



**Graduate Programs—NEW COURSE PROPOSAL**

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 ONLINE \_\_\_\_\_  
 MISC \_\_\_\_\_

DEPARTMENT NAME: **BMED**

COLLEGE OF: **COLLEGE OF BIOMEDICAL SCIENCE – MEDICAL EDUCATION PROGRAM**

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX   BCC   COURSE NUMBER   7190   LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE : **CRITICAL CARE CLERKSHIP**

**EFFECTIVE DATE**

(first term course will be offered)

FALL, 2014

**CREDITS:**

**TEXTBOOK INFORMATION:**

There are no required texts at this time. Students will use sources that they have accumulated from previous courses.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR   X   PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:** The goal the mandatory Critical Care 4th year subinternship is to approach the ICU/CCU as an applied physiology laboratory, emphasizing normal human physiology, the pathophysiology of disease, and the scientific underpinnings of diagnostic and therapeutic intervention.

**PREREQUISITES W/MINIMUM**

GRADE: \* Accepted for matriculation in the FAU Medical Sciences program. Have successfully passed MBME step 1 exam.

**COREQUISITES:**

**OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):**

STUDENTS MUST BE ADMITTED TO THE MEDICAL PROGRAM

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

\*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE : **M.D./ PHD**

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

          To Be Determined            
 Faculty Contact, Email, Complete Phone Number

**SIGNATURES**

**SUPPORTING MATERIALS**

<p><b>Approved by:</b></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><b>Date:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Syllabus</b>—must include all details as shown in the UGPC Guidelines.</p> <p><b>Written Consent</b>—required from all departments affected.</p> <p>Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAU Medical Education Program. 2011-2012

Syllabus :

1. **Course title** : critical care clerkship

**Course number**: BCC 7190

**Number of credit hours**:

2. **Course prerequisites**:

Accepted for matriculation in the FAU Medical Sciences program. Have successfully passed MBME step 1 exam.

3. **Course logistics**:

- a. term: to be arranged per rotation schedule
- b. not an online course
- c. appropriate hospital wards and clinics

4. **Instructor information**:

Dr. Jeff Davis at St Marys  
Dr. Stan Marks at Broward

5. **TA contact information**:

N/A

6. **Course description**:

Description of Clerkship:

The critical care subinternship may be served in an adult MICU, SICU, CCU/ICU combination, PICU or NICU. Critical care units across the affiliated programs serve as teaching sites.

It is the faculty's belief that the critical care environment is an excellent site in which to review the basic and clinical sciences relevant to modern medicine. The goal of the mandatory 4th year subinternship is to approach the ICU/CCU as an applied physiology laboratory, emphasizing normal human physiology, the pathophysiology of disease, and the scientific underpinnings of diagnostic and therapeutic intervention. In the NICU and PICU developmental physiology will be an additional area of emphasis.

7. **Course objectives/student learning outcomes**:

Competency Based Objectives:

Description of Clerkship:

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## Goals and Objectives

- To review and enhance the student's working knowledge of human physiology and pathophysiology through application in the delivery of patient care in the critical care setting.
- To provide for further develop the student's history and physical examination skills.
- To train students in the formulation of clinical assessments and plans whose rationale is based on an understanding of the physiology and pathophysiology underlying the clinical problems at hand and which recognizes the physiologic implications of diagnostic and therapeutic interventions.
- To foster development of interpersonal skills needed to function as a member of a health care team and to deal with patients and their families.

At the end of the rotation, the student should be able to:

- Define shock in terms of failure of oxygen delivery, understand the basic mechanisms underlying shock, and know how to provide basic cardiac, circulatory, and pharmacologic support.
- Understand pulmonary function and manage ventilatory support in a rational fashion.
- Understand clinical fluid, electrolyte, and acid-base physiology and be capable of writing rational IV fluid orders.
- Understand the mechanisms underlying acute renal failure and be able to make the diagnosis using standard laboratory tests.
- Manage the post operative patient in a rational manner based on a sound understanding of the pathophysiology of the post operative state.
- Approach antibiotic management and treatment in the patient with infection in a rational manner.
- Manage the patient with hemorrhage and understand the appropriate use blood and blood products.
- Formulate plans for appropriate nutritional support.
- For those on PICU or NICU rotations, a working knowledge of developmental physiology will be reinforced.
- Formulate rational clinical assessments and plans.
- Interpret ABG'S and manage respirators.
- Interpret hemodynamic measurements from Swan Ganz catheters.
- Participate in managing patients with shock.
- Read CXR and EKG's.
- Insert arterial lines.
- Insert central venous catheters.

