

# Biomedical Sciences Department

## BMS 6602: Systemic Pathology & Laboratory Medicine Course

### Syllabus: Spring 2008-9

BMS 6601: General Pathology & Immunology  
Fall Term 2007  
Reading Assignments

Topic	<i>Robbins and Cotran (7<sup>th</sup> ed.)</i> Required Reading
Cardiovascular Pathology	pp (511-618)
Pulmonary Pathology	pp (711-772)
Renal and Urinary Tract Pathology	pp (955-1034)
Gastrointestinal Pathology	pp (797-953)
Breast and Female Reproductive Pathology	pp (1059-1154);
Male Reproductive Pathology	pp (1034-1058)
Endocrine Pathology	pp (1155-1226)
Head and Neck Pathology	pp (773-795)
Hematopathology	pp (619-709)
Bone, Joint and Soft Tissue Pathology	pp (1273-1324)
Muscle Pathology	pp (1325-1346)
Neurologic Pathology	pp (1347-1419)
Ophthalmic Pathology	pp 1421-1447
Dermatopathology	pp (1227-1271)



Florida State University  
College of Medicine  
2008-9

# **BMS 6602 - SYSTEMIC PATHOLOGY & LABORATORY MEDICINE – Spring 2008-9**

## **Syllabus-Electronic**

There will be PowerPoint files for all the lectures. These are designed to supplement and organize the material in the textbook, but not be a complete substitute for it.

## **Course Objectives**

Specific objectives accompany each section of the course. The systemic pathology course in the Spring semester at FSUCOM covers the pathophysiology of disease in medicine by organ systems. The knowledge gained from study of these systems will correlate with other courses for each organ system in the Spring semester and be applied to clerkships in the 3<sup>rd</sup> and 4<sup>th</sup> years. This pathology course will incorporate gross pathologic, microscopic, laboratory testing, 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**

### Course Schedule

Check locations for lectures in the course master schedule included with the Outlook calendar for the class. Materials for these events can be found at the course's Blackboard Web Site (<http://campus.fsu.edu>).

See this Outlook calendar 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. 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 available faculty facilitators.

### Required Textbook

PATHOLOGIC BASIS OF DISEASE, 7th edition, by Robbins (same as for the Pathology 6601 course).

**PLEASE NOTE THAT STUDENTS ARE EXPECTED TO READ THE TEXTBOOKS. POWERPOINT SLIDES IN THE SYLLABUS WILL NOT SUBSTITUTE FOR THE REQUIRED READINGS.**

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

Check the schedule for times and locations. You will be assigned to one of the learning community team rooms. Assignments for small group sessions will be made largely on the basis of College of Medicine policies and procedures, the number of groups, and room availability.

### **Computer Resources**

WebPath, the Internet Laboratory for Pathology Education (<http://www.med.fsu.edu/webpath/webpath.htm>) will be utilized in small group, laboratory, and PBL activities. However, WebPath is highly recommended for supplementation of the materials in the textbook and lecture materials. Other Pathology oriented web sites will be also utilized. The small group/PBL will be posted on blackboard in the small group lab tab.

### **Course Faculty Contact and Office Hours**

Jose Diaz, M.D – [jose.diaz@med.fsu.edu](mailto:jose.diaz@med.fsu.edu) (Course Director)

Sebastian R. Alston, M.D. – [sebastian.alston@med.fsu.edu](mailto:sebastian.alston@med.fsu.edu)

Office hours:

Diaz - 8 am to 5:30 pm (3 to 5:30 pm preferred) by appointment. Please contact by e-mail.

Alston-12:00 – 1:00 pm MF and other times by appointment. Please contact by e-mail.

Small group, laboratory and PBL facilitators are drawn from the FSUCOM faculty and graduate students.

### **Examinations/Grading**

The material for examinations and quizzes will come from lectures, small group sessions (including laboratory and PBL), tutorial sessions, radiology/clinical-pathologic correlation sessions, the WebPath web site, and the textbook.

The format for examinations may include the following:

- Written examination items: multiple choice questions (single best answer) worth one point.
- Practical examination items: multiple choice (single best answer) questions based upon illustrations of gross, microscopic, or radiographic lesions or charts and graphs, from material covered in laboratories, small groups, and lectures, worth one point.
- 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. This is optional and we may decide to use or not to use the essay question

format as the course is proceeding. If we ever decide to be using it, it would be notified with enough time and each question will worth 10 points.

