

Scientific Principles of Medicine (SPM) - Year I Course Syllabus

July 27, 2016 through May 5, 2017

SPM I (PSPM 5011) Fall Semester 14 Credit hours
 SPM II (PSPM 5002) Spring Semester 10 Credit hours

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SPM Course Overview

SPM Course is designed to foster the rapid acquisition, integration and application of scientific knowledge fundamental to the practice of medicine. Students will explore human health and disease within individual organ-system based Units that are each organized into a series of ‘clinical presentations’ that reflect the major ways in which a person would present to a physician. For a complete list of clinical presentations, please see

<https://ilios.ttuhs.edu/ilios/IliosCalendar/schemesLogin.aspx>.

SPM is a 4-semester, 10-Unit course spanning Years 1 and 2. For details, see [Appendix I](#).

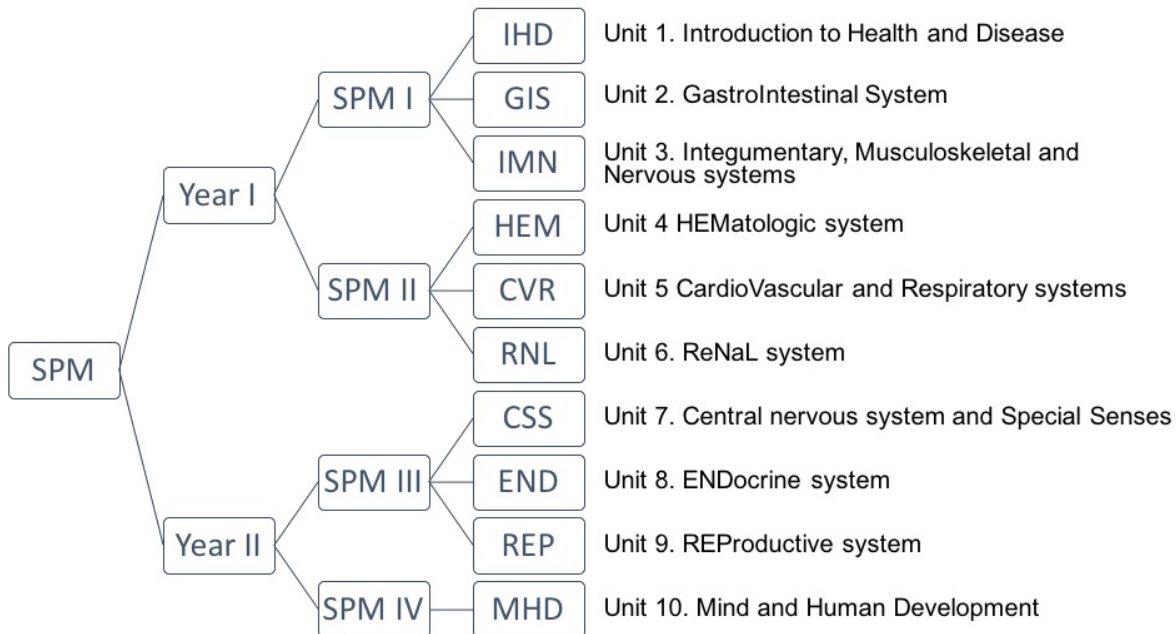


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I. Course Description

The SPM course is designed to foster the rapid acquisition, integration and application of scientific knowledge fundamental to the practice of medicine. By using diagnostic scheme algorithms as conceptual frameworks for both learning and application, the knowledge structure and diagnostic skills of an experienced clinician will be developed from the very outset of instruction. Students will explore human health and disease within individual organ-system based units that are each organized into a series of 'clinical presentations' (e.g. gait disturbance, movement disorders, headache, seizure and epilepsy) that reflect the major ways in which a person would present to a physician. By learning the basic and clinical sciences synchronously and within the context of clinical presentations, a high level of integration and clinical relevance is achieved. The use of diagnostic scheme algorithms as conceptual frameworks for structuring and applying scientific knowledge is aimed at equipping students with the skills to make highly effective evidence-based diagnoses using scheme-inductive reasoning. This pedagogical approach, as implemented in SPM, has been shown to help mitigate the temporal loss of basic science knowledge, to help students think like experts when solving clinical problems, and to dramatically improve students' diagnostic success rates. In activities such as the Worked Case Example sessions and the peer teaching sessions in anatomy, students will learn to communicate effectively and function effectively in teams. SPM offers a robust learning experience by employing a variety of educational methods in addition to active learning lectures. Such experiences include team based learning and self-directed learning, which rely on students maintaining professional attitudes and behaviors.

