

Case Western Reserve University – University Program Medical School

Block 5: Action Plan 2018-2019

Year 2 (August- March) 2018-2020

<b>Summer Break (10 weeks)</b>	<b>Host Defense &amp; Host Response</b>  Block 5 (13 Weeks)  Immunology, Microbiology, Hematology, Oncology, Infectious Diseases, Rheumatology, Dermatology  Assessment Week	<b>Cognition, Sensation &amp; Movement</b>  Block 6 (14 Weeks)  Neurology, Mind, Musculoskeletal  Integrative Week Assessment Week	<b>Step 1 Study (6-8 weeks)</b>
	<b>Structure</b> (GARLA and “Systems and Scholarship”)  <a href="#">Foundations of Clinical Medicine</a> (Tuesday Seminars, Communications, Physical Diagnosis, Patient Based Experiences)		

1. **Course Description:**

This course examines host immunity and its impact on health and disease. We explore basic mechanisms of innate, humoral, and cellular immunity and the consequences of immune dysregulation from inherited disorders and malignant proliferation of immune cells. We describe the beneficial and adverse effects of the immune response to infection and the effects of autoimmunity as it is manifest by rheumatologic and cutaneous diseases. In addition, we present a framework for the approach to hematologic and cutaneous disorders, we introduce students to clinical reasoning, and we present an approach to diagnosis and treatment of infectious and rheumatologic diseases using a syndromic approach.

2. **Block Co-Leaders:**

Nicholas Ziats  
Robert Kalayjian

**3. Design Team:**

Immunology: Man-Sun Sy, Pamela Wearsch  
 Hematology: Tim O'Brien, Howard Myerson  
 ID/Microbiology: Henry Boom, Robert Kalayjian  
 Rheumatology: Angela Robinson, Maya Mattar, Mattie Piro  
 Dermatology: David Crowe  
 Ethics: Olubukunola Mary Tawose  
 Pharmacology: Alan Levine

**4. Block Objectives:** Please fill in the table below for your Block Objectives.

<b>Competency and Definition</b>	<b>Educational Program Objective (EPO)</b>	<b>Block Goals Block 5</b>	<b>Recommended Changes</b>
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>Students should emphasize important fundamental concepts in immunology and their importance in human disease.</b>	
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>Students should understand normal and abnormal hematopoiesis and clotting.</b>	
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic	<b>Students should recognize the major clinical syndromes of infectious diseases including their microbiology and treatment.</b>	

sciences as well as the application of this knowledge to patient care	science knowledge to be an effective starting resident physician		
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>Students should describe how differences in host immunity alter the clinical diseases caused by infectious pathogens.</b>	
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>Students should understand the pathophysiology and clinical management of rheumatic and connective tissue.</b>	
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>Students should understand the structure of skin tissue, its interactions with microbes and the immunology of skin.</b>	
<b>Common to all Blocks:</b>			
<b>Knowledge for Practice</b> Demonstrates knowledge of established and evolving biomedical, clinical,	Demonstrates ability to apply knowledge base to clinical and research questions  Demonstrates	Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy,	

epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	appropriate level of clinical and basic science knowledge to be an effective starting resident physician	beneficence, nonmaleficence and justice.	
<b>Teamwork &amp; Interprofessional Collaboration</b> Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings	Performs effectively as a member of a team	Develop and practice the knowledge and skills that promote effective teamwork across a variety of settings.	
<b>Professionalism</b> Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable and responsible behaviors in all settings, and recognizes and addresses lapses in behavior	Commonly demonstrates compassion, respect, honesty and ethical practices  Meets obligations in a reliable and timely manner  Recognizes and addresses lapses in behavior	Understand and practice the behaviors of an ethical, respectful, compassionate, reliable, and responsible physician.	
<b>Interpersonal &amp; Communication Skills</b> Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research and patient care settings	Uses effective written and oral communication in clinical, research, and classroom settings  Demonstrates effective communication with patients using a patient-centered approach  Effectively communicates knowledge as well as uncertainties	Understand and demonstrate effective communication skills for learning and clinical practice environments.	
<b>Research &amp; Scholarship</b>	Analyses and effectively critiques a	Analyze, critique and present research	

Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research	<p>broad range of research papers</p> <p>Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis</p> <p>Demonstrates ability to initiate, complete and explain his/her research</p>	studies from the primary literature.	
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**5. In the grid below, please list the specific course changes you made this year based on last year's report.**

What changes were made 2017-2018?	How did the changes work?	What would you like to change next year 2019-2020?
IQ case revisions in response to facilitator feedback	Unable to determine	

**6. What changes do you anticipate making to the Block next year (AY 2019-2020)?**

Possible switch in dates btwn heme & ID/micro due to scheduling conflict

**7. What successful, innovative components of your block that are best practices that you would like to share with the other Blocks?**

We believe that our case based medium size group format is a useful method to introduce clinical reasoning

**8. What specific changes (lectures, TBL, IQ cases, other) do you plan to make to the course next year?**

MICRO/ID lectures—content to be revised in response to student feedback

Changes anticipated for next year	Reason for changes (evidence)

<b>Deletions</b>		<b>Additions</b>	

**9. Please review your Block objectives. Have you added or deleted major concept areas to your Block?**

No changes in objectives

**10. Describe how faculty teaching quality was reviewed for your block. What faculty development opportunity was offered in response to student feedback?**

Each section leader determines the content of the curriculum to be presented and oversees the quality of teaching activities that are relevant to their sections.

**11. Response to PEAC Report**

**12. Acknowledgements:** Michele Mumaw implimented a seamless transition as the new course manager!