

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

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| DEPARTMENT: N/A | COLLEGE: COLLEGE OF MEDICINE |
| COURSE PREFIX AND NUMBER: BMS 6017 | CURRENT COURSE TITLE: FUNDAMENTALS OF MEDICINE 3 |
| CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012 | _____ TERMINATE COURSE (LIST FINAL ACTIVE TERM): |
| CHANGE TITLE TO: FOUNDATIONS OF MEDICINE 3 CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: _____ | CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade. |
| Attach syllabus for ANY changes to current course information. | |
| Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. | Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. |

Faculty contact, email and complete phone number: Mario Jacomino, M.D.: Assistant Professor of Clinical Biomedical Science BC-140: 561 297-0723; mjacomin@fau.edu and Mira Sarsekeyeva, M.D.: Assistant Professor of Clinical Biomedical Science BC-137: 561 297-3790; msarseke@fau.edu

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| Approved by: | Date: | ATTACHMENT CHECKLIST |
| Department Chair: <u>Berinda W. Henson</u> | <u>3/5/12</u> | ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes |
| College Curriculum Chair: <u>Araceli Alvarez</u> | <u>3/5/12</u> | |
| College Dean: <u>Michael</u> | <u>3-5-12</u> | |
| UGPC Chair: _____ | _____ | |
| Graduate College Dean: _____ | _____ | |

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY CHARLES E.
SCHMIDT COLLEGE OF MEDICINE FOM 3
COURSE SYLLABUS
Fall 2012**

GENERAL INFORMATION:

Course Title: Foundations of Medicine 2
Course Number: BMS 6016
Term: Fall 2012
Online system: Blackboard Learning System

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|--------------------------|--|--|
| Course Directors: | M. Jacomino MD, MPH | M. Sarsekeyeva MD |
| Office: | BC140 | BC 137 |
| Office Hours: | Tuesdays 3pm-5pm and Thursdays 10am-12noon or schedule and appointment | |
| Telephone: | (561)297-0723 | (561)297-3790 |
| E-Mail: | mjacomin@fau.edu | msarseke@fau.edu |

Course support: Ashia Milligan, Medical Education Specialist
Office: BC 135A
Telephone: (561)297-4333
E-Mail: amilliga@fau.edu

COURSE INTRODUCTION:

The purpose of the Foundations of Medicine course is to provide students with an understanding of the fundamental principles necessary to become a competent, compassionate, informed, professional and conscientious physician with unique opportunities for direct patient care.

The FOM 3 course is intended to assist students to continue to develop the knowledge, skills, attitudes and behaviors needed to interview and examine the patient, to answer clinical questions, to understand the importance of patient advocacy and disease prevention, to explore the barriers to health care and to instill the foundation for the ethical and legal framework of patient care. The students will utilize a hypothesis-driven physical exam format to integrate the knowledge of basic science, clinical skills and the science of clinical practice components. The course also introduces the skills needed to care for specific groups of patients such as children, elderly, as well as patients at the end of life. In addition, we will continue Interprofessional Education activities with the students from the FAU College of Nursing and School of Social Work to enrich the medical students experience by creating a team-based, patient-focused care.

The FOM Curriculum is divided into four components:

- The **Clinical Skills sessions** give students opportunities to learn and develop skills in medical history taking and physical examination performance
- The **Clinical Experience sessions** provide proficiency in medical history and physical examination with an actual patient in the clinic. For the Clinical experience, students will be assigned for the whole year to the same clinical site with community preceptors and faculty
- The goals of the **Science of Clinical Practice sessions** are to prepare the student to understand the basic tenets of professionalism, ethics, to develop a cultural awareness and competency, and undertake the practice of medicine without prejudice or bias

- The **Clinical Learning group sessions** are a time for reflection and discussion of recent clinical experiences, SAGE mentor visits and patient case presentation. It will also allow students to practice their ability to answer pertinent clinical questions in a methodical fashion from the medical literature and to integrate issues of ethics, cultural competency, community advocacy and geriatric medicine.