By its nature the clinical presentation based curriculum will make students aware of the larger context and system of healthcare as many of the case based discussions incorporate consideration of risks and cost. Also, the SPM course incorporates experiences and activities, such as the Student Self-Assessment component, that give students opportunities to assess their knowledge and identify their own strengths and deficiencies and then engage in self-directed learning to address gaps in his or her knowledge.

SPM I (PSPM 5011):

This first semester course of Year 1 consists of three integrated units: **‘Introduction to Health and Disease’** (IHD), **‘Gastrointestinal System’** (GIS), **‘Integumentary, Musculoskeletal, and Nervous Systems’** (IMN). The sequence of clinical presentations within each unit has been structured so that the concepts developed during the study of one topic provide the foundation for subsequent topics. Basic information is provided for each clinical presentation including its clinical significance and a schematic representation of the relationships of the potential causes. These provide the basis for discussion of each of the underlying basic science principles. Each clinical presentation includes a set of basic science learning objectives related to the appropriate scientific concepts of anatomy (gross and neuroanatomy, including medical imaging), behavioral science, biochemistry, cell and molecular biology, embryology, genetics, histology, immunology, microbiology, nutrition, pathology, pharmacology and physiology. Discipline experts provide instruction using various teaching methods including lectures, laboratories, and small group discussions. Both basic science and clinical faculty participate in this component of the instructional process.

Unit 1: Introduction to Health and Disease (IHD)

This 5-week unit is comprised of the following five clinical presentations that introduce students to the basic foundations of health and disease:

Week	CP	Title
1	1	The Child with Dehydration
2	2	The Child with Poor Growth
3	3	Sore Throat
4	4	Fever
5	5	Wound
Exam Week		

The molecular and cellular mechanisms underlying homeostasis, cell growth and division, quiescence, senescence and apoptosis will be introduced to provide a foundation for understanding the processes of health and disease. Biochemistry, cell biology, genetics, immunology, microbiology and pathology are featured prominently in this unit. Highlights include the student’s first hands-on experiences in the anatomy and microbiology laboratories.

Unit 2: Gastrointestinal System (GIS)

This 5-week unit investigates the gastrointestinal system within the context of the following eight clinical presentations:

Week	CP	Title
1	1	Dysphagia
2	2	Nausea and Vomiting
3	3	Abnormal Liver Function Tests and Jaundice
	4	Abdominal Distension
4	5	Diarrhea
	6	Constipation
5	7	Abdominal Pain
	8	Blood from Gastrointestinal Tract
Exam Week		

In this unit students will be introduced to the processes of motility, secretion, digestion and absorption, which form the basis of function in the gastrointestinal system. The numerous functions of the liver will be presented including those that relate to intermediary metabolism, blood detoxification, plasma protein synthesis and bile production, forming a basis for recognizing, understanding and treating various diseases of the liver and hepato-biliary system. Within each of the clinical presentations the pathology and etiologies of region specific diseases are explained as they relate to the underlying basic science.

Unit 3: Integumentary, Musculoskeletal and Nervous Systems (IMN)

This 7-week unit is an integrated presentation of the major basic science concepts related to the integumentary (skin, hair & nails), musculoskeletal, and nervous systems (with a deliberate focus on the peripheral nervous system). The course content is organized and explored in the context provided by a sequence of ten relevant, common and broadly applicable clinical presentations that include orthopedic, rheumatologic, neurologic and dermatologic issues:

Week	CP	Title
1	1	Skin Lesions: Rash-Non-Blistering
	2	Skin lesions: Rash with Blisters, Hair, Nails, and Ichthyosis
2	3	Skin Lesions: Tumors
3	4	Bone Fractures
4	5	Joint Pain
5	6	Musculoskeletal Lumps and Masses
	7	Deformity and Limp
Thanksgiving Week		
6	8	Pain
	9	Numbness and Tingling
7	10	Weakness and Loss of Motion
Exam Week		

Visual anatomy is featured during this unit by way of cadaver dissection, three-dimensional models, radiographs, computer assisted tomography, magnetic resonance imaging, angiograms, ultrasound images, and histological images. The neuroscience of movement and pain, the regulation of skeletal muscle contraction at the cellular and molecular levels, and the scientific principles of peripheral nervous system diseases are some of the themes explored in this unit.

