

Scientific Principles of Medicine (SPM) – Year 2 Course Syllabus

July 27, 2016 through February 17, 2017

SPM III (PSPM 6001)
SPM IV (PSPM 6012)

Fall Semester 2016
Spring Semester 2017

10 credit hours
8 credit hours

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SPM III and IV Course Overview:

PSPM 6001 - SCIENTIFIC PRINCIPLES OF MEDICINE III is a continuation of Scientific Principles of Medicine II. The organ-system units include 'Central Nervous System and Special Senses', 'Endocrine System', and 'Reproductive System'.

PSPM 6012 - SCIENTIFIC PRINCIPLES OF MEDICINE IV is a continuation of Scientific Principles of Medicine III. The featured organ-system unit is 'Mind and Human Development'.

Year 2: Fall Semester

Unit 1- Central Nervous System and Special Senses (CSS): Start: 8/01/16 End: 9/20/16
CSS Exam Week: Start: 9/21/16 End: 9/23/16

Unit 2- Endocrine System (END): Start: 9/28/16 End: 10/25/16
END Exam Week: Start: 10/26/16 End: 10/28/16

Unit 3- Reproductive System (REP): Start: 10/31/16 End: 12/13/16
REP Exam Week: Start: 12/14/16 End: 12/16/16

Year 2: Spring Semester

Unit 4- Mind and Human Development (MHD): Start: 1/03/17 End: 2/14/17
MHD Exam Week: Start: 2/15/17 End: 2/17/17

Comprehensive Basic Science Exam (CBSE): **1st Round:** 12/16/16
 2nd Round: 2/17/17

SPM Remediation 1: 1/03/17 **SPM Remediation 2:** 3/24/17 **SPM Remediation 3:** 4/7/17

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I. Course Description

The **Scientific Principles of Medicine** (SPM) course is designed to foster the rapid acquisition, integration and application of scientific knowledge fundamental to the practice of medicine. By using diagnostic scheme algorithms as conceptual frameworks for both learning and application, the knowledge structure and diagnostic skills of an experienced clinician will be developed from the very outset of instruction. Students will explore human health and disease within individual organ-system based units that are each organized into a series of '**clinical presentations**' (CPs) (e.g., seizure, headache, visual disturbances, pelvic pain) that reflect the major ways in which a person would present to a physician. By learning the basic and clinical sciences synchronously and within the context of CPs, a high level of integration and clinical relevance is achieved. The use of diagnostic scheme algorithms as conceptual frameworks for structuring and applying scientific knowledge is aimed at equipping students with the skills to make highly effective evidence-based diagnoses using scheme-inductive reasoning. This pedagogical approach, as implemented in SPM, has been shown to help mitigate the temporal loss of basic science knowledge, to help students think like experts when solving clinical problems, and to dramatically improve students' diagnostic success rates.

In activities such as the **Worked Case Example** sessions (WCE) and the **Peer Teaching** sessions (PT) in anatomy, students will learn to communicate effectively and function effectively in teams. SPM offers a robust learning experience by employing a variety of educational methods in addition to interactive lectures. Such experiences include **team-based learning** and **self-directed learning**, which rely on students maintaining professional attitudes and behaviors.

By its nature, the **clinical presentation based curriculum** will make students aware of the larger context and system of healthcare as many of the case-based discussions incorporate considerations of relative benefits, risks and costs. Also, the SPM course incorporates activities such as **Regular Formative Assessments** (RFA) and the **Student Self Assessments** (SSA) component that give students opportunities to assess their knowledge and identify their own individual strengths and deficiencies and then engage in **self-directed learning** to address his or her knowledge gaps.

SPM III (PSPM 6001):

This first semester course of Year 2 consists of three integrated units: ‘**Central Nervous System and Special Senses (CSS)**’, ‘**Endocrine System**’ (END), and ‘**Reproductive Systems**’ (REP). The sequence of CPs within each unit has been structured so that the concepts developed during the study of one topic provide the foundation for subsequent topics. Basic information is provided for each CP including its clinical significance and a schematic representation of the relationships of the potential causes. These provide the basis for discussion of each of the underlying basic science principles. Each clinical presentation includes a set of basic science learning objectives related to the appropriate scientific concepts of anatomy (gross and neuroanatomy, including medical imaging), behavioral science, biochemistry, cell and molecular biology, embryology, genetics, histology, immunology, microbiology, nutrition, pathology, pharmacology and physiology. Discipline experts provide instruction using various teaching methods including lectures, laboratories, and small group discussions. Both basic science and clinical faculty participate in this component of the instructional process.

