

Case Western Reserve University – University Program Medical School

Block 5: Action Plan 2019-2020

Year 2 (August- March) 2019-2020

<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:**

Robert Kalayjian  
 Nicholas Ziats

**3. Design Team:**

Immunology: Man-Sun Sy, Pamela Wearsch  
 Hematology: Tim O'Brien, Howard Myerson, Rose Beck  
 ID/Microbiology: Henry Boom, Robert Kalayjian  
 Rheumatology: Angela Robinson, Maya Mattar, Mattie Piro  
 Dermatology: David Crowe  
 Ethics: Olubukunola Mary Tawose, Oliver Schirokauer  
 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>	No change recommended
<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>	No change recommended
<b>Knowledge for Practice</b> Demonstrates knowledge of established and	Demonstrates ability to apply knowledge base to clinical and research questions	<b>Students should recognize the major clinical syndromes of infectious diseases including</b>	No change recommended

evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	<b>their microbiology and treatment.</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 describe how differences in host immunity alter the clinical diseases caused by infectious pathogens.</b>	No change recommended
<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>	No change recommended
<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>	No change recommended
<b>Common to all Blocks:</b>			
<b>Knowledge for Practice</b>	Demonstrates ability to apply knowledge base	Recognize and analyze ethical problems in	No change recommended

Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	to clinical and research questions  Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	clinical medicine and biomedical research using the principles of autonomy, 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.	No change recommended
<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.	No change recommended
<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	Understand and demonstrate effective communication skills for learning and clinical practice environments.	No change recommended

	Effectively communicates knowledge as well as uncertainties		
<b>Research &amp; Scholarship</b> Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research	Analyses and effectively critiques a broad range of research papers  Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis  Demonstrates ability to initiate, complete and explain his/her research	Analyze, critique and present research studies from the primary literature.	No change recommended

**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	Revisions appreciated by faculty	More revisions based on facilitator feedback
New Case on Myeloid Leukemia	Very good case	Needs some revision
Switch of Infectious Disease content with Heme content	No apparent concerns	

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

Removal of MSK week. Move content of Block 6 Orthopedics section to Block 5 to replace MSK week, which we will attempt to better align with rheumatology.

We will try to enhance bioethics content by adding objectives in IQ.

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

Our case based medium size group format is a useful method to introduce clinical reasoning and seems quite successful

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

<b>Changes anticipated for next year</b>	<b>Reason for changes (evidence)</b>
MSK week	Coordination with Block 6
COVID-19 IQ case	Recent pandemic
Revisions of Ortho IQ cases	Content moved from Block 6

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

No significant changes

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

No significant changes. 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**

No suggestions were indicated

**12. Acknowledgements:** Appreciative of administrative support