SPM II (PSPM 5002):

This second semester course of Year 1 consists of three integrated units: ‘**Hematologic System**’ (HEM), ‘**Cardiovascular and Respiratory Systems**’ (CVR), and ‘**Renal System**’ (RNL).

Unit 4: Hematologic System (HEM)

This 4-week unit investigates the functions of the hematologic system within the context of the following four clinical presentations:

Week	CP	Title
1	1	Abnormal Hemoglobin
2	2	Abnormal White Blood Cells
3	3	Lymphadenopathy
4	4	Coagulation Abnormalities
Exam Week		

Students will learn about the structure and function of the formed elements of blood as well as the components of blood plasma as they apply to health and hematologic diseases.

Unit 5: Cardiovascular and Respiratory Systems (CVR)

This 7-week unit explores the normal parameters of the cardiovascular and respiratory systems and investigates their dysfunction in the following ten clinical presentations:

Week	CP	Title
1	1	Chest Discomfort
2	2	Abnormal Heart Sounds
	3	Cardiac Murmurs
3	4	Syncope
	5	Palpitations
4	6	Abnormal Blood Pressure: Hypertension and Shock
5	7	Dyspnea
6	8	Cough and Wheezing
7	9	Cyanosis
	10	Hemoptysis
Exam Week		

The faculty of the Department of Medical Education work together with cardiologists, pulmonologists, acute care physicians and other practicing specialists to present the topics using a variety of educational approaches. Several laboratory experiences are included to

emphasize critical physiological concepts underlying the function of the cardiovascular and respiratory systems.

Unit 6: Renal System (RNL)

This 4-week unit focuses on fluids, electrolytes, homeostatic mechanisms and the structure and function of the kidney. The following are the four clinical presentations to be covered in this unit:

Week	CP	Title
1	1	Abnormalities of Renal Function
2	2	Disorders of Serum Sodium
3	3	Intrinsic Renal Disease
4	4	Abnormalities of Hydrogen Ion Concentration
Exam Week		

II. SPM Course Goals and Purposes

Specific learning objectives and assigned learning materials will be provided to the students via institutional learning management system prior to the individual learning activities. Students are expected to use these materials to prepare themselves for each learning activity. Additional information and handouts may be provided during the class. SPM is designed to meet the following PLFSOM Medical Education Program Goals and Objectives (<http://el Paso.ttuhs.c.edu/som/catalog/GoalsObjectives.aspx>):

Competency Domain: Patient Care

Overall Goal: “Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.”

Institutional Learning Objectives:

- 1.1 Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.
- 1.2 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- 1.3 For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.
- 1.6 Describe and propose treatments appropriate to the patient’s condition and preferences.

Competency Domain: Knowledge for Practice:

Overall goal: “Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social behavioral sciences, as well as the application of this knowledge to patient care.”

Institutional Learning Objectives:

- 2.1 Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.
- 2.2 Apply established and emerging foundational/basic science principles to health care.
- 2.3 Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making, and clinical problem-solving.

Competency Domain: Practice-based Learning and Improvement

Overall goal: “Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.”

Institutional Learning Objective:

- 3.1 Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.

Competency Domain: Interpersonal and Communication Skills

Overall Goal: "Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals."

Institutional Learning Objective:

- 4.2 Communicate effectively with colleagues and other health professionals.

Competency Domain: Professionalism

Overall Goal: "Demonstrates commitment to carrying out professional responsibilities and adherence to ethical principles"

Institutional Objectives:

- 5.1 Demonstrate sensitivity, compassion, integrity, and respect for all people.
- 5.3 Demonstrate accountability to patients and fellow members of the health care team.
- 5.6 Demonstrate honesty in all professional and academic interactions.
- 5.7 Meet professional and academic commitments and obligations.

Competency Domain: Interprofessional Collaboration

Overall Goal: "Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care."

Institutional Learning Objective:

- 7.3 Function effectively both as a team leader and team member.

