**Inquiry Curriculum**

**Immersion Mini-Course Digest & Proposal Worksheet**

INQUIRY IMMERSION OVERVIEW

The goal for Inquiry Immersion and the interprofessional Mini-Courses is to help first year students in the healthcare professions shift their conception of medicine as a series of facts to a vision of medical practice as consistent engagement with an ever-evolving and imperfect body of knowledge. Focused Mini-Courses offer students the chance to take a deep dive into a controversy or dilemma and explore the boundaries of existing research and scholarship with expert researchers.

View [Previous Courses List](#CourseList) and [Sample Overviews](#Overviews)

**LINK to [Course Proposal Form](https://app.smartsheet.com/b/form/95661800b1db4dabae63671f9d3f8df7)**

MINI-COURSE ELEMENTS

* First two weeks of January, after Winter Break.
* 12 hours of in-person class time, location and duration of class at faculty discretion, mainly after 1:00pm, spread over 2-4 days/week.
* 4-12 students from School of Medicine and School of Pharmacy.
* Students choose their preferred Mini-Course from a “menu” of options using course summaries and titles – not schedules and speakers – to guide their choices.
* Students receive no homework assignments during Inquiry Immersion except readings.
* Students present a group capstone at the Showcase as the culmination of their Immersion Mini-Course. Capstone format is selected by the faculty leader.

FACULTY BENEFITS, DEVELOPMENT AND SUPPORT

* Faculty design and lead a new course on a healthcare topic both they and their students are passionate about.
* Get to know a group of students well, develop new collaborations and recruit for future projects mentees.
* Credit towards promotions/advancements.
* Inquiry Staff administratively support Mini-Courses, publish CLE/iRocket course website, generate attendance rosters, and triage student questions.
* Learn new small group teaching skills.

**Interested in proposing a Mini-Course course?** [**Complete the proposal form**](https://app.smartsheet.com/b/form/95661800b1db4dabae63671f9d3f8df7) **by June 1st 2020.** Inquiry Immersion faculty will review and provide feedback prior to final approvals in July 2020. Questions and requests for additional guidance can be directed to Inquiry@ucsf.edu.

**Students rank their Mini-Course preferences in September based upon the title and overview submitted in the Proposal Form below. Following this step, rosters are generated and therefore courses will not be fully confirmed until October.**

TIMELINE FOR PLANNING

June 1st                       Deadline to submit 2020 course proposal with offering dates

August          Student selection and ranking site opens

October              Notification of your course roster and schedule

October Participate in Mini-Course Leader Training Session

November               Course readings due for student CLE course website

December 14th Last week to make changes to Mini-Course CLE before holidays

**January 4-14th Inquiry Immersion 2020**

January 14th                 Inquiry Immersion Showcase

MINI-COURSES 2017-2019

**ACADEMIC HEALTH AND HEALTH REFORM:** How are recent health care reforms impacting UC Health?

 - John Stobo, MD, Garen Corbett

**AGING**: Can the aging process be reversed?

 - Saul Villeda, PhD

**AID IN DYING:** How do you want to die? Attitudes and Ethics Surrounding Physician Aid in Dying

 - Elizabeth Dzeng, MD, PhD, MPH

**ALZHEIMER'S:** Why and how do neurons die in dementia and what can we do about it?

 - Panos Theofilas, PhD

**E-CIGARETTES:** What should you tell patients and providers about e-cigarettes?

 - Stanton Glantz, PhD

**E.H.R:** Are EHRs destined to drive physicians away from medicine?

 - Shobha Sadasivaiah, MD, MHP

**GENDER AND DISEASE:** If Diseases are “Sexist” do we have to be?

 - Dena Dubal, MD, PhD

**GERIATRICS:** Does Medicare have cognitive impairment when it comes to caring for patients with dementia?

 - Jessica Eng, MD, MS

**MENTAL ILLNESS:** Mental Illness and Dangerousness: Fact or Stigma?

 - Mikel Matto, Alissa Peterson

**MICROBIOME:** Can the Gut Microbiome Be Harnessed to Facilitate the Goal of Personalized Medicine?

 - Susan Lynch, PhD

**MINDFULNESS MEDICINE:** Can mindfulness decrease stress and improve performance in medicine?

 - Carter Lebares

**NEXT GEN SEQUENCING:** How do we use Next Generation Sequencing in the clinical setting?

 - Eric Chow, PhD

**PRECISION MED DISPARITIES:** How will precision medicine affect health disparities?

 - Kirsten Bibbins-Domingo, PhD, MD, MAS

**SLEEP:** Is sleep a critical pathway to health? If so, why do medical providers ignore it?

 - Aric Prather, PhD

**VIOLENCE AND TRAUMA:** Can physicians help prevent multiple forms of violence simultaneously?

 - Leigh Kimberg, MD

**VULNERABLE POPULATIONS:** Is it right for students to participate in care of the undeserved globally and locally?

 - Rochelle Dicker, MD, Sharad Jain, MD - Rachel Brim, MD

**ZIKA:** How can we control the Zika virus epidemic?

 - George Rutherford, MD

**CANCER:** How can we use the immune system to treat cancer?

 - Peter Sayre MD, Ph.D.

