2020 Fall Selectives

- Bioethics
- Caring for Diverse and Disadvantaged Populations
- 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)
- Mobile Clinic Project
- Multidisciplinary Approach to Global Health
- Student Run Homeless Clinic
- What Every Medical Student should know about Drugs, Alcohol, Gambling and Sex
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? What are possible career paths in ethics for physicians?

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 lunch talks 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 several talks per semester. There will also be 1 workshop per semester. Being in the bioethics selective also allows students to attend the Clinical Ethics Rounds as well as the monthly Ethics Committee at Ronald Reagan Hospital.

**Learning Objectives:**

- Critically analyze ethical cases you are likely to encounter as a physician
- Describe the history and field of bioethics, especially in the U.S.
- Explain the role of a hospital ethics committee and get to know the UCLA ethics community

**Course Chairs:** Clarence Braddock III, M.D., MPH, MACP, Neil Wenger, M.D., MPH and Ashley Feinsinger, Ph.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.

Dr. Feinsinger is an Adjunct Assistant Professor in DGSOM and Visiting Faculty in the Department of Philosophy at UCLA. Her work focus on clinical ethics, research ethics, philosophy of medicine, and philosophy of language and communication. She teaches courses on working with vulnerable populations, the nature of the patient-physician relationship, concepts of health and disease, disability ethics, paternalism, and autonomy

**Student Requirements:** 5 lunch talks per year, with 1 evening workshop each semester. One short case write up required. Accommodations can be made for scheduling conflicts with lunch talks. Students are highly encouraged to participate in the ethics rounds and Ethics Committee at Ronald Reagan.

**Enrollment:** Maximum of 20 students, Minimum of 10 students.

**Schedule:** Dates throughout the school year. talks on select Tuesdays, Wednesdays, and Thursdays. Evening workshops and possible shadowing opportunities throughout the year

**Location:** Virtual Experience
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 discussions using a virtual format. 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

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 9/14/2020
Location: Virtual Platform
End of Life Care: Medical, Psychosocial and Spiritual Approaches

This course explores issues related to end-of-life care, including: living well in aging, mechanisms for coping with death, legal and ethical issues, communication with dying patients and their families, and cultural differences in encounters with death. Each session will consist of a reading assignment and for 4 sessions submission of a reflective writing assignment (1-2 pages). A video will be presented in each session to begin the classroom discussion. Although the main purpose of the course is to prepare you for helping terminally ill patients, it is anticipated that you will also develop self-growth in the understanding of life and death.

Course Contact: Brandon Koretz, MD, MBA -bkoretz@mednt.ucla.edu

Course Instructors: Delia Cortez, L.C.S.W., Daniel Karlin, M.D., Brandon Koretz, MD, MBA, and Lindsay Minter, L.C.S.W

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;
End of Life Care: Medical, Psychosocial and Spiritual Approaches

- Interpret cultural differences in philosophy and rituals of death.

**Student Requirements:** You are expected to participate actively in group discussions, present relevant materials, and submit written assignments. Prior to coming to class you will complete the reading assignments for the upcoming session as shown in the following schedule. The writing assignments of 1-2 pages are due at noon Sunday the day before the next class session. The assignments should be submitted to the Gryphon End-of-Life Care Selective folder so you can read each other’s writings before class. 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

**Time:** 4:00 pm- 6:00 pm

**Schedule:** (1) 9/14/2020; (2) 9/21/2020; (3) **9/29/2020**; (4) 10/12/2020; (5) 10/19/2020; (6) 10/26/2020; (7) 11/2/2020
Improving Health with Your Fork: A Nutrition and Cooking Course for You and Your Patients

Course Description: 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. Through virtual cooking lessons, volunteering virtually with teaching kitchen located within a UCLA affiliated federally qualified health center, on-line seminars, and skill-building activities you will have the opportunity to develop a set of “tools” that will be critical to provide effective counseling and care to patients, while simultaneously enriching your 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 100 students, minimum of 10 students

Schedule: 4:00pm – 6:00 pm, Tuesday’s, Fall starting 9/15/2020, 9/22/2020, 9/29/2020, 10/13/2020, 10/20/2020, 10/27/2020, 11/3/2020

Location: Virtual Platform
Introduction to Structural Competence
and Social Medicine

Social, economic, and political forces have significant bearing on the health and well-being of individuals and communities both locally and globally. The link between the health and structural forces beyond the clinic walls such as structural racism, 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, 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. Cross cutting themes that will be discussed in relationship to each of the topics include structural racism and opportunities for advocacy.

