

Case Western Reserve University – University Program Medical School

Block 5: Action Plan 2021-2022

Year 2 (August- March) 2021-2022

Summer Break (10 weeks)	Host Defense & Host Response Block 5 (13 Weeks) Immunology, Microbiology, Hematology, Oncology, Infectious Diseases, Rheumatology, Dermatology Musculoskeletal Assessment Week	Cognition, Sensation & Movement Block 6 (14 Weeks) Neurology, Mind, 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)		

Course Description: In this course, students investigate the cells, molecules, and mechanisms of immunity; the consequences of impaired, excessive, or dysregulated immune responses to infectious pathogens, to the hematopoietic and musculoskeletal systems and to the skin; and the physiology and pathophysiology of the hematopoietic and skeletal systems and skin.

1. **Block Co-Leaders: Nicholas Ziats, Robert Kalayjian**

2. **Design Team:**

- Immunology: Man-Sun Sy, Pam Wearsh
- Micro/ID: Henry Boom, Robert Kalayjian
- Heme: Timothy O’Brien, Howard Meyerson
- Derm: Katherine DeSano
- Rheum: Angela Robinson, Maya Mater, Maria Antonelli
- Orthopedics: Christina Cheng & Christina Hardesty
- Ethics: O. Mary Dwyer
- Pharmacology: Alan Levine
- Student Representative: Emily Manning

3. **Block Goals:**

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block #	Recommended Changes
<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should emphasize important fundamental concepts in immunology and their importance in human disease.</p>	<p>No change recommended</p>
<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand normal and abnormal hematopoiesis and clotting.</p>	<p>No change recommended</p>

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<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should recognize the major clinical syndromes of infectious diseases including their microbiology and treatment.</p>	<p>No change recommended</p>
<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should describe how differences in host immunity alter the clinical diseases caused by infectious pathogens.</p>	<p>No change recommended</p>
<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand the pathophysiology and clinical management of rheumatic and connective tissue.</p>	<p>No change recommended</p>

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<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand the structure of skin tissue, its interactions with microbes and the immunology of skin.</p>	<p>No change recommended</p>
Common to all Blocks:			
<p>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</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.</p>	<p>No change recommended</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>Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.</p>	<p>No change recommended</p>

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block #	Recommended Changes
<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>Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.</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 knowledge as well as uncertainties</p>	<p>Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.</p>	<p>No change recommended</p>
<p>Research & Scholarship Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research</p>	<p>Analyses and effectively critiques a 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>	<p>Analyze, critique and present research studies from the primary literature.</p>	<p>No change recommended</p>

4. 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?
Expanded virology content including organization and treatment of viral infections, and therapeutic uses of virus		
Enhanced content on COVID including epidemiology, virology and immune responses to vaccination in the form of revised IQ case & lecture	Neutral—no significant feedback	
Ethical considerations of vaccine mandates via lecture	Well received by students	

- 5. What changes do you anticipate making to the Block next year (AY 2020-2021)**
- 6. What successful, innovative components of your block that are best practices that you would like to share with the other Blocks?**
- 7. 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)
Transform MSG to PBL format	MSG not effective under current space constraints
PathPresenter- VM changes	Aperio Virtual microscopy system replaced with New system, PathPresenter on Jan. 1, 2022. Will need to update presentations and quizzes

- 8. Please review your Block objectives. Have you added or deleted major concept areas to your Block? No**
- 9. Describe how faculty teaching quality was reviewed for your block. What faculty development opportunity was offered in response to student feedback?**

Section Leaders (Immunology, ID/Micro, Heme, Rheum, Derm, Ortho) are responsible for curriculum content and quality of lecturers. Direct observation by Block Leaders (RK, NZ) of a several lectures.

10. Response to PEAC Report: N/A since 2017

12. Acknowledgements: *Special thanks to Course Managers: Nivo Hanson, Eva Orszag and Patti Quallich!*

Emily Manning did an outstanding job representing the student's perspective to the Team