



## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
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**DEPARTMENT NAME: BMED** | **COLLEGE OF: COLLEGE OF BIOMEDICAL SCIENCE – MEDICAL EDUCATION PROGRAM**

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX   BMS   COURSE NUMBER   6305   LAB CODE (L or C) \_\_\_\_\_

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

COMPLETE COURSE TITLE : Infection and Inflammation

**EFFECTIVE DATE**

(first term course will be offered)

SPRING , 2013

CREDITS: 7 HRS.

**TEXTBOOK INFORMATION:**

Robbins and Cotran's Pathologic Basis of Disease 7 <sup>th</sup> 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 <i>(Available through online access at UM Calder Library)</i>

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

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:** The purpose of the Infection and Inflammation Course is to expand on and provide clinical correlation to the fundamental principles of microbiology and immunology taught during the Fundamentals of Biomedical Science courses. The course uses an integrated approach to present principles of pathology, pathophysiology, diagnosis, and basic treatment rationale pertaining to disorders of inflammation,

PREREQUISITES W/MINIMUM GRADE: \* COREQUISITES: OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

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.**

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.

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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><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 :** Infection & Inflammation

**Course number:** BMS 6305

**Number of credit hours:** 7

Lecture Hours: up to 10 hrs/week in classroom, unless otherwise specified.

Small-group Hours: up to 6 hrs/week for PBL and mini-cases, location as assigned

**2. Course prerequisites:**

Accepted for matriculation in the FAU Medical Sciences program.

**3. Course logistics:**

a. term: Fall 2012

b. not an online course

c. Biomedical Science Building room BC-126, anatomy lab, small group PBL rooms.

**4. Instructor information:**

Course Director: Amy Zito, M.D.  
Assistant Professor  
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Course support:	Ms Tamara Alexander Program Assistant BC-137 561-297-1373 talexa14@fau.edu	Ms Mavis Brown Curriculum Coordinator BC-138 561-297-0899 mwbrown@fau.edu
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*Please note:* Any official student communication from the director or program assistant will be sent via e-mail to students at their FAU e-mail addresses. *If students would like to meet with the course director, they must call or e-mail the course director to schedule an appointment.*

**5. TA contact information:**

N/A

**6. Course description:**

Rationale:

The Continuity Medicine Curriculum uses a chronic illness model and an integrated patient care approach to prepare students for medical practice.

The purpose of the CMC Infection and Inflammation Course is to expand on and provide clinical correlation to the fundamental principles of microbiology and immunology taught during the Fundamentals of Biomedical Science courses. The course uses an integrated approach to present principles of pathology, pathophysiology, diagnosis, and basic treatment rationale pertaining to disorders of inflammation, autoimmunity, and infectious disease.

Integrated to this course are core principles of dermatological and ophthalmologic disorders. These introductory dermatology and ophthalmology objectives predominantly focus on infection and inflammation, although other pathology has been included to allow students to gain a general overview and to begin to

develop a robust differential diagnosis when it comes to specific chief complaints in this area. To achieve these goals, a combination of lectures and problem-based learning (PBL) sessions has been developed. PBL sessions in the small-group setting use a set of core cases to focus students on pathophysiology, diagnosis, and a first approach to management. Lectures in the classroom setting are thematically related to the core cases. Both learning venues are designed to complement each other with respect to key concepts.

The CMC Infection and Inflammation course builds on the foundation in gross anatomy, histology, microbiology, and immunology acquired in the year 1 Fundamentals of Biomedical Science sequence as well as on ophthalmologic concepts acquired in the CMC Neuroscience and Behavior course and in the Physicianship Skills course of year 1.

The course also builds on infectious disease principles and other core concepts taught during the preceding organ system modules, including the cardiovascular, GI, pulmonary, and renal modules. This course provides continued opportunity to integrate pathology, microbiology, and immunology principles with clinical problems and as such complements the teaching in the Physicianship Skills courses of year 1 and year 2.

