

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: OFFICE OF MEDICAL EDUCATION

COLLEGE: COLLEGE OF MEDICINE

COURSE PREFIX AND NUMBER: BMS 6031

CURRENT COURSE TITLE: FUNDAMENTALS OF BIOMEDICAL SCIENCE 1

CHANGE(S) ARE TO BE EFFECTIVE (DIST. TERM): FALL 2013

TERMINATE COURSE (IS/FINAL/ACTIVE TERM)

CHANGE TITLE TO: FUNDAMENTALS OF BIOMEDICAL SCIENCE

CHANGE PREREQUISITES/MINIMUM GRADES TO*:

CHANGE PREFIX FROM: TO:

CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS² FROM: 7 TO: 21

CHANGE GRADING FROM: TO:

CHANGE COREQUISITES TO*:

CHANGE REGISTRATION CONTROLS TO:

CHANGE DESCRIPTION TO: THE FBS COURSE IS DESIGNED TO PROVIDE STUDENTS WITH A BROAD FOUNDATION IN CRITICAL BIOMEDICAL SCIENCE SUBJECT AREAS, INCLUDING BIOCHEMISTRY, MOLECULAR BIOLOGY, CELL BIOLOGY, GENETICS, PHARMACOLOGY, PATHOLOGY, PHYSIOLOGY, HISTOLOGY, ANATOMY, AND EMBRYOLOGY.

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to title/course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.

Please consult and list departments that might be affected by the change(s) and attach comments.³

None

None

Faculty contact, email and complete phone number:
 Barry T. Linger, Ed.D., blinger@fau.edu, (561) 297-0913

Approved by:
 Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:
 9/3/13
 9/3/13
 9/4/13
 9-12-13
 9-12-13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

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.

We are combining three courses in to one single course. This is being done to facilitate the students' transition in to medical school.

MD Curriculum before Proposed Changes

Year 1

Foundation of Medicine 1 12 credit hours			Foundation of Medicine 2 13 credit hours	
Fundamentals of Biomedical Science 1 7 credit hours	Fundamentals of Biomedical Science 2 7 credit hours	Fundamentals of Biomedical Science 3 7 credit hours	Neuroscience and Behavior 10 credit hours	Pathophysiology and Therapeutics 1 7 credit hours

MD Curriculum after Proposed Changes

Year 1

Foundation of Medicine 1 12 credit hours		Foundation of Medicine 2 13 credit hours		
Fundamentals of Biomedical Science 21 credit hours		Neuroscience and Behavior 10 credit hours	Pathophysiology and Therapeutics 1 7 credit hours	

**FLORIDA ATLANTIC UNIVERSITY
CHARLES E. SCHMIDT COLLEGE OF MEDICINE
COURSE SYLLABUS**

GENERAL INFORMATION

Course Number: BMS 6031
Online: Blackboard Learning System
Term: Fall 2013
Course Title: Fundamentals of Biomedical Science (FBS)
Course Directors: Ana Maria Azzarolo, Ph.D., Michelle Lizotte-Waniewski, Ph.D. and Deborah W. Louda, Ph.D.
Office: BC 307 (Azzarolo); BC 228C (Lizotte-Waniewski); BC 140A (Louda)
Office Hours: T W 3-4 pm (Azzarolo); T-Th 7-8 am (Lizotte-Waniewski); M Th 12-1 pm (Louda)

Telephone: 561- 297- 0207 (Azzarolo); 561-297-4250 (Lizotte-Waniewski); 561-297-3622 (Louda)
E-Mail: aazzarol@fau.edu; mlizotte@fau.edu; dlouda@fau.edu

Course Support: Abner Alexis
Office: BC 135A
Telephone: (561) 297-0988
Email: aalexis5@fau.edu

COURSE DESCRIPTION

The FBS course is designed to provide students with a broad foundation in critical biomedical science subject areas, including biochemistry, molecular biology, cell biology, genetics, microbiology, immunology, pharmacology, pathology, physiology, histology, anatomy, and embryology. The FBS course focuses first on biochemistry, molecular biology, cell biology, genetics, pharmacology and an introduction to the anatomical sciences. The course then builds on and extends this foundation into the areas of microbiology, immunology and pathology.

The course will be taught in 19 weeks and consist of lectures, problem based learning sessions, team based learning sessions, small group discussions, and laboratory activities.

