Informational Items
MEMORANDUM

TO: Karen L. Butler-Purry, PhD
   Associate Provost for Graduate and Professional Studies

FROM: Antonio A. Rene, PhD MPH
       Senior Associate Dean for Academic Affairs
       School of Public Health

CC: Mark Zoran, PhD
    Lois Rockwell
    Thomas McDonald, PhD
    Rick Danko, DrPH

RE: Exception for SOPH 680 as an S/U course

The School of Public Health has realized that several of our courses are not in compliance with
the grading stipulations of Student Rule 10.14. The majority of these course changes have been
approved. However, we understand that we should address one course in particular with the
Office of Graduate and Professional Studies.

We are seeking an exception to allow the SPH to continue to offer SOPH 680: Public Health
Capstone as S/U only. The current course description will remain unchanged:

SOPH 680. Public Health Capstone. (3-0). Credit 3. In this course, students will
integrate the knowledge and skills gained through other courses and experiences
at SPH, allowing them to understand both the overall public health problem-
solving approach and the contributions of each discipline to that approach.
Students work in groups to analyze public health problems and develop
interventions. Satisfactory/Unsatisfactory grade option only. Prerequisites: Four of
the five SPH core courses (PHEB 600, PHEB 602, PHEO 600, PHPM 605, HPCH
603 are prerequisites for this class, and the fifth core course may be taken
concurrently. Instructor approval is also required.

I appreciate your advice on the best way to proceed with our request for an exception. Thanks.
Antonio A. Rene PhD MPH
Senior Associate Dean for Academic Affairs
Texas A&M Health Science Center
School of Public Health
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 605 - Foundations of Medicine I
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   "This course presents basic principles of histology and physiology of human organ systems in an integrated fashion. Students will gain a deep understanding of how organ structure and function of the human body inter-relates. This core knowledge will provide a foundation for examining the pathophysiologic basis of human disease."

5. Prerequisite(s):
   Admission to medical school.
   Cross-listed with: 
   Stacked with:
   A cross-listed course requires the signature of both departments here.

6. Is this a variable credit course? 
   □ Yes □ No If yes, from ___ to ___.
7. Is this a repeatable course? 
   □ Yes □ No If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? 
   □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? 
   □ Yes □ No
9. How will this course be graded? 
   □ Grade □ S/U □ P/F (CLAMP)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
       MD
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://var.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Prefix Course Code Title (excluding acronyms):

<table>
<thead>
<tr>
<th>MEID</th>
<th>605</th>
<th>Foundations of Medicine I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>208</td>
<td>98:00</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature of Department Head or Program Chair]

[Date]

Department Head or Program Chair (Type Name & Sign)

[Date]

Submitted to Coordinating Board by:

Chair, GC or UCC

[Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Course title and number: MEID 605 Foundations of Medicine I
Term (e.g., Fall 200X): Fall 2015
Meeting times and location: July 25, 2015 – October 2, 2015; locations may vary

Course Description and Prerequisites

The Foundations of Medicine I (FOM I) block integrates material in Histology (microanatomy) and Physiology related to the structure and functional organization of tissues and organ systems while at the same time achieving a comprehensive understanding of the normal physiology of these systems. Students will gain an understanding of normal development, structure and function, and begin to develop an appreciation of the breadth of knowledge required to successfully distinguish and recognize the impact of disease, dysfunction, congenital malformation, and trauma.

Prerequisite: Admission to Medical School

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Block Director</th>
<th>Name</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane E. Chico, Ph.D.</td>
<td>979-436-0323</td>
<td>Thomas V. Peterson, Ph.D.</td>
<td>979-436-0336</td>
</tr>
<tr>
<td>2102 Medical Research &amp; Education Building (MREB)</td>
<td>2102 Medical Research &amp; Education Building (MREB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:chico@medicine.tamhsc.edu">chico@medicine.tamhsc.edu</a></td>
<td>Email address</td>
<td><a href="mailto:bmcknight@medicine.tamhsc.edu">bmcknight@medicine.tamhsc.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work hours; By appointment</td>
<td>Work hours; By appointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office hours</td>
<td>Office location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office location</td>
<td></td>
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</tbody>
</table>

Learning Outcomes & Objectives

COM Competency Based Learning Objectives: http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/


Date Created/Revised: 05.22.15 By: DEC/TPV
Course objectives in the Foundations of Medicine I block are evaluated by multiple assessment modalities, including computer-based written examinations, computer-based practical examinations, quizzes, and online self-assessments.

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives (CBLO):</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn basic terminology in all disciplines integrated in FOM I. Develop language skills essential to future education endeavors and effective communication with other health professionals and patients regarding the structure and function of the human body.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
</tr>
<tr>
<td>Learn the composition, structure and pattern of organization of the cells, tissues and organs in the human, with particular attention to functional relationships of a structure to all neighboring structures. Develop an appreciation and knowledge of the interdependency of anatomical structure and function.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
</tr>
<tr>
<td>Develop a two dimensional image/concept of the microanatomy of cells and tissues related to cellular organelles, the four basic tissue types and organ systems.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
</tr>
<tr>
<td>Recognize and identify cells, structures, tissues and organs in the normal individual, and to develop sufficient skill to recognize the normal variations in these components.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
</tr>
</tbody>
</table>

Date Created/Revised: 05.22.15 By: DEC/TVP
| Recognize and describe the primary histological and physiological features of human cells and tissues with particular attention to functional relationships of a structure to all neighboring structures and how morphological changes in tissues lead to a disease state. | MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis | Taught AND Evaluated | Exam - Institutionally Developed, Written/ Computer-based |
| Develop applicable knowledge of the fundamental physiological processes and the control systems that are commonly disturbed by disease. | MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis | Taught AND Evaluated | Exam - Institutionally Developed, Written/ Computer-based |

**Textbook and/or Resource Material**

**Histology**
Discipline Leaders: Diane E. Chico, Ph.D.; Rajesh Miranda, Ph.D.

**Required**

Structure and Function of Human Organ Systems: Histology Laboratory Manual; Medical Histology Faculty (Available for free in electronic format when course begins; will be posted on the course website).

**Recommended**

**Physiology**
Discipline Leader: Thomas Peterson, Ph.D.

**Recommended**

Date Created/Revised: 05.22.15 By: DEC/TVP
Grading Policies

Refer to Pre-Clerkship Student Manual pages xx: Grading Policies for details.

There will be three examinations in the Foundations of Medicine I block. Each exam will have an ExamSoft written (single best answer) component and an ExamSoft laboratory practical (single best answer, short answer, fill-in-the-blank) component. See the block schedule for dates of the material covered on these three exams. Exams will include material from all lectures, the assigned reading materials and labs.

Major assessments that require a cumulative average passing grade comprise 90% of the final block grade and are designated Exams 1, 2 and 3. The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>7%</td>
</tr>
<tr>
<td>Case Synthesis and Integration Exercise</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Up to the top 15%</td>
</tr>
<tr>
<td>Pass</td>
<td>70 – 100%</td>
</tr>
<tr>
<td>Fail</td>
<td>69% and below</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

Refer to Pre-Clerkship Student Manual Handbook pages xx.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>See attached course schedule.</td>
<td>Any required reading will be posted on the course website under the “Lecture” content folders.</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Foundations of Medicine I Faculty

Please find below a list of faculty who are presenting material and/or assisting in lab in this block, along with their contact information. We encourage you to contact faculty with any questions you may have.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Bass, Jr., M.D.</td>
<td><a href="mailto:bbass@vwm.com">bbass@vwm.com</a></td>
<td>Fort Hood / Temple</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Bibb, M.D.</td>
<td><a href="mailto:cbibb@bvpathology.com">cbibb@bvpathology.com</a></td>
<td>Bryan</td>
</tr>
<tr>
<td>Anatomic &amp; Clinical Pathology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Created/Revised: 05.22.15 By: DEC/TVP
**MEDICAL HISTOLOGY LABORATORY GUIDELINES**

**I. Laboratory Policy**

1. The Medical Histology laboratory component is a mandatory activity. Every laboratory session is conducted in the Multi-Disciplinary Labs (MDLs): MDL-1500 and MDL-1502 in the TAMHSC Clinical Building I.

2. Each student is expected to be present at every laboratory session. If the lecture is canceled, the laboratory begins at its usual time or when announced. Unexcused absence from a laboratory activity will result in consequences outlined in the Pre-Clerkship Attendance Policy (refer to Pre-Clerkship Student Manual Handbook pages xx).

3. **Smoking, eating and drinking are not permitted in the laboratory.** Please keep the laboratory clean and organized.

4. The use of cell phones in the laboratory is not allowed at any time.

Date Created/Revised: **05.22.15** By: **DEC/TVP**
5. Each student is expected to participate in the peer-teaching laboratory activity. The purpose of the exercise is to provide an opportunity for students to develop skills in learning to interact with and teach their peers using appropriate medical vocabulary.

II. Laboratory Resources

1. The class slides are available primarily in “virtual microscopy” as digital slides. (http://aperio.ad.tamhsc.edu). This link is accessible only on HSC campus or via the HSC virtual private network (VPN).

2. The electron micrographs are available on the course learning management system home page. These should be downloaded onto the computer in the MDL and your own laptop.

NOTE: Do not download any images/movies to the MDL computers. You are required to follow the rules and guidelines set forth by the Texas A&M Health Science Center in the use of MDL computers. Inappropriate behaviors or actions may result in serious disciplinary action.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

College of Medicine

Professionalism and integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an “F” or Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf.

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions.

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

Date Created/Revised: 05.22.15 By: DEC/TVP
The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at [http://medicine.tamhsc.edu/current/student-mistreatment-form.html](http://medicine.tamhsc.edu/current/student-mistreatment-form.html). For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: [http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf](http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf)

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DPA)

2. Request submitted by (Department or Program Name):
   Select or Type Department/Program Name
   MEID 606 - Foundations of Medicine II

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   This course is an integrated material in basic principles of medical biochemistry, genetics and pharmacology.

5. Prerequisite(s):
   Admission to medical school.

6. Cross-listed with:
   Stacked with:
   Cross-listed courses require the signatures of both department heads.
   If yes, from ___ to ___

7. Is this a variable credit course? ☑ Yes ☐ No
   If yes, from ___ to ___

8. Is this a repeatable course? ☑ Yes ☐ No
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? ☑ Yes ☐ No

9. Will this course be submitted to the Core Curriculum Council?
   ☑ Yes ☐ No
   ☑ P/F (credit)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       MD
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Credits
    Course # Title (excluding pronunciation)
    MEID 606 Foundations of Medicine II

    Lect. Lab Other SCH CP and Fund Code Admin Unit Accred. Year Term Code
    208.00 96.00 15.00 51.1201.00-14 1995 15 - 16 0 0 3 6 3 2

    Approval recommended by:
    [Signature]
    [Date]
    [Department Head or Program Chair (Type Name & Sign)]

    Department Head or Program Chair (Type Name & Sign)
    (if cross-listed course)
    [Signature]
    [Date]

    Submitted to Coordinating Board by:
    Chair, GC or UCC
    [Signature]
    [Date]

    Questions regarding this form should be directed to Sundan Williams at 845-8831 or sundan.williams@tamu.edu
    Curricular Services - 07/14

    RECEIVED
    CURRICULAR SERVICES
    MAY 28 2015
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☐ Undergraduate ☐ Graduate ☑ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 807 - Medical Gross Anatomy
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   This course presents human gross anatomy to medical students, including integrated dissection-based teaching and application of anatomic principles to patient care.

5. Prerequisite(s):
   Admission to medical school.
   Cross-listed with: 
   Stacked with:

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___ to ___
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No
   Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
8. How will this course be graded? ☐ Grade ☐ S/U ☑ P/F (CLAS)
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://yor.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Data (including punctuation)

<table>
<thead>
<tr>
<th>MEID</th>
<th>607</th>
<th>Medical Gross Anatomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>20.00</td>
<td>9:30-15:00</td>
</tr>
<tr>
<td>Lab</td>
<td>15.00</td>
<td>57.12.01.00-14</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signatures]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Course title and number: Medical Gross Anatomy, MEID 607
Term (e.g., Fall 200X): Fall, 2015
Meeting times and location: TBA

Course Description and Prerequisites

(Prerequisites, even if none should be given and must match course form and catalog. In addition to material chosen by instructor, the course description should closely follow the catalog description for the course. In some instances, the course description may include a rationale or context for the subject matter within the discipline. Catalog course description must not be more than 50 words long, and consist of short phrases connected by semicolons; use commas to separate a series. No sentences. Reference Style Guide at http://curricularservices.tamu.edu and/or catalog course descriptions for examples. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Instructor Information

<table>
<thead>
<tr>
<th>Block Director</th>
<th></th>
<th>Coordinator</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td>979-436-0333</td>
<td>Telephone number</td>
<td>979-436-0538</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:wchen@medicine.tamhs.edu">wchen@medicine.tamhs.edu</a></td>
<td>Email address</td>
<td><a href="mailto:bmcknight@medicine.tamhs.edu">bmcknight@medicine.tamhs.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By Appointment</td>
<td>Office hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>HPEB 4058</td>
<td>Office location</td>
<td>CB-1 4100</td>
</tr>
</tbody>
</table>

Learning Outcomes & Objectives

(A learning outcome is defined as a statement of what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course. Learning outcomes define what students need to do to show mastery of course materials. Additional assistance with learning outcomes is available through the Center for Teaching Excellence http://cte.tamu.edu and the Office of Institutional Assessment https://assessment.tamu.edu/) THIS INFORMATION HAS BEEN PLACED HERE FORREFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

(To add a line to course objectives chart, put your cursor in the last column of the chart then click the blue plus sign (+) that appears at the bottom right of the table. To link more CBLO or Evaluation method to a course objective, go to the next line of the table and choose an additional CBLO and/or Evaluation method without adding a course objective to that line or repeating the objective. See below for an

Date Created/Revised: _____ By: _____
COM Competency Based Learning Objectives: [http://medicine.tambse.edu/academic-affairs/curriculum/objectives/](http://medicine.tambse.edu/academic-affairs/curriculum/objectives/)


<table>
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<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives (CBLO):</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
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</thead>
<tbody>
<tr>
<td>Learn basic terminology in Medical Gross Anatomy, and develop language skills essential to future education endeavors and effective communication with other health professionals and patients regarding the structure and function of the human body.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based Practical (Lab)</td>
</tr>
<tr>
<td>Develop a three dimensional image/concept of embryogenesis of the major body systems and relate the developmental timeline to frequently seen congenital anomalies.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based Practical (Lab)</td>
</tr>
<tr>
<td>Recognize and describe the primary gross anatomical of the human body with particular attention to functional relationships of a structure to all neighboring structures. Develop an appreciation and understanding of the interdependency of anatomical structure.</td>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
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Date Created/Revised: ____ By: _____
<table>
<thead>
<tr>
<th>maintaining homeostasis</th>
<th>Practical (Lab)</th>
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</thead>
<tbody>
<tr>
<td>MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining homeostasis</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
<td>Practical (Lab)</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**REQUIRED:**
5) Medical Gross Anatomy Dissection Kit.