**CLIMATE:** What should physicians know and do about climate change, sustainability and health?

 - Thomas B. Newman, MD. MPH

**COSMETIC PSYCHIATRY:** What if you could boost your brainpower and ace the exam?

 - David Elkin, MD, MSL & Tobias Marton, MD, PhD

**DRUG PRICING:** What should sovaldi cost?

 - Ari Hoffman, MD

**FOUNTAIN OF YOUTH:** Can We Turn Fiction into Reality?

 - Hao Li, Ph.D.

**GERIATRICS:** Who's taking care of mom? Making the case for medical-legal partnerships

 - Jessica Eng, MD MS

**HERO PHYSICIAN:** Can doctors be well-trained and well-rested?

 - Glenn Rosenbluth, MD & Irina Era Kryzhanovskaya, MD

**MARIJUANA:** Is it medicine yet?

 - Donald I. Abrams, MD

**MINDFULNESS:** Can mindfulness decrease stress and improve performance in medicine?

 - Esme Shaller, Ph.D.

**MS:** Why don't monkeys get multiple sclerosis?

 - Riley Bove, MD

**PUBLIC POLICY:** Should marijuana be advertised on the MUNI?

 - Stanton Glantz, PhD

**SEQUENCING:** How do we use next generation sequencing in the clinical setting?

 - Eric Chow, Ph.D.

**VIOLENCE:** Can physicians help prevent multiple forms of violence simultaneously?

 - Leigh Kimberg, MD

**BIOENGINEERING:** Can we recreate the function of organs using nanotechnology?

 - Tejal Desai & Shuvo Roy

**ENTREPENEURSHIP:** I have a great idea for a product, service, or business that will change health care. Now what do I do? - Kevin Rodondi

**GENE & CELL THERAPIES:** A New Pillar of Medicine?

 - Theodore Roth & Alexander Marson

**GENOMIC TESTING:** To Sequence or Not to Sequence? Are We Ready for Universal Genomic Sequencing in 2019? - Kathy Hyland, PhD & Shannon Rego, PhD

**HEALTH ECONOMICS:** Should all FDA-approved medications be covered by health insurance plans in the US?

 - Rosa Rodriguez-Monguio

**HEALTH POLICY:** How are recent health care reforms impacting UC Health?

 - John Stobo, MD & Garen Corbett

**HOUSING FOR OLDER ADULTS:** Is there such a thing as Housing-Sensitive Conditions?

 - Anne Fabiny, MD

**INTEGRATIVE MEDICINE:** How can integrative medicine address the need for non-pharmacologic pain management options?

 - Shelley Adler, PhD & Anand Dhruva, MD

**LGBTQ HEALTH:** Of Mice, Men and Women - Do Sex and Gender Matter in Research and Clinical Care?

 - Marcus Ferrone

**MALARIA:** Control or Elimination?

* Phil Rosenthal, MD

**NUCLEIC ACID THERAPIES:** A route to personalized medicines?

 - Frank Szoka

**OPIOID CRISIS:** Can We Respond Humanely to the Opioid Crisis?

 - Phil Coffin

**PARASITIC DISEASES:** Why are parasites so successful?

 - Judy Sakanari

**PERSONALIZED MEDICINE:** What’s the cutting-edge of cancer therapeutics using genomic sequencing?

 - Theodore Goldstein, MD & Phil Febbo, MD

**PRECISION MEDICINE:** Will Precision Medicine Revolutionize Health Care? The Looming Impact on Clinical Practice, Access to Care, Societal Costs, and Patient Outcomes

* Kathryn Phillips

**PROTEIN DISEASE:** Protein Homeostasis, Aging and Protein Aggregation Diseases: Can we develop new cures? - Jason Gestwicki

**HEALTH DISPARITIES:** What's it gonna take to eliminate racial health disparities in your lifetime?

 - Zea Malawa, MD, PhD

**REGULATORY SCIENCE:** Are Inactive Ingredients in Medications Really Inactive?

 - Kathy Giacomini

**SURGICAL PERSONALITY:** Is the Stereotype of the “Surgical Personality” a Myth or Reality?

* Wen Shen, MD

**TUMOR RESISTANCE**: How should we tackle primary and acquired resistance to personalized cancer therapy?

* Emily Bergsland, MD

**MEDICARE**: Should Millennials have Medicare?

* Pamela Schweitzer, PharmD and Mark Atalla

**DRUG DESIGN:** Why is it so hard to design new small molecule drugs?

* James Fraser, PhD

**HEALTH HUMANITIES**: Can the humanities save health care, help patients, or make you a better clinician?

* David Elkin, MD & Shieva Khayam-Bashi, MD

**HIV & CANCER**: Cancer in HIV-positive men and women: why is it increasing and can we stop it?

* Joel Palefsky, MD

**HOLISTIC MENTAL HEALTH**: Can integrative healthcare heal the mind-body split in western medicine?

* Sudha Prathikanti, MD

**IMMIGRATION**: How does immigration policy impact health in our communities?

* Juliana Morris, MD

**REPRODUCTIVE HEALTH**: “Are flame retardants in my furniture affecting my kids’ IQ?” How does a health practitioner respond?