COURSE OBJECTIVES

After completing this course the student will be able to meet the following objectives:

Molecular and cellular biology:

- Describe the structural features of DNA, RNA, and chromosomes and the methods used to analyze these structures.
- Describe the mechanisms of DNA replication, genetic recombination, and DNA repair processes.
- Describe the components, mechanisms and enzymatic reactions used for the synthesis, modification, and degradation of RNA and proteins.
- Explain the major mechanisms for regulation of gene expression.
- Describe the structure and basic function of subcellular organelles.
- Describe the components and mechanisms of signal transduction.
- Describe the general mechanism and stepwise process of the cell cycle.

Biochemistry:

- Explain the processes through which a polypeptide chain folds to its active native structure, the interactions that stabilize that structure, and the role of post-translational modifications.
- Describe the mechanisms through which enzymes enhance the rates of chemical reactions including mechanisms of enzyme regulation.
- Summarize and compare the major metabolic pathways for anabolism and catabolism of amino acids, carbohydrates, lipids, and nucleotides including regulatory mechanisms.
- Explain the thermodynamic laws governing metabolic reactions and the role of ATP in energy transfer.
- Describe the metabolic differences among different organs and tissues and explain the metabolic imbalances that can result from diabetes and starvation.
- Describe the types, components, and functions of membrane transport.
- Describe the important types of macronutrients and micronutrients, and the processes involved in the digestion of carbohydrates, proteins, lipids, and nucleic acids.

Anatomy, embryology, and histology:

- Describe the structure and function of basic tissue components (including epithelial cells, connective tissue cells, muscle cells, nerve cells, blood cells, and extracellular matrix).
- Describe embryogenesis, including identifying the role of programmed gene expression, homeotic genes, and developmental regulation of gene expression, as well as the order of tissue differentiation, morphogenesis, and congenital abnormalities.
- Describe the anatomy of the autonomic nervous system; back and spinal cord; shoulder and axilla; arm and forearm; hand and joints of the upper extremity; chest wall and lungs; heart and great vessels; abdominal wall and inguinal; abdominal viscera and vessels; posterior abdominal wall; pelvis and pelvic diaphragm; perineum; pelvic viscera; gluteal and thigh; leg, foot and joints.
- Describe the microscopic anatomy of the epithelium, connective tissue, muscle, cartilage, bone, integument, lymphoid tissue, gastrointestinal system, respiratory system, adipose tissue, urinary system, endocrine system, male reproductive system, and female reproductive system.
- Describe the embryological development of the skeletomuscular system, cardiovascular system, respiratory system, gastrointestinal system, and urinary system.

Pharmacology:

- Describe the general principles of pharmacokinetics and pharmacodynamics.
- Describe the general principles of the autonomic nervous system (ANS) pharmacology.
- Describe the mechanisms of action, clinical uses and side effects of ANS neurotransmitters as well as adrenergic and cholinergic agonists and antagonists.
- Summarize the general classes of antimicrobials and recognize the most commonly utilized members of each class.
- Explain the mechanisms of action, clinical uses and side effects of antimicrobial, antiviral, antineoplastic, anti-gout, antidiabetic and antilipidemic drugs.
- Explain the mechanisms of action, clinical uses and side effects of drugs used for the treatment of Crohn's disease, congestive heart failure and myocardial infarction.

Microbiology

- Describe the basis of microbial classification, structure and function of bacteria, fungi, and parasites.
- Explain the major features of bacterial genetics.
- Analyze the pathophysiology, epidemiology, clinical presentation, laboratory diagnosis and treatment of bacterial infections, fungal infections, and parasitic infections.
- Describe the properties and classification of viruses, and compare them to other microorganisms.

- Describe the reproductive cycles of RNA and DNA viruses, the molecular basis of viral pathogenesis, and the characteristics of latent and persistent viral infections.
- Review the principles of cultivation, assay and laboratory diagnosis of viruses.
- Identify viruses that are capable of stimulating cell growth and inducing oncogenic transformation.

Immunology:

- Compare the structure and function of the immune system cells, including granulocytes, natural killer cells, macrophages, T-lymphocytes, and B-lymphocytes.
- Describe the structure and function of immunoglobulins and T-cell receptors.
- Summarize the chemistry, function, and molecular biology of immunologic mediators including cytokines and chemokines.
- Compare the design and function of the classic and alternative complement pathways.
- Analyze B- and T-cell activation and regulation of the immune system.
- Distinguish immunodeficiency diseases of T- and B-cells, phagocytic cells, and combined immunodeficiencies.
- Explain the causes and regulation of type I – IV hypersensitivity reactions.
- Describe the types and properties of allergens, and explain the mechanisms of local, systemic, and drug-induced allergic reactions.
- Describe tests and therapies for allergies, and their relevance to key steps in the allergic immune response.
- Describe major and minor histocompatibility processes, the mechanisms of self-tolerance, and tissue-typing techniques.
- Explain the molecular basis of direct and indirect allograft recognitions, the types and mechanisms of clinical rejection, and the mechanisms of action of immunosuppressive drugs.

