attend the
The Role of Medical Professionals in Promoting Immigrant- and Human Rights

forensic training may be able to observe a case through a two-way mirror (with the consent of all parties).

**LAHRI listerve:** Selective students will be encouraged to join the email listerserve for the LA Human Rights Initiative, to receive information about forensic medical evaluations, research projects, field visits, advocacy opportunities and other activities that apply methods and approaches discussed in the class.

**Enrollment:** Maximum Number of Students: 25  Minimum number of Students: 5
**Schedule:** 3:30PM-5:30PM Monday’s (9/9, 9/16, 9/23, 9/30, 10/14, 10/21, 10/28)