Unit 7: Central Nervous System and Special Senses (CSS)

Content of this unit is concentrated in the areas of disorders and abnormalities of the central nervous system and special senses. Each CP will include a brief definition, a statement of clinical significance and a schematic representation of potential causes (along with “**process worksheets**” to be used in “**worked case examples**” for small groups). There will also be basic science learning objectives related to the appropriate scientific concepts of anatomy (including gross and microscopic anatomy, embryology, neuroanatomy and radiographic anatomy), biochemistry, physiology, genetics, immunology, microbiology, pharmacology, and pathology. **The following are the CPs to be covered in the CSS unit:**

Week	CP	Title	Start Date
1	1	Gait Disturbances	8/03/16
2	2	Movement Disorders	8/10/16
3	3	Headache	8/17/16
	4	Seizure and Epilepsy	8/17/16
4	5	Stroke and Aphasia	8/24/16
5	6	Delirium, Stupor and Coma	8/31/16
	7	Eye Redness	9/02/16
6	8	Diplopia and Strabismus	9/07/16
	9	Visual Disturbance and Loss	9/07/16
7	10	Hearing Loss and Tinnitus	9/14/16
	11	Vertigo and Dizziness	9/14/16
Unit 7 Exam Week			9/21 – 9/23/16

Unit 8. Endocrine System (END)

This unit deals with glucose, lipids, intermediary metabolism of these entities, and the disease processes associated with their abnormalities. Other endocrine disorders and their anatomic and pathophysiological basis will also be considered. **The following CPs are covered in the END unit:**

Week	CP	Title	Start Date
1	1	Hypertension	9/28/16
2	2	Diabetes and Obesity / Metabolic Syndrome	10/05/16
3	3	Hypothalamus / Pituitary / Adrenal Disorders	10/12/16
4	4	Disorders of Thyroid Function	10/19/16
	5	Abnormal Serum Calcium	10/19/16
Unit 8 Exam Week			10/26 – 10/28/16

Unit 9. Reproductive Systems (REP)

This unit focuses on the male and female reproductive systems, pregnancy and infertility, sexually-transmitted diseases, and pathologies associated with the breast and genital tract. The sequence of these CPs has been structured so that the concepts developed during the study of one topic provides a foundation for subsequent topics. Students are given a brief clinical overview of each CP and its clinical significance. This serves as the foundation for the acquisition of both clinical and basic science knowledge pertinent to the CP. Gross, microscopic, and radiographic presentation of normal and abnormal anatomy are explored in laboratory and small group discussions. **The following are the CPs to be covered in the REP unit:**

Week	CP	Title	Start Date
1	1	Men's Health	11/02/16
2	2	Normal and Abnormal Uterine Bleeding	11/19/16
3	3	Pelvic Masses	11/16/16
	4	Pelvic Pain	11/18/16
Thanksgiving Holiday			11/24 – 11/25/16
5	5	Pregnancy	11/30/16
6	6	Screening and Prevention (Cervix and Breast)	12/07/16
	7	Infertility	12/09/16
Unit 9 Exam Week			12/14/ - 12/16/16
Winter Break (2 weeks)			12/19/16 – 1/01/2017

SPM IV (PSPM 6012):

This second semester course of Year 2 consists of one integrated unit: **Mind and Human Development:**

Unit 10: Mind and Human Development (MHD)

This unit transitions logically from the preceding unit on the male and female reproductive systems, and spans the arc of human development from neonatology to geriatrics. The unit concludes with CPs that explore mental health and mental illness across the lifespan. **The following are the CPs to be covered in the MHD unit:**

Week	CP	Title	Start Date
1	1	Human Development: Infant-Toddler Part I (0-12 mo.)	1/04/17
	2	Human Development: Infant to Toddler Part II (12mo-24 mo.)	1/04/17
2	3	Sudden Infant Death Syndrome and Acute Life Threatening Events [Self-Taught]	1/11/17
	4	Human Development: Early Childhood (2-8 yrs.)	1/11/17
	5	Human Development: Pre-teen (8-12 yrs.)	1/13/17
	6	Abnormal Stature	1/13/17
3	8	Human Development: Teen	1/18/17
	9	Stress-Induced Fear and Anxiety Disorders I: PTSD and Dissociative Disorders	1/19/17
4	10	Mood Disorders	1/25/17
	11	Stress-Induced Fear and Anxiety Disorders II: OCD and Anxiety Disorders	1/26/17
5	12	Psychosis and Disordered Thought	2/01/17
	13	Substance Related and Addictive Disorders	2/02/17
6	14	Neurocognitive Disorders	2/08/17
	15	Sleep and Circadian Rhythm Disorders	2/10/17
Unit 10 Exam Week			2/15 – 2/17/17

II. SPM Course Goals

Specific learning objectives and assigned learning materials will be provided to students via the institutional Blackboard **Learning Management System** (LMS) prior to the individual learning activities. Students are expected to use these materials to prepare themselves for each learning activity. Additional information and handouts may be provided during class. SPM is designed to meet the following **PLFSOM Medical Education Program Goals and Objectives** (<http://elpaso.ttuhscl.edu/som/catalog/GoalsObjectives.aspx>):

Competency Domain: Patient Care

Overall Goal: “Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.”

ILOs:

- 1.1 Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.
- 1.2 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- 1.3 For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.
- 1.6 Describe and propose treatments appropriate to the patient’s condition and preferences.

Competency Domain: Knowledge for Practice:

Overall goal: “Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social behavioral sciences, as well as the application of this knowledge to patient care.”

ILOs:

- 2.1 Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.
- 2.2 Apply established and emerging foundational/basic science principles to health care.
- 2.3 Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making, and clinical problem-solving.