Pathology:

- Compare the acute inflammatory response to the chronic inflammatory response, including mediator systems, the vascular response to injury, inflammatory cell recruitment, and clinical manifestations.
- Analyze mechanisms of cellular injury and adaptive cell responses, including necrosis and apoptosis.
- Describe the causes, appearance, process of formation, and consequences of tissue edema, congestion, hemorrhage, thrombus, and infarction.
- Explain the causes, fundamental characteristics, and process of carcinogenesis, and describe the most common biochemical and physiological alterations found in malignant transformation.
- Describe oncogenes and proto-oncogenes and how they function in normal tissue and neoplasia.
- Explain the processes of invasion and metastasis, and describe the classification, histologic diagnosis, grading and staging of neoplasms.
- Summarize cancer epidemiology and prevention.

FAU College of Medicine Competencies addressed in this course:

- **Medical Knowledge & Research Skills (MK):** Demonstrate knowledge of the scientific basis of medicine and the ability to apply knowledge to patient care and contribute to scholarship in medicine through research or teaching.
 - Demonstrate knowledge of the normal structure and function of the human body (cells, tissues and organs).
 - Demonstrate an understanding the molecular, biochemical and cellular processes that maintain homeostasis.
 - Describe the changes that occur to organs and organ systems in development and aging.

- Describe the structural changes and physiologic alterations that underlie disease states.
- Describe causes (vascular, inflammatory, infectious, neoplastic, degenerative, genetic, developmental, environmental/toxic, allergic, autoimmune, traumatic, psychosocial, and behavioral) of diseases and the ways in which these processes present in clinical practice.
- Describe the mechanisms of actions side effects and interactions of major therapeutic agents.
- Describe non-pharmacologic approaches to disease and symptom management.
- Contribute to research and teaching in case-based small groups and patient care settings.
- **Ethics & Law (E&L):** Demonstrate appropriate ethical and legal choices in the treatment of patients and their families in relation to the healthcare system, adhering to institutional and professional standards and regulations.
 - Recognize different value systems while adhering to personal ethics.
 - Identify, analyze and justify appropriate ethical and legal choices in the treatment of individual patients and their families.
 - Address ethical concerns in the practice of medicine, particularly the care of patients at the end of life, and in issues concerning the organization and financing of medical care.
- **Professionalism (P):** Demonstrate knowledge and behavior that represents the highest standard of medical practice, including compassion, humanism, respect, accountability, dependability, and integrity when interacting with peers, inter-professional health care team members, patients, and families.
 - Behave with honesty, integrity, respect, and compassion toward patients, families, students, faculty, and members of the healthcare team.
 - Demonstrate punctuality, reliability, responsibility, willingness to do more when needed, and completion of tasks.
- **Interpersonal and Communication Skills (ICS):** Communicate effectively with patients, families, health care team members, and other colleagues; establish the rapport necessary to form and maintain therapeutic relationships with patients.
 - Provide a concise, accurate, verbal summary of a patient situation to a faculty member, resident, or peer, prioritizing the most significant factors for clinical decision-making.
- **Cultural Competency (CC):** Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments; recognize and appropriately address gender and cultural biases in health care delivery, while considering first the health of the patient.
 - Demonstrate knowledge about the impact of cultural beliefs and practices on health, disease and treatment.
 - Demonstrate knowledge about the impact of socioeconomic factors on health, disease and treatment.
 - Demonstrate knowledge about the impact of gender, sexuality, religion and spirituality, ethnicity and race on health, disease and treatment.
- **Health Promotion & Disease Prevention for Patients & Populations (P&P):** Recognize the importance of health promotion and disease prevention as crucial elements to improve the health of individuals and populations.
 - Identify recommended clinical preventive services based on patient's age, sex, and risk factor status using appropriate guidelines.
- **Life-Long Learning and Self-Improvement (LL):** Recognize the limits of personal knowledge and experience; actively pursue clear learning goals; exploit new opportunities for intellectual and professional growth; demonstrate critical, reliable, and valid self-assessment, and apply the knowledge gained to the practice of medicine.