**RECOMMENDED:**

**Grading Policies**
(Must include a grading scale (COM courses must be Honors/Pass/Fail OR Pass/Fail) Ensure grading follows COM and Phase policies. Include weights as applicable to exams, laboratory assignments, field student work, projects, papers, homework, class attendance and participation, and other graded activities in the calculation of the course grade. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. Stacked courses – syllabus must clearly indicate additional work required for graduate students. Changing grading policies should occur only under extraordinary circumstances. **THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY, PLEASE REMOVE BEFORE PREPARING SYLLABUS.**)

Exam 1 to Exam 6 are MAJOR assessments.

| Exam 1 (with lab practical) | 18% |

Date Created/Revised: _____ By: _____
| Exam 2 (with lab practical) | 15% |
| Exam 3 (with lab practical) | 15% |
| Exam 4 (No lab practical) | 7% |
| Exam 5 (with lab practical) | 18% |
| Exam 6 (with lab practical) | 20% |
| Quiz | 7% |
| **Total** | **100%** |

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
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<tr>
<td>Pass</td>
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<tr>
<td>Fail</td>
<td>Below 70</td>
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</table>

**Attendance and Make-up Policies**

(Include website link to student rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Make sure this information complies with COM policies and Student Handbook. Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. REMEDIATION process and policy should be included HERE. **THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.**)

**Course Topics, Calendar of Activities, Major Assignment Dates**

(Must include dates on which major exams will be given and assignments will be due and should not be changed without notification of all students in the course. Include a statement that all dates are subject to change. Include major topics, assignments, etc. Reference where an up to date schedule can be accessed. **INCLUDE an INITIAL or REPRESENTATIVE schedule in the appendix. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.**)

See attached schedule – Medical Gross Anatomy Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>

**Other Pertinent Course Information**

Date Created/Revised: _____ By: _____
Clerkship Courses MUST include patient encounter and Log Information here. Actual log list can be included in the appendix. Include information that is pertinent to ALL campus locations here like processes and procedures. If there are campus specifics, include those locally not in this syllabus. Indicate where course materials can be accessed for example Blackboard, One45, etc.)

N/A

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

College of Medicine

Professionalism and integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an “F”/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf.

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions.

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

Date Created/Revised: _____ By _____
The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at http://medicine.tamhsc.edu/current/student-mistreatment-form.html. For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.

Date Created/Revised: _____ By: _____
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [x] First Professional (DO, MD, JD, PharmD, DVMD)

2. Request submitted by (Department or Program Name):  
   Select or Type Department/Program Name
   MEID 608 - Neuroscience

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Correlates the basic knowledge of central and peripheral nervous system structure and function with vulnerability to injury/disease and the resulting dysfunctional consequences and pharmacotherapeutics available to clinicians caring for patients with common neurological or psychiatric disorders. Common presentation, diagnosis and treatments are discussed.

5. Prerequisite(s):
   Admission to medical school.

6. [ ] Cross-listed courses require the signature of both department heads.

7. Is this a variable credit course?  
   - [x] Yes  
   - [ ] No
   If yes, from ___ to ___

8. Is this a repeatable course?  
   - [x] Yes  
   - [ ] No
   If yes, this course may be taken ___ times.

9. Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [x] No

10. Will this course be submitted to the Core Curriculum Council?  
    - [x] Yes  
    - [ ] No

11. [] This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   - MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://tamu.edu/ homeland/security/sexploring-control-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>MEID</td>
<td>808</td>
<td>Neuroscience</td>
</tr>
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</table>

<table>
<thead>
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<th>CH and fund Code</th>
<th>Admin Unit</th>
<th>Acad Year</th>
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<td>571.121.00-14</td>
<td>1935</td>
<td>15</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Paul C. Ocken  
Chair, College Review Committee

[Signature]

Diane Chico PhD  
Dean of College

[Signature]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Course title and number  MEID 608 Neuroscience
Term (e.g., Fall 200X)  Spring 2016
Meeting times and location  Variable, Bryan – Health Professions & Education Building

Course Description and Prerequisites

Integrates basic knowledge of central and peripheral nervous system structure and function with vulnerability to injury/disease and the resulting dysfunctional consequences and pharmacotherapeutics available to clinicians caring for patients with common neurological or psychiatric disorders. Common presentation, diagnosis and treatments are discussed. Addresses related first and second year competencies required to prepare students to begin clinical training in the third year of the medical curriculum.

Prerequisites: Completion of Foundations of Medicine I & II (MEID 605 & 606)

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Block Directors</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Gregg C. Allen, PhD</td>
<td>Briana McKnight</td>
</tr>
<tr>
<td>Telephone number</td>
<td>979-436-0329</td>
<td>979-436-0538</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:galen@tamhsc.edu">galen@tamhsc.edu</a></td>
<td><a href="mailto:brinknight@tamhsc.edu">brinknight@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>Bryan, MREB 2002</td>
<td>Bryan, CB1 4100</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Ursula Winzer-Serhan, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-436-0330</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:UWSerhan@tamhsc.edu">UWSerhan@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>Bryan, MREB 2100</td>
</tr>
</tbody>
</table>

Learning Outcomes & Objectives

Neuroscience follows Foundations of Medicine I & II as the third block of the Pre-Clerkship curriculum and runs 7 weeks. It focuses on one organ system (brain, spinal cord, peripheral and autonomic nervous systems) from two clinical perspectives (e.g., neurological, brain-nerve disorders and psychiatric, mental-mind disorders). Upon completion of the Neuroscience block students will recognize basic anatomical features of the human central nervous system (CNS) in neuroradiographic images, intact and sectioned human brain material and digital images of counterstained sections throughout the neuraxis. Students will also be able to identify basic nervous system functions mediating pain, sensation, vision, motor control, coordination, consciousness, cognition and autonomic regulation mapped onto a three-dimensional nervous system structure. Students will recognize clinical neurological procedures used to identify, localize and evaluate lesions of the nervous system in patients with disorders such as peripheral neuropathy, spinal cord or head injury, stroke, epilepsy, Parkinson's or Alzheimer's disease. Students will recognize the hallmark characteristics of prominent mental disorders including depression, schizophrenia, psychosis, post-traumatic stress, anxiety, personality, mood, substance abuse and suicide. Students will be able to characterize major drug classes that act on the nervous system including identifying their mechanism of action, primary clinical indications, duration of action and prominent side effects.

Date Created/Revised: 5.29.15  By: GCA
Upon successful completion of the Neuroscience block students will possess an integrated basic knowledge of nervous system structure and function; an understanding of basic concepts of neurological and/or psychiatric disorders; and will recognize central and peripheral nervous system active drugs available to clinicians to treat patients. These core principles are essential for successful experiences in 2nd year preceptorships, USMLE Step 1 exam, 3rd / 4th year clerkships and future medical practice!

**COM Competency Based Learning Objectives:** [http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/](http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/)


Upon completion of the Neuroscience block, students will be able to:

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Communicate verbally and nonverbally with the faculty, administrative staff, physicians, health care delivery personnel, and others in an effective, appropriate, and capable manner.</td>
<td>ICS3: Communicate effectively with patients, patients' family members, peers, and other members of the health care team</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBLI1: Identify and rectify deficiencies in their knowledge base and skill set</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment</td>
</tr>
<tr>
<td>2. Demonstrate professional behavior in all interactions with faculty, administrative staff, physicians, patients, family members, caregivers, or other health care providers, students, other consumers, and payers in an effective, appropriate, and capable manner.</td>
<td>PROF1: Demonstrate an understanding of legal and ethical principles governing the physician-patient relationship</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment</td>
</tr>
<tr>
<td></td>
<td>PROF8: Recognize potential conflicts of interest and demonstrate awareness of appropriate courses of action</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment</td>
</tr>
<tr>
<td></td>
<td>PROF11: Respond to conflicts in a professional manner</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment</td>
</tr>
<tr>
<td></td>
<td>PROF12: Project a professional image in demeanor and</td>
<td>Taught AND</td>
<td>Self &amp; Peer Assessment</td>
</tr>
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</table>

**Date Created/Revised:** 5.29.15  **By:** GCA
<table>
<thead>
<tr>
<th>PBL1: Identify and rectify deficiencies in their knowledge base and skill set</th>
<th>Taught AND Evaluated</th>
<th>Self &amp; Peer Assessment</th>
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<tbody>
<tr>
<td>PBL1: Identify and rectify deficiencies in their knowledge base and skill set</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment; Exam - Institutionally Developed, Written/Computer-based</td>
</tr>
<tr>
<td>PBL2: Incorporate formative feedback into personal performance</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment; Exam - Institutionally Developed, Written/Computer-based</td>
</tr>
<tr>
<td>PBL3: Accomplish learning and improvement goals with appropriate self-directed activities</td>
<td>Taught AND Evaluated</td>
<td>Self &amp; Peer Assessment; Participation</td>
</tr>
<tr>
<td>PBL4: Utilize information resources and available data to support life-long learning</td>
<td>Taught</td>
<td>Participation</td>
</tr>
</tbody>
</table>

### 4. Adopt, revise, and re-adopt as necessary learning strategies for achieving success in one's medical education that will provide a means to maintain enthusiastic interest in learning about the human body and its abilities. Begin to develop a level of confidence and competence regarding the physician's role in helping others maintain or restore normality.

<table>
<thead>
<tr>
<th>PBL1: Identify and rectify deficiencies in their knowledge base and skill set</th>
<th>Taught AND Evaluated</th>
<th>Self &amp; Peer Assessment; Exam - Institutionally Developed, Written/Computer-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL2: Incorporate formative feedback into personal performance</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>PBL3: Accomplish learning and improvement goals</td>
<td>Taught</td>
<td>Participation</td>
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Date Created/Revised: 5.29.15  By: GCA
<table>
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<tr>
<th>with appropriate self-directed activities</th>
<th>Taught</th>
<th>Participation</th>
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<tbody>
<tr>
<td>PBLI4: Utilize information resources and available data to support life-long learning</td>
<td>Taught</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Neuroscience:

1. The student will demonstrate an integrated three dimensional understanding of anatomical and functional characteristics of the normal central and peripheral nervous system.
   a. The student will identify the gross, regional and macroscopic anatomy, and blood supply of the spinal cord and brain.
   b. The student will describe the basic functional characteristics of neuronal systems supporting sensation, movement, coordination, consciousness, emotion and cognition at a cellular and system level.
   c. The student will define functional deficits for a patient resulting from injury of the brain, spinal cord or peripheral nervous system.

   MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining
   Taught AND Evaluated
   Exam - Institutionally Developed, Written/ Computer-based; Practical (Lab); Quiz (written/computer-based)

   MK2: Describe the basic mechanisms involved in the causation of human disease and their influence on clinical presentation and therapy
   Taught AND Evaluated
   Exam - Institutionally Developed, Written/ Computer-based; Practical (Lab); Quiz (written/computer-based)

   PBLI1: Identify and rectify deficiencies in their knowledge base and skill set
   Taught AND Evaluated
   Exam - Institutionally Developed, Written/ Computer-based; Practical (Lab); Quiz (written/computer-based)

   PBLI2: Incorporate formative feedback into personal performance
   Taught | Participation

   PBLI3: Accomplish learning and improvement goals with appropriate self-directed activities
   Taught AND Evaluated | Participation

Date Created/Revised: 5.29.15  By: GCA
2. The student will list common neurological and/or psychiatric disorders and will define their diagnostic characteristics.
   a. The student will explain basic methods used to diagnosis common clinical neurological problems including the contribution of diagnostic studies, patient history and physical findings from the neurological exam.
   b. The student will define basic methods used to diagnosis common psychiatric disorders including patient history, recognition of specific signs and symptoms identified during psychiatric examination and mental status evaluation as well as diagnostic studies.

| MK2: Describe the basic mechanisms involved in the causation of human disease and their influence on clinical presentation and therapy | Taught AND Evaluated | Exam - Institutionally Developed, Written/ Computer-based; Practical (Lab); Quiz (written/computer-based) |

3. The student will identify major classes of drugs used clinically that exert actions on the brain, spinal cord, peripheral and autonomic nervous systems.
   a. The student will describe mechanisms of action of drug classes at the molecular level.
   b. The student will describe how the mechanism of a drug results in therapeutic benefit or prominent side effects at the level of the cell, tissue, organ or integrated organ systems.
   c. The student will describe how dose, route of administration and pharmacokinetics impact therapeutic benefit, side effects, overdose toxicity and drug-drug interaction.

| MK1: Demonstrate knowledge of normal human structure and function at the organ-system, tissue, cellular and molecular level; and of the interaction of human systems in maintaining | Taught AND Evaluated | Exam - Institutionally Developed, Written/ Computer-based; Quiz (written/computer-based) |
| MK2: Describe the basic mechanisms involved in the causation of human disease and their influence on clinical presentation and therapy | Taught AND Evaluated | Exam - Institutionally Developed, Written/ Computer-based; Quiz (written/computer-based) |

4. The student will recognize the importance of peer- and self-evaluation in medical training and practice as well as demonstrate a commitment to professional responsibilities and behavior by participating in peer- and self-assessment opportunities.

| PROF6: Work with other health professionals in a collaborative fashion | Evaluated | Self & Peer Assessment |
| PROF10: Demonstrate knowledge of responsibilities to patients, peers, and other members of the health care team | Evaluated | Self & Peer Assessment |

Date Created/Revised: 5.29.15 By: GCA
Textbook and/or Resource Material

REQUIRED:
1) Neuroscience Laboratory Syllabus. 2006. Gelderd. (Available for free in electronic format when course begins.)

RECOMMENDED:

Grading Policies

There will be three examinations in the Neuroscience Block. Each exam will have an ExamSoft written (single best answer) component and an ExamSoft laboratory practical (single best answer, short answer, fill-in-the-blank) component. See the block schedule for dates of the material covered on these three exams. Exams will include material from all lectures, the assigned reading materials and labs. For all exams, the use of calculators or other devices is prohibited.

The final block grade will be based on the following:

| Exam 1 = Written 22% + Practical 8% | 30% |
| Exam 2 = Written 27% + Practical 8% | 35% |
| Exam 3 = Written 19% + Practical 8% | 27% |
| Neuro Lab Quizzes | 6% |
| Pharm Self-Study Quizzes | 2% |
| **Total** | **100%** |

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Up to, but not exceeding, top 15%</td>
</tr>
<tr>
<td>Pass</td>
<td>100 – 70</td>
</tr>
<tr>
<td>Fail</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Block Failure / Remediation:

Passing a block/course in Phase I and II requires that the student must have (1) an overall passing grade, defined as a numerical grade equal or greater than 70, for the block/course and (2) a cumulative average passing grade for all major assessments (examinations) within the block/course. Each individual Block Grading Scheme will define what constitutes "major assessments." The major assessments will make up a minimum of 85% of the block/course grade. Block remediation will be required if a student fails to meet both or either of the two passing criteria listed above for the block/course.

Date Created/Revised: 5.29.15 By: GCA
All remediation exams will be faculty-generated comprehensive exams based on the block/course content. The remediation exam date for each block will be announced at the orientation of each block/course. Generally, the remediation exam will take place following each major holiday (e.g., Thanksgiving, New Year or Spring break).

