



Teacher/Viewing Guide

Dr. Mahmoud Traina – Episode 108

Cardiologist

Grade Level: 9-12

Episode Overview:

Los Angeles, California cardiologist Dr. Mahmoud Traina went into medicine with the goal of helping people and making a difference in society. In this segment, students will see Dr. Traina teaching medical students at his hospital and interacting with patients in a supportive, positive way. As a doctor with the skills to serve people in need, Dr. Traina feels a great social responsibility to the sick, and works in a large county hospital whose patients are mostly working class and unable to afford health care. Evidence of this can be found in his research on and dedication to patients suffering from a rare parasitic disease called Chagas disease. Dr. Traina was drawn to research treatment of this disease specifically because those who suffer from it are generally from the underserved immigrant populations from rural Central and South America, many of whom are working in the Los Angeles area. More evidence of Dr. Traina's commitment can be seen in his volunteer service in Libya during the recent revolution. Dr. Traina is of Libyan descent, and that certainly influenced his decision to help alleviate the shortage of medical doctors and supplies there. But it was his also his great commitment to helping people in need which seems to be the prime reason he traveled abroad to such a dangerous situation.

Previewing Questions:

1. Why would there be a significant population suffering from Chagas disease in Southern California?
2. What are some important characteristics that a doctor should have?
3. What causes a person to be willing to risk their life in order to save another?

Vocabulary:

1. Underserved population: A group of people who, for a variety of reasons, do not have equal access to health and health care services.
2. Compassion: Sympathetic concern for the sufferings or misfortunes of others.
3. Teaching hospital: A hospital that is affiliated with a medical school, where which medical students receive practical training.
4. Chagas disease: A tropical parasitic disease found primarily in Central and South America.
5. Opposition movement: A political party or an activist group seeking to challenge the group, party, or government in power.

Lesson Overview/Review:

After viewing the segment on Dr. Traina, students should be prepared to brainstorm what they think could cause them to put themselves in danger to help others. This can be done as a group activity, having students or the teacher record ideas on a board, or in their own journals.

Journal Option: Have students take a moment to consider a social problem important to them, what it is, and how it affects their community and themselves.

Teacher/Viewing Guide

Post Viewing Class Discussion: Conduct a short discussion to synthesize the information they gained from viewing the video segment. Some possible topics:

1. Do you see Dr. Traina first as a doctor or an Arab American (aside from his white coat!)? Explain.
2. What does Dr. Traina see as his purpose in life? What facts really pushed him to go to Libya?
3. What is Dr. Traina's wife's reaction to him going to Libya? Would you feel the same way if your parent/sibling decided to do something similar? Explain.
4. If Dr. Traina was not a doctor, what other job might he have?

Activity: Libyan Revolution: Students will research and write a short response to the following:

1. Provide a brief overview of the political and social history of Libya in the last 25 years.
2. Who were the major players and groups in the Libyan revolution?
3. What were the causes of the revolution?
4. Provide three statistics from the revolution.
5. What is the current political and social situation in Libya?
6. Are things better or worse in Libya now, after the revolution?

Students should use the internet to conduct their research and properly cite any sources used.

Assessment Ideas: Students will be graded on:

1. Participation in class discussion.
2. Final research answers.

Explore Online: Use the following resources to allow your students to further explore the topic and the Arab American community.

1. Arab Cultural Center: <http://arabculturalcenter.org/>
2. Arab American Museum: <http://arabamericanmuseum.org/>
3. Arab American Antidiscrimination Committee: <http://adc.org/>
4. Libyan Profile: <http://www.bbc.co.uk/news/world-africa-13754897>

Interdisciplinary Options: Psychology; Sociology; Career Science, Medical Ethics

Common Core Alignment:

- RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.