* Annemarie Charlesworth, MA

SAMPLE COURSE OVERVIEWS

**Why Don't Monkeys Get Multiple Sclerosis?**

**OVERVIEW:**

Multiple sclerosis (MS) is a complex neuroinflammatory and neurodegenerative human disorder. While the last few decades have seen a revolution in the treatments available for MS, we still don't know its cause, or why rates appear to be increasing, especially in women. Is MS triggered, as it is in animal models, by a specific agent/pathogen? Or does MS arise spontaneously in humans, as a result of disruption of the normal homeostatic mechanisms regulating humans' prolonged period of myelin production and maintenance? This course will apply the lens of evolutionary medicine to examine the rise of MS in the modern world.

**Should Marijuana be Advertised on the MUNI?**Top of Form

**OVERVIEW:**

Recreational marijuana is now legal in California and the new industry is expanding aggressively.  San Francisco stopped allowing cigarette advertising on the Muni decades ago on the grounds that youth rode the Muni to school.  This course will examine the current policy environment and prepare a policy paper addressing the question of whether the same policy should be implemented for marijuana.

**Can Physicians Help Prevent Multiple Forms of Violence Simultaneously?**Top of Form

**OVERVIEW:**

Trauma and violence are leading causes of morbidity and mortality worldwide. Trauma and violence, especially in childhood, cause health disparities, and are root causes of adult disease and high-risk behaviors. There is growing evidence that various forms of violence are inter-related and that there are similar “cross-cutting” risk and protective factors for different types of violence. Currently, most violence prevention efforts, including those in the healthcare setting, remain “silo-ed”, addressing only one form of violence.  In this mini-course, we will explore the latest evidence about the effects of trauma and violence (including structural violence) on human biology. We will examine the evidence supporting effective violence prevention programs with particular focus on programs relevant to healthcare that hold promise for the prevention of multiple forms of violence simultaneously.

**What if You Could Boost Your Brainpower and Ace the Exam?**

**OVERVIEW:**

The emerging field of cosmetic psychiatry, namely the enhancement of cognitive, behavioral, and emotional processes in persons who do not suffer from illness or disease, is already upon us. But what is the efficacy and safety of neuro-enhancement interventions (medications, neuro-modulation, or cognitive gaming)? What are the ethical tensions at play? This Inquiry mini-course will explore the topic of cosmetic psychiatry and the challenging clinical, ethical, and public health questions in this emerging field.

MINI-COURSE PROPOSAL WORKSHEET

**Use the below worksheet to prepare your proposal and when ready to submit, share with the** [**Inquiry Immersion team online.**](https://app.smartsheet.com/b/form/95661800b1db4dabae63671f9d3f8df7)

LEADERSHIP:

Course Lead:

Lead Title:

Home Department:

Lead Email:

Course Faculty, Presenters, and Staff (receives notifications):

Name:       Email:

Name:       Email:

Name:       Email:

Instructor of Record (completes grading): Name:       Email:

Small group attendance and participation is required at every session. In addition, the capstone assignment must be submitted and assessed per [grading rubric](https://ucsf.box.com/s/k6q7kw9gymlfesqh1axvm0w6eg5nkozv) for all students to successfully complete the Inquiry Immersion course (IDS123A). The Instructor of Record submits attendance via email, collects feedback on student progress, and submits on-time grades for capstone assignments at the completion of Inquiry Immersion.

CONTENT:

Title/Primary Question:

Overview (remember to mention relevance to **pharmacy and medicine** students):

Learning Objectives: (use [Bloom’s taxonomy](https://www.google.com/search?q=bloom's+taxonomy+in+medicine+objectives+words&client=safari&rls=en&biw=1267&bih=847&tbm=isch&imgil=jNaNiOV78iwXCM%253A%253BE6-vWcOPKKdW3M%253Bhttps%25253A%25252F%25252Fteachingcommons.stanford.edu%25252Fresources%25)) – three required per Mini-Course

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Faculty Presenters (if known):

If you offered this course in the past, how will you incorporate student feedback to improve the mini-course? S*ee email attachment with student feedback*.