If a student fails to pass this remediation exam, their name will be forwarded to the Student Promotions Committee (SPC) for discussion of a possible additional remediation plan and/or disciplinary action. All students who fail a course will be allowed to take the course remediation exam. That is, if the SPC decision requires a student to repeat a year of instruction before the remediation exam has taken place, the student is still allowed to take the remediation exam in order to improve their GPA by obtaining an F/P for a block/course grade instead of just an F.

Students need to be aware of the fact that remediation of a failed block/course does not constitute retaking the block/course. Successful remediation will not erase the F grade in the block/course. Remediation is basically a second opportunity for a student to demonstrate that they have improved their knowledge of the failed block/course subject matter to a level that is acceptable to the block/course faculty. The block/course grade on the student's transcript will be recorded as an F/P. The numerical number sent to Student Affairs for GPA calculation will be one (1) grade point per credit hour which is equivalent to a D in a letter grading system.

Attendance and Make-up Policies

Attendance at all lectures, seminars and small group sessions is expected. Attendance at laboratories, clinical experiences and patient interactions is mandatory. It is the general feeling of the faculty that non-attendance places students at a distinct disadvantage, both on exams and in their overall professional training. Not infrequently, emphasis on important concepts is not readily apparent on review of handouts or recordings and is overlooked by students not physically present during discussion. Attendance at clinical learning opportunities is mandatory and failure to attend is considered unprofessional and a breach of the expected doctor-patient relationship.

Examinations:

Attendance at all scheduled examinations is mandatory. Any student absent because of illness must have a written justification from his or her physician. Every effort must be made to inform the Phase and Block Leaders and/or Office of Student Affairs prior to the exam. Absence from an examination for other reasons must be excused by the Office of Academic Affairs at least 2 weeks BEFORE the scheduled examination or be brought about by serious circumstances. In all cases an absence request form must be filled out and submitted through the Office of Academic Affairs in accordance with the Phase I and Phase II Policy. All make-up examinations, if approved, must be taken no later than one week after the student returns to class. Unexcused absence from an examination will result in an exam grade of zero.

Late for Exams:

Students are expected to arrive 15 minutes prior to the scheduled start time for an examination.

**Any student who arrives after the doors to the exam hall have been closed (10 minutes before the exam start time) shall not be allowed to enter the exam hall and shall not be allowed to take the exam (or to that component of an examination if it is a multi-component examination).**

Any student arriving for the exam after the doors have been closed and no more than 30 minutes late will be permitted to take the exam at a later time; but the maximum grade the student can make is a 20 point deduction from their earned exam grade. Arrival beyond 30 minutes to the exam will be considered an absence. In that case, the student must submit an absence request through the Office of Academic Affairs in accordance with Phase I and Phase II absence policy. If the student's absence request decision is that the absence is unexcused, the student will receive an exam grade of zero.

Date Created/Revised: 5.29.15  By: GCA
If there are subsequent components to the examination, the student will be allowed to take those as long as he/she arrives in time.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Neuroscience</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>EXAM 1 (12.18.15)</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Neuroscience</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>Neuroscience</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>EXAM 2 (1.22.15)</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Neuroscience</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>EXAM 3 (2.5.15)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Lecture:
Each student is responsible for all information presented in each lecture including special announcements and schedule changes. Lectures begin promptly at the hour designated on your schedule. Out of courtesy to the lecturer and the other students, students are expected to be in their seats at the prescribed time.

Laboratory:
Attendance at all laboratory sessions is mandatory. Scheduled and unscheduled quizzes will be administered throughout the Neuroscience block and constitute 6% of your final Neuroscience block grade.

GENERAL RULES AND INFORMATION FOR THE LABORATORIES

The Multiple Disciplinary Labs (MDLs) will serve as Neuroscience laboratories. They are accessible evenings and weekends using your student ID card.

- **FOOD AND DRINKS ARE NOT ALLOWED IN THE MDLs.**
- **UNDER NO CIRCUMSTANCES ARE ANY PICTURES TO BE TAKEN OF WILLED-BODY PROGRAM HUMAN MATERIAL.**
- **DO NOT REMOVE BRAINS FROM THE MDLs.**

1. Students will work in groups in the laboratory. Laboratory groups will be similar to those assigned during Histology. Each group will be issued two brain buckets: one containing a whole and a half brain, the other containing one set of coronal sections and one set of horizontal sections. **Brain buckets will be checked out during the first laboratory session on Wednesday, December 9th, 2015.** In addition, each group will be issued one brain atlas (Fix: Atlas of the Human Brain and Spinal Cord, 2nd ed). This brain atlas will be checked out during the first laboratory session on 12/9/15. It is strongly recommended that you bring your laboratory atlas to each laboratory session. It is your group's responsibility to use the atlases carefully. These will be returned to the library at the end of the block. If damaged or lost, the appropriate adjustments or compensation with the library must be made prior to submission of a block grade to the Registrar. **NOTE: MAKE SURE YOUR GROUP RETAINS YOUR OWN COPY OF THE ATLAS. IF YOU TURN IN A DIFFERENT COPY THAN THE ONE CHECKED OUT, YOU WILL STILL BE FINANCIALLY RESPONSIBLE FOR YOUR CHECKED OUT COPY.**

Date Created/Revised: 5.29.15  By: GCA
2. The brain materials checked out to you in the laboratory must be handled carefully. **DO NOT POKE INSTRUMENTS INTO THE TISSUE OR PULL APART ATTACHED STRUCTURES. THESE MATERIALS MUST BE PRESERVED FOR FUTURE CLASSES.** If the brains you are provided at the beginning of the block are extensively damaged during the duration of the block, you may be required to donate yours prior to receiving a grade ;-) 

3. From time to time, demonstration materials will be on display in the laboratory during normal laboratory hours. You will be responsible for the information presented on these demonstration materials. 

4. **Laboratory Manual:** Prior to the first laboratory session (12/9/15) please ensure you have access to the web-accessible version of the Neuroscience Laboratory Manual. In addition to the Laboratory Manual, the Neuroscience Slide Set (macroscopic counter-stained sections of the human brain and spinal cord) and Neuroscience Lab Manual Supplement (annotated slides from the Neuroscience Slide Set) are available for download on the Blackboard 9 website under MEID 608 Neuroscience. Students are encouraged to print a hard-copy of the lab manual if it is more convenient. 

5. When disposing of any trash (e.g., gloves, paper towels) that has come in contact with human brain tissue, **PLEASE USE THE RED BIOHAZARD BAGS.** Under no circumstances are gloves to be placed into the "regular" trash receptacles. 

6. **Neuroscience Laboratory Faculty:**

<table>
<thead>
<tr>
<th>Bryan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregg Allen, PhD</td>
</tr>
<tr>
<td>Diane Chico, PhD</td>
</tr>
<tr>
<td>Dave Earnest, PhD</td>
</tr>
<tr>
<td>John Hubbard, PhD, PT</td>
</tr>
<tr>
<td>Gary McCord, MD</td>
</tr>
<tr>
<td>Lee Shapiro, PhD</td>
</tr>
<tr>
<td>Mendell Rimer, PhD</td>
</tr>
</tbody>
</table>

**College of Medicine**

**Professionalism and integrity Statement (Academic Honesty and Plagiarism)**

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component's Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an "F"/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at [http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf](http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf).

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions).

**E-mail Access and FERPA**

The College of Medicine is communicating all official information to students through the students' TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center.

Date Created/Revised: **5.29.15** By: **GCA**
This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at http://medicine.tamhsc.edu/current/student-mistreatment-form.html For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus *

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (ODS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 609 - Introduction to Disease
3. Course prefix, number and complete title of course:
4. Course description (not to exceed 50 words):
   Introduction to Disease introduces students to fundamental topics in immunology, microbiology, pathology, pharmacology, and patient interactions, which are often presented in a case-based fashion. These fundamental topics form a foundation for deeper understanding of the pathophysiology of human diseases presented during the organ system-based blocks.

5. Prerequisite(s):
   Admission to medical school.
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads:

6. Is this a variable credit course? □ Yes □ No
   If yes, from 1 to 15

7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes □ No

8. How will this course be graded:
   □ Grade □ S/U □ P/F (CLAS)
   This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.tamu.edu/resources/export-control/export-control-basics-for-distance-education)

13. Title
   Course: MEID 609
   Title: Introduction to Disease
   Lab: 200
   Other: 0
   SCI: 15.00
   CP: 0.00
   Credit: 15
   CRN: 23901
   Term: Spring 2014
   Session: 1
   Vnum: 1935
   Class: 0
   Year: 16
   ECL Code:

Approval recommended by:

Diane Chico, PhD
Chair, College Review Committee
Date 5/27/15

Ruth Bush, MD JD MPH
Dean of College
Date 5/27/15

Department Head or Program Chair (Type Name & Sign)
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Questions regarding this form should be directed to Sandra Williams at 845-2201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 810 - Humanities Ethics Altruism and Leadership I
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
The course will present and reinforce knowledge of important physician attributes, including humanities, ethics, altruism, and leadership. Cases will be used to help students learn and apply concepts of history of medicine, medical ethics, spirituality, communication skills, cultural competence, medical law, palliative care, end-of-life care, evidence-based medicine, professionalism, and systems-based practice.

5. Prerequisite(s): Admission to medical school.
   Cross-listed with: Stacked with:

6. Is this a variable credit course? □ Yes □ No If yes, from __________ to __________
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes □ No
8. How will this course be graded: □ Grade □ S/U □ P/F (CLAIR)
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

12. Format Course Title (excluding pronunciation):

<table>
<thead>
<tr>
<th>MEID</th>
<th>810</th>
<th>HEAL I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Other</td>
</tr>
<tr>
<td>240.00</td>
<td>0.00</td>
<td>15.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Paul E. Ogden, M.D. 6/1/15
Department Head or Program Chair (Type Name & Sign) Date
Ruth Bush, MD JD MPH
Dean of College Date

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 815-3201 or sundra.williams@tamu.edu.
Curricular Services – 07/14

[RECEIVED MAY 28 2015]
Course title and number: Humanities, Ethics, Altruism, Leadership (HEAL) I – MEID 610
Term (e.g., Fall 200X): Fall 2015
Meeting times and location: Monday’s 10:00 AM LL30 unless otherwise noted

Course Description and Prerequisites

http://www.tamhsc.edu/education/catalog/

The course will consolidate the humanities subjects into one, case-based course. Cases will be used to help students learn and apply the following humanities subjects: history of medicine, medical ethics, spirituality, communication skills, cultural competence, medical law, palliative care, end-of-life care, evidence-based medicine, professionalism, and systems-based practice.

Prerequisite: Admission to medical school.

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Watson, Ph.D.</td>
<td>Jessica Clements</td>
</tr>
<tr>
<td><a href="mailto:pwatson@medicine.tamhsc.edu">pwatson@medicine.tamhsc.edu</a></td>
<td><a href="mailto:iclements@medicine.tamhsc.edu">iclements@medicine.tamhsc.edu</a></td>
</tr>
<tr>
<td>(979) 436-0515</td>
<td>(979) 436-9114</td>
</tr>
<tr>
<td>Clinical Bldg. 1, Suite 1400</td>
<td>CB1, Suite 4100</td>
</tr>
<tr>
<td>By appointment</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Learning Outcomes & Objectives

COM Competency Based Learning Objectives: http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/


<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives (CBLO):</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO #1: Articulate the basic principles of medical ethics and recognize how medical ethics will inform their medical practice</td>
<td>ICS1: Demonstrate effective listening skills</td>
<td>Taught AND Evaluated</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>ICS2: Discuss diagnostic and treatment options in a manner comprehensible to the patient</td>
<td></td>
<td>Clinical Performance Rating/Checklist</td>
</tr>
</tbody>
</table>

Date Created/Revised: 05/26/15 By: J. Clements
<table>
<thead>
<tr>
<th>CO #2: Identify and access the health care systems needed to practice sound patient care.</th>
<th>ICS3: Communicate effectively with patients, patients' family members, peers, and other members of the health care team</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICS4: Educate patients, patients' family members, peers, and other members of the health care team at an appropriate level using appropriate technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SBP1: Apply knowledge of health care systems to improve and optimize patient care</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
<td></td>
<td>SBP5: Recognize various approaches to the organization, financing, and delivery of health care</td>
<td>Participation</td>
</tr>
<tr>
<td>CO #3: Describe and implement culturally competent behavior with peers, faculty, and simulated patients.</td>
<td>CC1: Demonstrate an understanding of the manner in which diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments.</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
<td></td>
<td>CC2: Recognize and appropriately address gender and cultural biases in themselves, in others, and in the process of health care delivery.</td>
<td>Participation</td>
</tr>
<tr>
<td>CO #4: Demonstrate effective communication with peers, faculty, and simulated patients.</td>
<td>PROF1: Demonstrate an understanding of</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
</tr>
</tbody>
</table>

Date Created/Revised: 05/26/15 By: J. Clements
<table>
<thead>
<tr>
<th>CO #5: Describe and implement strategies to aid a patient in his/her decision making process when a shift from curative to palliative treatment is appropriate.</th>
<th>legal and ethical principles governing the physician-patient relationship</th>
<th>Clinical Performance Rating/Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF2: Display honesty, integrity and ethical behavior</td>
<td>PRO8: Recognize potential conflicts of interest and demonstrate awareness of appropriate courses of action</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>PC15: Formulate preventive, curative, rehabilitative, and palliative therapeutic strategies for common disorders</td>
<td>Taught AND Evaluated</td>
<td>Participation</td>
</tr>
<tr>
<td>CO #6: Describe and implement professional behavior with peers, faculty, and simulated patients.</td>
<td>PROF4: Treat patients and patients' family members respectfully and compassionately, regardless of age, disability, gender, race, ethnicity, culture, religion, sexual preference, and socio-economic status</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
<td>PROF5: Respect the privacy of patients</td>
<td>Clinical Performance Rating/Checklist</td>
<td></td>
</tr>
<tr>
<td>PROF6: Work with other health professionals in a collaborative fashion</td>
<td>PROF11: Respond to conflicts in a professional manner</td>
<td></td>
</tr>
<tr>
<td>CO #7: Recognize health literacy issues that hinder sound patient care and demonstrate strategies to overcome these issues.</td>
<td>PROF12: Project a professional image in demeanor and personal appearance</td>
<td>Taught AND Evaluated</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>SBP3: Demonstrate an understanding of cost containment principles and their application in the delivery of health care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PROF4: Treat patients and patients' family members respectfully and compassionately, regardless of age, disability, gender, race, ethnicity, culture, religion, sexual preference, and socio-economic status</td>
<td></td>
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<td></td>
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<td></td>
<td>CO #8: Demonstrate an understanding of a wide variety of medical knowledge to ensure well-rounded patient care, including but not limited to: the history of medicine and common psychosocial issues.</td>
<td>MK6: Demonstrate knowledge of common societal problems such as domestic violence and substance abuse, including diagnosis, prevention, reporting, and treatment</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>CO #9: Review and reflect on the Health 4 All and the simulation experiences to ensure deficiencies in knowledge base are addressed.</td>
<td>PBLI11: Identify and rectify deficiencies in their knowledge base and skill set</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>CO #10: Explain the practical use of evidence based medicine and utilize critical thinking skills when locating and using information.</td>
<td>MK4: Apply evidenced-based methods to</td>
</tr>
</tbody>
</table>

Date Created/Revised: 05/26/15 By: J. Clements
<table>
<thead>
<tr>
<th>clinical problem solving</th>
<th>Quiz (written/computer-based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL5: Select, appraise, and utilize evidence from scientific studies related to clinical questions and patients' health problems</td>
<td></td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


**Grading Policies**

Grading percentages are found below. Student grades will be kept on Blackboard on a cumulative basis throughout the course. Grades will be evaluated twice during the year-long course: (1) at the course mid-point and (2) at the end of the course. Students must have a cumulative grade of 69.5% or above in order to receive a satisfactory course.