III. Educational Methods and Learning Experiences

SPM offers a robust learning experience by employing a variety of educational methods including:

- Lectures (e.g. clinical scheme presentations)
- Large group interactive discussions (e.g. basic science 'clicker' presentations)
- Small group interactive discussions (e.g. Worked Case Example sessions)
- Integrative team-based learning experiences
- Laboratory exercises (e.g. Anatomy)
- Self-directed learning and student presentations (peer teaching sessions)
- Exposure to interprofessional education (Worked Case Example sessions and through instructions from a wide variety of professionals).
- The Student Self-Assessment (SSA) component

Learning experiences are framed around each clinical presentation and consist of three main components: (1) Introduction & Diagnostic Scheme Overview, (2) Basic Science, (3) Synthesis, Integration and Worked Case Example sessions. The Introduction session is a clinician-guided overview of the clinical presentation and the underlying conceptual framework (diagnostic scheme) of scientific concepts utilized by expert clinicians to make effective diagnoses. The Basic Science sessions are designed to help students build an integrated foundation of clinically relevant scientific knowledge within the context of clinical presentations and their respective diagnostic schemes. The Worked Case Example segment emphasizes the deliberate practice of making evidence-based clinical diagnoses using basic science knowledge and scheme-inductive diagnostic reasoning; here, a high level of student engagement is promoted in a clinician-tutored small group setting.

IV. Course Policies and Procedures

Students are expected to be present, to be prepared, and to be on time. Unless otherwise specified, lectures, labs and small group activities begin on the hour. The Paul L. Foster School of Medicine curriculum is modeled on the concept of 'learning communities' where each individual offers knowledge, skills and experiences that are unique and beneficial to the community. A number of SPM learning activities will rely on active student participation and teamwork, and therefore a student's absence can be detrimental to the educational experience of his or her peers. As the effective practice of medicine requires physicians to demonstrate punctuality, teamwork, trustworthiness and beneficence, similar behaviors and attitudes will be expected of our students.

Required SPM activities

Attendance and punctuality will be monitored for a number of required SPM activities including the following:

- Worked Case Example sessions
- Specified lab-based learning sessions
- Small-group interactive or team-based learning sessions

Sessions with required **attendance will be highlighted by a star** on the LMS calendar view at the beginning of each unit. Accountability and responsibility are important tenets of professionalism which pertain to medical professionals at all stages of education, training and practice. In this regard, medical students are expected to demonstrate punctuality and reliability for required educational activities in the SPM course including the weekly Worked Case Example sessions.

- Students will be counted as absent from a required SPM event (such as Worked Case Example session) if they have not signed in by 10 minutes after the hour.
- Students who sign in after the start of the hour but before 10 minutes past the hour will be marked as tardy.
- Worked Case Example session attendance will be tracked using a Swipe-Card System. A student who was tardy or missed a session will receive an automatically-generated notification email. The attendance record will become permanent 7 calendar days following the date of the notification email.

Consequences

Non-compliance with the SPM punctuality and attendance policy will have consequences that are reflected in a student's academic record. These consequences may include: a failing grade on the basis of attendance or punctuality; required remediation or repeating of the course;

documentation in the student's academic record and e-Portfolio; and reporting to the Associate Dean of Student Affairs and the PLFSOM Grading and Promotion Committee.

Professionalism 'Event Card' reporting system

Beginning with the 2015-2016 academic year, SPM started to utilize a professionalism 'Event Card' reporting system. Four professionalism objectives are addressed in the SPM syllabus from the institutional learning goals and objectives:

- 5.1 Demonstrate sensitivity, compassion, integrity and respect for all people.
- 5.3 Demonstrate accountability to patients and fellow members of the health care team.
- 5.6 Demonstrate honesty in all professional and academic interactions.
- 5.7 Meet professional and academic commitments and obligations.

When a student fails to meet any of the above listed learning goals and objectives within the context of the SPM curriculum, an event card (see Appendix II) will be filled out by the observing faculty or staff member. This card will contain the student's name, the date of the incident, the reporter's name, the associated institutional learning goal(s) and objective(s) related to the incident, and a brief description of the issue (e.g. 'Student had an unexcused absence for today's anatomy session and therefore failed to meet his/her professional and academic commitments and obligations').

