**Inquiry Curriculum**

**Introduction to Immersion Mini-Courses**

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.

Document Links:

[Previous Course List](#CourseList) and [Sample Overviews](#Overviews)

[Course Proposal Sample Template](#Proposal)

[**ONLINE COURSE PROPOSAL FORM**](https://app.smartsheet.com/b/form/524fee80af464de6854e6ec7fa9e7fe2)

MINI-COURSE ELEMENTS

* Middle two weeks of January, after Winter Break. January 9-20, 2023. Monday, January 16, 2023 is a holiday.
* 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 have no other homework assignments during Inquiry Immersion.
* Students will be asked to present at a Showcase at the culmination of Immersion.

FACULTY BENEFITS, DEVELOPMENT AND SUPPORT

* Design and lead a new course on a healthcare topic you and your students are passionate about.
* Opportunity to get to know a group of students well, develop new collaborations and recruit for your project in the future.
* Credit towards promotions/advancements.
* Staff to support you administratively with rooms, CLE/iRocket course website, attendance.
* Learn new teaching skills.
* Engage with cutting-edge problems facing 21st century care.

**If you are interested in proposing a Mini-Course course,** [**please complete the proposal form**](https://app.smartsheet.com/b/form/524fee80af464de6854e6ec7fa9e7fe2) **before July 1st.** Inquiry Immersion faculty will review and provide feedback so that you can begin planning your schedule. Questions can be directed to Inquiry@ucsf.edu.

**Courses will not be fully confirmed until after student assignments are finalized in October.**

TIMELINE FOR PLANNING

ASAP Confirm with inquiry@ucsf.edu your interest in teaching

July 1st                       Deadline to submit 2023 course proposal with offering dates

July 31st                  Finalize course summary and schedule

September 12th          Student selection and ranking site opens

October 25th              Participate in Mini-Course Leader Training Session

October TBA             Course roster and schedule confirmed

November 1st              Final course readings due for student CLE course website

December 12th Last day to make changes to Mini-Course CLE before holidays

January 9th Immersion Begins

**January 10-19th 2023 Mini-Courses**

January 20th                 xInquiry Immersion Showcase

MINI-COURSES 2017-2022

**ABOLITION MEDICINE:** How can medicine be liberatory?

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

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

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

**ALZHEIMER'S:** Alzheimer's disease: why and how do neurons die in dementia and what can we do about it?

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

**BIOETHICS OF COVID-19:** How has Bioethics responded to the ethical challenges presented by the COVID pandemic and how can it inform change in the future?

**BRAIN CANCER:** Why do humans get brain tumors and what can we do about it?

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

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

**COLLABORATIVE BASIC RESEARCH:** Is Collaborative Basic Research the New Pathway to Finding a Cure for COVID-19?

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

**COVID-19 VACCINE:** How are nucleic acid vaccines assembled, produced and validated in clinical trials? What are the safety and efficacy endpoints that need to be met to allow a vaccine to be approved for widespread use?

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

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

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

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

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

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

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

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

**GENOMIC TESTING:** To Sequence or Not to Sequence? Are We Ready for Universal Genomic Sequencing in 2019?

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

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

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

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

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

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

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

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

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

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

**INNOVATION & ENTREPRENEURSHP:** How can we accelerate drug discovery and development?

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

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

**MALARIA:** Control or Elimination?

**MARIJUANA:** Is it medicine yet?

**MEDICAL HUMANITIES:** Can the medical humanities save health care, help patients, or help you become a more **effective clinician?**

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

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

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

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

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

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

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

**PANDEMIC:** How should global outbreaks of communicable disease be controlled? What are our options? How have prior control programs informed our COVID-19 efforts?

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

**PERSONALIZED MEDICINE:** Can personalized cancer therapy be optimized to maximize efficacy, minimize toxicity, and prevent or reverse resistance?

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

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

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

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

**PSYCHEDELICS:** Can psychedelics help heal racial trauma?

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

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

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

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

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

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

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

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

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

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.

SAMPLE MINI-COURSE PROPOSAL TEMPLATE

**[SUBMIT COURSE PROPOSAL HERE](https://app.smartsheet.com/b/form/524fee80af464de6854e6ec7fa9e7fe2)**

LEADERSHIP:

Course Lead:

Lead Title:

Home Department:

Lead Email:

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

Name: Email:

Name: Email:

SAMPLE ONLY

USE FORM ONLINE

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

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*.

Capstone Assignment/Immersion Showcase Video: Required

One Capstone Assignment is required of each student and contributes significantly to the overall course grade. This may be the showcase video or another assignment. The showcase format and content are entirely open to your design, however, must be limited to three minutes. Each Mini-Course will send one presentation to the Immersion Showcase on Thursday, January 16th from 1:00-3:30. Save the Date for this fast and fun event!

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 – SAMPLE DATES ONLY**

|  |  |
| --- | --- |
| **Parnassus** Times Selected Week #1:[ ]  Monday, 1/6, 1:00-3:00pm[ ]  Monday, 1/6, 3-5pm[ ]  Tuesday, 1/7, 1:00-3:00pm[ ]  Tuesday, 1/7, 3-5pm[ ]  Wednesday, 1/8, 1:00-3:00pm[ ]  Wednesday, 1/8, 3-5pm[ ]  Thursday, 1/9, 1:00-3:00pm[ ]  Thursday, 1/9, 3-5pm[ ]  Friday, 1/10, 1:00-3:00pm[ ]  Friday, 1/10, 3-5pm | **Parnassus** Times Selected Week #2: [ ]  Monday, 1/13, 8:30-10:30am\* [ ]  Monday, 1/13, 10:00-12:00pm\* [ ]  Tuesday, 1/14, 1:00-3:00pm[ ]  Tuesday, 1/14, 3-5pm[ ]  Wednesday, 1/15, 1:00-3:00pm[ ]  Wednesday, 1/15, 3-5pm |

**Section B**

|  |  |
| --- | --- |
| **Other Campuses:** Times Selected Week #1:SAMPLE ONLY USE FORM ONLINE[ ]  Monday, 1/6, 1:30-3:30pm[ ]  Monday, 1/6, 2:30-4:30pm[ ]  Tuesday, 1/7, 1:30-3:30pm[ ]  Tuesday, 1/7, 2:30-4:30pm[ ]  Wednesday, 1/8, 1:30-3:30pm[ ]  Wednesday, 1/8, 2:30-4:30pm[ ]  Thursday, 1/9, 1:30-3:30pm[ ]  Thursday, 1/9, 2:30-4:30pm[ ]  Friday, 1/10, 1:30-3:30pm[ ]  Friday, 1/10, 2:30-4:30pm | Times Selected Week #2: [ ]  Monday, 1/13, 8:30-10:30am\* (IPE)[ ]  Monday, 1/13, 10:00-12:00pm\* (IPE)[ ]  Tuesday, 1/14, 1:30-3:30pm[ ]  Tuesday, 1/14, 2:30-4:30pm[ ]  Wednesday, 1/15, 1:30-3:30pm[ ]  Wednesday, 1/15, 2:30-4:30pm |

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**Inquiry Immersion Showcase**

Thursday, 1/16, 9-11:00am at Parnassus or Online

(Optional for faculty, not part of small group hours calculation, attendance is required for students.)