At the mid-point review, students with a cumulative unsatisfactory grade will be given the opportunity to complete targeted assignments in the areas of identified deficiencies to raise his/her cumulative mid-point grade to 70%. At the course-end review, any student who has received an unsatisfactory in the course will be given the opportunity to complete a targeted remediation plan based on the student's specific deficiencies. The highest grade a student can receive for the course following remediation is a U/S and the course grade on a student's transcript will be recorded as a U/S. The numerical course grade sent to Student Affairs following remediation will be a 69. All grading components are considered major assessments.

<table>
<thead>
<tr>
<th>Grading and Evaluation Methods</th>
<th>Points Assigned to Course Components</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Lectures</td>
<td></td>
<td>15%</td>
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<tr>
<td>Pre-tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-class Evaluations</td>
<td></td>
<td></td>
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<tr>
<td>Team-based Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRAT</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>GRAT</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Post-Class Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Leader evaluation for Participants</td>
<td></td>
<td>10%</td>
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<tr>
<td>Student Small Group Facilitator Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulated Medical Encounters</td>
<td></td>
<td></td>
</tr>
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</table>

Date Created/Revised: 05/26/15 By: J. Clements
<table>
<thead>
<tr>
<th>Faculty SIM Evaluation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student SIM Evaluation</td>
<td>15%</td>
</tr>
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</table>

**Health 4 All**

<table>
<thead>
<tr>
<th>Health 4 All Evaluation Forms 2 for Fall</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 4 All Evaluation Forms 2 for Spring</td>
<td>5%</td>
</tr>
<tr>
<td>Health 4 All Student Reflection – Fall</td>
<td>10%</td>
</tr>
<tr>
<td>Health 4 All Student Reflection – Spring</td>
<td>10%</td>
</tr>
<tr>
<td>Online Modules (Completion only)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Honors</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Pass</td>
<td>P 70-100</td>
</tr>
<tr>
<td>Fail</td>
<td>F: 69 and below</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

Attendance is mandatory for all BAP II sessions. If a student arrives to class more than 10 minutes after the scheduled class time, the student will be considered absent. It is up to the discretion of the faculty member whether the student will be admitted to class.

If a student is absent, he or she must follow the Phase II absence policy and submit the required form(s). If an absence is excused, a student may complete a make-up assignment for full credit and may receive an extension for any pre-test associated with the missed class. If an absence is unexcused, a student may complete a make-up assignment for up to 70% credit, but the student will not be given an extension for any pre-test associated with the missed class.

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Method</th>
<th>Topic(s)</th>
<th>Primary Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jul 27</td>
<td>Didactic</td>
<td>Introduction to Class, Resilience</td>
<td>N. Dickey, P. Watson</td>
</tr>
<tr>
<td>2</td>
<td>Aug 3</td>
<td>Didactic</td>
<td>Introduction to Humanities, Defining Professionalism</td>
<td>M. Sicilio, J. James/Rohack</td>
</tr>
<tr>
<td>3</td>
<td>Aug 10</td>
<td>Didactic</td>
<td>History of Medical Ethics, History of Medicine</td>
<td>G. Russell, Paxton/Howard</td>
</tr>
<tr>
<td>4</td>
<td>Aug 20 Thurs.</td>
<td>Didactic</td>
<td>Introduction to Medical Ethics</td>
<td>Fine/Varner</td>
</tr>
<tr>
<td>5</td>
<td>Aug 24</td>
<td>Small Groups (A)</td>
<td>Ethics</td>
<td>TBD</td>
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<tr>
<td>6</td>
<td>Aug 31</td>
<td>Small Groups (B)</td>
<td>Ethics</td>
<td>TBD</td>
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Date Created/Revised: 05/26/15 By: J. Clements
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Series</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>7</td>
<td>Sep 10</td>
<td>Didactic</td>
<td>Cultural Competence</td>
<td>D. McIntosh</td>
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<td></td>
<td>Thurs.</td>
<td>Small Groups (A)</td>
<td></td>
<td>TBD</td>
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<tr>
<td>8</td>
<td>Sep 14</td>
<td>Small Groups (B)</td>
<td>Cultural Competence</td>
<td>TBD</td>
</tr>
<tr>
<td>9</td>
<td>Sep 21</td>
<td>Didactic</td>
<td>Spirituality in Medicine</td>
<td>L. Smith/Rabbi Tarlow</td>
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<tr>
<td>10</td>
<td>Sep 28</td>
<td>Didactic</td>
<td>Conflict Styles</td>
<td>White</td>
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<tr>
<td>11</td>
<td>Oct 5</td>
<td>Didactic</td>
<td>Medical Law</td>
<td>M. Carter</td>
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<tr>
<td></td>
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<td></td>
<td>M. Halterman-Cox</td>
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<tr>
<td>12</td>
<td>Oct 12</td>
<td>Didactic</td>
<td>Communication Skills Workshop</td>
<td>Hochalter</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Motivational Interviewing</td>
<td></td>
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<tr>
<td>13</td>
<td>Oct 19</td>
<td>Didactic</td>
<td>Health Literacy</td>
<td>Varghees</td>
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<td></td>
<td></td>
<td></td>
<td>Motivational Interviewing</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Oct 26</td>
<td>SIM</td>
<td>History &amp; Topic (Group A)</td>
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<tr>
<td>15</td>
<td>Nov 4</td>
<td>SIM</td>
<td>History &amp; Topic (Group C)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Nov 9</td>
<td>Didactic</td>
<td>McGovern Lecture</td>
<td>Dr. Bryant Boutwell Ph.D.</td>
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<tr>
<td>17</td>
<td>Nov 16</td>
<td>Didactic</td>
<td>Narratives in Medicine</td>
<td>A.J. Stramaski</td>
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<tr>
<td>18</td>
<td>Nov 23</td>
<td>Didactic</td>
<td>Intergenerational Communication</td>
<td>Gastel / Sicilio / Wakefield</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Series</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Nov 30</td>
<td>No Class</td>
<td>Opportunity Time</td>
</tr>
<tr>
<td>20</td>
<td>Dec 7</td>
<td>No Class</td>
<td>Opportunity Time</td>
</tr>
<tr>
<td>21</td>
<td>Dec 14</td>
<td>No Class</td>
<td>Opportunity Time</td>
</tr>
</tbody>
</table>

**Winter Break (12/21/15-1/4/16)**

**Other Pertinent Course Information**

**Professionalism**
Students are responsible and will be held accountable for maintaining ethical standards of practice as outlined in the Code of Ethics.

**Classroom Etiquette**
Many faculty members invited to participate in this course are taking time out of their busy schedules to impart knowledge or to discuss and learn with you. Thus, it is important to give them undivided attention.

Date Created/Revised: 05/26/15 By: J. Clements
and participation. Computers, cell phones, and any other electronic devices are allowed in the classroom at the faculty's discretion. If any use of these devices disrupts other students or the faculty, you may be asked to turn off the device, surrender the device until the end of the class, or leave the classroom. Activities such as texting, checking e-mails, or other online activities not relevant to the classroom are not allowed during class. Additionally, if any student is caught using devices in any way not sanctioned by faculty, the student will receive a zero for that didactic pre-quiz.

Dress Code
Didactic Sessions & Small Group Sessions – Business casual attire
Health 4 All & Simulation Center – Business attire

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

College of Medicine

Professionalism and integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an "F"/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at [http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf](http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf).

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions).

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also

Date Created/Revised: 05/26/15 By: J. Clements
have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at http://medicire.tamhsc.edu/current/student-mistreatment-form.html. For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University

Departmental Request for a New Course

Undergraduate + Graduate + Professional

Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (D.O., M.D., M.S., Pharm.D., D.P.M.)

2. Request submitted by (Department or Program Name):
   - Select or Type Department/Program Name
   - MEID 611 - Humanities Ethics Altruism and Leadership II

3. Course prefix, number and complete title of course:
   - MEID 611 - Humanities Ethics Altruism and Leadership II

4. Catalog course description (not to exceed 50 words):
   - The course will present and reinforce knowledge of important physician attributes, including humanities, ethics, altruism, and leadership. Cases will be used to help students learn and apply concepts of history of medicine, medical ethics, spirituality, communication skills, cultural competence, medical law, palliative care, end-of-life care, evidence-based medicine, professionalism, and systems-based practice.

5. Prerequisite(s):
   - Admission to medical school.

6. Is this a variable credit course?
   - [x] Yes
   - [ ] No
   - If yes, from ___ to ___

7. Is this a repeatablse course?
   - [ ] Yes
   - [x] No
   - If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester?
   - [ ] Yes
   - [x] No

9. Will this course be submitted to the Core Curriculum Council?
   - [ ] Yes
   - [x] No

10. How will this course be graded?
    - [ ] Grade
    - [ ] S/U
    - [x] P/F (CLAS)

This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   - MD

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

12. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://export.tamu.edu/resources/export-contROLS/export-control-basics-for-distance-education).

13. Prefix Course Number Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MEID</th>
<th>611</th>
<th>MEID</th>
<th>611</th>
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<tbody>
<tr>
<td>Title</td>
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<td>24900</td>
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<tr>
<td>0.00</td>
<td>15.00</td>
<td>1935</td>
<td>15 - 16</td>
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</tbody>
</table>

Approval recommended by:

Diane Chico PhD
Chair, College Review Committee
Date

Ruth Bush, MD, JD MPH
Dean of College
Date

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services 07/14
Texas A&M University  
Departmental Request for a New Course  
Undergraduate □  Graduate □  Professional ☑  First Professional (DDS, MD, JD, PharmD, DVM)

Form Instructions:
1. Course request type:  
   □ Undergraduate  □ Graduate  ☑ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Select or Type Department/Program Name  
   MEID 812 - Introduction to Clinical Skills I

3. Course prefix, number and complete title of course:  
   MEID 812 - Introduction to Clinical Skills I

4. Catalog course description (not to exceed 50 words):  
   This course provides an introduction to basic concepts and skills needed for patient care, including medical vocabulary, professional conduct, patient interviewing, how to take and record a medical history, and clinical reasoning based on the chief complaint.

5. Prerequisite(s):  
   Admission to medical school.

   Cross-listed with:  
   Stacked with:

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   ☑ Yes  □ No  
   If yes, from ___ to ___

7. Is this a repeatable course?  
   □ Yes  ☑ No  
   If yes, this course may be taken ___ times.

   Will this course be repeated within the same semester?  
   □ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  
   □ Yes  ☑ No  
   ○ P/F (C/ALD)

9. How will this course be graded?  
   □ Grade  □ S/U  
   ☑ P/F (C/ALD)

10. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
      MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpc.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course  Title (excluding punctuation)
   MEID  812  ICS I

   Credit  Lab  Other  SCH  CLP and Fund Code  Admin Unit  Academic Year  Eff/Unit  P/F/C  Code
   24  0.00  15.00  51,120  00-14  1935  16 - 16  0  0  3  6  3  2

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign)  Date

Diana Cricco PhD  5/22/15
Chair, College Review Committee

Ruth Bush, MD JD MPH  5/22/15
Dean of College

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14

[Stamp]  May 28, 2015
CURRICULAR SERVICES
Course title and number: MEID 612, Introduction to Clinical Skills I
Term (e.g., Fall 200X): Fall 2015
Meeting times and location: Wednesdays – 8:30am to 10:30am – HPEB LL30

Course Description and Prerequisites

Introduction to patient care: medical vocabulary, professional conduct, patient interviewing, how to take and record a medical history, clinical reasoning based on the chief complaint. Prerequisite: Admission to Medical school, Professionalism Program: A clinical observation. Gain an appreciation of medical practice and professionalism in medicine by observing the skills, attitudes and behaviors of physicians at work.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Block Director</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Robert Wiprud, MD</td>
<td>Kassie Kolinek</td>
</tr>
<tr>
<td>Telephone number</td>
<td>(979)436-0539</td>
<td>(979)436-0535</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:wiprud@medicine.tamhsc.edu">wiprud@medicine.tamhsc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
<td><a href="mailto:kolinek@medicine.tamhsc.edu">kolinek@medicine.tamhsc.edu</a></td>
</tr>
<tr>
<td>Office location</td>
<td>HPEB 1037</td>
<td>CB 4107</td>
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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Name</td>
<td>Rachel Bramson, MD</td>
</tr>
<tr>
<td>Telephone number</td>
<td>(979)436-0539</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:bramson@medicine.tamhsc.edu">bramson@medicine.tamhsc.edu</a></td>
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Learning Outcomes & Objectives

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
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<tbody>
<tr>
<td>Listening and interviewing skills:</td>
<td>PC1, PC12, ICS1-4, PROF 1-6</td>
<td>T, E</td>
<td>Exam - Institutionally Developed, Written/Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
</tr>
<tr>
<td>Discussing difficult topics with patients:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Created/Revised: 5/26/15  By: KK
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The Student will be able to ask appropriate questions and discuss difficult topics in the medical history such as the sexual history and death and dying.</td>
<td>PC1 PC12 MKI-4 ICS1-4 PROF1-6</td>
<td>T,E</td>
<td>Exam - Institutionally Developed, Written/ Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/ Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
</tr>
<tr>
<td>Effective oral communication:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student will be able to communicate effectively with patients to obtain a complete Medical History</td>
<td>PC1 PC12 MKI-4 ICS1-4 PROF1-6</td>
<td>T,E</td>
<td>Exam - Institutionally Developed, Written/ Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/ Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
</tr>
<tr>
<td>Knowledge of the components of a through medical history:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The student will be able to identify and create the structure and organization of a complete medical history from the raw material and a patient interview</td>
<td>PC1 PC12 MKI-4 ICS3-4 PROF1-3, PROF5</td>
<td>T,E</td>
<td>Exam - Institutionally Developed, Written/ Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/ Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
</tr>
<tr>
<td>Effective writing skills:</td>
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<td></td>
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<tr>
<td>5. The student will be able to express a complete medical history clearly and effectively in writing</td>
<td>PC1 PC12 MKI-4 ICS3-4 PROF1-3, PROF5</td>
<td>T,E</td>
<td>Clinical Performance Rating/ Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
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<tr>
<td>Medical Vocabulary enhancement:</td>
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<tr>
<td>6. The student will build their medical vocabulary so that they can communicate effectively in oral and written language as a future physician</td>
<td>PC1 PC12 MKI-4 ICS3, ICS4</td>
<td>T,E</td>
<td>Exam - Institutionally Developed, Written/ Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/ Checklist, Oral Patient Presentation, Clinical Documentation Review</td>
</tr>
<tr>
<td>Integration of medical knowledge with clinical skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student will integrate medical knowledge with patient care, interpersonal and communication skills and professionalism in this first</td>
<td>PC1 PC12 MKI-4 ICS1-4 PROF1-6</td>
<td>T,E</td>
<td>Exam - Institutionally Developed, Written/ Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/</td>
</tr>
</tbody>
</table>
exposure to the medical history and interaction with patients

Checklist, Oral Patient Presentation, Clinical Documentation Review

Professional attitudes and behavior:

8. The student will be able to identify and demonstrate professional, interpersonal, and communication skills in their interactions with patients, faculty, staff, and fellow students.