COURSE DESCRIPTION:

Clinical experience:

Clinical Experience session:

Each week, students will visit their assigned community preceptor or one of the Palm Beach County Department of Health (DOH) Clinics. The group of students assigned to Clinical Experience sessions on Monday afternoons will have Wednesday afternoons as Independent Study Time. The other group that is assigned to attend Clinical Experience sessions on Wednesday afternoons will have Monday afternoons as Independent Study Time.

Each student is individually paired with a community preceptor by the FOM course directors in collaboration with the Office of Medical Education. The student remains associated with the site and the preceptor for the academic year to achieve the goals of continuity in both patient care and mentoring. With the help of the community preceptor, each student is expected to develop a longitudinal panel of patients to be seen repeatedly over time and to practice medical history and physical examination as specified on the schedule. As the year progresses, the student will increase the level of involvement in the care of their patients under the supervision of the community preceptor. Each student will meet their community preceptor 10 times per semester for half a day.

For DOH, students are assigned a specific date to attend the DOH clinic with a COM faculty. Students will have experience in adult and pediatric medicine. The DOH clinical experience begins with a mandatory 15-minute didactic session. Afterwards, the students will see a patient to practice medical history and physical examination as specified on the schedule. Each session will end with a discussion/feedback about the patient encounter through the eyes of the various participants. The students will go to DOH clinics at the West Palm Beach Health Center (only adult medicine) and the Delray Beach Health Center (adult and pediatric medicine).

Students are allowed to take notes to help them to remember the information collected from the patient until it can be entered into the Patient Log available on Blackboard. Students must comply with HIPPA guidelines by not recording any identifying patient information such as name, social security numbers, etc. Patient log must be completed by 8AM on the following Monday. Patient presentation and discussion of the clinical experience will take place on Thursday's Clinical Learning groups.

In addition, the students will rotate through the laboratory department at Boca Raton Regional Hospital in order to gain experience in laboratory medicine (please refer to Blackboard for assignment). **Please note that these sessions at the laboratory will start at 1:30PM.**

Science of Clinical Practice:

Each session combines lectures, small group case discussions, self- assessment tools, patient panels, videos, standardized patient exercises, activities in the Simulation Center or in the Geriatric sites (please refer to Blackboard). Please be prepared to have your laptop available during these sessions. Some of these sessions will require preparation including completing readings (please refer to Blackboard).

The geriatric component also requires students to maintain a longitudinal experience to complete scheduled assignments with a Senior Aging and Geriatric Education (SAGE) mentor. During the first year, students will have a total of 4 meetings with their senior mentors. These visits are booked on the schedule and will be discussed during Thursday's Clinical Learning Group sessions (Please refer to Blackboard for assignment).

Clinical Learning group and Clinical skill sessions:

After the initial lecture, four groups of 8 students will be in Clinical Learning group sessions with a clinical leader for approximately one hour to review the clinical experience, discuss SAGE mentor visit and integrate the concepts learned on Tuesday's Science of Clinical Practice. Each clinical learning group will review the clinical experience of the week with reflective exercise and focus on the skills of oral patient presentation and discussion of issues related to the care of the patient. The content of the presentation will build and advance as students learn to elicit the medical history and perform physical exam. Students are encouraged to discuss any data that may be relevant of the concurrent courses of the College of Medicine curriculum to integrate the basic science into the practice of clinical medicine, as they promote deeper learning and material retention. As learners progress throughout their education, it is expected that the discussion will deepen as more topics are covered in other courses of the curriculum.

The other 32 students will attend Clinical skills sessions to practice clinical skills learned during the earlier afternoon lecture and review a video. These sessions will either take place in exam rooms with a clinical skill faculty and a standardized patient or in a classroom to review a video. The student will have the opportunity to practice the focused history and physical exam in the exam room prior to attending the clinical experience with an actual patient the following week. Please be aware that some of the Clinical Skills exercises in the exam room will be videotaped (with your approval) and available to the student for self-review.

Then, the students that were participating in the Clinical Learning groups will switch to the Clinical skills sessions and the students that recently completed the Clinical skills session will attend the Clinical Learning groups with the clinical leader.

Please be prepared to have your laptop available during these sessions. Some of these sessions will require preparation including completing readings or reviewing models or videos (Please refer to session plan on Blackboard).