There will be five integrated block examinations and a final comprehensive examination in the Spring semester. Each block examination will cover material in all the courses, including pathology, for the weeks prior to each examination. The final examination will cover material for the whole year (both semesters) in the manner of a USMLE step 1 examination. The pathology components for the integrated examinations will be as follows:

Section	Points
Cardiovascular/Pulmonary section	56
Renal/Gastrointestinal section	64
Reproductive/Endocrine section	69
Hematology/Musculoskeletal section	76
Neuroscience/Dermatology section	57
Final Comprehensive exam	110

There will be 13 small group sessions and 3 integrated PBL in blocks 4 - 8 with a 6 point quiz given at the beginning of each of these sessions, with a total of 96 questions. Each student will take part in one Clinical-Pathologic Correlation (CPC) exercise, worth a maximum 20 points. This year there will be 26 CPC groups and sessions, each with four to five students. Each group will be assigned to present a case and groups will be formed randomly and assigned by lottery. The structure of the case presentation is presented in the outline of the course section at the end of the syllabus.

There will be two NBME Comprehensive Basic Science Examinations given that will count toward the grade in pathology and will be worth the equivalent of a maximum 30 points each, assigned in a proportion to the overall score in relation to the class performance on that exam (30 points for the highest score, and lower scores ranked by percentage from that).

Thus, the final grade in Pathology 6602 will be determined as follows:

432 Multiple choice/short answer/essay questions
96 Small group quizzes
20 Clinical-Pathologic Correlation Exercise
60 NBME Comprehensive Basic Science Examinations
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608 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 % 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

**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 online "Advance Request for Absence from Educational Activity (ies)" process should be followed as outlined below.

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.

The online “Request for Absence” process should be used for all absences, including post-illness absences, regardless of whether the student is requesting an absence from one or more classes or the entire day. Here is how it works.

- 1) Student completes online form: <https://apps.med.fsu.edu/absence>  
(Form will only work in Internet Explorer)
- 2) The form is routed to student affairs for approval then to appropriate Course Directors/Instructors
- 3) Course Directors will approve/deny request
- 4) Students can check on the status of the progress of the request by clicking on the “Pending requests” link, where they will be able to see if the instructor(s) has taken action on the form. (If the instructor has not taken action within 24 hours, students can contact him/her directly to let him/her know that the request is pending.)
- 5) The student will receive an email indicating whether the request has been approved/denied.

Students must include all the courses/activities they plan to miss on the requested day of absence (lecture, small groups, quiz, exam, OSCE, etc.) If students plan to be gone the entire day and fail to include an activity/class on the form, they will NOT be excused from that particular activity/class. It will be considered unexcused. It is the students’ responsibility to ensure the form is filled out completely with all the courses/activities they will miss for that particular day.

If a student’s request has been denied, the email will not indicate the reason nor indicate which instructor denied the request.

Some reasons that are likely to automatically disqualify an advance request are: exams, CLC sessions and OSCEs -- unless it is for extreme circumstances (illness, family emergencies, etc).

### **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. *In this course (BMS 6601), all examinations must be made up within one week of returning to class.*
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. *In this course (BMS 6601), all quizzes must be made up within one week of returning to class.*

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. *In this course (BMS 6601), missed small group sessions must be made up within one week of returning to class. They will be made up by handing in written answers to the questions in the small group cases and a written, one-page discussion of the material covered in the missed session.*

### **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.

### **Academic Honor Policy:**

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 (ADA Statement):**

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Students with specific questions regarding the FSU policies governing students with disabilities may contact the Student Disability Resource Center.

Students with disabilities who wish accommodations based on a disability must notify the College of Medicine Office of Student Affairs and register with the FSU Student Disability Resource Center (SDRC). In order to register with the SDRC the student must provide the Center with the required documentation. A definitive diagnosis of disability must be stated in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website [www.fsu.edu/~staffair/ dean/Student Disability](http://www.fsu.edu/~staffair/dean/Student%20Disability).

### **Exam Protocol for Students with Disabilities at FSU College of Medicine**

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any

qualified person with a disability. Students with specified questions regarding the FSU policies governing students with disabilities may contact the Student Disability Resource Center (SDRC).