<table>
<thead>
<tr>
<th>ICSI-4 PROF1-6</th>
<th>T, E</th>
<th>Exam - Institutionally Developed, Written/Computer-based, Quiz (written/Computer-based), Clinical Performance Rating/Checklist, Oral Patient Presentation, Clinical Documentation Review</th>
</tr>
</thead>
</table>

Textbook and/or Resource Material

The following books and case study materials will be used in this course.

Title: Bates' Guide to Physical Examination and History Taking, with e-book
Author: Lynn S.; Szilagyi, Peter Gabor
Edition/Copyright: 11th ed.

Title: Differential Diagnosis of Common Complaints
Author: Seller, Robert H.
Edition/Copyright: 5th ed.

** You need to purchase these books as soon as possible. **

Grading Policies

This section is intended to be an enjoyable introduction to real-life medicine for you. It will be graded based on the following criteria.

a. Attendance. Attendance is REQUIRED at every class and class function.
b. Appropriate professional attitudes and behavior as outlined in the Student Handbook. Please refer to the Policies and Procedures for required professional attire dress.
c. Participation in class.
d. Taking and writing-up two histories.
e. Short weekly exams on previously covered material.
f. Two Major Exams.

| Written Medical Histories - Two written medical histories will be completed during this block. The first history will be reviewed, but will not count toward your final grade. The final grade is graded on a 7.5 points scale. | 30% |
| Weekly Exams - Weekly exams will include information covered in lecture and reading assignments, as well as the medical terminology lists. **Students arriving after 8:50 a.m. and before 9:15 a.m. will be permitted to take the weekly exam at a later time and will receive a 20 point deduction from their grade. Any student arriving after 9:15 a.m. will be | 10% |

Date Created/Revised: 5/26/15 By: KK
**considered absent from class and will need to complete the absence request form.** The lowest weekly exam grade will be dropped.

**Step Prep - 13 Self-assessment modules will be given regular throughout the course.** You must complete all 13 modules to obtain 100% for your Step Prep grade. However, if a student fails to complete one or more modules he/she will receive a zero for that module and the average Step Prep grade will be used in the final grade calculation. A completion page will be provided after each module is completed. Students will need to print to provide proof of completion if needed. If students don’t have a copy of the completion page to provide if there is a program error, students will not receive credit for that module.

**Major Exams - Two Examinations will be given. The first exam is 25% or your grade and the second exam is 30%:** Students arriving late to a comprehensive block exam will follow the Pre-Clerkship exam tardiness policy.

**Grading Policy - In order to pass the course a student must obtain a passing average of 70 or higher as well as obtain a passing average on all major assessments (written medical history, two major exams and weekly exams).**

Any student who fails the course will be given the opportunity to complete a targeted remediation plan based on the student’s specific deficiencies. The highest grade a student can receive for the course following remediation is an F/P and the course grade on a student’s transcript will be recorded as an F/P. The numerical course grade sent to Student Affairs following remediation will be a 69.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Honors</th>
<th>Top 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>70-100</td>
</tr>
<tr>
<td>Fail</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

**Overview:** Attendance is REQUIRED at every class and class function. Since this is a MANDATORY class, the lectures will NOT be recorded. Students' attendance and active participation in all sessions is expected.

**Unanticipated Absences & Tardiness:** You must submit a standardized COM absence request online before the absence. This pertains to any kind of absence. This holds true even in the event of an illness. More than one (1) unexcused absence in this course may result in failure of the course and any absences accumulated in this course will count towards the total number of absences in Phase I.

**Excessive Absences:** Any student with two unexcused absence will fail the section. Absences must be requested online in the Absence Request Form at the following link: [http://medicine.tamhsc.edu/audiences/current/absence-form.html](http://medicine.tamhsc.edu/audiences/current/absence-form.html) This pertains to any type of absence. Once submitted, a decision will be made by Academic Affairs within 5 working days whether it is unexcused or excused. If you submit a request and class is within those 5 days for a decision to be made, you will need to call your campus coordinator office prior to the absence.

**Make-up and Remediation Policies:** If a student is absent, and it is excused, arrangements will be made between the course director (and/or the course coordinator) and the student to make sure they are able to make up any missed assignments. All students who fail a course will be allowed to take the course remediation exam. That is, if the SPC decision requires a student to repeat a year of instruction before the remediation exam has taken place, the student is still allowed to take the remediation exam in order to improve his/her GPA by obtaining an F/P for a course grade instead of just an F. Students need to be aware of the fact that remediation of a failed course does not constitute retaking the course. Successful remediation will not erase the F grade in the course. Remediation is basically a second opportunity for a student to demonstrate that he/she has improved his/her knowledge of the failed block/course subject matter to a level that is acceptable to the course faculty. The course grade on the student's transcript will be recorded as an F/P. The numerical number sent to Student Affairs for GPA calculation will be one (1) grade point per credit hour which is equivalent to a D in a letter grading system.

**Student Rule 7:** [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Date Created/Revised:** 5/26/15  By: KK
<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING Bates 11th Ed.</th>
<th>Quiz Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/5/15</td>
<td>Intro to History, Chief complaint/History of present illness</td>
<td>4-8; 55-56; 58-77</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>08/12/15</td>
<td>Past Medical History, Past Surgical History, Medications, Allergies, Family History</td>
<td>9-10; 31-32</td>
<td>Class 1 and Vocabulary A and B</td>
</tr>
<tr>
<td>3</td>
<td>08/19/15</td>
<td>Review of Systems</td>
<td>10-13; 33</td>
<td>Class 2 and Vocabulary C and D</td>
</tr>
<tr>
<td>4</td>
<td>08/26/15</td>
<td>Social/Sexual History</td>
<td>10; 85-90</td>
<td>Class 3 and Vocabulary E and F</td>
</tr>
<tr>
<td>5</td>
<td>09/02/15</td>
<td>Head, Eyes, Ears, Nose &amp; Throat / Pulmonary/Breast Start Professional Dress</td>
<td>206-213; 300-305; 409-419</td>
<td>Class 4 and Vocabulary G – K</td>
</tr>
<tr>
<td>6</td>
<td>09/9/15</td>
<td>Cardiovascular Start First History</td>
<td>345-360</td>
<td>Class 5 and Vocabulary L – O</td>
</tr>
<tr>
<td>7</td>
<td>09/16/15</td>
<td>Gastrointestinal Disease, Genito/Urinary Disease Turn in First History</td>
<td>436-451</td>
<td>Class 6 &amp; Vocabulary P – Z</td>
</tr>
<tr>
<td>8</td>
<td>9/23/15</td>
<td>Exam 1 8:30 AM Death &amp; Dying Handouts</td>
<td>90-91</td>
<td>Exam 1- Classes 1-7 All Vocabulary</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>EXAM 1 REVIEW</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>9</td>
<td>9/30/15</td>
<td>History-Taking Review Histories &amp; Quiz</td>
<td>Review History</td>
<td>Class 8 and Abbreviations A – G</td>
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<tr>
<td>10</td>
<td>10/7/15</td>
<td>Assessment &amp; Plan/SOAP Notes</td>
<td>4-6; 25-50 Plus Handout</td>
<td>No Quiz</td>
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<tr>
<td>11</td>
<td>10/14/15</td>
<td>Disease vs. Distress</td>
<td>77-81; 142-143 Plus Handout</td>
<td>Class 10 and Abbreviations H – Z</td>
</tr>
<tr>
<td>12</td>
<td>10/21/15</td>
<td>Psychiatric Illnesses Start Second History</td>
<td>145-161 Plus Handout</td>
<td>Class 11 and All Vocabulary/Abbreviations</td>
</tr>
<tr>
<td>13</td>
<td>10/26/15</td>
<td>BAP/ICS OSCE</td>
<td></td>
<td>No Quiz</td>
</tr>
<tr>
<td></td>
<td>10/28/15</td>
<td></td>
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<tr>
<td></td>
<td>11/4/15</td>
<td></td>
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<tr>
<td></td>
<td>11/5/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/11/15</td>
<td>Neurological Illnesses, Mini Mental State Exam Turn in Second History</td>
<td>690-700</td>
<td>Class 12 and all Vocabulary/Abbreviations</td>
</tr>
<tr>
<td>15</td>
<td>11/18/15</td>
<td>Orthopedics &amp; Dermatology</td>
<td>601-609; 173-176</td>
<td>Class 13 and all Vocabulary/Abbreviations</td>
</tr>
<tr>
<td></td>
<td>11/25/15</td>
<td>Thanksgiving – NO CLASS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>16</td>
<td>12/2/15</td>
<td>Geriatrics and Pediatrics</td>
<td>767-768; 779; 821-827; 926-940</td>
<td>Class 14 and all Vocabulary/Abbreviations</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

**Overview:** Appropriate professional attitudes and behavior are expected as outlined in the Student Handbook.

Please refer to the Student Handbook and Phase I Manual for additional information.

**Dress Code:** Students are expected to dress in this attire for all scheduled classes as noted in the Course Schedule and during all patient contact. Inappropriate attire will be grounds for you being asked to leave the classroom setting and this will be considered as ONE (1) UNEXCUSED ABSENCE.

As a member of the health care team, it is important to assume a similar manner of professional dress, appearance and conduct that will complement the other members of the team. Just like sports teams wear uniforms to emphasize the importance of “TEAM”, your appearance will alert others of your participation in their healthcare. Aspects that will need to be addressed should include:

1. White jacket with the TAM-HSC patch professionally attached on the front chest pocket.
2. ID badges (TAMHSC) are a MUST. Your picture and name should be readily visible.
3. H&P/SOAP Note card, paper and pen for notes.
4. Men: Tasteful and professional tie, neat shirt and slacks, dress shoes (see below).
5. Women: Similar professional dress that is considered non provocative (see below).
6. Footwear: Closed toes are OSHA required.
7. Hair: Clean, neatly groomed and should not interfere with exams or procedures
8. Perfumes/scents: Consider avoiding strong odors as some patients are allergic, have migraines or breathing difficulties induced by strong smells.

9. **No scrubs are to be worn during class activities. Scrubs are not considered professional attire.**

**College of Medicine Dress Code Policy**

**Dresses/Skirts**
- These should be no more than 1 inch above the knee
- Slits should be no more than 1 inch above the knee
- Denim dresses and skirts are allowed
- NO shorts/skorts

**Pants**
- Khaki, twill, and polyester blend pants are acceptable as long as they are not “skin tight” and look professional.
- **NO** denim jeans stretch denim, spandex, overalls, capris, pedal-pushers, or hip-huggers.
- **NO** wind suits or sweat suits.

**Blouses/Shirts**
- Polo or denim shirts are acceptable.
- **NO** tank tops or spaghetti straps.
- **NO** see-through shirts are allowed without another shirt worn underneath.
- **NO** t-shirts or shirts with advertising.
- Shirts and blouses should meet or come below the waistband when you are standing with arms to your side.
- **All** necklines should be modest and tasteful showing **NO** cleavage at all.

**Shoes**
- Non-canvas tennis shoes are acceptable in the OR setting and should be kept neat and clean.
- Open back shoes are acceptable and do not have to be worn with hosiery.
• **NO** opened-toed shoes are allowed
• **NO** "Doc Martin" type sandals/slides or canvas tennis shoes/slides.
• **NO** flip-flops, thong sandals, or beach shoes.

**Personal Hygiene/Miscellaneous**

• Perfume/powder/body sprays/cologne should be kept to an absolute minimum due to allergies of patients or co-workers.
• Hair should be clean, combed, and dry during work hours. Wet hair is not professional. No odd hair colors (i.e. purple, green, etc.) or flamboyant/distracting hair styles (i.e. spiked Mohawks).
• Always present yourself in a professional manner.
• All visible body piercing, **with the exception of ears**, is unacceptable. All visible piercing paraphernalia, except for ears, will be removed during working hours, (i.e. eyebrows, tongue, nose, etc.). The **ONLY** exception to this rule is religious/cultural and must be cleared through Student Affairs First.
• All visible tattoos will have to be covered during working hours.
• No sunglasses are to be worn during clinical or simulation encounters unless prescribed by a physician.

Students may be informed of anything else deemed inappropriate by the clinic or course management team.

*This list is a student-developed guideline; written for students by students.*

**Whom to See if You Have a Problem**

During the course various situations may develop for which you may want assistance. If general information is desired, educational materials are required, or general problems develop, your first contact will be the Course Coordinator for assistance.

Any specific administrative problems which are encountered during the course should be promptly directed to the Course Director or the Regional Chair. Students are welcome to contact the above individuals or any member of the Department Faculty whenever they wish information, advice, or consultation.

In cases where you do not feel that issues are being resolved within the departmental lines, please contact the Office of Student Affairs.

**Confidentiality**

Of course, patient confidentiality is demanded of health care professionals.

In addition, confidentiality of student examination materials is also required. Information contained on the quizzes and exams will not be discussed, copied, disseminated or shared by students.

Do not discuss patient care (including simulated patients and real patient cases) in hallways, elevators, stairwells, etc.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**College of Medicine**

**Professionalism and integrity Statement (Academic Honesty and Plagiarism)**

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component's Student Handbook. Disciplinary action will be taken in accordance with

Date Created/Revised: 5/26/15 By: KK
the policies of each component. Students found guilty of Academic Dishonesty will receive an "F"/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf.

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions.

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students' TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU's Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at http://medicine.tamhsc.edu/current/student-mistreatment-form.html. For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

**Form Instructions**

1. **Course request type:**
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (ODS, MD, JD, Pharma, DVM)

2. **Request submitted by (Department or Program Name):**
   Select or Type Department/Program Name
   - MEID 613 - Introduction to Clinical Skills II

3. **Course prefix, number and complete title of course:**

4. **Catalog course description (not to exceed 50 words):**
   This course offers the medical student an opportunity to learn the fundamentals of performing a complete physical examination. The student will also learn how to integrate history and physical examination findings and use that information for clinical problem solving and formulation of a basic differential diagnosis.

5. **Prerequisite(s):**
   - Admission to medical school.

   Cross-listed with:

   Stacked with:

   Cross-listed courses require the signature of both department heads.

6. **Is this a variable credit course?**
   - [x] Yes
   - [ ] No
   - If yes, from ___ to ___

7. **Is this a repeatable course?**
   - [x] Yes
   - [ ] No
   - If yes, this course may be taken ___ times.