LOGISTICS:

Total Mini-Course Hours: 12 (**no more than 2 hours per day**)

Campus:  *- required or Parnassus set as default*

Comments/Special Request:

Based on the location(s) you selected above, choose **7 class sessions** from either Section A (if **all** classes at Parnassus) or Section B. You will only be scheduled for 6 sessions.

**Section A**

|  |  |
| --- | --- |
| **Parnassus** Times Selected Week #1:[ ]  Monday, 1/4, 1:00-3:00pm[ ]  Monday, 1/4, 3-5pm[ ]  Tuesday, 1/5, 1:00-3:00pm[ ]  Tuesday, 1/5, 3-5pm[ ]  Wednesday, 1/6, 1:00-3:00pm[ ]  Wednesday, 1/6, 3-5pm[ ]  Thursday, 1/7, 1:00-3:00pm[ ]  Thursday, 1/7, 3-5pm[ ]  Friday, 1/8, 1:00-3:00pm[ ]  Friday, 1/8, 3-5pm | **Parnassus** Times Selected Week #2: [ ]  Monday, 1/11, 10:00-12:00pm (IPE DAY) [ ]  Tuesday, 1/12, 1:00-3:00pm[ ]  Tuesday, 1/12, 3-5pm[ ]  Wednesday, 1/13, 1:00-3:00pm[ ]  Wednesday, 1/13, 3-5pm |

**Section B**

|  |  |
| --- | --- |
| **Other Campuses:** Times Selected Week #1:[ ]  Monday, 1/4, 1:30-3:30pm[ ]  Monday, 1/4, 2:30-4:30pm[ ]  Tuesday, 1/5, 1:30-3:30pm[ ]  Tuesday, 1/5, 2:30-4:30pm[ ]  Wednesday, 1/6, 1:30-3:30pm[ ]  Wednesday, 1/6, 2:30-4:30pm[ ]  Thursday, 1/7, 1:30-3:30pm[ ]  Thursday, 1/7, 2:30-4:30pm[ ]  Friday, 1/8, 1:30-3:30pm[ ]  Friday, 1/8, 2:30-4:30pm | Times Selected Week #2: [ ]  Monday, 1/11, 10:00-12:00pm (IPE DAY) [ ]  Tuesday, 1/12, 1:30-3:30pm[ ]  Tuesday, 1/12, 2:30-4:30pm[ ]  Wednesday, 1/13, 1:30-3:30pm[ ]  Wednesday, 1/13, 2:30-4:30pm |

 *+ plus +*

**Inquiry Immersion Showcase**

Thursday, 1/14, Time TBA at Parnassus

**REVISED FOR 2021!**

In 2021 the Showcase event will be reimagined as a festival-style event with three goals: 1) reduce class time spent on the capstone, 2) increase energy of the event, and 3) introduce flexibility and variety in the presentations.

Each Mini-Course will produce and present a unique group capstone. The format is determined in advance from the list of options below. During the Showcase, groups will be scheduled concurrently to enable attendees to browse, engage, and discover. The aim is to conclude Inquiry Immersion Mini-Courses with a dynamic event. We hope you will join us!

**PREFERRED CAPSTONE FORMAT *(Choose preferred format)***

1. Video Presentation
* A polished three-minute video aimed at engaging a naïve audience with top level facts. Consider this an entry point for the viewer to search and discover more information about the topic which can be accessed through the video. Try to tell a story while providing key pieces of information. This is not a scientific talk transposed to video but instead an accessible and flexible format.
1. Policy or White Paper
* A five-page summary of key findings relevant to a specific policy or healthcare issue. Should include sections such as 1) Goals 2) Summary 3) Data 4) Visual Data 5) Context 6) Analysis 7) Discussion 8) Recommendations. For the Showcase presentation, the policy/white paper can be presented in 1:1 encounters or “engagements.” These discussions can utilize brief handouts with discussion points for reference.
1. Debate
* A structured 7-minute contest which presents formal concepts, arguments, and principles under scrutiny in the literature currently which were discussed in the Mini-Course. Using three groups, pro/con/judge, determine a resolution which can convey the current challenges facing researchers in this area. Plan to include questions from the audience.
1. Chalk Talk
	* + A classic and challenging format which can be either individually presented or delivered as a group in a five-minute format. No audio-visual aids except chalk (or markers)!
2. Poster – Physical or Digital
* A visually striking summary of the Mini-Course’s main points. Includes sections such as 1) Context 2) Significance 3) Methods 4) Results 5) Conclusions or could be an adapted format.
1. Other:
	* + Provide a brief description of another method of dissemination to be incorporated into the Showcase.

**To finalize your application, post it online here:** [**https://app.smartsheet.com/b/form/95661800b1db4dabae63671f9d3f8df7**](https://app.smartsheet.com/b/form/95661800b1db4dabae63671f9d3f8df7)