Students who warrant accommodations based upon the functional effects of a physical or learning disability should adhere to the following procedure:

1. Student meets with a representative of the Student Disability Resource Center (SDRC), provides documentation of a disability and requests accommodations. (A definitive diagnosis of a disability must be identified in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website: [www.fsu.edu/~staffair/dean/StudentDisability](http://www.fsu.edu/~staffair/dean/StudentDisability).)
2. For entering students, this is best accomplished prior to the beginning of classes (e.g., Orientation Week). For all other students, it must be completed at least one month prior to the examination date when accommodations would be instituted.
3. SDRC staff will review the documentation to determine sufficiency and eligibility for accommodations. If additional documentation is needed, this may be obtained through the Office of Student Counseling Services (OSCS) at the COM or elsewhere in the community. If additional testing is required, temporary accommodations may be granted while documentation is completed.
4. Student and SDRC staff identifies the type of accommodations that are appropriate based upon the student's disability.
5. SDRC staff completes and signs a Faculty Letter addressed to the COM's Associate Dean for Student Affairs indicating that documentation supports specific accommodations.
6. Student signs Faculty Letter indicating agreement with suggested accommodations and understanding of his or her responsibility to present the letter to the Associate Dean for Student Affairs at the College of Medicine.
7. SDRC prints two copies of the Faculty Letter and retains a copy as a record of the initial meeting, eligibility and accommodation request.
8. Student will schedule an appointment to meet with the Associate Dean for Student Affairs within one week's time to present the second original Faculty Letter. The student is also encouraged to keep a copy of this document.
9. The Associate Dean for Student Affairs will review the letter, determine appropriateness of all requests based on the requirements for the college, and discuss concerns with student and/or call SDRC when appropriate.
10. The letter will be kept in a confidential place in the Office of Student Affairs and not made part of the academic record of the student.
11. Once accommodation have been confirmed, the student is to schedule an appointment with the OS CS.



12. The OSCE's at the COM will be the representative responsible for facilitating accommodations for medical school students who have been determined eligible for services. The OSCS will explain to the student how the accommodations will be facilitated.
13. The student will then be responsible for completing the SDRC Exam Sign-Up Sheet and ensuring that his/her Year 1/Year 2 Year and Course Directors overseeing the examination have signed it. Exam Sign-Up Sheets may be obtained from year 1/Year 2 Coordinators or the OSCS.
14. The student will return the completed SDRC Exam Sign-up Sheet to the SDRC at least **5 WORKING DAYS** prior to the scheduled date/time of the exam in order to facilitate testing/exam accommodations. Failure to meet this requirement will release the COM and SDRC from the responsibility of providing accommodations for that particular examination.
15. A special situation arises with the NBME examinations. Since these examinations need to be ordered well in advance of the test date, students who are requesting to take an NBME under special accommodations should complete the Exam Sign-Up sheet at **least 4 weeks** prior to the date the exam is to be administered.
16. Students who qualify for exam accommodations will follow SDRC's Testing Center policies. If the examination is not taken at the SDRC, the COM (in collaboration with SDRC) will coordinate the provision of other accommodations. This might occur for quizzes or shorter, in-class exams. The student is responsible for notifying the instructor at least five working days prior to the quiz/exam if on-site accommodations are desired. Except for extenuating circumstances, all Year1/Year2 integrated and Year1/Year2 NBME exams requiring accommodation will be administered at the SDRC.
17. For those students attending the regional campuses, Steps 1- 11 should be followed in order to be approved for accommodations. However, the Regional Campus Dean will be responsible for overseeing the implementation of the accommodations in collaboration with the Associate Dean for Student Affairs.
18. Provision of exam proctors and appropriate distribution of exams for students receiving accommodation will be administered by the Office of Medical Education (for Year 1/2 and the Regional Campus Deans (Year 3/4).

### **Unexcused 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.

### **Copyright and Electronic Use:**

This course web site and Blackboard site may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of

instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials, are copyrighted and which are not.

In addition, the Medical Library licenses a number of e-books for which specific chapter/sections in the book(s) may be pertinent to this course. It is important to remember that copying or printing the entire text is not compliant with copyright laws. Please copy and/or print only those portions you need for your personal use. Do not revise, copy, or distribute these materials to anyone not currently an FSU faculty, student or staff member.

## **Evaluations**

Student evaluations throughout the course are an important way of improving medical education, at 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 the application of the scientific bases of health, disease, and medicine to common and high impact medical conditions in contemporary society.
2. 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.
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 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.
5. Describe the molecular basis of diseases and maladies and the way in which they affect the body (pathogenesis).
6. 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.
7. 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).

## **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 lifelong 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.