8. **Will this course be repeated within the same semester?**
   - [ ] Yes
   - [x] No

9. **Will this course be submitted to the Core Curriculum Council?**
   - [x] Yes
   - [ ] No

10. **How will this course be graded?**
    - [ ] Grade
    - [x] S/U
    - [ ] P/F (Clear)

11. **This course will be:**
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    - MD
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

12. **If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.**

13. **Credit Course Title (excluding punctuation):**
    - MEID 613
    - ICS II

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>SCHL</th>
<th>CRN and Panel Code</th>
<th>Area(s)</th>
<th>Credit</th>
<th>Academic Year</th>
<th>P/F Code</th>
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<td>240.00</td>
<td>0.00</td>
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<td>15.00</td>
<td>51, 1201, 00-41</td>
<td>1935</td>
<td>15</td>
<td>15</td>
<td>0-0-3-6-3-2</td>
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</tbody>
</table>

   **Approval recommended by:**
   - [Signature]
   - [Date]

   **Department Head or Program Chair (Type Name & Sign) Date**
   - [Signature]
   - [Date]

   **Submitted to Coordinating Board by:**
   - [Chair, GC or UCC Date]

   **Associate Director, Curricular Services Date**

   Questions regarding this form should be directed to Sandra Williams at 945-8301 or sandra.williams@tamu.edu

   Curricular Services - 07/14
Course title and number: MEID 613 Introduction to Clinical Skills II
Term (e.g., Fall 200X): Spring 2016
Meeting times and location: Wednesdays – 8:30am to 10:30am – HPEB LL30

Course Description and Prerequisites

Performing the physical exam, integrating history and physical exam to formulate the differential diagnosis.

Patient Care Goals:

1. Students must be able to perform and accurate physical exam, including complete and organ-specific, in a caring and respectful manner.
2. Students must be able to make informed decisions about preventative, diagnostic and therapeutic interventions based on patient information.

Medical Knowledge Goals:

1. Students must apply knowledge about established and evolving basic and clinical sciences to patient care and clinical problem-solving.
2. Students must apply knowledge of structure and function of the major organ systems of the human body to the performance and interpretation of the physical exam.

Interpersonal and Communication Skills Goals:

1. Students will be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients and professional colleagues.

Professionalism Goals:

1. Students must understand that importance of a commitment to carrying responsibilities, adherence to ethical principles, and sensitivity issues in a diverse patient population.

Practice-Based Learning and Improvement Goals:

1. Students will begin the process of acquiring life-long learning skills (i.e., employ a recursive strategy) and an approach to team-based problem-solving.
2. Students will show a commitment to self-directed learning and use of information technology in clinical problem-solving.

Instructor Information

Name: Robert Wiprud, MD
Telephone number: (979)436-0540
Email address: wiprud@medicine.tamhsc.edu
Office hours: By appointment
Office location: HPEB 1037

Name: Rachel Bramson

Date Created/Revised: 5/26/15 By: KK
### Learning Outcomes & Objectives

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will demonstrate the ability to perform both a complete and organ-system specific physical examination.</td>
<td>PC 2</td>
<td>T, E</td>
<td>Clinical Documentation Review, Clinical Performance Rating/Checklist, Narrative Assessment, Participation, Oral Patient Presentation</td>
</tr>
<tr>
<td>2. The Student will demonstrate knowledge of how normal structure and function of the major organ systems of the human body and some diseases relate to the physical exam.</td>
<td>MK 1, MK2</td>
<td>T, E</td>
<td>Exam - Institutionally Developed, Clinical Performance, Exam - Institutionally Developed, Written/Computer-based, Narrative Assessment, Participation, Quiz (written/computer-based)</td>
</tr>
<tr>
<td>3. The Student will demonstrate a compassionate, non-judgmental attitude towards patients and peers, respecting their privacy and dignity.</td>
<td>PROF 2, PROF 4, PROF 5, PROF 6</td>
<td>T, E</td>
<td>Exam - Institutionally Developed, Clinical Performance, Exam - Institutionally Developed, Written/Computer-based, Narrative Assessment, Participation, Quiz (written/computer-based)</td>
</tr>
<tr>
<td></td>
<td><strong>The Student will display honesty and integrity in all interactions with colleagues, faculty and others with whom students interact.</strong></td>
<td>PROF 2, PROF 5, PROF 6</td>
<td>T,E</td>
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<tr>
<td>5.</td>
<td><strong>The Student will foster a commitment to advocate the interest of patients over self.</strong></td>
<td>PROF 3, PROF 6</td>
<td>T,E</td>
</tr>
<tr>
<td>6.</td>
<td><strong>The Student will demonstrate the capacity to recognize and accept limitations in one’s own knowledge and clinical skills, and an unyielding commitment to improve personal knowledge and ability continuously.</strong></td>
<td>PROF 2, PROF 4, PROF 5, PBLI 1, PBLI 2, PBLI 3, PBLI 4</td>
<td>T,E</td>
</tr>
<tr>
<td>7.</td>
<td><strong>The Student will experience exposure to primary care physicians as teachers and role models.</strong></td>
<td>PROF 7</td>
<td>T,E</td>
</tr>
<tr>
<td>8.</td>
<td><strong>The Student will combine knowledge base, investigative skills and deductive reasoning to clinical problem solving.</strong></td>
<td>MK 1, MK 2, MK 3, PC3, PC4, ICS 1, ICS 3, ICS 4, PROF 2, PROF 6</td>
<td>T,E</td>
</tr>
<tr>
<td>9.</td>
<td><strong>The Student will interpret the results of commonly used diagnostic studies and apply knowledge of the clinical, laboratory, radiologic, and pathologic results in clinical problem solving.</strong></td>
<td>PC 3, PC 4, PC 5</td>
<td>T,E</td>
</tr>
<tr>
<td>10.</td>
<td><strong>The Student will demonstrate knowledge of and practice using medical information resources and tools available to support lifelong learning.</strong></td>
<td>PBLI 4</td>
<td>T,E</td>
</tr>
</tbody>
</table>
COM Competency Based Learning Objectives: http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/

Principles and Guidelines for Curriculum Development:

Textbook and/or Resource Material

The following books and case study materials will be used in this course.

** Title: Bates' Guide to Physical Examination and History Taking, with e-book
Author: Lynn S.; Szilagyi, Peter Gabor
Edition/Copyright: 11th ed.

** Title: Differential Diagnosis of Common Complaints
Author: Seller, Robert H.
Edition/Copyright: 5th ed.

** You need to purchase these books as soon as possible. **

Required Equipment Provided by Student

During the Introduction to Clinical Skills class, you will be learning to perform a complete head to
toe physical examination. As such, you must have the following equipment for this class. You will need to
bring your equipment with you beginning the first day of this course and every class session thereafter.
Specifically, we will be going over vital signs on this date. If you bring your equipment to the first class-
there is some troubleshooting that we normally do, such as how to charge the batteries, etc. The following
are the equipment needs for this course and the rest of your medical career:

1. **Stethoscope**!!!- Invest in a good one!!!!!
2. **Pen Light**- any brand is acceptable.
3. **Tuning Fork**- pitch of 128 and 512 (both would be great)
4. **Reflex Hammer**- get a good one with a long handle and heavy end.
5. **Blood Pressure Cuff**- can purchase at Walgreen's or CVS, etc.
6. **Snellen 14° Near Visual Acuity Pocket Eye Chart**- usually inexpensive- may be able to
download one off the internet.
7. **Otoscope - Ophthalmoscope**- We recommend investing in one for the long-term, consider
   panoptic for ease of use

Recommended Recourses

Students are also encouraged to familiarize themselves with these additional resources
available in the Learning Resources:

- **First Aid for the USMLE Step 1** by Vikas Bhushan, Tao Le and Chirag Amin and
  published by Appleton and Lange
- **Interpreting the Medical Literature** (3rd edition) by Stephen H. Gehlbach and
  published by McGraw Hill, Inc.

Date Created/Revised: 5/26/15 By: KK
- Problem Solving in Clinical Medicine, From Data to Diagnosis (3rd edition) by Paul Cutler, M.D. and published by Williams and Wilkins
- A Visual Guide to Physical Examination, 10th edition:

  1. Abdomen (VC 00674)
  2. Breasts and Axillae (VC 00673)
  3. Cardiovascular: Neck Vessels and Heart (VC 00671)
  4. Cardiovascular: Peripheral Vascular System (VC 00672)
  5. Female Genitalia, Anus and Rectum (VC 00628)
  6. Head, Eyes and Ears (VC 00668)
  7. Male Genitalia, Rectum and Hernias (VC 00629)
  8. Musculoskeletal System (VC 00675)
  9. Neurologic: Cranial Nerves and Sensory System (VC 00676)
  10. Nose, Mouth and Neck (VC 00669)
  11. Thorax and Lungs (VC 00670)

Grading Policies

This section is intended to be an enjoyable introduction to real-life medicine for you. It will be graded based on the following criteria.

a. Attendance. Attendance is REQUIRED at every class and class function.
b. Appropriate professional attitudes and behavior as outlined in the Student Handbook and Syllabus.
c. Participation in class.
d. Short weekly quizzes on material to be covered in class.
e. Two Block Exams.
f. Successfully passing the physical examination practical evaluation. (BARRIER EXAM)
g. Successfully passing Critical Thinking – Critical Reasoning.
h. Successful completion of Step Prep (Self-Assessment Modules)

<table>
<thead>
<tr>
<th>Two Written Examinations - There will be two examinations given. These two examinations will each cover the topics and reading assignments. (Exam 1 will cover five practical sessions and one self-instructional assignment. Exam 2 will cover six practical sessions and two self-instructional assignments.) Students arriving late to either exam will follow the (Pre Clerkship) Exam tardiness policy</th>
<th>30%</th>
</tr>
</thead>
</table>

| Weekly Exams - Weekly exams will include information covered in lecture material and reading assignments. The average of all weekly exam grades will count as 15% of the total course grade. Students arriving after 8:50 a.m. and before 9:15 a.m. will be permitted to take the weekly exam at a later time and will receive a 20 point deduction from their grade for that specific exam. Any student arriving after 9:15 a.m. will be considered absent from class and will need to complete the absence request form. | 15% |

<table>
<thead>
<tr>
<th>Critical Thinking – Critical Reasoning (CTCR) Sessions - Attendance is expected and participation will be tied to the CTCR grade. The student's performance in the four CTCR sessions will count as 5% of their final course grade. However, the student must pass the CTCR portion of the course in order to pass this course. The CTCR facilitator will note the level of achievement for each characteristic described in each domain on the student evaluation form. The CTCR facilitator will utilize the following point values for each characteristic:</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional-100</td>
<td></td>
</tr>
<tr>
<td>Expected-92</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory-69</td>
<td></td>
</tr>
</tbody>
</table>

| Step Prep - 9 Self-assessment modules (2 assessments for Practical Session VII) will be given regularly throughout the course. You must complete all 9 modules to obtain 100% for | 5% |

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your Step Prep grade. However, if a student fails to complete any module, he/she will receive a zero for that module and the average Step Prep grade will be used in the final grade calculation. A completion page will be provided after each module is completed. Students will need to print that completion page for proof of completion. If a student fails to provide a copy of the completion page, he/she will not receive credit for that module.

**Final Physical Examination Performance Barrier Exam** - Students will be required to demonstrate their ability to perform a physical examination on a physical exam partner. This performance will be observed and graded by a physician. The entire performance must be completed from memory and within 30 minutes. A schedule and checklist for the physical examination performance evaluation will be given out to the students prior to the practical performance dates. The physical examination performance is considered a barrier exam for the Course. Students must obtain a satisfactory grade in order to pass this section and the Course. If a student fails the barrier exam, but has an overall grade above a 70, a final grade of F will be submitted to the Registrar's Office for the Course.

**Grading Policy** - In order to pass the course a student must obtain a passing average of 70 or higher as well as obtain a passing average on all major assessments (two major exams and weekly exams) and successfully pass the physical exam barrier exam. Any student who fails the course will be given the opportunity to complete a targeted remediation plan based on the student’s specific deficiencies. The highest grade a student can receive for the course following remediation is an F/P and the course grade on a student's transcript will be recorded as an F/P. The numerical course grade sent to Student Affairs following remediation will be a 69.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Top 15%</td>
</tr>
<tr>
<td>Pass</td>
<td>70-100</td>
</tr>
<tr>
<td>Fail</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

Overview: Attendance is REQUIRED at every class and class function. Since this is a MANDATORY class, the lectures will NOT be recorded. Students’ attendance and active participation in all sessions is expected.

Unanticipated Absences & Tardiness: You must submit a standardized COM absence request online before the absence. This pertains to any kind of absence. This holds true even in the event of an illness. More than one (1) unexcused absence in this course may result in failure of the course and any absences accumulated in this course will count towards the total number of absences in Phase I.

Excessive Absences: Any student with two unexcused absence will fail the section. Absences must be requested online in the Absence Request Form at the following link: [http://medicine.tamhs.edu/audiences/current/absence-form.html](http://medicine.tamhs.edu/audiences/current/absence-form.html) This pertains to any type of absence. Once submitted, a decision will be made by Academic Affairs within 5 working days whether it is unexcused or excused. If you submit a request and class is within those 5 days for a decision to be made, you will need to call your campus coordinator office prior to the absence.

Make-up and Remediation Policies: If a student is absent, and it is excused, arrangements will be made between the course director (and/or the course coordinator) and the student to make sure they are able to make up any missed assignments. All students who fail a course will be allowed to take the course remediation exam. That is, if the SPC decision requires a student to repeat a year of instruction before the remediation exam has taken place, the student is still allowed to take the remediation exam in order to improve his/her GPA by obtaining an F/P for a course grade instead of just an F. Students need to be aware of the fact that remediation of a failed course does not constitute retaking the course. Successful remediation will not erase the F grade in the course. Remediation is basically a second opportunity for a student to demonstrate that he/she has improved his/her knowledge of the failed block/course subject matter to a level that is acceptable to the course faculty. The course grade on the student’s transcript will be recorded as an F/P. The numerical number sent to Student Affairs for GPA calculation will be one (1) grade point per credit hour which is equivalent to a D in a letter grading system.