Independent study time:

Independent Study Time is provided to students for approximately 8-12 hours per week. The time should be used for individual independent study, to work in groups with peers, to interact with faculty outside of the formal teaching

setting, to prepare for PBL small-group sessions or to prepare for any subsequent session. Finally, the time may be used to work on assignments, problem-solving cases, off-campus visits, planning for advocacy projects or other tasks that are required by the courses.

Other Activities:

Time as assigned at: Simulation Center, Abbey Delray (North and South), Interprofessional Education (IPE), FAU Department of Exercise Science and Health Promotion and Competency Assessment week (check Blackboard for assignment and instructions).

Please note: All official student communication regarding the course will be sent via Blackboard from the course directors or Ms. Milligan. If students would like to meet with the course directors, they must call the office of the course director in order to schedule an appointment.

COURSE OBJECTIVES

1. Medical Knowledge & Research Skills (ACGME Medical Knowledge)

At the end of the course, students are expected to be able to:

- Apply knowledge of basic science to interpret basic clinical problems
- Understand the importance of skills needed in clinical reasoning to solve patients' problems
- Perform the components of the medical history and physical exam
- Understand the medical needs of patients with a variety of chronic diseases
- Identify immunizations and clinical preventive guidelines
- Understand the components of the geriatric history and exam
- Utilize geriatric assessment tools such as the MMSE, gait and mobility evaluation, and home safety evaluation
- Utilize tools of evidence based medicine to enhance the care of their patients

2. Patient Centered Care (ACGME Patient Care)

At the end of the course, students are expected to be able to:

- Understand the importance of the thorough completion of the physical exam in adults and children
- Understand the needs of patients with chronic illnesses
- Begin to develop a comprehensive assessment and management plan for patient care that is appropriate and effective for solving health problems and promotion of health
- Demonstrate a sensitivity and responsiveness to age, gender, racial, educational and economic determinants of health
- Understand the need and importance of monitoring medical error and promoting patient safety

3. Ethics & Law (ACGME included under Professionalism)

At the end of the course, students are expected to be able to:

- Demonstrate a commitment to apply basic ethical principles to patient care
- Recognize an ethical issue
- Distinguish social, medical and legal issues
- Construct argument why one set of conflicting ethical obligations override another
- Apply knowledge obtained regarding health care resources allocation to a clinical case

4. Professionalism

(ACGME Professionalism)

At the end of the course, students are expected to be able to:

- Demonstrate respect, compassion, dependability and integrity when interacting with peers, other professionals, patients and families
- Demonstrate punctuality, reliability, preparedness, initiative and follow-through
- Understand the importance of communication, sensitivity and thoroughness in the completion of the medical history and physical exam
- Demonstrate respect for patient privacy and autonomy
- Demonstrate responsiveness to patient needs that supersedes self-interest
- Understand the importance of accountability to patients, society and the profession
- Maintain professional dress code, language, demeanor and behavior during working hours appropriate to the activity
- Recognize and maintain appropriate boundaries with peers, health professionals and patients

5. Interpersonal and Communication Skills

(ACGME Interpersonal and Communication Skills)

At the end of the course, students are expected to be able to:

- Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals
- Demonstrate communication and listening skills to elicit patients' history including verbal and non-verbal skills
- Demonstrate ability to learn and work effectively as a member of a health care team and demonstrate respectful communication with Interprofessional groups
- Demonstrate the ability to synthesize and summarize medical information in oral and written format

6. Cultural Competency

(ACGME under Professionalism)

At the end of the course, students are expected to be able to:

- Demonstrate respect and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- Demonstrate a sensitivity and responsiveness to economic determinants of health
- Demonstrate a deeper level of understanding of one's cultural self
- Demonstrate awareness of professional/ subspecialty and interprofessional subcultures
- Understand and consider cultural values and beliefs of patients, families and communities

7. Health Promotion & Disease Prevention for Patients & Populations

(ACGME under Patient Care)

At the end of the course, students are expected to be able to:

- Identify three core concepts of public health including assessment, policy development and assurance
- Understand the need for screening, counseling, immunizations and current clinical preventive guidelines for practice
- Apply knowledge of environmental health including sources and routes of exposures to prevent diseases on populations

8. Life-Long Learning and Self-Improvement

(ACGME Practice Based Learning and Improvement)

At the end of the course, students are expected to be able to:

- Demonstrate the ability to learn, synthesize and summarize medical knowledge to apply to improve patient care based on constant self-evaluation and life-long learning
- Identify strengths, deficiencies, and limits in your own knowledge and expertise
- Set learning and improvement goals for the future
- Identify, plan and perform appropriate learning activities to enrich your learning process
- Incorporate formative evaluation feedback into daily practice

9. Systems of Health Care Practices (ACGME Systems Based Practice)

At the end of the course, students are expected to be able to:

- Demonstrate awareness of health care system and other resources to provide optimal health care
- Identify types of health care delivery systems and clinical specialties
- Demonstrate awareness of cost and risk benefits in patient and/or population-based care
- Advocate for quality patient care and optimal patient care systems
- Learn to identify system errors and to learn to implementing potential systems solutions
- Understand mechanisms of quality assurance in healthcare

10. Self-Awareness and Personal Development (No clear ACGME Equivalent)

At the end of the course, students are expected to be able to:

- Demonstrate awareness of self to maintain a balance between professional and personal life
- Develop a plan to prevent technology and social media to affect the personal image
- Recognize and balance multiple professional and personal commitments

11. Community Engagement, Service & Advocacy (No clear ACGME equivalent)

At the end of the course, students are expected to be able to:

- Understand the importance of advocacy and the role of the physician to eliminate health inequities
- Identify mechanisms to ameliorate local and global health inequities
- Participate in local and global service activities
- Understand CBPR as a mechanism to build equal and mutually trusting collaborations between professional and marginalized communities, thereby building trust, redistributing power & increasing social justice

EVALUATION

The assessment for Foundations of Medicine 3 course consists of five components:

1. EBM assignment (Satisfactory or Unsatisfactory).
2. SCP open text book exam (Satisfactory or Unsatisfactory) including Ethics, Cultural Competency and Community Engagement, Advocacy and Service.
3. Evaluation from community preceptor (Satisfactory or Unsatisfactory).
4. Evaluation from Clinical Learning Group leader (Satisfactory or Unsatisfactory).
5. Comprehensive Competency Week assessment (Satisfactory or Unsatisfactory).

In order to pass the course, the student to receive a "Satisfactory" score in all five components.

COURSE INFORMATION

Attendance Policy

Professionalism is a major component of the FAU College of Medicine's curriculum. Therefore, medical students as future professionals should conduct themselves appropriately in all curricular activities, including classroom work, laboratory work, and clinical experiences. The professionalism of a medical student includes arriving to educational activities on-time, using laptop computers only for course work during the educational activity, and minimizing disruptions to the educational exercise. Students are accountable and personally responsible for attending all educational activities including large and small group sessions and lectures, labs, clinical experiences, examinations, etc. Faculty may establish specific attendance and punctuality requirements for certain courses and clerkships by notifying students of the requirements in the course syllabus or by an alternate means of written communication. Academically successful medical students are expected to attend all educational activities to best prepare them to meet the curricular goals leading to the M.D. degree.

Students are expected to attend all scheduled activities on time and ready to begin as a courtesy to your colleagues and faculty. If a student has an emergency that prevents him/her from attending a scheduled activity, he/she is to call and notify the Office of Student Affairs and request that they inform the faculty member for that activity. If possible, the student should also call and leave a message with the faculty member responsible for teaching the course. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Unexcused absences demonstrate unprofessional behavior by the student. Attendance, including tardiness, is part of the evaluation for professionalism, and poor evaluations may result in decreased grades and, in severe cases, referral to the Medical Students Promotions & Professional Standards Committee.

Students are encouraged to carry their laptop with them as much as possible in order to access resources, patient log and other resources. Please refrain from checking personal e-mails during teaching periods. It is also important to put your cell phone or pager on "vibrate" to minimize disruption.