FSU COM Competency	Pathology Objective
Professional attitudes and behaviors	12
Ethical judgment	13
Communication with patients, families and colleagues	14
Application of basic biomedical and behavioral sciences to patient care	1,2,3,4,5,6
Essential clinical skills	8,9
Problem solving and critical thinking	6,11
Life-long learning skills and management of information	7,10
Awareness of social, cultural, and community context of health, illness, and care	1,4

## Topical Outline for the Course

### Cardiovascular System

Session	Format	Faculty	Topic(s)
1	Lecture	Blackmon	Ischemic heart disease & myocardial infarction
2	Lecture	Blackmon	Myocarditis, cardiomyopathy & congestive heart failure
3	Lecture	Blackmon	Rheumatic heart disease, Valvular heart disease, Pericardial disease, Tumors
4	Lecture	Blackmon	Congenital heart disease
5	Lecture	Diaz	Atherosclerosis & hypertension
6	Lecture	Diaz	Vasculitis
7	Laboratory	13 faculty	Cardiovascular diseases
10	Large group	?	Clinical/Radiological correlations 1
11	Large group	Diaz	Student CPC #1, #2

### Pulmonary System

Session	Format	Faculty	Topic(s)
1	Lecture	Diaz	Obstructive lung diseases
2	Lecture	Diaz	Restrictive lung diseases
3	Lecture	Blackmon	Infections
3	Lecture	Blackmon	Infections
5	Lecture	Blackmon	Congenital diseases
6	Lecture	Blackmon	Neoplasms
7	Large group	?	Radiologic correlations
8	Laboratory	13 faculty	Pulmonary pathology 1
9	Lecture	Diaz/Blackmon	Cytopathology
10	Large group	?	Clinical/Radiological correlations 2
11	Large group	Diaz	Student CPC #3, #4
12	Laboratory	13 faculty	Pulmonary pathology 2
13	Large group	?	Clinical/Radiological correlations 3
14	Large group	Diaz	Student CPC #5, #6

### Renal System

Session	Format	Faculty	Topic(s)
1	Lecture	Diaz	Renal 1 – Congenital and obstructive diseases
2	Lecture	Diaz	Renal 2 - Tubulointerstitial diseases
3	Lecture	Diaz	Renal 3 - Renovascular diseases
4	Lecture	Diaz	Renal 4 – Neoplastic diseases and Lower urinary tract
5	Laboratory	13 faculty	Renal diseases laboratory
6	Tutorial	Diaz	Urinalysis
7	Large group	Diaz	Student CPC #7, #8
10	Lecture	Diaz	Renal 6 - Glomerular diseases
11	Lecture	Diaz	Renal 7 - Glomerular diseases
12	Large group	?	Clinical/Radiological correlations 4
13	Large group	Diaz	Student CPC #9, #10
14	Laboratory	13 faculty	Renal diseases laboratory

## Gastrointestinal System

<b>Session</b>	<b>Format</b>	<b>Faculty</b>	<b>Topic(s)</b>
1	Lecture	Alston	Upper GI tract
2	Lecture	Alston	Upper GI tract
3	Lecture	Alston	Upper GI tract
4	Lecture	Alston	Colon
5	Large group	Alston	Student CPC #11, #12
6	Lecture	Alston	Pancreas
7	Lecture	Alston	Biliary tract & Liver
8	Large group	Alston	Clinical/Radiological correlations 5
9	Large group	Alston	Student CPC #13, #14
10	Laboratory	13 faculty	Gastrointestinal pathology 1
11	Large group	Alston	Student CPC #15, #16
12	Large group	?	Radiologic correlations 5
13	Large group	Alston	Student CPC #17, #18
14	Large group	?	Clinical/Radiological correlations 6
15	Large group	Alston	Student CPC #19, #20
16	Large group	?	Clinical/Radiological correlations 7
17	Laboratory	13 faculty	Gastrointestinal pathology 2

## Reproductive System

<b>Session</b>	<b>Format</b>	<b>Faculty</b>	<b>Topic(s)</b>
1	Lecture	Diaz	Breast
2	Lecture	Diaz	Vagina & cervix
3	PBL	13 faculty	Reproductive PBL session 1
4	Lecture	Diaz	Endometrium
5	Lecture	Daiz	Myometrium
6	PBL	12 faculty	Reproductive PBL session 2
7	PBL	Diaz	Reproductive PBL session wrap-up
8	Lecture	Diaz	Ovary
9	Lecture	Diaz	Gestational trophoblastic diseases
10	Laboratory	13 faculty	Reproductive pathology 1
11	Lecture	Diaz	Male genital tract
12	Lecture	Diaz	Male genital tract
13	Laboratory	13 faculty	Reproductive pathology 2
14	Large group	Payer	Clinical/Radiological correlations 8
15	Large group	Diaz	Student CPC #21, #22