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# Course Topics, Calendar of Activities, Major Assignment Dates

## INTRODUCTION TO CLINICAL SKILLS II

### Spring 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Objectives</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| 1    | 01/06/16  | 8:30 AM – 9:00 AM     | HPEB LL30 & Assigned Rooms | Orientation to ICS II          | 1. Properly drape the patient at all times  
  2. General appearance  
  3. Obtain the vital signs (P,R,B,P,Temp)   | Chapter 1:  
  pgs 13-23  
  Chapter 4:  
  pgs 114-140, |
|      |           | 9:00 AM – 11:30 AM    |                   | Practical Session I             | Topics:  
  1. Physical Examination & Overview  
  2. General Survey, Vital Signs |                                                           |
| 2    | 01/13/16  | 8:30 AM – 10:30 AM    | HPEB LL30 & Assigned Rooms | Practical Session II           | 1. Examine head including scalp and skull  
  2. Visual acuity, visual fields and check for nystagmus  
  3. Examine extra-ocular movements  
  4. Test accommodation  
  5. Examine eyelids, sclera, conjunctive (use penlight)  
  6. Direct and consensual papillary light reflexes  
  7. Fundoscopic examination   | Chapter 7:  
  pgs 214-232,  
  254-255,  
  262, 265-277   |
| 3    | 1/20/16   | 8:30 AM – 10:30 AM    | HPEB LL30 & Assigned Rooms | Practical Session III          | 1. Check auditory acuity  
  2. Weber (fork in middle of head), Rinne (fork at mastoid bone & in air to compare conduction)  
  3. Inspect auricle  
  4. Inspect external auditory canal & T.M.  
  5. Examine nose  
  6. Examine oral cavity and all this entails (i.e., palate, gag, teeth, gums, salivary glands, etc.)  
  7. Neck ROM  
  8. Palpate for nodes  
  9. Palpate midline structures including thyroid cartilage, cricoids, thyroid, and trachea | Chapter 7:  
  pgs 232-253,  
  278-291   |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic/Assignment</th>
<th>Chapter References</th>
</tr>
</thead>
</table>
| 4    | 1/27/16    | 8:30 AM - 10:30 AM | HPEB LL30 & Assigned Rooms | Practical Session IV  
Topics: 1. Thorax, Lungs & Breasts  
2. Weekly Exam #2 (Practical Session III) | Chapter 8:  
pgs 293-299, 305-318, 322-331 |
|      |            |               |                           | **Self Instructional Assignment:**  
Breasts & Axillae: View the *Bates' Breast & Axillae* Streaming video |                   |
| 5    | 2/3/16     | 8:30 AM - 10:30 AM | HPEB LL30 & Assigned Rooms | Practical Session V  
Topic: 1. Cardiovascular System I  
2. Weekly Exam #3 (Practical Session IV) | Chapter 9:  
pgs 333-344, 360-369, 319-394 |
|      |            |               |                           | **Self Instructional Assignment:**  
Peripheral Vascular System - view the *Bates' Cardiovascular: Peripheral Vascular System* Streaming video |                   |
| 6    | 2/10/16    | 9:00 AM - 11:00 AM | HPEB LL30 & Assigned Rooms | Practical Session VI  
Topics: 1. Cardiovascular System II | Chapter 9:  
pgs 369-385, 395-403 |
|      |            |               |                           | Course material through Practical Session V, including the 2 Self Instructional Assignments (Breasts and Axillae & Peripheral Vascular System) |                   |
|      |            |               |                           | **All material from 1/6/16 to 2/3/16** |                   |
| 7    | 02/17/16   | 8:30 AM - 10:30 AM | HPEB LL30 & Assigned Rooms | Practical Session VII  
Topics: 1. Abdomen  
2. Weekly Exam #4 (Practical Session VI) | Chapter 11:  
pgs 433-435, 452-468, 482-487 |
|      |            |               |                           | 1. Inspection  
2. Auscultation  
3. Percussion to determine liver span, shifting dullness  
4. Palpation, light, then deeper |                   |
### Self Instructional Assignment:
- 1. Male Genitalia & Hernias: View the Bates' Male Genitalia, Rectum & Hernias streaming video
- 2. Female Genitalia: View the Bates' Female Genitalia streaming video
- 3. Anus, Rectum & Prostate: View the Bates' Anus, Rectum & Prostate streaming video

### Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2/24/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>HPEB LL30 &amp; Assigned Rooms</td>
<td>Critical Thinking/Clinical Reasoning: Session #1 – PBL Case: Session 1</td>
<td>Objectives will be distributed during the PBL Session</td>
</tr>
<tr>
<td>9</td>
<td>3/2/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>Assigned Rooms</td>
<td>Critical Thinking/Clinical Reasoning: Session #2 – PBL Case: Session 2</td>
<td>Objectives will be distributed during the PBL Session</td>
</tr>
<tr>
<td>10</td>
<td>3/9/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>HPEB LL30</td>
<td>Critical Thinking/Clinical Reasoning: Session #3 –</td>
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<td><strong>SPRING BREAK:</strong></td>
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<tr>
<td>11</td>
<td>3/23/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>Assigned Rooms</td>
<td>Critical Thinking/Clinical Reasoning: Session #4 –</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3/30/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>HPEB LL30 &amp; Assigned Rooms</td>
<td>Practical Session VIII Topics: 1. Musculoskeletal Exam 2. Weekly Exam #5</td>
<td>1. Inspect &amp; palpate neck, shoulders, elbows and wrists</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>(Practical Session VII)</td>
<td>2. ROM of neck, shoulders, elbows and wrists</td>
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<td>3. Special tests</td>
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<td></td>
<td>Chapter 16: pgs 597-601, 610-612, 615-663, 670-675</td>
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<tr>
<td>13</td>
<td>4/6/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>HPEB LL30 &amp; Assigned Rooms</td>
<td>Practical Session IX Topics: 1. Musculoskeletal Exam CONT. 2. Weekly Exam #6</td>
<td>1. Inspect &amp; palpate lumbar spine, hips, knees, and ankles</td>
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<td></td>
<td>(Practical Session VIII)</td>
<td>2. ROM of lumbar spine, hips, knees, and ankles</td>
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<td>3. Special tests</td>
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<td></td>
<td>Chapter 16: pgs 597-601, 610-612, 615-663, 670-675</td>
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<tr>
<td>14</td>
<td>4/20/16</td>
<td>8:00 AM – 10:00 AM</td>
<td>HPEB LL30 &amp; Assigned Rooms</td>
<td>Practical Session X Topics: 1. Nervous System 2. Weekly Exam #</td>
<td>1. Cranial Nerves I-XII</td>
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<td></td>
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<td></td>
<td>2. Sensory modalities (pain, light, touch, position, vibratory sense, 2-point discrimination)</td>
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<td>3. Motor Evaluator</td>
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<td>4. Muscle stretch reflexes</td>
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<td>5. Pathologic reflexes</td>
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<td>6. Cerebella function</td>
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<td>7. Gait &amp; station (Romberg)</td>
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<td>Chapter 17: pgs 681-690, 700-738, 744-747, 757, 761</td>
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</table>

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<table>
<thead>
<tr>
<th></th>
<th>4/22/16</th>
<th>2:00 PM – 3:00PM</th>
<th>TBD</th>
<th>FINAL EXAM</th>
<th>All Course Material</th>
<th>All Course Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>4/25/16</td>
<td>8:00 AM – 12:00 PM</td>
<td>SIM Center</td>
<td>BAP/ICS OSCE</td>
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<td></td>
<td>4/27/16</td>
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<tr>
<td></td>
<td>5/3/16</td>
<td>8:00 AM – 12:00 PM</td>
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<td>5/4/16</td>
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<tr>
<td>17</td>
<td>5/11/16</td>
<td>8:30 AM – 10:30 AM</td>
<td>HPEB LL30 &amp; Assigned Rooms</td>
<td>Dermatology/Practice Day – Review</td>
<td>1. Inspection of the skin</td>
<td>Chapter 6: pgs 171-173, 176-180</td>
</tr>
<tr>
<td>18</td>
<td>5/18/16</td>
<td>8 AM – 12:00 PM</td>
<td>SIM Center</td>
<td>Practical Exam OSCE</td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>6/1/16</td>
<td>8 AM – 12:00 PM</td>
<td>SIM Center</td>
<td>Practical Exam OSCE</td>
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<td></td>
<td></td>
<td>5:30 PM – 7:30 PM</td>
<td>Scott &amp; White Clinic</td>
<td>Male Genitalia Exam Evening</td>
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<tr>
<td>21</td>
<td>6/8/16</td>
<td>5:30 PM – 7:30 PM</td>
<td>Scott &amp; White Clinic</td>
<td>Male Genitalia Exam Evening</td>
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</tbody>
</table>

**Other Pertinent Course Information**

**Overview:** Appropriate professional attitudes and behavior are expected as outlined in the Student Handbook.

Please refer to the Student Handbook and Phase I Manual for additional information.

**Dress Code:** Students are expected to dress in this attire for all scheduled classes as noted in the Course Schedule and during all patient contact. Inappropriate attire will be grounds for you being asked to leave the classroom setting and this will be considered as **ONE (1) UNEXCUSED ABSENCE**.

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As a member of the health care team, it is important to assume a similar manner of professional dress, appearance and conduct that will complement the other members of the team. Just like sports teams wear uniforms to emphasize the importance of "TEAM", your appearance will alert others of you participation in their healthcare. Aspects that will need to be addresses should include:

1. White jacket with the TAM-HSC patch professionally attached on the front chest pocket.
2. ID badges (TAMHSC) are a MUST. Your picture and name should be readily visible.
3. Stethoscope, visual acuity card, H&P/SOAP Note card, paper and pen for notes.
4. Men: Tasteful and professional tie, neat shirt and slacks, dress shoes (see below).
5. Women: Similar professional dress that is considered non provocative (see below).
6. Footwear: Closed toes are OSHA required.
7. Hair: Clean, neatly groomed and should not interfere with exams or procedures
8. Perfumes/scents: Consider avoiding strong odors as some patients are allergic, have migraines or breathing difficulties induced by strong smells.

9. No scrubs are to be worn during class activities. Scrubs are not considered professional attire.

**College of Medicine Dress Code Policy**

**Dresses/Skirts**
- These should be no more than 1 inch above the knee
- Slits should be no more than 1 inch above the knee
- Denim dresses and skirts are allowed
- **NO** shorts/skorts

**Pants**
- Khaki, twill, and polyester blend pants are acceptable as long as they are not "skin tight" and look professional.
- **NO** denim jeans stretch denim, spandex, overalls, capris, pedal-pushers, or hip-huggers.
- **NO** wind suits or sweat suits.

**Blouses/Shirts**
- Polo or denim shirts are acceptable.
- **NO** tank tops or spaghetti straps.
- **NO** see-through shirts are allowed without another shirt worn underneath.
- **NO** t-shirts or shirts with advertising.
- Shirts and blouses should meet or come below the waistband when you are standing with arms to your side.
- All necklines should be modest and tasteful showing NO cleavage at all.

**Shoes**
- Non-canvas tennis shoes are acceptable in the OR setting and should be kept neat and clean.
- Open back shoes are acceptable and do not have to be worn with hosiery
- **NO** opened-toed shoes are allowed
- **NO** "Doc Martin" type sandals/slides or canvas tennis shoes/slides.
- **NO** flip-flops, thong sandals, or beach shoes.

**Personal Hygiene/Miscellaneous**
- Perfume/powder/body sprays/cologne should be kept to an absolute minimum due to allergies of patients or co-workers.
- Hair should be clean, combed, and dry during work hours. Wet hair is not professional. No odd hair colors (i.e. purple, green, etc.) or flamboyant/disturbing hair styles (i.e. spiked Mohawks).
- Always present yourself in a professional manner.
- All visible body piercing, with the exception of ears, is unacceptable. All visible piercing paraphernalia, except for ears, will be removed during working hours, (i.e.

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• Eyebrows, tongue, nose, etc.). The ONLY exception to this rule is religious/cultural and must be cleared through Student Affairs First.
• All visible tattoos will have to be covered during working hours.
• No sunglasses are to be worn during clinical or simulation encounters unless prescribed by a physician.

Students may be informed of anything else deemed inappropriate by the clinic or course management team.

*This list is a student-developed guideline; written for students by students.

Whom to See If You Have a Problem

During the course various situations may develop for which you may want assistance. If general information is desired, educational materials are required, or general problems develop, your first contact will be the Course Coordinator for assistance.

Any specific administrative problems which are encountered during the course should be promptly directed to the Course Director or the Regional Chair. Students are welcome to contact the above individuals or any member of the Department Faculty whenever they wish information, advice, or consultation.

In cases where you do not feel that issues are being resolved within the departmental lines, please contact the Office of Student Affairs.

Confidentiality
Of course, patient confidentiality is demanded of health care professionals.

In addition, confidentiality of student examination materials is also required. Information contained on the quizzes and exams will not be discussed, copied, disseminated or shared by students.

Do not discuss patient care (including simulated patients and real patient cases) in hallways, elevators, stairwells, etc.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

College of Medicine

Professionalism and integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an “F”/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf.

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions

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can be viewed on the Aggie Honor System Office website;

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates.

This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

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Exposure and Occupational Hazard

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: □ Undergraduate □ Graduate □ First Professional (MD, JD, DPharm, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
3. Course prefix, number and complete title of course:
   MEID 614 - Evidence Based Medicine, Scholarship and Research

4. Catalog course description (not to exceed 50 words):
   This course will support development of the medical student's research, critical thinking and investigative skills, and clinical problem solving skills, in the context of current appraisal of the medical literature. Key core concepts of biostatistics will be presented in the context of providing optimal patient care through the best use of current evidence.

5. Prerequisite(s): Admission to medical school.

6. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___

7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester? □ Yes □ No

9. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

10. How will this course be graded? □ Grade □ S/U □ Pass/Fail

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resources/export-control-basics-for-distance-education).

13. Prerequisite Course # Title (including pronunciation):

<table>
<thead>
<tr>
<th>Pre requisites</th>
<th>Admission Unit</th>
<th>Academic Year</th>
<th>Course Code</th>
</tr>
</thead>
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<tr>
<td>MEID 814</td>
<td>1935</td>
<td>15</td>
<td>33 63 333 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED CURRICULAR SERVICES
Course title and number: Evidence-based Medicine, Scholarship and Research (EBMSR) I
Term: Fall 2015
Meeting times and location: Hybrid class: online, lecture, and small group study. See syllabus schedule.

Course Description and Prerequisites

EBMSR course number (tba) Evidence-based Medicine and Scholarly Research. (3-0). Credit 3. Emphasis on critical thinking and evaluation of information and literature for clinical practice; overview of research design and format of scientific articles; fundamentals of qualitative and quantitative research methodology, biostatistics, epidemiology and public health. Prerequisite: Basic statistics required for admission to medical school.