FAU COM Policy for the Provision of Health Care Services to Students

Faculty members and residents or fellows with academic assessment/evaluation responsibilities for students are precluded from evaluating any students who are also their patients, because of dual-relationship and conflict of interest issues. The conflict created by this dual role could affect both the quality of medical care and the content of such evaluations in the following way:

- A student-patient might be less likely to report a sensitive medical issue (e.g., drug abuse) to his/her physician if that physician will be providing an evaluation or grade for the student; and
- A faculty member's evaluation or grade (which could include some subjective elements) could potentially be, despite the evaluator's commitment to neutrality, positively or negatively affected as a result of the therapeutic relationship.

In instances of pre-existing doctor-patient/student relationships, the physician must discuss with the student the potential for a dual relationship and inform the student that he/she will recuse him- or herself from any situation in which a formal evaluation is required.

In emergent situations or other instances in which an appropriate referral is not available, a student can seek the care of any faculty member or resident. In this circumstance as well, the physician must discuss with the student the potential for a dual relationship and recuse him or herself from any situation in which a formal evaluation is required.

At the beginning of each course or clerkship, the Curriculum Office provides students and clinical faculty with small group assignments as a routine part of the scheduling process. The Office will notify the students and faculty that they should report any potential conflict of interest with each other that might necessitate a change in small group assignments. The type of conflict will generally not be disclosed, in the interest of privacy. The course administrator(s) will be instructed to facilitate such requests without inquiring as to the nature of the conflict of interest.

Regarding the psychiatry clerkship, information about potential teacher/physician dual relationship will be provided to the medical students on the first day. Students are told that if they have seen a clinician at the facility as a patient, they should notify the curriculum coordinator who will modify the schedule to avoid activities with the clinician in question, without alerting the site director as to the purpose of the schedule change.

Religious Observance (Adapted from the FAU Policy)

The College of Medicine recognizes that students, faculty and staff observe a variety of religious faiths and practices. Although many religious holidays are observed with time off, a few of the religious days of observance may be part of the academic calendar. The College respects the religious beliefs and practices of its students and seeks to accommodate them within the requirements of the academic schedule. As a result, a student who must be absent from a class requirement will not be penalized. Students who anticipate absence should notify the OSA and the supervising faculty in advance. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. The College will follow the established FAU policy regarding absences due to personal observances of religious holidays.

To review the policy, access the Leave of Absence Policy: http://www.fau.edu/policies/files/PM76_OCR.pdf

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU133 (561-297-3880 and follow all OSD procedures.

Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

1. *The Policy on Academic, Professional and Behavioral Requirements and Standards governing the College of Medicine*
2. *Oath of Academic and Professional Conduct for Students in the College of Medicine*
3. http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Professional Behavior:

A physician is a health care provider who practices the profession of medicine. Medicine is concerned with promoting, maintaining or restoring human health through the study, diagnosis and treatment of disease and other physical and mental impairments. Professionalism defines the conduct of a good physician and is determined by the way you look, talk, write, act and work. Your individual responsibility to maintain professional behavior includes respect of others and their rights, to know your boundaries and stay out of others affairs. The patients share their personal information with you as a physician, even when you approach them as a medical

student. The information obtained from the patient is confidential and should be shared with no one, except in a professional manner with colleagues acting in the best interest of the patient.

Clinical Dress Code:

Please follow the instructions when there is any interaction with patients in the hospital, clinic or office setting:

- Wear white coat and ID badge at all times
- You should be clean and well groomed
- Limit the use of perfumes, colognes, make-ups and creams with strong scents
- Dress should be professional. Acceptable clothing includes:
 - For women:* dresses or blouses and skirts or slacks
 - For men:* shirts, ties and slacksWear comfortable walking shoes
Do not wear jeans, shorts, sneakers or open toe shoes
- For Geriatrics home visits, the above guidelines applies except that a white coat is not necessary and ties are optional for men
- If you are inappropriately dressed, you will be given feedback.

For more information, please review dress code section in the FAU COM student handbook.

Universal Precautions:

Universal precautions are to be followed with ALL patients since history and physical examination cannot identify all patients infected with HIV or other blood-borne pathogens.