There are a number of situations when this may occur:

- 1) Required anatomy peer teaching and dissection exercises.
 - Example: Failure to adequately prepare for or participate in an anatomy peer teaching & learning assignment will result in the filing of an event card by the responsible anatomy faculty.
- 2) Worked Case Example sessions.
 - One unexcused absence or two unexcused tardies over the course of a unit will trigger the filing of an event card. Subsequent unexcused tardies or absences over the course of the semester will be met with similar incident reporting.
 - Blank event cards will be made available by the Course Coordinators to the Worked Case Example facilitators in the event of incidents warranting a professionalism report (good or bad).
- 3) Unspecified SPM sessions: any faculty may submit an event card (good or bad) when a student fails to meet, or excels at, one or more professionalism institutional learning goals and objectives.

The approved process for reporting on professionalism is summarized as follows:

- 1) Faculty or staff submits event cards to the Course Coordinator.
- 2) Course Coordinator collects event cards, creates a list of students who received event cards, and sends the list to the Course Director and the Unit Associate Director.
- 3) Unit Associate Director enters the information contained in event cards into MyEvaluations.com.
 - This will allow the generation of an electronic report at the end of the semester which will be sent to the Course Director and College Masters.
 - It also allows students to see the event cards in their E-portfolio.
- 4) The following actions will be taken depending on a number of “bad” event cards filed against a student:
 - a) First occurrence: Course Director sends an email to the student informing that an event card has been filed.
 - b) Second occurrence:
 - Course Director sends an email to the College Master requesting to meet with a student who received two or more event cards over the course of a unit.
 - College Master meets with the student to discuss early trend.
 - c) Third occurrence: College Master sends student to Associate Dean for Student Affairs (ADSA) to discuss.

Documentation.

- 1) At the end of the semester (or earlier when warranted), College Master will review all advisory sessions or professionalism comments and discuss negative trends with the student. This meeting will be documented.
- 2) At the end of year one, College Masters from the students’ college, ADSA, and Director of Academic Support will meet to discuss each student’s progress to date. This meeting will include reviewing documentation of any advisory meetings between the College Masters and the student and/or any documentation of exemplary professionalism. A summary will be generated per student and posted on the student’s e-portfolio with a plan for improvement or acknowledgement of progress, meeting expectations, etc.
- 3) At the end of year two, the same group will meet to review all narratives and the committee authors a paragraph for each student commenting on the student’s professionalism to date. The statement will be forwarded to the student e-portfolio and will be used in its entirety in the MSPE (pre-clerkship paragraph).

The student has a right to challenge the accuracy of information as stated in the policy on challenging student grades (please see Student Affairs Handbook).

Excused absences

If a student is unable to attend or be punctual for a required session, he or she may be granted an excused absence under the following circumstances

- Documented illness
- Approved personal or family emergency
- Approved religious observance
- Approved professional commitment (see 'Classroom Policies' in the PLFSOM Student Handbook)

Excused absences are granted through the Office of Student Affairs. Students wishing to obtain an excused absence must contact the office of student affairs by submitting a request to plfabscence@ttuhsc.edu within **7 days**. <http://www.ttuhsc.edu/fostersom/studentaffairs/absence.aspx>

No credit will be given for any graded exercise missed without a valid excuse. If the absence is excused, Student Affairs will notify all appropriate faculty and staff within 72 hours of the event of the excused absence.

V. Assessment and Grading

SPM is a pass/fail course. Successful passage requires that the student has not only achieved a level of competency as measured by performance on summative assessments, but has also demonstrated a commitment to professional responsibility by being an active participant in the educational experience that is defined by the curriculum.

Formative and Summative Assessments

Regular formative student assessment and feedback are an important part of the educational experience. Students will receive feedback from Worked Case Example preceptors on a weekly basis. Worked Case Example feedback includes a list of descriptive adjectives that represent the student's attitudes, professionalism and preparation, often accompanied by a brief written narrative (see Appendix II). USMLE-style formative assessments will be given on a weekly basis to allow students to monitor progress and to identify potential deficiencies that warrant early remediation through self-study. Grades on formative assessments are for diagnostic purposes only and do not count towards the student's final grade. We cannot accommodate requests to reschedule formative assessment times

USMLE-style end-of-unit summative (formal) exams will be given at the end of SPM Units 1-6. A comprehensive end-of-year exam (CEYE) will be administered after Unit 6.