- Demonstrate competence in the art of receiving and providing meaningful assessment and feedback.
 - Recognize and address personal limitations, educational needs, attributes or behaviors in a variety of learning experiences.
 - Identify and acknowledge gaps in knowledge and develop and implement plans to correct them.
 - Select and utilize appropriate resources to address learning goals.
- **Systems of Health Care Practices (SHC):** Understand the various health care delivery systems and the importance of cooperation and coordination with other health professionals to enhance the continuity, safety, and reliability of patient care.
 - Demonstrate an understanding of the roles of other members of the healthcare team and work effectively with them to provide coordinated care.
- **Self Awareness and Personal Development (PD):** Approach the practice of medicine with awareness of personal limits, strengths, weaknesses and vulnerabilities; tend to personal physical and mental health; seek help and advice when needed; and develop personally appropriate coping strategies.
 - Recognize personal reactions to difficult situations and understand how these personal responses may affect life and work
 - Demonstrate an awareness of personal beliefs, values and emotions that influence behaviors with others.

EVALUATION

Summative Assessment (Grading): FBS will be graded S (Satisfactory) or U (Unsatisfactory).

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

Component 1

Exam 1	15%
Exam 2	15%
Exam 3	30%
3 Quizzes	10%
<u>Anatomy Exam & Quizzes</u>	<u>30%</u>
Total	100%

Exams 1 and 2 consist of multiple choice questions covering lecture objectives and essay questions covering PBL case objectives. Exam 3 consists of multiple choice questions covering objectives in lectures and PBL cases, and will also include a section of cumulative multiple choice questions covering material from the entire course excluding anatomy. For exam 3, material covering the last 3rd of the course and material covering the cumulative part will count equally, i.e. 15% each. The 3 quizzes are in multiple choice format and will cover objectives in lectures and PBL cases. The passing grade for this component (exams and quizzes) is $\geq 75\%$ of total points possible.

Component 2

The second component is PBL. The grade 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) or "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 habits

Formative Assessment (not graded): Students will receive narrative feedback from their facilitator midway through PBL Block 1 and midway through PBL Block 2. Students will receive narrative feedback from the other students in their PBL group/ Anatomy Dissection group midway through PBL/Anatomy Block 1, at the end of PBL/Anatomy Block 1, and midway through PBL/Anatomy Block 2. Each student is expected to complete feedback forms for his/her peers by the posted deadlines.

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 Fundamentals of Biomedical Science arriving on time and prepared. **It is mandatory for students to attend all PBL sessions, team based learning (TBL) sessions, clinical correlates, imaging sessions, gross anatomy labs, and examinations. The exams have been scheduled to coordinate with the FOM course; therefore students must attend their clinical experiences as scheduled. Failure to attend your scheduled clinical experiences during quiz/exam weeks will result in professionalism violation citations.**

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 for 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 mandatory 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 the FBS course. Poor evaluations may result in decreased grades and, in severe cases, referral to the Medical Students Promotions & Professional Standards Committee.

FBS Course/Faculty Evaluation Completion Policy

An important learning outcome of medical education is practicing the "professionalism" standards set by the field. A first step into the medical profession includes the responsibility to provide feedback and help improve medical education. To be most effective, learning is a team endeavor in which teachers are learners and vice versa. This mutuality is reflected, for example, in the obligation of faculty members to provide grades and other constructive commentary on student performance and how it can be enhanced and it is reflected in the expectation that students will provide evaluative feedback and commentary on each course and faculty member in order to improve the quality of instruction. Student participation in the evaluation process is essential to our educational program and is a required aspect of a medical education career.

Evaluation Completion Requirements

Completing course, peer and faculty teaching evaluations is required. Students have 14 days to complete their evaluations after they are posted in MyEvaluations. Failure to complete evaluations on time is a breach of professionalism and can result in professionalism violation citations. If a student feels that they have reasons for not completing an evaluation, they can present their case to the Course Directors. This request has to be made in the 14 day window for the students completing the evaluations.

Religious Observance 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 will follow the established FAU policy regarding absences due to personal observances of religious holidays. A student who must be absent from a class requirement due to religious beliefs or practices will not be penalized.

Regulation 2.007 Religious Observances

- (1) The University recognizes and values students' rights to observe and practice their religious beliefs. This regulation provides a procedure in which students may seek reasonable accommodation of their religious observances, practices, and beliefs in regard to admission, class attendance, the scheduling of examinations, major class events, major University activities, and work assignments.
- (2) The University will reasonably accommodate a student's religious observances, practices, and beliefs as they pertain to the following:
 - a. Admissions: The University will not deny admission to any student because of the religious observance, practice, or belief of the student.
 - b. Class Attendance: Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course.
 - c. Work Assignments: Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.
 - d. Examinations, Major Class Events, Major University Activities: The University, by and through itself and its instructors, shall use reasonable efforts not to schedule major examination, major class events, or major University activities on a recognized religious holy day. A recognized religious holy day is a significant day of religious observance as recognized by the highest governing body of that particular religious faith. Evidence of such recognition shall be provided by the student unless the

holy day has been previously recognized by the University on its University Calendar as a day of observance in which the University is closed in observance of the holiday.