The goals of the medical program are to teach the attitudes and skills required for achieving competency as effective practitioners. This course provides further opportunities to acquire a fund of knowledge by encouraging students to be proactive and responsible for their learning in the classroom, small-group and simulation settings.

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

Competency Based Objectives:

At the end of the course, medical students will be able to:

### **Professionalism**

- § Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to their peers, patients and faculty
- § Appreciate the importance of a compassionate, non-judgmental attitude with classmates, faculty and staff
- § Understand and respect the need to collaborate with each other to promote learning
- § Apply reflective practice as a strategy to achieve personal and professional growth
- § Apply methods to reduce stress and improve wellness in oneself and others

### **Interpersonal Skills and Communication**

- § Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with their peers and faculty
- § Demonstrate the ability to work in professional teams to solve problems
- § Demonstrate the ability to do self and peer evaluations of performance and knowledge levels
- § Demonstrate skills to learn in a student-centered and adult learning environment

### **Patient Care**

- § Correlate the biomedical science aspect of specific illnesses with the clinical knowledge acquired in the Integrated Patient Care and Physicianship Skills courses

### **Medical Knowledge:**

- § 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
- § Demonstrate the ability to recognize and begin to manage sepsis and septic shock
- § 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
- § Utilize a variety of resources (faculty, textbooks, computers, internet, etc.) to find information about the various course objectives

#### **Practice-Based Learning and Improvement**

- § Reflect on the importance of dedication to life-long learning and strive for excellence in order to consistently provide optimal performance in class, small group and ultimately in patient care
- § Take charge of their own learning and effectively elicit feedback from faculty and peers in order to optimize learning

#### **Systems-Based Practice**

- § Recognize the importance of clinical follow-up in the management of chronic illness
- § Appreciate the impact of inadequate health insurance in the management and outcome of chronic illness
- § Identify systems-based challenges in recognizing and managing sexually transmitted infections

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

#### **Examination Policy:**

Exam Composition: All examination questions will be multiple-choice. Clinical vignettes will be used for many questions, and images will be incorporated as appropriate. Approximately 1-2 questions per lecture hour, 1-2 questions per PBL case hour and 1-2 questions per laboratory hour will be used. Exams will be delivered electronically via student laptops. Practical Exams will be pen and paper exams. Please see the description of the practical exam below that is a component of the final exam for the course.

Exam Administration: All examinations will be administered in the Biomedical Sciences building or the Simulation Center on the dates and times documented in the examination schedule. A student must sit for all examinations as scheduled. *A student must obtain permission for an excused absence from the course director and notify the Assistant Dean for Student Affairs prior to the time for sitting for a scheduled examination.* In the event of a personal emergency, the course director and the Assistant Dean for Student Affairs must be notified of the absence as soon as possible. Missed examinations will be rescheduled at the discretion of the course director, at a time that does not interfere with other course work. Unexcused absences will result in a grade of zero (0) for the missed examination.

All absences from examinations should be documented by the course director and will be communicated to the Office of Student Affairs. A record of excused and unexcused absences from examinations will be maintained by the Office of Student Affairs. A pattern of recurrent absences from examinations, whether excused or unexcused, will be reviewed by the class promotions committees and may result in a recommendation up to and including dismissal from the FAU Medical Education Program. (See the Student Rights and Responsibilities Handbook)

During the exams, students are required to follow the examination protocol presented by the proctors. No specific questions regarding an exam item will be answered during any exam.

Examination Scoring: Scoring will be based solely on the answers recorded by the student on their laptop computer. Miskeying of answers or omission of an answer will not be considered in grading a student's examination. Accuracy is the sole responsibility of the student.

Grades will be available via Blackboard in a timely fashion.

Viewing the Examination: All exams will be secure. Students can access a copy of the exam for review in the Office of Medical Education, Room BC-136.