## **8. Course evaluation method:**

### Evaluation:

Assessment of student performance on the Critical Care Subinternship will consist of 2 components.

1. Written evaluations by the student's ICU attending, and Critical Care Preceptor.
2. Written board style, multiple choice final exam administered at completion of the critical care subinternship.

## **9. Course grading scale:**

A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B - = 80-82;  
C+ = 78-79; C= 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 59 and below.

## **10. Policy on makeup tests, etc.**

If a student fails to achieve any of the above, an Incomplete grade for the clerkship will be assigned. If the NBME subject exam is below the 5<sup>th</sup> percentile, the student will be required to re-take the exam within 14 weeks of notification, unless approved to take it later by the Clerkship Discipline Coordinator. If the exam is passed on the second try, the overall grade will not change (i.e., only the first score will be used in determining the overall grade), and a “D” will be assigned. If a score at or above the 5<sup>th</sup> percentile on the second attempt is not achieved, a “F” grade will be assigned and remediation (which may include repeating the entire clerkship) will be determined by the Clerkship Discipline Coordinator in conjunction with the Junior/Senior Promotions Committee.

## **11. Special Course requirements:**

N/A

## **12. Classroom etiquette policy:**

Students should be considerate of each other by switching his/her cell phone to vibrate during all teaching activities.

If a telephone call is of an emergency nature and must be answered during class, the student should excuse him/herself from the lecture hall before conversing.

Laptop computer use should be limited to viewing and recording lecture notes rather than checking e-mail, playing or viewing other distracting websites. Students may be asked by faculty to turn off laptops during any session where group participation is required (such as PBL and wrap-up sessions).

## **13. Disability policy statement:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) –in Boca Raton, SU 133 (561-297-3880)—and follow all OSD procedures.

## **14. Honor code policy:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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.

The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

1. The use of notes, books or assistance from or to other students while taking an examination or working on other assignments, unless specifically authorized by the instructor, are defined as acts of cheating.
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. Other activities that interfere with the educational mission of the University.

For full details of the FAU Honor Code, see University Regulation 4.001 at [www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

The Code of Honorable and Professional Conduct should serve as a guide to medical students in matters related to academic integrity and professional conduct. The Code of Honorable and Professional Conduct provides a mechanism for peer evaluation of student conduct which the FAU faculty and administration believe is an essential component of medical education and development of medical students.

#### **15. Required texts/readings:**

There are no required texts at this time. Students will use sources that they have accumulated from previous courses.

#### **16. Supplementary resources:**

#### **17. Course topical outline, including dates: to be determined**

##### **Content outline:**

*Please refer to Blackboard for up-to-date information and session-related objectives and handouts.*

##### **Study Habits:**

A major contribution to your learning is active engagement, which includes participation in the learning of other students and interaction with the instructors. Students are expected to be proactive and to access the Blackboard system to review items associated to individual sessions.

Learning in the field of medicine is a life-long endeavor that is not only necessary, but can and should be fun. One of the most important factors for learning is curiosity and sometimes, the best way to keep this curiosity stimulated is through our interaction with colleagues and peers. When learning in small groups, we have a chance to try to explain topics to each other, brainstorm solutions together, give each other constructive feedback, and support and validate each other. We encourage balancing studying alone with learning in small groups. It is important to develop a study routine to avoid "putting things off" and "cramming" and to minimize the stress we may add to our lives in that way.

##### **Independent Study Time:**

Independent Study Time allocated within the day time schedule is provided for students, on average about 9 hours per week.

Students are expected to use this time to further their learning. The time should be used for independent study or with peers. It is an opportunity to seek out faculty to interact with them outside the formal teaching setting. Since the PBL small-group format requires that students research learning objectives, the time may be used to prepare for the subsequent sessions. Finally, the time may be used to work on assignments, problem-solving cases, off-campus visits or other tasks that are required by the courses.

Occasionally, some Independent Study Time sessions may be used for curriculum-related activities (e.g. standardized examinations): notice will be given as early as possible for these occasions.

##### **Course and Faculty Evaluation:**

FAU highly values the process of formal program evaluation and feedback. FAU students are required to complete all course evaluations and program evaluation surveys which are the Students Perception of Teaching (SPOT).

Grades and transcripts may be held for failure to submit required surveys. Evaluations should be constructive, to help improve individual faculty's teaching, and the content and format of the courses.

Moreover, the timely completion of evaluations at the level of undergraduate medical education assists students in developing the administrative and organizational skills required throughout their academic and professional career. We appreciate your completing evaluations to help continue with improvement of the learning experiences and environment for all students.

**Faculty:** to be determined depending upon hospital or clinic.