Course Chair: Shamsher Samra, MD. MPhil

Additional Teaching Faculty: Hemang Acharya, MD, Annette Decker, MD, Hannah Janeway, MD, Kian Preston Suni, MD, Dennis Hshieh, M.D., JD, Breena Taira, M.D., MPH

Subject Matter will include

Structural Violence and Vulnerability
Social Determinants of Health
Race, Class, and Health
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: 10

**Schedule:** Monday’s 3:30PM-5:30PM Monday’s 9/14/2020, 9/21/2020, 9/28/2020, 10/12/2020, 10/19/2020, 10/26/2020, 11/2/2020
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., Dr. Amy Yetasook, 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. Yetasook is and Assistant Professor of Surgery in General and Bariatric Surgery
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, Spring starts

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

**Schedule for the Fall 2020 Semester:** 9/14, 9/21, 9/29, 10/19, 10/26, 11/2 (Additional Date to be added as well)

Please note: This selective takes place at Harbor-UCLA so you will need to allow for travel time to the institution.
Mobile Clinic Project at UCLA

Course Chair:
Denise Garvey, M.D.

Course Description:
This longitudinal selective course is a service-learning course designed for students to learn about health needs and social services from a community health perspective, drawing on other related academic and professional disciplines. Material will be focused on the range of barriers that affect individuals experiencing homelessness, primarily in the local context of Los Angeles, and the role(s) of providers/resources. The course uses a community-based service learning strategy to enhance knowledge of concepts covered in class, wherein students will function as medical student volunteers for the Mobile Clinic Project at UCLA in addition to attending seminar sessions.

Student Learning Goals: Students will learn about health and social service needs of disadvantaged and unhoused individuals, and about community health strategies often used to approach health disparities. To function as medical student volunteers, students will learn about health and safety issues related to direct service, how to conduct a client-centered medical history that captures the complexities of navigating the healthcare barriers of being unhoused in Los Angeles. Lastly, students will participate in reflection exercises of their Mobile Clinic experience, through literature, group discussions and written reflection(s).

Definition of Service Learning: Service learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993 (Corporation for National Service, Learn and Serve). Service learning is:

» A method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities.
**Project Description: Mobile Clinic Project at UCLA**
(http://www.mobileclinicproject.org)
The Mobile Clinic Project at UCLA is a student organized multisite program that provides health and social services to unhoused and disadvantaged individuals in Los Angeles. UCLA has partnered with HFC (the Hollywood Food Coalition) and OPCC (Ocean Park Community Center) to provide services alongside warm meals, maximizing convenience for clients with various unmet, basic needs. The medical students are responsible for interviewing patients, performing targeted physical exams, and writing an assessment and plan. This interdisciplinary project engages medical students in service through the interviewing of clients, performing targeted physical exams, and writing an assessment and plan. All medical care to be directly supervised and an exam performed by the attending with review of all medical student notes, which are to be cosigned on site by the attending. Residents and fellows may also participate in the training of the students, patient exams and review of notes. The medical students primarily are 1st and 2nd year students with optional 3rd and 4th year students.
Mobile Clinic Project (continued)

Student Requirements:

A. Service Hours

1. Clinics: selective students will be responsible for volunteering at 5 clinics over the course of the year. We strongly encourage completing 2 of these visits during the Fall Semester.
   ○ Hollywood – Wed. 6-9pm, carpool google sheet will be sent with weekly clinic roster and are expected to leave Westwood by 5pm.
   ○ OPCC (Ocean Park Community Center) – 1st & 3rd Sat. each month, 8:30am-12pm.
   ○ Due to COVID-19 our only operating site location for fall semester is our Hollywood location.

2. Serving Food with HFC: selective students will be responsible for volunteering at 1 food serving shift which includes setup and clean-up, as well as supporting other serving volunteers on a designated night from 6-8 pm.

B. Educational Component

1. Seminar Sessions: selective students will attend a minimum of 4 seminar lectures over the course of the year. Students will be expected to engage in discussion of lecture material and with guest lecturers.