Tardiness for a formative or summative assessment is disruptive, unprofessional, discourteous, and strongly discouraged. Students who arrive up to 10 minutes late for an assessment will be permitted entry to the assessment area entirely at the discretion of the chief proctor and with regard to the effect that such entry may have on the students already present in the assessment environment. Students who are permitted late entry to the assessment must finish at the scheduled end time. Students who arrive more than 10 minutes late for an assessment will be denied entry and recorded as absent. An unexcused absence from a summative assessment will result in an initial grade of 'Fail' for the unit. Excused absences are granted through the Office of Student Affairs (see 'Course Policies and Procedures').

SPM Unit and Semester Grade Determinations

The semester courses SPM I and II (PSPM 5011 and PSPM 5002), in addition to the CEYE, must be passed or remediated in order to progress to the second year. The SPM grading and promotion policy is designed to provide students with ample opportunity to demonstrate satisfactory knowledge and skills.

SPM assessment and grading guidelines are summarized as follows:

1. SPM Unit Grade (within a semester course).

Unit and Course Directors are responsible for determining a student's progress. **To receive a pass (P) grade for each unit, a student must receive a summative examination score greater than or equal to 70 (percent of correctly answered questions).**

SPM Semester Course Grade

Progress within the course will be determined by the Course Directors based on the student's performance in the Units of the course.

1) *Grading*

A. **Pass (P):** All Units must be passed.

B. **In Progress (PR):**

- a) *If one or two units are failed in the first semester, the first semester course grade initially will be recorded as 'In Progress' (PR) and will be revised to 'Pass' (P) or 'Fail' (F) pending outcome of remediation of one or both units at the end of the academic year.*
- b) *If one or two units are failed in the second semester, the second semester course grade initially will be recorded as 'PR' and will be revised to 'Pass' (P) or 'Fail' (F) pending outcome of remediation of one or both units at the end of the academic year.*

C. **Fail (F):**

- a) *If three units are failed in the first semester, the semester course grade will be recorded as 'F' and a recommendation will be made to the Grading and Promotions Committee (GPC) for repeat of the year if the student is eligible. The student would either take a leave of absence or independent study in the second semester prior to restarting the year.*
- b) *If two units are failed in the first semester, the student will be given an opportunity to remediate both units at the end of the academic year and the semester course grade will remain listed as 'PR'. If an additional unit failure occurs in the second semester the student will receive a grade of 'F' for both semesters and a recommendation will be made to the GPC for repeat of the year if the student is eligible. If a student fails one unit in the first semester and goes on to fail two units in the second semester, a grade of 'F' will be recorded for both semesters and a recommendation will be made to the GPC for repeat of the year if the student is eligible.*
- c) *If a student fails three units in the second semester they will receive a grade of 'F' for that semester and a recommendation will be made to the GPC for repeat of the semester if the student is eligible (this decision is up to GPC and depends on student performance on other courses and professionalism reports. The grade*

for the first semester will remain as 'P' and the student will take independent study during the first semester of the following year.

2) *Remediation*

If a grade of 'PR' is recorded (one or two units are failed within a semester course), students will be required to demonstrate remediation at the end of the academic year. If the remediation exam(s) for the failed Unit(s) are passed the semester course grade(s) will be converted from 'PR' to 'P'.

If a student has failed one or two unit summative exams, then the student may choose to defer remediation at the first of the two possible remediation dates. Meaning they have up to 24 hours prior to exam time to cancel a scheduled remediation exam. Only one exam can be remediated at a time.

Failure to Remediate:

If any remediation test is failed, the corresponding semester course grade will be converted to grade of 'F'. A recommendation will be made to the GPC for repeat of the year.

3) *Grade Release*

Barring extenuating circumstances, SPM unit grades will be released within one week of the summative assessment date. If a student wishes to challenge their unit grade, they must do so by contacting the Course Director within fourteen calendar days of the summative assessment date.

4) *Professionalism*

Be aware that formative and summative assessment items are provided under secure testing conditions and students are not permitted to copy, reproduce, transmit or distribute these items outside of the testing environment. Any breach of this security, including failure to report a known offence, is a direct violation of the Code of Professional and Academic Conduct as described in the PLFSOM Student Handbook.

