

BMS 6511 CLINICAL ORGAN PHYSIOLOGY **SYLLABUS 2007**

Course Faculty

Course Director:

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Course Description and Components

Students will study in detail the clinical physiology of organ systems and their integration. Function and dysfunction will be studied and integrated with materials presented in Biochemistry, Anatomy (Gross and Micro), Neuroscience, and Doctoring courses.

For 2007, the course is scheduled to consist of 15 weeks [approximately 82.5 total hours of class contact time: 66 hours of large group meetings (44 sessions x 1.5 hours/session) and 16.5 hours of small group meetings (10x1.5 hours/session)]. A clinically based integrated organ system approach will be used, covering the: cardiovascular; pulmonary; renal; gastrointestinal and endocrine and reproductive systems. *One change for 2007 is that Dr. Rill and I will administer a combined weekly quiz on Friday at 1:00. This will add about 5.5 exam hours.*

Course Objectives and Goals

Specific Content Objectives will be provided for each large group session.

Broad Educational Objectives

1. Demonstrate an understanding of the normal function and dysfunction for each organ system and how all systems interface to maintain a viable homeostatic environment.
2. Understand the physiology underlying the symptoms seen in dysfunction of each organ system and how they relate to the body as a whole.
3. Demonstrate the ability to apply clinical data to the diagnosis and treatment of physiological malfunction in the organ systems.
4. Develop an adequate basis of knowledge in physiology on which to build as the student advances through to the second year courses in Physiology, Pharmacology, Pathology and Doctoring.

Knowledge

1. Recognize the scientific bases of health, disease, and medicine to common and high impact medical conditions in contemporary society.
2. Describe the function of the healthy human body and each of its major organ systems at the macroscopic, microscopic, and molecular levels.
3. 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.
4. Identify changes in the 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.
5. Describe basic clinical science principles to analyze and solve problems related to the diagnosis, treatment, and prevention of disease.

Skills

6. 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.
7. 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

8. 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.

The Clinical Organ Physiology Objectives relate to the FSU COM competencies as follows:

FSU COM Competency	Physiology Objective
Professional Values, Attitudes, Behaviors	
Moral Reasoning	8
Communicating with Patients, Families & Colleagues	
Application of Basic Biomedical & Behavioral Sciences	1,2,3,4
Essential Clinical Skills	
Problem Solving & Critical Thinking	5,6
Lifelong Learning & Information Management	7
Social, Cultural, Community Context of Health, Illness & Care	
Personal Awareness	
Organizations, Systems, and Quality Improvement	

Course Schedule

Check times for course events in the course master schedule that is posted on the Blackboard Web Site (<http://campus.fsu.edu>).

Required and Recommended Learning Materials:

Required:

Costanzo, L.S. Physiology, Saunders, 3rd Edition, 2006.

Supplemental readings and resources (available online via COM library):

Ganong, William F. Review of Medical Physiology, 22nd edition, 2005.

Color Atlas of Physiology, 2003. www.theime.com (COM library e-book)

Color Atlas of Pathophysiology, 2000. www.theime.com (COM library e-book)

Other resources:

Durbin, D. Rapid interpretation of EKG's, 6th Edition, 2000.

Hansen, J.T. and Koeppen, B.M. Netter's Atlas of Human Physiology, 1st edition, 2002.

Costanzo, L.S. Physiology: Case and Problems, 2nd Edition, 2006

Evaluation of Student Performance and Grading:

There will be 4 integrated examinations (Physiology, Biochemistry, Doctoring 103). There will be 50 physiology questions on each exam. The types of questions will generally consist of those written in the one-best-answer LCME Step 1 examination format. There will be a total of 200 possible points from the 4 exams.

The NBME Basic Sciences Subject Examination in Physiology will be administered at the end of the semester. The score for this exam will be normalized so that the highest score will be 50 points. Point assignment will be based on both class average and class standard deviation.

There will be 11 quizzes with a maximum value of 5 pts each. Quizzes will be administered in a combined format with the Biochemistry quiz at 1:00 on Fridays. There will be a total of 50 possible points for quizzes (lowest quiz will be dropped). The final course grade will be based upon the percentage of the total available points obtained from a maximum possible of 300 points.

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

Student Evaluations of Course and Faculty

Student evaluations of the course are an important way of improving medical education. Your thoughtful and constructive comments are valued. 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? One strategy is to provide your perspective on the strengths and weaknesses of the course. What worked for you and what did not? How is your time used optimally? Be specific and provide constructive comments. Can you provide one reasonable suggestion for course improvement? Ultimately, your use of the evaluation process can help you learn how to improve your own medical practice.

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

If the student knows in advance of an upcoming legitimate absence, the Advance Request for Absence from Educational Activity(ies) form should be completed with signatures from the student, the Associate 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 Associate 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, Preceptor visits, and Clerkship Call

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

1. **POLICY ON MISSED EXAMINATIONS:** Students are required to take major in-term and final examinations. Based on Curriculum Committee policy, 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. 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/clerkships. A student can only be excused from a quiz by a Course/Education 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. 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, PRECEPTOR VISITS, AND CLERKSHIP CALL:** The student should contact the Course Director, small group leader, Clerkship Director or Education director for instructions on remediation of the missed session and material covered.

For BMS 6520, 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:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

Students With Disabilities

Students with disabilities needing academic accommodations should:

- (1) Register with the Student Disability Resource Center [SDRC], and provide documentation of their disability.
- (2) Bring a letter to the Clerkship Director from the SDRC indicating the need for academic accommodations. This should be accomplished within the first week of the rotation. Specific arrangements should be made with the Clerkship Director five working days prior to any examination for which accommodations are being requested.