

Case Western Reserve University – University Program Medical School

Block 5: Action Plan 2020-2021

Year 2 (August- March)

Summer Break (10 weeks)	Host Defense & Host Response Block 5 (13 Weeks) Immunology, Microbiology, Hematology, Oncology, Infectious Diseases, Rheumatology, Dermatology Assessment Week	Cognition, Sensation & Movement Block 6 (14 Weeks) Neurology, Mind, Musculoskeletal Integrative Week Assessment Week	Step 1 Study (6-8 weeks)
	Structure (GARLA and “Systems and Scholarship”) Foundations of Clinical Medicine (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.

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 5	Recommended Changes
Knowledge for Practice 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	Students should emphasize important fundamental concepts in immunology and their importance in human disease.	No change recommended
Knowledge for Practice 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	Students should understand normal and abnormal hematopoiesis and clotting.	No change recommended
Knowledge for Practice Demonstrates knowledge of established and evolving biomedical,	Demonstrates ability to apply knowledge base to clinical and research questions	Students should recognize the major clinical syndromes of infectious diseases including	No change recommended

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	their microbiology and treatment.	
Knowledge for Practice 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	Students should describe how differences in host immunity alter the clinical diseases caused by infectious pathogens.	No change recommended
Knowledge for Practice 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	Students should understand the pathophysiology and clinical management of rheumatic and connective tissue.	No change recommended
Knowledge for Practice 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	Students should understand the structure of skin tissue, its interactions with microbes and the immunology of skin.	No change recommended
Common to all Blocks:			
Knowledge for Practice Demonstrates knowledge of	Demonstrates ability to apply knowledge base to clinical and research	Recognize and analyze ethical problems in clinical medicine and	No change recommended

<p>established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.</p>	
<p>Teamwork & Interprofessional Collaboration Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings</p>	<p>Performs effectively as a member of a team</p>	<p>Develop and practice the knowledge and skills that promote effective teamwork across a variety of settings.</p>	<p>No change recommended</p>
<p>Professionalism Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable and responsible behaviors in all settings, and recognizes and addresses lapses in behavior</p>	<p>Commonly demonstrates compassion, respect, honesty and ethical practices</p> <p>Meets obligations in a reliable and timely manner</p> <p>Recognizes and addresses lapses in behavior</p>	<p>Understand and practice the behaviors of an ethical, respectful, compassionate, reliable, and responsible physician.</p>	<p>No change recommended</p>
<p>Interpersonal & Communication Skills 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</p>	<p>Uses effective written and oral communication in clinical, research, and classroom settings</p> <p>Demonstrates effective communication with patients using a patient-centered approach</p> <p>Effectively communicates</p>	<p>Understand and demonstrate effective communication skills for learning and clinical practice environments.</p>	<p>No change recommended</p>

	knowledge as well as uncertainties		
Research & Scholarship 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 2020-2021?	How did the changes work?	What would you like to change next year 2021-2022?
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 2020-2021)?

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?

Changes anticipated for next year	Reason for changes (evidence)
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