2. Training: participate in all EMR and clinic training sessions.

C. Required Readings/Materials:

1. Required readings corresponding to the seminar topic are central to active engagement. Sometimes this will include podcasts, videos, etc. All students should be familiar with the material.

   ○ Book is required if student choose to have their final submission be Written Reflection
Mobile Clinic Project (continued)

D. Final Submission (Option 1 or 2)

1. Written Reflection: students will be asked to submit a written reflection as their final submission for this course. Selective students who choose this option, will actively engage with the book, Stories from the shadows: Reflections of a street doctor through a minimum of 2 reflection groups with the undergraduate volunteers of the Mobile Clinic Project at UCLA.

This reflection may cover any one or combination of the following-

- Describe a barrier that you encountered or observed at Mobile Clinic. Why do you think this barrier exists? How was it overcome, or if it wasn’t, describe why the barrier remains and what larger controls might affect it.
- Connect one of our seminar speaker’s topics to something you have experienced or observed at clinic. How will you use this information in your future work as a medical student volunteer with Mobile Clinic and/or as a future physician?
- How is Mobile Clinic currently addressing a topic(s) presented throughout the year? Do we ensure we are client-centered in this approach? How could this be improved on? How could we better involve clients in solutions?
2. **Quality Improvement Project:** Selective students who choose this option should complete one small project with the help of medical student coordinators in order to improve the clinic experience. This project can include a site visit, EMR project, assisting in organizing flow of the clinic, a service improvement in clinic or client needs, participating in the Companion Care program, a needs assessment, or donor projects. This can be done in concert with the other nonmedical students as a group project.

**Enrollment:** Maximum Number of Students 12.

**Schedule:** Various clinic days and seminar sessions. The first lecture session will most likely occur during mid-October. A finalized schedule and syllabus will be sent to students in the selective at a later date.
A Multidisciplinary approach to global health at DGSOM: Fall 2020

This Global Health Selective is facilitated by faculty and staff from DGSOM’s Global Health Program (GHP), as well as DGSOM medical students who applied for leadership roles after participating in the Selective last year. Due to COVID-19, all Selective events will be held virtually this year. Now more than ever, we look forward to rich discussions around the pressing health challenges facing the world today — both overseas and here in Los Angeles.

The Selective is designed for first year medical students with a variety of backgrounds; no prior exposure to global health is required. This course serves as an opportunity for students to (1) learn about multidisciplinary issues in global health, including applications of global healthy equity with local relevance, and (2) engage with UCLA faculty from across schools who are performing innovative and compelling global health work. Leaders from diverse disciplines speak to students on a variety of global health topics, such as ethics in conducting global health clinical practice and research; infectious diseases, including HIV/AIDS and emerging diseases like COVID-19; non-communicable diseases and the double burden of communicable and non-communicable diseases in global and local underserved settings; women’s, children’s, and reproductive health; gender and racial equity; global surgical needs; health and human rights; health care infrastructure and technology; and policy strategies to help address global health challenges. The Selective offers a unique opportunity to form meaningful relationships with global health faculty, who may become important colleagues and/or mentors for future longitudinal global health activities while at DGSOM. It also allows students to gain a better understanding on how to build a career in global health.

Student requirements: Fall semester only, with attendance at 7 lunch lectures, 2 mandatory small-group discussions on a specific topic, and 3 evening events, including: World Health Night and 2 evening roundtables. Two absences are permitted, (one lunch lecture and one evening event) and additional “bonus” attendance opportunities will be offered to assist students in meeting the minimum attendance requirements. We encourage students to attend and participate actively in as many Selective activities as possible! The 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 in an ethical manner
- Understand the concerns and needs of medically underserved populations
- Examine health and disease from a cross-cultural perspective
- Assume leadership roles in addressing global health issues as students and future physicians
- Form relationships with UCLA global health faculty to allow for mentorship for future projects and throughout a career in medicine

Faculty leadership:
Selective Course Chair – Hijab Zubairi, MD
Course Co-Chair – Traci Wells, PhD
Director, Global Health Program – Risa Hoffman, MD, MPH