- Wear gloves when touching blood, body fluids, mucous membranes or non-intact skin of all patients
- Wear gloves when handling items soiled with blood or body fluids
- Wear gloves when performing venipuncture or invasive procedures
- Change gloves between patients
- Wear masks and protective eyewear or face shields when doing procedures likely to generate droplets of blood or body fluids
- Wear gowns or aprons when doing invasive procedures
- Wash hands and skin immediately and thoroughly after contact with blood and body fluids
- Do not recap needles, bend them or manipulate them in any way
- Dispose of sharps in puncture-resistant containers
- Although saliva is not known to transmit HIV, mouth to mouth resuscitation should be avoided. Resuscitation bags, mouthpieces or other ventilation devices should be available when appropriate
- Health care workers with weeping or exudative lesions should cover them and avoid direct patient contact until the condition resolves
- Pregnant health care workers should be especially aware of the above precautions and strictly adhere to them

For more information, please review FAU COM student handbook

COURSE AND FACULTY EVALUATION

FAU COM values the process of program evaluation for the course and the faculty. Students are required to complete all course evaluations distributed by the Office of Medical Education. The evaluation serves to improve content and format of the courses and individual faculty teaching. Also, the completion of the evaluations assists students to develop organizational skills and critical thinking, which are needed in their professional medical career. Your input in the evaluation process will help to improve the learning experience and the environment for the next group of students.

TEXTBOOKS, READINGS, RESOURCES AND MATERIALS

The following is a textbook that students are expected to purchase. Textbooks are available at the FAU Bookstore.

- Bickley, LS and Szilagy, PG. *Bates' Guide to Physical Examination and History Taking (Tenth Edition)*. Philadelphia, PA: Lippincott Williams & Wilkins; 2009.
- Beauchamp, TL and Childress. *Principles of Biomedical Ethics (Sixth Edition)*. Oxford University Press; 2009

Suggested Readings:

- Smith. *Patient-centered Interviewing (2nd edition)*
- Black and Andreasen. *Introductory Textbook of Psychiatry (Fifth edition)*. American Psychiatric Publishing; 2011. Chapter 2, pages 14-52

Other resources:

- Seidell, Ball, Dains & Benedict. *Mosby's guide to physical exam (6th edition)*
- Leblond, DeGowin, Brown. *DeGowin's diagnostics examination (9th edition)*
- McGee. *Evidenced-based physical diagnosis (2nd edition)*
- Orient. *Sapira's Art and Science of bedside diagnosis (4th edition)*

Instruments:

The following should be purchased:

- Two Headed (bell and diaphragm) Stethoscope (suggested *Littman* or *Tycos* with ear pieces which fit your ears)
- Pen Light
- Pocket Eye Chart
- Tuning Fork (Frequency 128 Hz)
- Adult Babinski Reflex Hammer 10" (inches)
- Antiseptic handrub (pocket size, waterless)

Optional:

- Blood Pressure Cuff (Optional)
- Welch-Allyn Diagnostic Set with Coaxial Ophthalmoscope, Diagnostic Otoscope (Transilluminator is optional)

Clinical Skills Web Resources:

(These resources may be accessed via Blackboard)

For physical exam:

<http://depts.washington.edu/physdx/heart/demo.html>

In this educational resources you will find a tutorial on history taking, physical exam, pathophysiology, advanced physical diagnosis learning and teaching at the bedside with emphasis on heart sounds and murmurs, liver and ascites, neck veins, pulmonary and thyroid modules.

http://faculty.etsu.edu/arnall/www/public_html/heartlung/breathsounds/contents.html 11 Revised 9/22/11

This website provides you with pulmonary breath sounds with emphasis on normal and abnormal lung sounds
<http://auscultation.com/>

You will find clinical information relevant to the most common heart sounds, phonocardiograms, animated drawings and clinical text

<http://www.wilkes.med.ucla.edu/intro.html>

The auscultation assistant provides heart sounds, heart murmurs and breath sounds in order to help medical and other medical professionals to improve their physical diagnosis skills

