

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

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

DEPARTMENT NAME: N/A	COLLEGE OF: MEDICINE
COURSE PREFIX & NUMBER: BMS 6305	CURRENT COURSE TITLE: Infection & Inflammation

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM 7 TO: 6</p> <p>CHANGE GRADING FROM REGULAR TO: S/U</p> <p>CHANGE PREREQUISITES TO:</p> <p>CHANGE MINIMUM GRADE TO:</p> <p>CHANGE COREQUISITES TO:</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO:</p> <p>OTHER</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO:</p> <p>CHANGE COURSE NO. FROM _____ TO:</p> <p>CHANGE TITLE TO:</p> <p>CHANGE DESCRIPTION TO:</p>
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CHANGES TO BE EFFECTIVE (TERM):

Attach syllabus for ANY changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES <u>NO</u>	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. N/A
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TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
 Massimo Caputi, Ph.D.; Associate Professor of Biomedical Science; BC- 227; 561 297-0627; mcaputi@fau.edu

SIGNATURES	SUPPORTING MATERIALS
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<p><i>Approved by:</i></p> <p>Department Chair: <u>[Signature]</u></p> <p>College Curriculum Chair: <u>[Signature]</u></p> <p>College Dean: <u>[Signature]</u></p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><i>Date:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all criteria as detailed in UGPC Guidelines.</p> <p>Go to: http://graduate.fau.edu/gpc/ to access Guidelines and to download this form.</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to diamond@fau.edu and 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 COLLEGE OF MEDICINE

Syllabus :

1. **Course title** : Infection & Inflammation

Course number: BMS 6305

Number of credit hours: 6

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:**

Successful completion of the first year of MD program and promotion to the second year

3. **Course logistics:**

a. term: Spring 2013

b. not an online course

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

4. **Instructor information:**

Course Director: Massimo Caputi, Ph.D.
Associate Professor of Biomedical Science
BC- 227
(561) 297-0627
mcaputi@fau.edu

Course support: Ms Mavis Brown
Curriculum Coordinator
BC-138
(561) 297-0899

Please note: Any official student communication from the director or curriculum coordinator 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:**

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, 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. 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.

7. Course objectives/student learning outcomes:

At the end of the course, medical students will be able 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
- 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

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. Exams will be delivered electronically via student laptops. Please see the description of the practical exam below that is a component of the final exam for the course.

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:

The course grade is made up of two components (exams & mini-cases, and PBL). An unsatisfactory grade for either of the two components will result in an unsatisfactory grade for the course

Component 1

Exam 1	45 points
Exam 2	45 points
Mini-cases	10 points

- Three problem sets of short cases for the students to solve independently and outside of class. These problem sets are then discussed in three 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.

Component 2

PBL facilitators will provide narrative evaluation which will contain notations as to whether the student's academic and professional performance is on the level of "honors" (H), "high satisfactory" (HS), "satisfactory" (S), "marginally satisfactory" (MS), and "unsatisfactory" U. This will be based on the student's performance the following areas:

- Use of student's own knowledge base

- Knowledge acquisition/active learning
- Critical thinking/reasoning/problem-solving
- Teamwork/group communication and assessment

When a student obtains a “MS” or “U” 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:

The grading scale for the course is as follows:

(H) Honors	= or >93% and (H) in PBL
(HS) High Satisfactory	85% - 92.99% (H) or (S) in PBL
(S) Satisfactory	= or >75% and (S) or (H) in PBL
(MS) Marginal Satisfactory	= or >75% and (MS) in PBL 70%-74.99% and (H), (S) or (MS) in PBL
(U) Unsatisfactory	= or >70% and (U) in PBL <70% and (H), (S), (MS), or (U) in PBL

10. Policy on makeup tests, etc.

Exam Administration: All examinations will be administered in the Biomedical Sciences building 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 Senior Associate 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 Senior Associate 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 a PIR from 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 MSPPSC and may result in a recommendation up to and including dismissal from the FAU medical Education Program. (See Student Rights and Responsibilities Handbook)

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.

In addition to the FAU Honor Code, the FAU College of Medicine has adopted specific academic, professional and behavioral standards governing medical student conduct which the FAU COM faculty and administration believe are essential components of medical education and the development of medical students. The FAU COM academic, professional and behavioral standards are included in the COM Student Handbook

15. Required texts/reading:

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

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

16. Supplementary resources:

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.

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[®] 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.

17. Web based postings:

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	<i>Yes</i>	Session Objectives	<i>Yes</i>	Quizzes	<i>No</i>
Required Activities	<i>Yes</i>	Grades	<i>Yes</i>	Exams	<i>Delivered via laptop or pen and paper</i>

18. Course topical outline:

Content outline:

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

Session Topic
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
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
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
Common Non-Malignant Skin Disorders
Skin Manifestations of Infectious Disease
PBL 5 and PBL 6
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
Bioterrorism
Outbreak
Case Simulation

19. 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.

20. 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.

21. 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.

22. Faculty:

Lecturers (in alphabetical order):

Morton Levitt, M.D.
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Biomedical Science Room 338
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