FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

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

DEPARTMENT: N/A	COLLEGE: COLLEGE OF MEDICINE
COURSE PREFIX AND NUMBER: BMS 6035	CURRENT COURSE TITLE: INFECTION AND INFLAMMATION
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012	___ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: PATHOPHYSIOLOGY AND THERAPEUTICS 4 BMS 6543 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: Mahyar Nouri-Shirazi, D.V.M., Ph.D.; Associate Professor of Clinical Biomedical Science; BC-326: 561 297-0935; mahyar.shirazi@fau.edu

Approved by:	*Date:*	ATTACHMENT CHECKLIST
Department Chair: Barbara Hanson	3/5/12	•**Syllabus** (see guidelines for requirements: *http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php*)
College Curriculum Chair: Guillermo Ameer	3/5/12	•**Written consent** from all departments affected by changes
College Dean: [signature]	3-5-12	
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 COURSE SYLLABUS

GENERAL INFORMATION

Course Number:	BMS 6543
Online:	Blackboard Learning System
Term:	Spring 2013
Course Title:	Pathophysiology and Therapeutics 4
Course Director:	Mahyar Nouri-Shirazi, D.V.M., Ph.D.
Telephone:	561-297-0935
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Course Support:	Abner Alexis **Office:** 135A **Telephone:** 561-297-0988
Email:	aalexis5@fau.edu

COURSE DESCRIPTION

The Pathophysiology and Therapeutics 4 course is a 6-week course in the spring semester of Year 2 that provides the basic concepts and vocabulary in the areas of the anatomy, chemistry, histology, microbiology, pathology, pharmacology, and physiology of the immunologic system, mechanisms of host-defense, infectious disease, including public health aspects, and common hematologic malignancies. This course revisits and expands on concepts of immunity and infection that were introduced in Fundamentals of Biomedical Science courses in fall semester of Year 1and includes diseases of the dermatologic system and the eye. The course uses an integrated approach by combining lectures, problem-based learning (PBL), problem sets, and simulated laboratory instruction.

COURSE OBJECTIVES

For this course, students are expected to:

- Appreciate the wide spectrum of pathology resulting from abnormal immunity
- Contrast disorders of autoimmunity, inflammation, and infection
- Develop an understanding of the basic vocabulary, principles of pathogenesis and pathology of diagnosis of systemic autoimmune diseases as well as bone and joint disorders
- Describe the clinical manifestations and select appropriate diagnostic tests pertaining to systemic autoimmune diseases as well as bone and joint disorders
- Delineate the basic principles of pharmacological therapy for rheumatologic disorders
- Learn how to elicit and recognize a history of risk factors for infectious disease (including those pertaining to travel and exposure history as well as to immunosuppression)
- Recognize the most likely microbiologic cause of infection based on epidemiology and clinical presentation
- Select appropriate tests to diagnose important infectious diseases
- Begin to identify classes of antibiotic effective in the treatment of specific infectious diseases
- Discuss the principles of antimicrobial resistance and identify strategies for prevention of resistance

- Understand the etiology, pathogenesis, and pathophysiology of selected primary hematologic malignancies including myeloproliferative disorders, leukemias, plasma cell disorders, and lymphoproliferative disorders.
- Differentiate pathogenesis, pathology, and clinical presentation of essential dermatological disorders
- Discuss the basic treatment rationale for selected dermatological disorders
- Develop an understanding of the fundamental principles of vision assessment and vision loss in the U.S.
- Discuss causes of infection and inflammation of the eye
- Discover the knowledge base and gaps related to the application of course content to clinical disorders

EVALUATION

Summative Assessment (Grading): The P&T3 course will be graded as: S (Satisfactory) or U (Unsatisfactory)

The course grade will have two components (exams & quizzes, and PBL). **In order to pass the course with S grade, the student will be required to pass both components.**

Component 1

The first component consists of exams and quizzes. Exams are multiple choice tests covering objectives in lectures, PBL cases and problem sessions.

A passing grade for this component will be ≥75% of total points possible.

Component 2

The second component is PBL. Grading for PBL will consist of a narrative facilitator assessment at the end of the course, and will be given by the facilitators as "satisfactory" (S) and "unsatisfactory" (U) without assigned numerical points. The facilitators will provide notations as to whether the student's academic and professional performance is on the level of S or U based on the student's performance the following areas:

- ☐ Research skills;
- ☐ Reasoning;
- ☐ Professionalism: interpersonal skills;
- ☐ Professionalism: work habit.

Formative Assessment (not graded): Students will receive narrative feedback from their facilitator and the other students in their PBL group mid-course, and narrative feedback from the other students in PBL. Each student is expected to complete feedback forms for his/her peers.

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.

In accordance with the Student Handbook, students are accountable and personally responsible for attending all scheduled educational activities for FBS 3, arriving on time and prepared. It is mandatory for students to attend all PBL sessions, clinical case or problem sessions, labs, and examinations. Students are expected to attend all didactic sessions, and are required to arrive in the classroom on time and to stay to the end of the session. In general, makeups will not be provided to non-assessment activities. Makeup assessments will be provided to students only in the case of a true emergency.

If a student has an emergency that prevents him/her from attending a scheduled activity, he/she is to follow the emergency notification procedure (http://med.fau.edu/medicine/student_affairs/pdfs/Student_Handbook.pdf). If possible, the student should also call and leave a message with the course director or group facilitator. Attendance, including tardiness, is part of the evaluation for professionalism in FBS 3. Poor evaluations may result in decreased grades and, in severe cases, referral to the Medical Students Promotions & Professional Standards Committee.

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.

REQUIRED TEXT/READINGS

Title	Author(s)	Publisher
Robbins and Cotran's Pathologic Basis of Disease 7th Edition	Kumar, Cotran, Robbins	Saunders
Harrison's Principles of Internal Medicine, 17th Edition	Anthony S. Fauci, Eugene Braunwald, Dennis L. Kasper, Stephen L. Hauser, Dan L. Longo, J. Larry Jameson, and Joseph Loscalzo, Eds.	McGraw Hill *(Available through online access at UM Calder Library)*

Supplementary resources:

Integrated Medical Curriculum http://imc.meded.com/
The site provides materials related to the gross anatomy component of the FBS sequence. The username and password given to each student at the beginning of the FBS1 course will continue to be valid.

Medline Dictionary, an online dictionary provided by the US National Library of Medicine and the National Institutes of Health. A potentially useful resource during the PBL small group sessions.

Aperio Microscope Images: These virtual microscope images, which can be accessed through the Blackboard site, via the "Handouts and Links" tab, can be found at: http://med.fau.edu/aperio.

The Internet Pathology Laboratory for Medical Education, which can also be accessed through the Blackboard site via the "Handouts and Links" tab, is a comprehensive learning tool. Individual PBL-based exercises will utilize this resource. In addition, the application contains useful anatomy, radiology, histology, and microbiology images and tutorials, in addition to thousands of general and systemic pathology images. Students and faculty alike may wish to utilize this resource for learning and teaching purposes.