

**General Pathology and Immunology  
BMS 6601**

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**Fall 2004 Course Syllabus**

**Syllabus**

The “Course Documents” section in Blackboard includes the PowerPoint lectures for the course. In addition, there will be handouts for all the lectures and group sessions. These are designed to supplement and organize the material in the textbook, but not be a complete substitute for it.

**Course Objectives**

The general pathology course in the Fall semester at FSUCOM covers the basic pathophysiology of mechanisms of disease in medicine. The knowledge gained from study of these basic mechanisms will be applied to systemic pathology in the Spring semester and to clerkships in the 3<sup>rd</sup> and 4<sup>th</sup> years. This pathology course will incorporate gross pathologic, microscopic, and radiologic material to assist you in understanding the disease processes and prepare you for licensing examinations. The knowledge gained from a study of pathology will integrate with other courses to provide you with the means for assessment and diagnosis of patients under your care.

**Lectures / Discussions / Tutorials**

Check locations for lectures in your FSUCOM master schedule. See the course schedule for dates and times. The lectures are designed to cover the course content in an organized fashion, illustrating the concepts and allowing time for you to ask questions. There are 39 lecture hours and 4 discussion/tutorial hours.

**Laboratories / Small Groups/Problem-Based Learning (PBL) Exercises**

Check the schedule for times and locations. You will be assigned to one of the laboratory or small group rooms. Assignments for small group sessions will be made on the basis of the number of groups and room availability. There are 8 laboratory, 12 PBL, and 10 small group hours.

**Required Textbooks**

*PATHOLOGIC BASIS OF DISEASE*, 6th edition, by Robbins.  
*BASIC IMMUNOLOGY* by Abbas and Lichtman.

**Computer Resources**

Multimedia exercises covering the small groups/laboratories/PBLs, as well as images supporting the lecture and syllabus materials, and the examination question banks, are available via the World Wide Web at: <http://www.med.fsu.edu/webpath/webpath.htm>

### **Contact Person**

The course director is Dr. Morton H. Levitt, who can be contacted at 644-0498. Please feel free to stop by the office at any time.

### **Faculty**

In addition to Dr. Levitt, Dr. Edward Klatt, course founder and author of Web Path ® used in this course and nation-wide, serves as faculty for the Course. Dr. Klatt can be reached at 644-9397; his e-mail address is: [Edward.Klatt@med.fsu.edu](mailto:Edward.Klatt@med.fsu.edu).

From time to time, guest lecturers are invited to participate in the course. Small group, laboratory and PBL facilitators are drawn from the FSUCOM faculty.

### **Examinations/Grading**

The material for examinations and quizzes will come from lectures, laboratory, PBL and small group sessions, and the textbook.

The format for examinations will be as follows:

- Written examination items: multiple choice questions (single best answer and extended matching).
- Practical examination items: multiple choice (single best answer) questions based upon illustrations of gross and microscopic lesions or charts and graphs, from material covered in laboratories, small groups, PBLs, and lectures.
- Essay items: a written response (250 words or less, including articles a, an, the) to a question about a particular subject covered in the course. The essay requires that you organize your thoughts and gives you an opportunity to express what you know.

There will be three integrated block examinations in the Fall semester. These examinations will cover material in all the courses for the four weeks prior to each examination. The pathology component of each examination will be as follows:

- 41 multiple choice written questions
- 10 questions with illustrations (multiple choice)
- 10 point essay question

There will be 12 small group/laboratory/PBL sessions for Pathology 6601 in the Fall semester. There will be a 5 point quiz given at the beginning of each of these sessions. Thus, the final grade in Pathology 6601 will be determined as follows:

153	multiple choice questions
30	essay question points
60	Small group/laboratory/PBL quiz questions
243	total points

Grading for the course is based upon a numeric score calculated as a percentage achieved from all possible points, as follows:

A	= >90%
B+	= 87 – 89.9%
B	= 80 – 86.9%
C+	= 77 – 79.9%
C	= 70 – 76.9%
D	= 65 – 69.9%
F	= < 64.9%

**The following Attendance, Remediation, Honor Code, and ADA policies have been adopted by the Florida State University College of Medicine for all courses:**

#### **FSU COM ATTENDANCE POLICY**

##### **COM Philosophy**

##### **We believe that:**

Professionalism is a major component of our medical curriculum. We believe students should conduct themselves appropriately in the various educational activities of the curriculum. This conduct includes coming to educational activities on-time, using the laptop computers only for course work during the educational activity, and not disrupting the class if late. The faculty should also demonstrate professionalism, by starting and ending all scheduled educational activities on time and providing a course schedule with clearly explained course policies in the course syllabus. Any changes in the schedule

should be given to the students in a timely manner.