VI. Important Dates and Times

Summative assessment dates:

- Unit 1 IHD 9/2/2016 9 a.m. - noon
- Unit 2 GIS 10/13/2016 9 a.m. - noon
- Unit 3 IMN 12/15/2016 9 a.m. - noon
- Unit 4 HEM 2/2/2017 9 a.m. - noon
- Unit 5 CVR 3/30/2017 9 a.m. - noon
- Unit 6 RNL 5/4/2017 9 a.m. - noon

Remediation exam dates for SPM Units 1-6 summative exams:

- First round 5/17/2017 9 a.m. - noon
- Second round 5/31/2017 9 a.m. - noon

Comprehensive End-Of-Year Exam (CEYE) administration dates (CEYE is not a part of SPM, included here for reference only):

- First round: 5/18/2017 (all day)
 - This date is for students with no remediation requirements on 5/17/2017 or 5/31/2017.
- Second round: 6/01/2017 (all day)
 - This date is for students who completed all remediation requirements on 5/17/2017 or for students who failed the first CEYE administration on 5/18/2017.
- Third round: 6/15/2015 (all day)
 - This date is for students who completed all remediation requirements on 5/31/2017 or for students who failed their first attempt of the CEYE on 6/01/2017.
- Fourth round: 6/30/2017 (all day)
 - This date is for students who failed their first attempt of the CEYE on 6/15/2017.

Narrative Evaluations and Feedback

During the course students will receive periodic written formative feedback on their cognitive and non-cognitive abilities and skills within small group settings (Worked Case Example sessions). An example of evaluation rubric used for Worked Case Example sessions are provided in the Appendix II. Narrative evaluations will become part of the student's e-Portfolio and may be discussed on occasion with the Course Director, College Master and/or Associate Dean for Student Affairs. In the event that the rubrics undergo modification during the academic year, copies of the revised forms will be provided to students in advance of the associated activity.

VII. Required Texts

Required texts are listed in the following table. Individual session readings will be announced at least ten days in advance of the session. The text will be available through VitalSource:

ISBN	Publisher	Title	Author Name	Edition
9780323313384	Elsevier Health Sciences (US)	Developing Human: Clinically Oriented Embryology	Moore	10
978-0-323-07448-3	Elsevier Health Sciences (US)	Elsevier's Integrated Review Genetics	Adkison	2
9781455770052	Elsevier Health Sciences (US)	Guyton and Hall Textbook of Medical Physiology	Hall	13
9781455726134	Elsevier Health Sciences (US)	Robbins & Cotran Pathologic Basis of Disease	Kumar, Abbas, Aster	9
9781455748761	Elsevier Health Sciences (US)	Robbins and Cotran Atlas of Pathology	Klatt	3
978-0-7020-4747-3	Elsevier Health Sciences (US)	Wheater's Functional Histology: A Text and Colour Atlas	Young	6
9780323400152	Elsevier Limited (UK)	Basic Immunology: Functions and Disorders of the Immune System	Abbas	5
9780323371148	Elsevier Limited (UK)	Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish	Pilar Ortega	2
9781315815015	Garland Science	Essential Cell Biology	Alberts	4
9781605351964	Sinauer Associates, Inc.	Neuroscience	Dale Purves et al	5
9781469825106	Wolters Kluwer Health	Bates' Guide to Physical Examination and History-Taking	Bickley	11
978-1-4698-8418-9	Wolters Kluwer Health	Essential Clinical Anatomy	Moore	5
978-1-4698-2917-3	Wolters Kluwer Health	Lippincott's Illustrated Reviews: Microbiology	Harvey	3
978-1-4698-0258-9	Wolters Kluwer Health	Marks' Basic Medical Biochemistry: A Clinical Approach	Lieberman	4

VIII. Faculty Roster: SPM Year 1 Unit Directors

Unit 1 – Introduction to Health and Disease (IHD):

Dolgor Baatar, MD, PhD

Janet Piskurich, PhD

Mark Francis, MD

Unit 2 – Gastrointestinal System (GIS):

Ellen Dudrey, MD

Thomas Gest, PhD

Curt Pfarr, PhD

Marc Zuckerman, MD

Unit 3 – Integumentary, Musculoskeletal and Nervous Systems (IMN):

Ellen Dudrey, MD

Thomas Gest, PhD

Diana Pettit, PhD

Justin Wright, MD

Unit 4 – Hematologic System (HEM):

Dolgor Baatar, MD, PhD

Niti Manglik, MD

Curt Pfarr, PhD

Javier Corral, MD

Unit 5 – Cardiovascular and Respiratory Systems (CVR):

Herb Janssen, PhD

Niti Manglik, MD

Cynthia Perry, PhD

Gordon Woods, MD

Unit 6 – Renal System (RNL):