Supporting staff:
GHP Administrative Specialist – Vijeta Vaswani, MPH
MS2 student leaders:  Janet Adeola, Will Belshe, Angela Bi, Ryan Elliott, and Fiona Obiezu
GHP website:  http://www.worldhealth.med.ucla.edu
Teaching methods:  Cross-disciplinary guest lectures, small-group discussions, and interactive panel and/or roundtable discussions
Enrollment:  No minimum or maximum number of students
Sponsoring college:  Primary Care College
Schedule:  All course events will begin in September, 2020 and finish in early December, 2020
Location:  All events to take place virtually via Zoom
STUDENT RUN HOMELESS CLINICS SELECTIVE

2020-2021

Students participate in this longitudinal student-run free clinic to provide basic health services and education to people who are homeless at various shelters and street sites throughout the LA area. This has been a well-loved early authentic clinical experience for many years. In addition, the students will gain an understanding of the social and health challenges faced by people who are homeless. Working with faculty volunteers and senior medical students from the David Geffen School of Medicine at UCLA, the students will learn patient interviewing, basic physical examination and assessment skills, vaccine administration, development of treatment plans, case presentation, documentation and clinical outreach management. Clinics occur weekly, and participation in a minimum of 6 during the academic year is required. Additionally, several noon-time lectures are offered to address social and medical issues confronted by the urban poor and homeless (attendance at 3 lectures is required). The students will also meet twice during the year for group reflection on this community service learning experience. Selective students often choose to remain active with the Student Run Homeless Clinics in managerial positions as Chiefs throughout medical school. Academic credit is granted through 200-level SRHC Family Medicine Electives. The Selective is open to all MS1 and MS2.

Course Chair: Mary Marfisee, MD, MPH, is a faculty member in the Department of Family Medicine. She has taught this Selective for the past several years and is a National Advisor to the Society of Student Run Free Clinics.

Course Coordinator: Barbara Zolkin, Dept of Family Medicine

Student Requirements: Must attend the Orientation session; participation in a minimum of 6 clinics; attend a minimum of 3 noon-time lectures; and attend 2 scheduled reflection sessions with fellow SRHC students and the Course Chair.
Teaching Methods: Clinical Experience and Reflection

Enrollment: Maximum of 25 students

Sponsoring College: Primary Care College

Schedule: To be arranged on an individual basis; students sign-up for clinics of their choice throughout the year on the SRHC website: http://www.signupgenius.com/go/5080f4fa8ad2da4f58-srhc

- Login and passwords will be set once the student registers for the Selective. A mandatory Orientation will be scheduled early in the Fall. Clinics are held throughout the year on the 2nd and 4th Saturday mornings of each month at the Santa Monica Shelter--- “Samoshel;” several evenings each month at local shelters including Los Angeles Homeless Services Authority (LAHSA) sites and Pathways to Home Emergency Shelter; early morning street outreach clinics with LA City Mobile Hygiene Units. Noon-time lectures and discussions are scheduled on weekdays throughout the school year. The two group reflection sessions will be scheduled in the evenings, in January and March. The course requirements must be completed by March 31.
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, persons with addictive disorders are stigmatized and blamed for their conditions but in reality, the majority improve comparable to those with other medical disorders such as diabetes and hypertension.

In this selective, medical students will learn about the clinical, social and historical impact of addictive disorders. Current trends in addiction such as the opioid epidemic, the impact of legalizing marijuana and understanding when a behavior (like eating, gambling or using the Internet) becomes an addiction will be reviewed using case examples and interactive learning tools. We will also discuss current social and political events in the news that involve addictive disorders. Finally, possible field trips to residential treatment programs, marijuana dispensaries and other addiction-relevant places will be conducted (possible change depending on covid restrictions)

Course Chair: Timothy Fong, M.D., Professor of Psychiatry at the UCLA Neuropsychiatric Institute and Hospital. He is currently the director of the Addiction Psychiatry Fellowship and is co-director of the UCLA Gambling Studies Program. He is also a founding faculty member of the UCLA Cannabis Research Initiative.

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

Enrollment: Maximum of 12 students, minimum of 2 students

Schedule: 3:30 p.m. – 5:30 p.m.

Dates: 9/14, 9/21, 9/28, 10/12, 10/19, 10/26, 11/2

Location: Online Virtual Learning Experience