Students will be accountable and personally responsible for attending all educational activities (small groups, labs, clinical experiences, examinations, lectures, computer sessions, etc.).

Unexcused absences reflect negatively on the goals and objectives of the medical curriculum and demonstrate unprofessional behavior by the respective student.

We owe it to our state legislature and the citizens of the State of Florida to provide a quality educational program that meets the needs of our students in preparing them for the M.D. degree.

### **Attendance Policy**

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being *ready to start* at the assigned time. If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to call and notify the Office of Student Affairs (Year 1/2) or the Regional Campus Dean (Year 3/4) and request that they inform the supervisors/professors/clerkship faculty/education director for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. *It is important that students realize that their absence or tardiness negatively impacts a number of other people.* Attendance, including tardiness, is part of the student's evaluation for professionalism. Negative evaluations may result in decreased grades and in severe cases, referral to the Student Evaluation and Promotion Committee.

### **Procedure for Notification of Absence**

#### **Year 1/2**

If the student knows in advance of an upcoming legitimate absence, the "Advance Notification of Absence from Educational Activity(ies)" form should be completed with signatures from the student, the Assistant Dean for Student Affairs, the course faculty member and the Course Director. The form will be filed in the Office of Student Affairs. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Assistant Dean for Student Affairs immediately to report the absence including the reason for the absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the

course director.

### **Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Laboratory Sessions, Clinical Learning Center Sessions, Preceptor visits, and Clerkship Call**

The remediation policies for absences from examinations, quizzes, small group sessions, laboratory sessions and clerkship call are:

1. **POLICY ON MISSED EXAMINATIONS:** Students are required to take major in-term and final examinations. According to the curriculum committee a student can only be excused from an examination by a course/education director decision based on the personal situation of the student. The course/education director will determine the time of the exam make-up session. All examinations must be made up within 1 week of returning to class. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same examination given to the other students.
2. **POLICY ON MISSED QUIZZES:** Students are required to take scheduled and unscheduled quizzes in the courses. A student can only be excused from a quiz by a course director decision based on the personal situation of the student. The student must make arrangements with the course/education director to make up a missed quiz. All quizzes must be made up within 1 week of returning to class. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same quiz given to the other students.
3. **POLICY ON MISSED SMALL GROUP SESSIONS, LABORATORY SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL:** The student should contact the course director, small group leader or education director for instructions on remediation of the missed session and material covered. Missed small group sessions must be made up within 1 week of returning to class. They will be made up by handing in the answers to the questions in the small group session and a 1 page discussion of the material covered in the session. In BMS 6601, some small group sessions include a quiz as well as case discussions; in such a case, arrangements must be made, according to these policies, for remediating both missed activities.

### **Remediation Policy for Students Who Fail a Course**

Remediation of courses/clerkships will be planned and implemented by a combined decision of the Evaluation and Promotion Committee in collaboration with the course/education director.

### **Un-excused Absences**

**“It will be the responsibility of the course/education directors to clearly state in their respective course/clerkship syllabi the implications for having an un-excused absence from a scheduled educational or examination activity in a course or clerkship.” For BMS 6601, students with more than 2 such absences in the Fall Term will not receive academic credit for the course and a grade of “F” will be submitted to the Registrar. Students who have an unexcused absence from an examination or a quiz will lose the entire score (points) awarded for that examination or quiz, and the final grade for the course will reflect this loss.**

### **Academic Honor Code:**

Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook: *The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.*

### **Students with Disabilities (ADA Statement):**

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the student disability Resource Center (SDRC);
2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class. Specific arrangements should be settled with the instructor 5 working days prior to each exam for which accommodations are being requested.

### **Evaluations**

Student evaluations throughout the course are an important way of improving medical education, particularly during the founding years of the College of Medicine. Not only are your comments and suggestions valued, but the evaluation process represents one way for you to become familiar with the peer review process. Peer review is an important quality management function in all branches of medicine. In order for peer review to work properly, it must be taken seriously both by the evaluators as well as those being evaluated. Therefore, we ask that you give careful consideration to evaluations. When making comments, consider what you would say if you were face to face with the person to whom the comments are directed. How would you react if the comments were directed at you? Give thought to how learning resources were used in regard to the way you learn best. What worked for you and what did not? How is your time used optimally? Are you making adequate progress? Are you being challenged to

improve? Be specific. Ultimately, your use of the evaluation process can help you learn how to improve your own medical practice.