Instructor Information

<table>
<thead>
<tr>
<th>Block Directors</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Laura E. Ferguson, MD</td>
<td>Jody Ping</td>
</tr>
<tr>
<td>Telephone number</td>
<td>Telephone number</td>
</tr>
<tr>
<td>512-341-4914</td>
<td>512-341-4997</td>
</tr>
<tr>
<td>Email address</td>
<td>Email address</td>
</tr>
<tr>
<td><a href="mailto:lferguson@medicine.tamhs.edu">lferguson@medicine.tamhs.edu</a></td>
<td><a href="mailto:Ping@medicine.tamhs.edu">Ping@medicine.tamhs.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
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</tr>
<tr>
<td>By appointment</td>
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<tr>
<td>Office location</td>
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<tr>
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<table>
<thead>
<tr>
<th>Other Instructors</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Suzanne Shurtz, MLIS</td>
</tr>
<tr>
<td>Telephone number</td>
</tr>
<tr>
<td>979-845-7439</td>
</tr>
<tr>
<td>Email address</td>
</tr>
<tr>
<td><a href="mailto:sshurtz@library.tamu.edu">sshurtz@library.tamu.edu</a></td>
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<tr>
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<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Margaret Foster, MLS, MPH</td>
<td>Chetan Jinadatha, MD</td>
</tr>
<tr>
<td>Telephone number</td>
<td>Telephone number</td>
</tr>
<tr>
<td>979-662-1893</td>
<td>254-718-0556</td>
</tr>
<tr>
<td>Email address</td>
<td>Email address</td>
</tr>
<tr>
<td><a href="mailto:margaretfoster@tamu.edu">margaretfoster@tamu.edu</a></td>
<td><a href="mailto:Jinadatha@medicine.tamhs.edu">Jinadatha@medicine.tamhs.edu</a></td>
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<tr>
<td>By appointment</td>
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<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Catherine Pepper, MLIS MPH</td>
<td>Vincent VanBuren, PhD</td>
</tr>
<tr>
<td>Telephone number</td>
<td>Telephone number</td>
</tr>
<tr>
<td>817-395-2446</td>
<td>254-742-7005</td>
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<tr>
<td><a href="mailto:copepper@tamu.edu">copepper@tamu.edu</a></td>
<td><a href="mailto:vanburen@medicine.tamhs.edu">vanburen@medicine.tamhs.edu</a></td>
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Date Created/Revised: SS By: 5/27/15
## Learning Outcomes & Objectives

**COM Competency Based Learning Objectives:** [http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/](http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/)


<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives (CBLO):</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical thinking in the use of information by identifying sources of information and their relative reliability</td>
<td>PBLI4: Utilize information resources and available data to support life-long learning</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>Explain the type of study methods and designs utilized in clinical medicine and basic science, their risks of bias and benefits and the ethical decisions required to make decisions</td>
<td>PBLI6: Demonstrate an understanding of the basic principles and importance of scholarly activity and Translational Research in the practice of medicine</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>Formulate a PICO question to find an answer to a clinical scenario related to treatment, diagnosis, prognosis</td>
<td>PBLI3: Accomplish learning and improvement goals with appropriate self-directed activities</td>
<td>Taught AND Evaluated</td>
<td>Research or Project Assessment</td>
</tr>
<tr>
<td>Approach the reading and utilization of a research article with a standardized approach</td>
<td>PBLI5: Select, appraise, and utilize evidence from scientific studies related to clinical questions and patients' health problems</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>Discuss occupational, public health and environmental risk factors</td>
<td>MK5: Demonstrate an understanding of the epidemiology of common</td>
<td>Taught AND Evaluated</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Date Created/Revised: SS By: 5/27/15
Textbook and/or Resource Material

The following book (with practice questions) will be used in this course:

*Jekel's Epidemiology, Biostatistics, Preventive Medicine, Public Health*; Authors: Katz et. al; Publisher: Saunders; 2013, with STUDENT CONSULT online study guide (ISBN: 978-1455706587)

Students may purchase either:

1. A print copy of the 4th edition, which includes online access to the practice problems, such is available here: [http://www.amazon.com/Jekels-Epidemiology-Biostatistics-Preventive-Medicine/dp/1455706582](http://www.amazon.com/Jekels-Epidemiology-Biostatistics-Preventive-Medicine/dp/1455706582)
   or

Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points per activity/assignment</th>
<th>Total points</th>
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<tbody>
<tr>
<td>Small Group Facilitator Evaluation</td>
<td>5 pts</td>
<td>5</td>
</tr>
<tr>
<td>Small Group Self-Evaluation</td>
<td>5 pts</td>
<td>5</td>
</tr>
<tr>
<td>Journal Club/Critical Appraisal Quiz</td>
<td>10 pts per 2 quizzes</td>
<td>20</td>
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<tr>
<td>Scholarly Event Attendance Evaluation Form</td>
<td>5 pts per 2 events (completion)</td>
<td>10</td>
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<tr>
<td>Team-based Learning session:</td>
<td></td>
<td></td>
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<tr>
<td>Individualized Readiness Assessment Test (IRAT)</td>
<td>10 points</td>
<td>10</td>
</tr>
<tr>
<td>in class</td>
<td></td>
<td></td>
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<tr>
<td>Team-based Learning session:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Quiz in Blackboard</td>
<td>10 points</td>
<td>10</td>
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Online Modules

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<tr>
<th>Module</th>
<th>Points</th>
<th>Completion</th>
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<tbody>
<tr>
<td>CITI Module 1</td>
<td>5 pts</td>
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<tr>
<td>&quot;Critical Thinking&quot; Module with quiz</td>
<td>5 pts</td>
<td></td>
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<tr>
<td>&quot;What is Evidence&quot; Module with quiz</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>&quot;Anatomy of an Article&quot; Module with quiz</td>
<td>5 pts</td>
<td></td>
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<tr>
<td>Biostatistics Modules with pre/post-tests</td>
<td>20 pts</td>
<td></td>
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<tr>
<td>(post-test grades will be counted)</td>
<td>per 9</td>
<td></td>
</tr>
<tr>
<td>modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
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<tr>
<td>Points</td>
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<tr>
<td>100%</td>
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</table>

Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Up to 15% of class will be eligible for honors based on highest grades</td>
</tr>
<tr>
<td>Pass</td>
<td>≥70%</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt; 69%</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

Attendance at EBM classes, Journal Club and completion of biostatistics and other online assignments for this class is mandatory. A sign-in sheet will be available at all class meetings.

Written notice in advance when possible is required as per absence policy for COM. See Student Rule 7 for details of excused absences (http://student-rules.tamu.edu/rule07).

Classes missed will require make-up work and will be determined by the course co-directors. Group participation in journal club is the means by which learning occurs. Makeup work may require attendance at a make-up group session for journal club OR may require individual independent work OR may require meeting with faculty to complete a simulated journal club or group learning exercise at the discretion of the faculty.

Unexcused absences will result in a grade of 0 for that mandatory class activity. Students who miss a class session are still allowed to obtain maximum credit for any individual activity related to the group activity if turned in by the deadline.

Course Topics, Calendar of Activities, Major Assignment Dates

The following are course topics and assignments. Assignments are due by 11:59 PM of the date listed. All dates are subject to change, but student will be notified of changes. An up-to-date schedule will be available in the course Blackboard site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Jul 27-Aug 2)</td>
<td>Friday, Jul 31: Intro to Course/Research Bioethics (Mandatory session)</td>
<td>CITI Module 1 (due Aug 9)</td>
</tr>
<tr>
<td>2 (Aug 3-9)</td>
<td>Students encouraged to attend portion of Summer Research Program on Aug. 4th **CSTAR Grand Rounds (optional but must attend 2 Grand Rounds during semester and complete evaluation in Blackboard) (No class)</td>
<td>A) Online evaluation form for summer research program (due Aug 9, if attended). B) Online modules: &quot;Critical Thinking&quot; and &quot;What is Evidence&quot; (due Aug 9)</td>
</tr>
<tr>
<td>3 (Aug 10-16)</td>
<td>Friday, Aug 14: Intro to Critical</td>
<td>A) Small Groups Evaluations</td>
</tr>
</tbody>
</table>

Date Created/Revised: SS By: 5/27/15
Thinking and EBM (Mandatory session)

B) Biostats Module: “Study Designs” and Jekel’s Ch. 5 (pgs. 59-70) (due Aug 16)

4 (Aug 17-23) Friday, Aug 21: Intro to Research Design (Mandatory session)

Online Module: “Anatomy of an Article” (due Aug 23)

5 (Aug 24-30) Friday, Aug 28: 11 a.m.
Journal Club: Anatomy of a Article (Mandatory session)

Class after CSIE; Quiz at end

6 (Aug 31-Sept 6) Biostats Module: “Scales of Measurement” (No class)

Online module (due Sept 6)

7 (Sept 7-13) Biostats Module: “Measures of Variability” (No class)

Online module and Jekel’s ch. 9 (pgs. 105-118) (due Sept 13)

8 (Sept 14-20) Biostats Module: “Sampling and Subject Selection” (No class)

Online module and Jekel’s ch. 12 (pgs. 153-162) (due Sept 20)

9 (Sept 21-27) Biostats Module: “Bias Types” (No class)

Online module and Jekel’s ch. 4 (pgs. 5-53) (due Sept. 27)

10 (Sept 28-Oct 4) No class (major exam)

No assignment

11 (Oct 5-11) Biostats Module: “Hypothesis, Errors, Power, and Confidence Intervals” (No class)

Online module and Jekel’s ch. 10 (pgs. 119-133) (due Oct 11)

12 (Oct 12-18) Biostats Module: “Health Impact/Risk” (No class)

Online module and Jekel’s ch. 6 (pgs. 71-80) (due Oct 18)

13 (Oct 19-25) Biostats Module: “Sensitivity, Specificity, Predictive Values” (No class)

Online module and Jekel’s ch. 7 (pgs. 81-90) (due Oct 25)

14 (Oct 26-Nov 1) Friday, Oct 30: Team Based Learning session (TBL): Diagnostic Test (Mandatory session)

A) Must read portions of articles prior to class: Abstract, Intro and Methods sections
B) IRAT (in class)

15 (Nov 2-8) TBL Application Quiz (No class)

Online quiz (due Nov 8)

16 (Nov 9-15) Biostats Module: “Disease Outcomes” (No class)

Online module and Jekel’s ch. 2 (pgs. 16-31) (due Nov 15)

17 (Nov 16-22) No class

No assignment

18 (Nov 23-27) No class

No assignment

Date Created/Revised: SS By: 5/27/15
19 (Nov 30-Dec 5)   Monday, Nov 30: 11 a.m.   Class after CSIE; Quiz at end
Journal Club
(Mandatory session)

20 (Dec 7-11)   No class   No assignment

Other Pertinent Course Information

Course materials for Evidence Based Medicine small group exercises will be on Blackboard at https://tamhsc.Blackboard.com/. Biostatistics course materials are available online 24/7 on Blackboard.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Individual assignments are expected to be completed individually under the honor code. Group work in class is to be completed with input from the entire group.

College of Medicine

Professionalism and Integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an "F"/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf.

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions.

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering

Date Created/Revised: ____SS____ By: ____5/27/15____
for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU's Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

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Note: More information is available on the aforementioned topics to all students on the College of Medicine website.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
*Submit original form and attach a course syllabus.*

**Form Instructions**

1. Course request type: ☐ Undergraduate ☐ Graduate ☑ First Professional (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 816 - Evidence Based Medicine, Scholarship and Research II
3. Course prefix, number and complete title of course:

   MEID 816 - Evidence Based Medicine, Scholarship and Research II

4. Catalog course description (not to exceed 50 words): This course will support development of the medical student's research, critical thinking and investigative skills, and clinical problem solving skills, in the context of critical appraisal of the medical literature. Key core concepts of biostatistics will be presented in the context of providing optimal patient care through the best use of current evidence.

5. Prerequisite(s):
   Admission to medical school.

   Cross-listed with:

   Stacked with:

6. Is this a variable credit course? ☑ Yes ☐ No
   If yes, from ___ to ___

7. Is this a repeatable course? ☐ Yes ☑ No
   If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester? ☐ Yes ☑ No

9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
   ☑ P/F (CLARD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

13. Proofs of Course Title (excluding pronunciation):

<table>
<thead>
<tr>
<th>MEID</th>
<th>816</th>
<th>EBMSR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
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<td>E6</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign) Date

[Signature]

Department Head or Program Chair (Type Name & Sign) Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS MD, MD, PhamD, DPA)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 616 - Cardiovascular
3. Course prefix and number and complete title of course:
4. Catalog course description (not to exceed 50 words):
   This course presents normal physiology and pathophysiology and diseases of the heart and vascular system. Some of
   the abnormalities to be discussed include hypertension, atherosclerosis, congenital and valvar heart disease and
   disases of cardiac muscle and its electrical system. Basic therapeutic approaches to these diseases will be
   discussed as well as their impact on individuals and society.
5. Prerequisite(s): Admission to medical school.
   Cross-listed with:
   Stacked with:
   Required courses requires the signature of each department head(s).
6. Is this a variable credit course? □ Yes □ No
   If yes, from ___ to ___
7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded? □ Grade □ S/U □ IP (pass)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
        MD
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach
    approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://export.tamu.edu/resources/export-
    controls/export-basics-for-distance-education).

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<tr>
<th>Prefix</th>
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15

Approval recommended by:

Paul E. Ogdin, M.D. 6/15
Chair, College Review Committee

Ruth Bush, MD JD MPH
Dean of College

5/22/15

Submitted to Coordinating Board By:

Chair, GC or UCC

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu
Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☐ Undergraduate ☐ Graduate ☑ First Professional (BDS, MD, JD, PharmD, DPharm)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 617 - Respiratory
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   This course presents the normal physiology and pathophysiology of diseases of the respiratory system. The clinical presentation, diagnosis and treatment of various types of respiratory diseases, such as obstructive, inflammatory, neoplastic and other pulmonary and upper respiratory conditions will also be discussed.

5. Prerequisite(s):

Cross-listed with: 
Standard with:

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___ to ___
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
9. How will this course be graded: ☐ Grade ☐ S/U ☑ Y/F (CRAIR)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       MD
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Baskets for Distance Education (http://vpr.tamu.edu/resources/export-control/baskets-for-distance-education).

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Approval recommended by:
Paul E. Orallo, M.D. 6/1/15
HSC CEO

Department Head or Program Chair (Type Name & Sign) Date
Ruth Bush, MD JD MPH 5/22/15
Dean of College

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

MAY 28 2015
RECEIVED
CURRICULAR SERVICES
Texas A&M University
Department Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions:

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (D.D.S., M.D., J.D., Pharm.D., DYN)

2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   MEID 618 - Medical Student Grand Rounds

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   In this course, students will apply, primarily, their knowledge of biochemistry and genetics. Students will receive didactic instruction in literature search skills and examine a specific medically relevant topic in depth. Students will then give a presentation about this topic to their peers and faculty in a small group setting.

5. Prerequisite(s):
   Admission to medical school.
   Cross-listed with: ____________________________ Stacked with: ____________________________

   [Consolidated courses require the signature of both department heads.]

6. Is this a variable credit course?  □ Yes  □ No  If yes, from _____ to _____

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester?  □ Yes  □ No

9. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No

10. How will this course be graded:  □ Grade  □ S/U  □ P/F (Check)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
   □ MD
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Title: ____________________________

   Pref. Course #  Title (excluding punctuation): ____________________________

   MEID  618  Medical Student Grand Rounds

   Lect. Lab  Other  SYD  GPA and Fund Code  Admin Unit  Aud Year  ETC  Code
   240.00  0.00  16.00  51.1201.00-14  1935  15 - 16  0  0  3  6  3  2

14. Approval recommended by:

   [Signatures and dates]

   Department Head or Program Chair (Type Name & Sign) Date

   Diane Chiao PhD
   Chair, College Review Committee

   Ruth Bush, MD, JD MPH
   Dean of College

   Department Head or Program Chair (Type Name & Sign) Date (If cross-listed course)

   Submitted to Coordinating Board by:

   Chair, GC or UCC

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14