Dr. Herb Janssen, PhD

Dr. Steve Sandroni, MD

IX. Professionalism, Plagiarism and Copyright Policies

Professionalism is a core competency in Medicine. In SPM, as with all other courses in the Paul L. Foster School of Medicine, we expect students to adhere to the Standards of Professional Conduct and the Medical Student Honor Code as outlined in the PLFSOM Student Handbook and the TTUHSC-EP Institutional Handbook (available on the Office of Student Affairs website under 'PLFSOM Student Handbooks'). In particular, students must not attempt to copy, post or share SPM exam questions (formative or summative). Students who have delayed testing or remediation must not discuss the content of SPM exams with their peers prior to testing. Students must not submit false claims of attendance for required SPM sessions or attempt to sign-in for another student. Students must not attempt to obtain an excused absence for a required activity or examination through misrepresentation. Students must adhere to published policies related to plagiarism and copyright protection. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for SPM, regardless of the student's academic performance. A student who witnesses academic misconduct or other unprofessional behavior is obligated to report that violation or risk facing disciplinary action. Violations of professionalism could result in expulsion from PLFSOM.

APPENDIX I

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AY2016-17 Year I SPM I Unit Calendar

Unit 1 IHD	Start Date	7/25/16	8/1/16	8/8/16	8/15/16	8/22/16	Exam SPM 9/2
	Week #	1	2	3	4	5	
	CP	Child with Dehydration	Poor Growth	Sore Throat	Fever	Wound	

Unit 2 GIS	Start Date	9/5/16	9/12/16	9/19/16	9/26/16	10/3/16	Exam SPM 10/13
	Week #	1	2	3	4	5	
	CP	Dysphagia Labor Day 9/5	Nausea Vomiting	Abnormal Liver Function	Diarrhea	Abdominal Pain	
			Abdominal distension	Constipation	Blood from GIT		

Unit 3 IMN	Start Date	10/17/16	10/24/16	10/31/16	11/7/16	11/14/16	11/21/16	11/28/16	12/5/16	Exam SPM 12/15
	Weeks	1	2	3	4	5		6	7	
	CP	Skin: non-blistering rash Rash with blisters	Skin: tumors	Bone fractures	Joint Pain	MS Lumps & Masses	Thanks giving 11/21-11/25	Pain Numbness	Weakness Loss of motion	

AY2016-17 Year I SPM II Unit Calendar

Unit 4 HEM	Start Date	1/2/17	1/9/17	1/16/17	1/23/17	Exam SPM 2/2
	Week #	1	2	3	4	
	CP	Abnormal Hb	Coagulation abnormal	White blood cells MLK 01/16	Lymphadenopathy	

Unit 5 CVR	Start Date	2/6/17	2/13/17	2/20/17	2/27/17	3/6/17	3/13/17	3/20/17	Exam SPM 3/30
	Week #	1	2	3	4	5	6	7	
	CP	Chest Discomfort	Abnormal Heart Sounds Heart Murmurs	Syncope Palpitations	Abnormal BP	Dyspnea	Cough Wheezing	Cyanosis Hemoptysis Mediastinal Mass (self-taught)	
					Spring Holiday 3/10				

Unit 6 RNL	Start Date	4/3/17	4/10/17	4/17/17	4/24/17	5/1/17	Exam CEYE 5/18
	Week #	1	2	3	4		
	CP	Abnormal renal function	Disorders of serum sodium	Intrinsic renal disease	Abnormal Hydrogen Ion	Exam SPM 5/4	

Event Card

Student Name:
Faculty/Staff/Student Name:
Date:
Course (Circle One): SPM SCI Medical Skills Master’s Colloquium SARP Other
Description of Event:
Did this demonstrate exceptional professionalism? (Circle One) Yes No
Did this demonstrate a lapse in professionalism? (Circle One) Yes No
Suggestions for improvement?

Return to Course Coordinator

Competency Domain:	<u>Professionalism</u>
Overall Goal:	“Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.”
5.1	Demonstrate sensitivity, compassion, integrity and respect for all people.
5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.
5.3	Demonstrate accountability to patients and fellow members of the health care team.
5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.
5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.
5.6	Demonstrate honesty in all professional and academic interactions.
5.7	Meet professional and academic commitments and obligations.