### **Course Objectives**

1. Demonstrate knowledge of general categories of disease conditions.
2. Develop a vocabulary to describe the immune system and its components.
3. Demonstrate knowledge of immune cell structure and function.
4. Demonstrate knowledge of immune cellular interactions.
5. Demonstrate knowledge of the tissues that are part of the immune system.
6. Demonstrate knowledge of the body's immune reactions to infections.
7. Demonstrate problem solving ability and diagnostic reasoning to diagnose immunologic diseases.
8. Demonstrate the ability to correlate microbial infection with immunologic findings.
9. Demonstrate the ability to correlate immunologic conditions with pathologic findings.
10. Develop a vocabulary that allows for description of disease processes and communicating findings to other health care workers and to patients.
11. Demonstrate knowledge of the molecular and cellular basis for inflammatory disease states.
12. Demonstrate knowledge of the molecular basis for neoplastic diseases.
13. Demonstrate knowledge of the pathophysiology of pathologic conditions encountered in clinical practice.
14. Demonstrate the ability to recognize abnormal gross and microscopic findings in the context of the clinical problem.
15. Demonstrate knowledge and interpretation of laboratory findings associated with disease conditions and be able to use the laboratory for diagnostic purposes, including indications for ordering, proper specimen collection, and sending and receiving.
16. Demonstrate appropriate application of autopsy findings to quality assurance for improvement of clinical practice.

17. Demonstrate the ability to form differential diagnoses based upon pathologic findings.
18. Demonstrate the use of clinical-pathologic correlation to understand disease conditions.
19. Demonstrate knowledge of the radiologic findings that accompany pathologic lesions.
20. Demonstrate problem solving ability when presented with patient scenarios including pathologic findings.
21. Demonstrate skills in evidence-based medicine to obtain information involved in solving case-based problems
22. Develop the ability to meet compliance standards when ordering laboratory tests.
23. Demonstrate professionalism in working with colleagues and faculty.
24. Demonstrate an attitude of care and concern for patients and their families affected by pathologic disease states.
25. Treat patients, as represented by laboratory, pathology, and radiologic specimens and records, with respect, dignity, and confidentiality.
26. Demonstrate knowledge of fundamental mechanisms of cell injury, repair and adaptation.
27. Demonstrate knowledge of common neonatal, pediatric and congenital diseases and their diagnosis.
28. Demonstrate knowledge of the pathogenesis and immunologic aspects of aging and principles of aging at the clinical, cellular and sub-cellular levels.

### **Integration with COM Goals and Objectives:**

#### **Knowledge**

- \* Demonstrate the application of the scientific bases of health, disease, and medicine to common and high impact medical conditions in contemporary society.
- \* Describe the development, structure and function of the healthy human body and each of its major organ systems at the macroscopic, microscopic, and molecular levels.
- \* Recognize and discuss the implications of altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various



diseases and conditions.

- \* Identify changes in the structure and function of the human body associated with the aging process and be able to distinguish normal changes associated with aging from those that denote disease.
- \* Describe the molecular basis of diseases and maladies and the way in which they affect the body (pathogenesis).
- \* Demonstrate the ability to use basic biobehavioral and clinical science principles to analyze and solve problems related to the diagnosis, treatment, and prevention of disease.
- \* Recognize the implications of cultural, social, economic, legal, and historical contexts for patient care.
- \* Describe strategies to support life long learning via both print and electronic sources to assist in making diagnostic and treatment decisions (e.g., practice guidelines) and to remain current with advances in medical knowledge and practice (e.g., medical information data bases).

### **Skills**

- \* Demonstrate the appropriate use of laboratory tests and radiographic studies in making diagnostic and treatment decisions.
- \* Demonstrate the ability to evaluate the patient's medical problems and to formulate accurate hypotheses to serve as the basis for making diagnostic and treatment decisions.
- \* Demonstrate the ability to acquire new information and data and to critically appraise its validity and applicability to one's professional decisions, including the application of information systems technologies for support of clinical decision-making.

### **Attitudes/Behaviors**

- \* Demonstrate professionalism and high ethical standards in all aspects of medical practice, specifically competence, honesty, integrity, compassion, respect for others, professional responsibility and social responsibility.