## Endocrine System

<b>Session</b>	<b>Format</b>	<b>Faculty</b>	<b>Topic(s)</b>
1	Lecture	Diaz	Diabetes mellitus
2	Lecture	Blackmon	Thyroid
3	Lecture	Blackmon	Parathyroid
4	Lecture	Blackmon	Adrenal
5	Lecture	Blackmon	Pituitary
6	Laboratory	13 faculty	Endocrine pathology
7	Lecture	Alston	Head & neck pathology

8	Lecture	Alston	Head & neck pathology
9	Large group	?	Clinical/Radiological correlations 9
10	Large group	Alston	Student CPC #23, #24
11	Laboratory	13 faculty	Head & neck pathology

### Hematology Organ System

Session	Format	Faculty	Topic(s)
1	Lecture	Diaz	Basic hematology
2	Lecture	Diaz	RBC disorders
3	PBL	13 faculty	Hematology PBL session 1
4	Lecture	Diaz	Hemoglobinopathies 1
5	Laboratory	13 faculty	Hemoglobinopathies 2
6	PBL	13 faculty	Hematology PBL session 2
7	PBL	Diaz	Hematology PBL session wrap-up
8	Lecture	Diaz	Leukocyte disorders 1
9	Lecture	Diaz	Leukocyte disorders 2
10	Lecture	Diaz	Leukocyte disorders 3
11	Lecture	Diaz	Leukocyte disorders 4
12	Laboratory	13 faculty	WBC disorders
13	Lecture	Diaz	Coagulation disorders
15	Lecture	Diaz	Transfusion medicine
16	Large group	Diaz	Student CPC #25, #26
17	Large group	?	Clinical/Radiological correlations 10
18	Laboratory	13 faculty	Hematopathology

### Musculoskeletal System

Session	Format	Faculty	Topic(s)
1	Lecture	Alston	Bone, joint, & soft tissue diseases
2	Lecture	Alston	Bone, joint, & soft tissue diseases
3	Laboratory	13 faculty	Bone diseases laboratory
4	PBL	13 faculty	Musculoskeletal PBL session 1
5	Lecture	Alston	Muscle diseases
6	Large group	Alston	Student CPC #27, #28
7	Large group	?	Clinical/Radiological correlations 11
8	PBL	13 faculty	Musculoskeletal PBL session 2
9	PBL	Alston	Musculoskeletal PBL session wrap-up
10	Small groups	13 faculty	Muscle diseases small groups

### Central Nervous System

Session	Format	Faculty	Topic(s)
1	Lecture	Alston	Congenital diseases
2	Lecture	Alston	Vascular diseases
3	Lecture	Alston	Infections
4	Lecture	Alston	Infections
5	Small Group	13 faculty	Integrated CNS PBL session 1

6	Small Group	13 faculty	Integrated CNS PBL session 2
7	Lecture	Alston	Degenerative & demyelinating diseases
8	Lecture	Alston	Degenerative & demyelinating diseases
9	Lecture	Alston	Degenerative & demyelinating diseases
10	Lecture	Alston	Peripheral nerve diseases
11	Lecture	Alston	CNS tumors
12	Large group	?	Clinical/Radiological correlations 12
13	Large group	Alston	Student CPC #29, #30
14	Small Group	13 faculty	Integrated CNS PBL session 3
15	Small Group	13 faculty	Integrated CNS PBL session 4
16	Lecture	Alston	Ophthalmic pathology
17	Lecture	Alston	Ophthalmic pathology
18	Lecture	Diaz	Dermatopathology
19	Lecture	Diaz	Dermatopathology
20	Small Group	13 faculty	Integrated CNS PBL session 5

The Clinical/Radiological correlations are a one hour discussion given by various clinical faculties (names to be announced) focusing on the clinical and/or radiological aspects of selected diseases which are designed to complement the clinical aspects of some of the most representative diseases discussed in the systemic pathology course. The CPC are cases presented by groups of four to five medical students in a 45 minutes formal presentation followed by time for questions and according to the following format:

1. Case history and workup tests needed for diagnosis (differential diagnosis when pertinent)
2. Symptoms in a typical case
3. Pathophysiology of the disease
4. Epidemiology (occurrence, routes of transmission, prevalence, etc.)
5. Treatment methods
6. Prognosis

A group of faculty (pathologists and clinicians) will attend the presentations and grade it to a maximum of 20 points. Each integrating member of the group who presented that particular case will obtain the same individual score (group score transposed to each individual).