<http://sprojects.mmi.mcgill.ca/mvs/>

This website a tutorial on the physical exam with emphasis on auscultation, a brief review of selected cardiac and pulmonary physiology/pathophysiology topics, a virtual stethoscope interface for auscultating normal and abnormal cardiac and respiratory sounds, powerful and interactive quizzes to help with mastery of the stethoscope (on-line only)

<http://www.lumen.luc.edu/lumen/MedEd/MEDICINE/PULMONAR/PD/Contents.htm>

The Loyola University Medical Education Network reviews components of the screening physical exam

<http://meded.ucsd.edu/clinicalmed/lung.htm>

This is a practical guide to clinical medicine with a comprehensive physical exam and clinical education site for medical students and other health care professionals

<http://www.blaufuss.org/tutonline.html>

This online program focuses on the four common valve lesions in the left heart: aortic regurgitation, aortic stenosis, mitral regurgitation, mitral stenosis and illustration of high and low frequency sounds. It also includes electrocardiograms and arrhythmias and heart sounds quizzes

Faculty information:

Science of Clinical Practice (SCP):

1. Dr. Lawrence Brickman, RP Rm 111, 7- 4336, brickma1@fau.edu
2. Dr. James Cresanta, Rm 306A, 7-4035, jcresant@fau.edu
3. Dr. Joanna Drowos, RP Rm 108, 7-1442, jdrowos@fau.edu
4. Dr. Ellen Eisenberg, Rm off campus, eeisenb2@fau.edu
5. Dr. Ira Gelb, Rm 121, 7-2249, ijgelb@fau.edu
6. Dr. Richard Gerstein, Rm off campus, rgerste2@fau.edu and rjgmd@mindspring.com
7. Dr. Lindsey Henson, Rm 145, lindsey.henson@fau.edu
8. Dr. Peter Holland, Rm 321, 7- 0164, holland@fau.edu
9. Dr. Stuart Markowitz, Rm 147, 7-2191, stuartm@fau.edu
10. Ms. Tiffany Moxham, Rm 306A or LY-152, 7-4103, tmoxham@fau.edu
11. Dr. Catherine Myser, Rm 118, 7-2094, cmyser@fau.edu
12. Dr. Joseph Ouslander, Rm 237, 7-0975, Joseph.Ouslander@fau.edu
13. Dr. Enrique Palmer, Rm off campus, 561-791-2050, epalmer3@fau.edu and ifixjoints@me.com
14. Dr. Julie Servoss, Rm 146, 7-4133, jservoss@fau.edu

Clinical Learning Group (CLG):

1. Dr. Joanna Drowos, RP Rm 108, 7-1442, jdrowos@fau.edu
2. Dr. Enrique Palmer, Rm off campus, epalmer3@fau.edu and ifixjoints@me.com

3. Dr. Lee Porterfield, Rm off campus, lporterf@fau.edu and leeporterfield@bellsouth.net
4. Dr. Gary Rose, Rm 119, 7-0675, grose@fau.edu

Clinical Skills (CS):

1. Dr. Lawrence Brickman, RP Rm 111, 7- 4336, brickma1@fau.edu
2. Dr. Ellen Eisenberg, Rm off campus, eeisenb2@fau.edu
3. Dr. Richard Gerstein, Rm off campus, rgerste2@fau.edu and rjgmd@mindspring.com
4. Dr. Alan Lefkowitz, Rm off campus, alanlef420@aol.com
5. Dr. Gill Lichstein, Rm off campus, glichtsh@fau.edu and childpsychmd@att.net
6. Dr. George Luck, RP Rm 111, 7-0676, gluck@fau.edu
7. Dr. Stuart Markowitz, Rm 147, 7-2191, stuartm@fau.edu
8. Dr. Phillip Robinson, RP Rm 106, 7-2379, probinso@fau.edu
9. Dr. Stuart Rubinstein, Rm off campus, srubins1@fau.edu and srmdobg@aol.com
10. Dr. Julie Servoss, Rm 146, 7-4133, jservoss@fau.edu
11. Dr. Suzanne Weiner, Rm off campus, 561-706-5814, sweine16@fau.edu

Content outline:

Please refer to the Blackboard system for up-to-date information, session-related objectives and hand-outs.