2019 Spring DGSOM Selectives

- Anatomy, Radiology and You!
- Emergency Medicine Besides Rounds *(Only offered to MS1’s in Spring)*
- Hematologic Oncology and Bone Marrow Transplant
- Integrative East-West Medicine
- Introduction to Surgery
- Procedures in Emergency Medicine
- Sugar, Stress, Sex and Society: The Determinants of Children’s Health (Potential Course Description Change)
- The Healer’s Art
- What Every Medical Student Should Know About Drugs, Alcohol, Gambling and Sex
ANATOMY, RADIOLOGY AND YOU!

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 discussions led by Dr. Zucker on the various radiological modalities such as 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 as well as unusual interesting clinical problems, with radiological correlation.

Course Chairs: Teaching faculty: Michael I. Zucker, M.D. (“dr Z”); Administrative faculty: 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: None.

Student Requirements: Case presentation

Enrollment: Maximum of 12 students, Minimum of 6 students. Open to 1st year students only.

Sponsoring College: Applied Anatomy College

Schedule:
Jan. 7, Jan 28, Feb 4, Feb 11 and March 4 (sessions will be of 2 hours and 45 minutes and will be scheduled in the afternoon around block activities).

Location: 73-167A CHS
EMERGENCY MEDICINE BEDSIDE ROUNDS SELECTIVE

(Spring open to MS1 ONLY)

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 B starting 1/7/2019
7 Monday afternoons 1/7, 1/21, 1/28, 2/4, 2/11, 3/4, 3/18

Location: Olive View-UCLA Medical Center, North Annex
THE HEALER’S ART

The Healer’s Art is an experiential course that is designed to support and reinforce our medical students’ (and faculty members’) deepest values and wholeness throughout medical school and for the rest of their careers. The course supports and fortifies each students’ humanism and what called them to medicine: the wish to genuinely connect with and care for patients.

The course is comprised of five sessions in which medical students learn alongside the faculty, many of whom have been formally recognized for their humanism and mentorship, and who bring perspective from across a variety of specialties.

All first gather in a large group setting where faculty share their professional and personal experiences in medicine centered on themes that are specifically helpful for medical students at this stage of their journeys. Students and faculty are guided through reflective exercises and then break into small groups to gain a deeper appreciation of how mysterious, at-times difficult, and awe-inspiring this practice of medicine can be, and how they can authentically find and sustain fulfillment in what gives them meaning in medicine.

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

• Identify and activate methods to preserve and strengthen their humanism
• Demonstrate how to listen generously and compassionately
• Describe the effects of being listened to generously and compassionately
• Describe effective and ineffective responses to grief and loss
• Recognize and welcome instances of awe and wonder in medicine
• Articulate and strengthen a personal commitment to medicine as their life’s work
• Create supportive relationships with other students and faculty

Course Chairs: Iljie Fitzgerald, M.D., M.S., Assistant Clinical Professor of Psychiatry and Biobehavioral Sciences and Assistant Dean for Student Affairs

Supporting Faculty: Christopher Benitez, M.D., Rachel Brook, M.D., Christina Harris, M.D., Kate Perkins, M.D., Ph.D., other TBD

Teaching Methods: Discussion

Enrollment: Maximum of 24 students.

Sponsoring College: Primary Care College
Schedule: 5:30 – 8:30 p.m. on Five Wednesday evenings in Session B: January 9, January 23, January 30, February 13, and March 6

Location: TBD in Geffen Hall
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 (open to all students but recommended for MS2’s)

Sponsoring College: Academic Medicine College

Schedule: 3:30 – 5:30 p.m. Mondays, starting 1/7/2019

Location: TBS
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: Katie Hu, M.D., Center for East-West Medicine, Assistant Clinical Professor
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 15 students, minimum of 6 students

Sponsoring College: Primary Care College

Schedule: 4:00 – 6:00, Mondays, starting 1/7/2019
Location:  UCLA Center for East-West Medicine, 2336 Santa Monica Blvd., Suite 301, Santa Monica,  www.cewm.med.ucla.edu/
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 gowned and gloved 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, Spring starts 1/7/2018
Location: Harbor-UCLA Medical Center, Building 1 East, Conference Room; B4 Simulation Lab


Please note: This selective takes place at Harbor-UCLA so you will need to allow for travel time to the institution.
**Procedures in Emergency Medicine**

It is important for medical students to understand the scientific basis of medicine which includes knowledge of normal anatomy, function of the major organ systems and the understanding of etiology and pathogenesis of disease.

Physicians must be skilled in performing procedures necessary for the treatment of their patients for which they have obtained training.

Medical students are frequently called upon to perform procedures during their clinical years as they rotate through various medical and surgical services. Students require an in-depth review of important procedures prior to embarking on this duty.

The goal of this selective is to introduce and medical students to important and life-saving procedures in emergency medicine using case studies. Students will spend a total of seven sessions examining case studies, developing treatment plans, learning about the indications for several procedures and most importantly, hands-on performance of different procedures in emergency medicine.

**Learning objective:**

1. Obtain a brief but accurate medical history with an organ-specific examination including mental status determination
2. Use of case studies to recognize life-threatening cardiac, pulmonary or neurologic conditions that require emergent procedures for initial stabilization
3. Advance knowledge on indications for important emergency medicine procedures
4. Learn the materials needed to perform procedures such as lumbar puncture, suturing, incision and drainage, splinting, thoracentesis and paracentesis.

**Course Chair:** Carol Lee, M.D. and Kwame Donkor, M.D.

Additional Faculty involved: Additional faculty from Division of Emergency Medicine at West Los Angeles Veteran Affairs: Neil Patel, M.D., Miguel Lemus, M.D., Lisa Zhao, M.D., Zahir Basari, M.D., Tom Blair M.D., Manuel Celedon M.D.
Student Requirements: proper attire

Teaching Methods: Clinical Experience

Enrollment: Maximum of 24 students

Sponsoring College: Acute care college

Schedule: Starting January 7, 2019

Location: West Los Angeles VA, building 500 room 3220
Sugar, Stress, Sex, and Society: The Determinants of Children’s Health

When you think about the life of a Pediatrician, you may envision a revolving door of children with only coughs, colds, and rashes. Don’t say that to Dr. Mona Hanna-Attisha, the general pediatrician who uncovered the lead poisoning crisis in Flint, Michigan. By understanding what can truly impact the health of children, she perhaps saved generations from profound intellectual and socioeconomic disability. A child’s well-being depends not only upon the medical care they receive, but also their social environments. Pediatricians such as Dr. Hanna-Attisha therefore play a vital role in alleviating the negative impact of these factors on children’s health, both in the exam room and the community. In this selective, we encourage you to become active participants in these patients’ communities, learn about what affects their health, and ponder the ways to heal the next generation of at-risk children.

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.
Sugar, Stress, Sex, and Society: The Determinants of Children’s Health
(continued)

4. Synthesize your experiences and observations, via reflection and discussion, in order to inform your approach to healthcare as a future physician.

**Course Chairs:** Christine Thang, M.D., is a Chief Resident in Pediatrics at UCLA and a graduate of the David Geffen School of Medicine. His interests are in General Pediatrics, Medical Education, and Clinical Informatics.

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

**Medical Student Coordinator:**

**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, tentative start date of Monday January 7th

**Location:** CHS lecture halls and various clinics, mostly in the West LA area
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, field trips to residential treatment programs, marijuana dispensaries and other addiction-relevant places will be conducted.

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, 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-Spring Semester to start 1/7/2019

Location: Geffen Hall