**Grading Policy:**

Activity	Date	Percentage of Grade
Exam #1	Wednesday November 25	30%
Exam #2	Friday December 18	35%
PBL Small Group Performance		25%
Mini-cases	Wednesday Nov. 18 Monday Dec. 7	10%
Total		100

Students are required to pass all the individual activities (Exam #1, Exam #2, Small group performance) in order to pass the course overall.

The Student Rights and Responsibilities Handbook contains a description of the grading system.

1. Exam #1
  - Consists of questions covering objectives from lectures and PBL cases.
  - Includes material up to and including Monday November 23.
  
2. Exam #2
  - Consists of questions covering objectives from lectures and PBL cases.
  - Includes material up to Wednesday December 17. *The exam is not cumulative but builds on prior knowledge.*
  
3. PBL Small Group Performance
  - Active participation and attendance are expected in all small groups (See Attendance Policy).
  - Consists of the Core Facilitator Evaluation of the student performance during the course.
  - Students are expected to meet with their Core Facilitator half-way through the course for a 10-15 minute review of their performance and to use the course evaluation form to guide this formative feedback.
  - *Copies of the form used to evaluate students may be found under the "Handouts and links" of the student e-Dossier on One45.*

#### 4. Mini-cases

- Problem sets of short cases for the students to solve independently and outside of class. These problem sets are then discussed in scheduled small-group sessions.
- Consists of independently done work handed in at the beginning of the session.
- Evaluation is based upon turning in the mini-cases and satisfactory completion as defined by the standards set forth by students in their class oath

When a student obtains a “D” or “F” on any examination, a letter is sent to the student asking them to contact the Course director for assistance. The letter is copied to the student’s file.

#### 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.**

Failure on examinations:

- a) If a student passes a course, but has failed one of the written examinations, the student will be asked to meet with the Course Director to discuss any problems the student may have had with the material. A plan of action for improving the student’s performance will be determined.
- b) If a student passes a course, but has a written examination average that is below passing (as determined by the course director), the student will receive a “Fail” for the course and will also be asked to meet with the Course Director. The student will be discussed at the Promotions Committee meeting.
- c) Course Directors may designate a student’s performance for the grade report as a grade of “D.” While not failing, a grade of “D” identifies an unsatisfactory performance for graduate level training, and could result in a recommendation by the Course Director to perform remedial work. Students with “D” grades will be reviewed by class promotions committees. Earning one or more grades of “D” could signify that the student is not making sufficient academic progress, and may result in a recommendation by the promotions committee for the student to repeat a course or courses, repeat an academic year, or be dismissed from the school of medicine.

Failure in problem-based learning:

- a) If a student fails the problem-based learning portion of a course (as determined by the course director), the student will receive a grade of “D” for the course and be asked to meet with the Course Director. A plan of action for improving the student’s performance will be determined. Evidence of successful completion of the remediation must be provided by the Course Director for inclusion in the student file. The student will be discussed at the Promotions Committee meeting.

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

Attendance Policy:

The FAU faculty and administration agree that student attendance and participation in all scheduled learning sessions are important to students’ academic and professional progress, and ultimate success as physicians.

Attendance at the Monday/Wednesday/Friday small-group sessions and wrap-up is mandatory.

***For an absence to be excused, a request must be made to the Course Director. Only a Course Director can excuse an absence. No missed work associated with a specific session can be made up without loss of credit for satisfactory completion unless an excused absence has been granted.***

***An excused absence from a small-group PBL session will be made up by the assignment of an additional learning issue to the student. An unexcused absence will result in the assignment of an***

***additional learning objective for each absence, and a two point deduction from the PBL small group performance component of the final grade.***

Repeated unexcused absences from required curricular activities may result in disciplinary action, up to and including dismissal from the FAU Medical Education Program.

**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/reading**

**Required Textbooks:**

The following are textbooks that students are expected to use in the course.

