**UCSD SCHOOL OF MEDICINE**

**New Preclinical Elective Course Proposal Form**

# A. Course Information

1. Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Course Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

@health Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Additional Instructors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Quarter(s) course will be taught: Fall

Winter

Spring

5. Number of students allowed per quarter: Minimum Maximum

6. This course will be open to: First Year Medical Students

(Check all that apply) Second Year Students

Pharmacy Students

\_\_\_\_\_\_ Graduate-Level Students

7. Typical PCE courses require the equivalent of 8 weeks of instruction for 2 to 3 hours per week of in-class and out-of-class work, or 16-24 hours total per quarter. These hours may be condensed into fewer weeks or spread out further. Describe the proposed length of your course below. If applicable, include the number of weeks, hours per week spent in class, and hours per week spent on outside preparation.

Course Length: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. Course Organization –**

1. Scope and Objectives: Provide a detailed description of the proposed course, including learning objectives.

2. Teaching Methods: Limiting lecture time and incorporating active participation by students is encouraged for preclinical electives. Teaching methods may include one-on-one observation and teaching, case-based seminars, demonstrations, role-playing, self-directed learning, symposiums, multimedia and online resources, independent reading, patient simulations, etc. What teaching methods will be employed to teach the course?

3. Social Determinants of Health, Health Disparities, and/or Bias**:** *The conditions in which people are born and live including health-related behaviors, socioeconomic factors, and environmental factors (governmental policies, housing status, income, gender, and race/racism) affect a wide range of health outcomes for individuals and communities.*

Describe how this course will address the ways in which the social determinants of health shape health inequities. Does the course advocate for potential solutions for creating equity? Provide examples.

4. Source Material: What textbooks, journals, readings, or other materials will be used or recommended?

5. Tentative Schedule: List the topics, instructors, and corresponding teaching method. You may attach an outline or refer to the syllabus.

6. Evaluation of Students: How will you determine whether or not students have met the course objectives? What criteria will form the basis of the student evaluation?

**Return this completed form to** [**SOMelectives@health.ucsd.edu**](mailto:SOMelectives@health.ucsd.edu) **with your course syllabus.**