(3) Any student who believes that he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress of the decision by filing a complaint for failure to provide a religious accommodation with the Office of Equal Opportunity Programs. Any such complaint will be processed and investigated in accordance with the University's established procedure regarding alleged discrimination and harassment.

Procedure for requesting religious accommodation at FAU COM

(4) Students requesting an absence due to religious observances during any course, clerkship or other required educational activity shall notify the relevant course/clerkship director, the Senior Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education **no later than the end of the second week of the applicable academic term**. For Year 3, we strongly encourage students to notify the relevant clerkship director by the end of Transition Week. For Year 4, we strongly encourage students to notify the relevant clerkship director at least one week before the clinical clerkship and rotation begins in order to avoid scheduling conflicts.

The student's request must be in writing and include the following:

- Notification to the students' course/clerkship director, the Senior Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education of the student's request not to participate in an aspect of the curriculum.
- A description of the aspect of the curriculum the student is requesting not to participate in and the reason for the request.
- The date of the request and the student's signature.

The course/clerkship director, the Senior Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education will review any student's written request, decide if there is a need to grant reasonable accommodation for religious purposes, and whether granting an accommodation will unduly burden faculty, staff or others involved with the affected activity or will unacceptably compromise the rigor of the educational requirements. They will also consider whether there will be an opportunity to make up any missed activity. A written response to the student request will be issued by the Senior Associate Dean for Medical Education. The student's request and written response to the request will be maintained in the student's academic file.

FAU College of Medicine Self-Insurance Program (FAU SIP): Required Reporting

Employees of the FAU Board of Trustees, students, residents and healthcare providers have an individual responsibility to report to the FAU SIP any *event* that you reasonably believe may have caused or resulted in an *injury to a patient*.

A reportable event is:

- Any occurrence that has produced an actual, potential, or perceived injury.
- A practice, situation, premise, or product defect that may produce an injury if left uncorrected.
- Any other unexpected or untoward outcome or event where established policy or procedure was not followed.
- Any other conditions you feel may give rise to a malpractice claim.

Medical students must notify their supervisors (clinical preceptor/course director, clerkship attending/clerkship director and the COM Office of Student Affairs) of any reportable event. Residents must also notify their attending and department residency program director of any reportable event.

How To Report: Immediately upon the occurrence of a reportable event, call the FAU SIP representatives at (352) 273-7006. When in doubt regarding an event – **ALWAYS REPORT.**

For more detailed information and examples of reportable events, see “Required Reporting: A Guide for Faculty, Staff, Residents and Students” and “Professional Liability Protection”.

<http://www.flbog.sip.ufl.edu/fau/liabilityprotection.php>

Policy on Recusal from Academic Evaluation of Students by Faculty (Page 42 of 2012-2013 Student Handbook)

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.

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_Code_of_Academic_Integrity.pdf

REQUIRED TEXT/READINGS

Title	Author(s)	Publisher
Genetics in Medicine 7 th Edition	Thompson and Thompson, Nussbaum, McInnes and Willard	Saunders
Biochemistry: Lippincott's Illustrated Reviews 5 th /6 th Edition	Champe, Harvey and Ferrier	Lippincott, Williams and Wilkins
Basic and Clinical Pharmacology 12 th Edition	Katzung	McGraw Hill
Medical Microbiology 7th Edition	Murray, Rosenthal, and Pfaller	Mosby
The Immune System 3rd Edition	Parham	Garland Science
Robbins & Cotran Pathologic Basis of Disease; 8th Edition	Kumar, Abbas and Fausto	Saunders
Medical Physiology; 2nd Edition	Boron and Boulpaep	Elsevier
Langman's Medical Embryology 12 th Edition	Sadler	Lippincott, Williams and Wilkins
Histology: A Text and Atlas 6 th Edition	Ross and Pawlina	Lippincott, Williams and Wilkins
Essential Clinical Anatomy 4 th Edition	Moore, Agur and Dalley	Lippincott, Williams and Wilkins
Atlas of Human Anatomy 5 th Edition	Netter	Saunders, Elsevier
Imaging Atlas of Human Anatomy 4 th Edition	Weir, Abrahams, Spratt and Salkowski	Mosby
Molecular Biology of the Cell 5 th Edition	Bruce Alberts	Garland Science

INSTRUCTORS

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