Title	Author(s)	Publisher
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Robbins and Cotran's Pathologic Basis of Disease 7 <sup>th</sup> 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)

**Web Resources:**

(These resources and others may be accessed via the “Handouts and links” of the student e-Dossier on Blackboard)

Course specific resource:

A practical guide to clinical medicine: <http://meded.ucsd.edu/clinicalmed/joints.htm>  
Detailed examination of the joints is usually not included in the routine medical examination. However, joint related complaints are rather common, and understanding anatomy and physiology of both normal function and pathologic conditions is critically important when evaluating the symptomatic patient. By gaining an appreciation for the basic structures and functioning of the joint, you'll be able to "logic" your way thru the exam, even if you can't remember the eponym attached to each specific test.

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.

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, encompassing the latest edition of the WebPath<sup>®</sup> software. 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. In addition, WebPath contains a section of case-based laboratory exercises and examination questions (with fully-explained answers) that are very helpful resources for learning and review.

**16. Supplementary resources:**

Web Resources:

(These resources and others may be accessed via the “Handouts and links” of the student e-Dossier on Blackboard)

. Students are encouraged to carry their laptop with them as much as possible in order to access resources, patient log and other resources.

Session handouts	Yes	Session Objectives	Yes	Quizzes	No
Required Activities	Yes	Grades	Yes	Exams	Delivered via laptop or pen and paper



**17. Course topical outline, including dates:**

**Content outline:**

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

<b>Week of</b>	<b>Academic Week</b>	<b>Session Topic</b>
11/09/12	Week 17	Inflammation and Infection: Course Overview
		Primer in the Analysis of Synovial Fluid And Skeletal Radiographs
		Bone and Joint Infections
		Contrasting Gout and Pseudogout
		Contrasting Osteoarthritis and Rheumatoid Arthritis
		Hypersensitivity and Autoimmunity
		Systemic Lupus Erythematosus
		Scleroderma and Sjögren's Syndrome
		Approach to Vasculitis
		Mechanical Causes of Back Pain
		Inflammatory causes of Back Pain and Spondylarthropathies
		PBL 1 and PBL 2
11/16/12	Week 18	Rheumatologic Causes of Myalgias
		Inherited Connective Tissue and Bone Disorders
		Immune-mediated Dermatologic Disorders
		Principles of Therapeutics
		Mini-cases # 1 attention to detail, was not plural
		Fractures and Joint Surgery
		Pathology of Musculoskeletal Tumors
		Introduction to Pediatric Ophthalmology
		Vision loss I: Refractive Error, Cataracts, and Glaucoma
		Vision loss II: Painless Loss
		Inflammation and Infection of the Eye
		PBL 3 and PBL 4
11/23/12	Week 19	PBL 4 concluded
		Exam # 1
11/30/12	Week 20	Global Impact of Infectious Disease
		Geographic Infections Outside the U.S.
		Infectious Disease Interview
		Sexually Transmitted Diseases
		Infections Characterized by Fever and Lymphadenopathy
		Geographic Infections in the U.S.
		Prevention of Travel-Related Infections
		Essential Clinical Laboratory Tests in Infectious Disease
		Viral Exanthems

Week of	Academic Week	Session Topic
		Common Non-Malignant Skin Disorders
		Skin Manifestations of Infectious Disease
		PBL 5 and PBL 6
12/07/12	Week 21	Mini-cases #2 attention to detail, was plural
		Approach to Fever and Sepsis Syndromes
		Healthcare-Associated Infections: Diagnosis and Prevention
		Natural History of HIV, Diagnosis, and Primary Care
		Complications in Patients with HIV
		Infections in Patients with non-HIV-related Immunosuppression
		Fungal infections
		Mechanisms of Antimicrobial Resistance
		Antibiotics: Mechanisms of Resistance
		Common ENT Infections
		Cutaneous Effects of Chronic Sun Exposure and Skin Neoplasms
		PBL 7
12/15/12	Week 22	Bioterrorism
		Outbreak
		Case Simulation
		Examination # 2

### 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**

### **Lecturers** (in alphabetical order):

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### **Community Lecturers**

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