Competency Domain: Practice-based Learning and Improvement

Overall Goal: “Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.”

ILOs:

- 3.1 Identify and perform learning activities to address gaps in one’s knowledge, skills and/or attitudes.

Competency Domain: Interpersonal and Communication Skills

Overall Goal: “Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health *professionals*.”

ILOs:

- 4.2 Communicate effectively with colleagues and other health professionals.

Competency Domain: Professionalism

Overall Goal: “Demonstrates commitment to carrying out professional responsibilities and adherence to ethical principles”

ILOs:

- 5.1 Demonstrate sensitivity, compassion, integrity, and respect for all people.
- 5.3 Demonstrate accountability to patients and fellow members of the health care team.
- 5.6 Demonstrate honesty in all professional and academic interactions.
- 5.7 Meet professional and academic commitments and obligations.

Competency Domain: Interprofessional Collaboration

Overall Goal: “Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care.”

ILOs:

- 7.3 Function effectively both as a team leader and team member.

III. Educational Methods and Learning Experiences

SPM offers a robust learning experience by employing a variety of educational methods including:

- Lectures (e.g., clinical scheme presentations)
- Large group interactive discussions (e.g., basic science 'clicker' presentations)
- Small group interactive discussions (e.g., worked case example sessions)
- Integrative team-based learning sessions
- Laboratory exercises (e.g., Anatomy)
- Self-directed learning (e.g., MCQ bonus point initiative)
- Exposure to interprofessional education (Worked Case Examples and through instructions from a wide variety of professionals)
- Weekly formative assessments and student self-assessment (SSA) modules

Learning experiences are framed around each CP and consist of three main components: (1) **Introduction & Diagnostic Scheme Overview**, (2) **Basic Science**, (3) **Synthesis, Integration and Work Case Example (WCE)** sessions. The Introduction session is a clinician-guided overview of the clinical presentation and the underlying conceptual framework (diagnostic scheme) of scientific concepts utilized by expert clinicians to make effective diagnoses. The Basic Science sessions are designed to help students build an integrated foundation of clinically relevant scientific knowledge within the context of CPs and their respective diagnostic schemes. The WCE segment emphasizes the deliberate practice of making evidence-based clinical diagnoses using basic science knowledge and scheme-inductive diagnostic reasoning; here, a high level of students' engagement is promoted in a clinician-tutored small group setting.

IV. Course Policies and Procedures

Students are expected to be present, to be prepared, and to be on time. Unless otherwise specified, lectures, labs and small group activities begin on the hour. The Paul L. Foster School of Medicine curriculum is modeled on the concept of 'learning communities' where each individual offers knowledge, skills and experiences that are unique and beneficial to the community. A number of SPM learning activities will rely on students' active participation and teamwork, and therefore students' absence can be detrimental to the educational experience of students' peers. As the effective practice of medicine requires physicians to demonstrate punctuality, teamwork, trustworthiness and beneficence, similar behaviors and attitudes will be expected of students.

Required SPM Activities

Attendance and punctuality will be monitored for a number of required SPM activities including the following:

- Worked-case example (WCE) sessions
- Specified lab-based learning sessions
- Specified small-group interactive or team-based learning sessions

Sessions with required **attendance will be highlighted by a star** on the Blackboard LMS at the beginning of each unit. Accountability and responsibility are important tenets of professionalism which pertain to medical professionals at all stages of education, training and practice. In this regard, students are expected to demonstrate punctuality and reliability for required educational activities in the SPM course including the weekly worked-case examples sessions.

- Students will be counted as **absent** from a required SPM event (such as WCE) if students have not signed in by 10 minutes after the hour.
- Students sign in after the start of the hour but before 10 minutes past the hour, students will be marked as **tardy**.
- WCE session attendance will be tracked using a Swipe-Card System. A student who has a tardy or missed a session will receive an automatically-generated notification email. The attendance record will become permanent 7 calendar days following the date of the notification email.

Consequences

Non-compliance with the SPM punctuality and attendance policy will have consequences that are reflected in a student's academic record. **These consequences may include:** a failing grade on the basis of attendance or punctuality; required remediation or repeating of the course; documentation in students' academic record and e-Portfolio; reporting to the Associate Dean of Student Affairs and the PLFSOM Grading and Promotion Committee; and documentation in the Medical Student Performance Evaluation (MSPE).

Professionalism 'Event Card' Reporting System

Beginning with the 2015-2016 academic year, SPM started to utilize a professionalism 'Event Card' reporting system. Four professionalism objectives are addressed in the SPM syllabus from the institutional learning goals and objectives:

- 5.1 Demonstrate sensitivity, compassion, integrity and respect for all people.
- 5.3 Demonstrate accountability to patients and fellow members of the health care team.
- 5.6 Demonstrate honesty in all professional and academic interactions.
- 5.7 Meet professional and academic commitments and obligations.

When a student fails to meet any of the above listed learning goals and objectives within the context of the SPM curriculum, an event card (see Appendix II) will be filled out by the observing faculty or staff member. This card will contain the student's name, the date of the incident, the reporter's name, the associated institutional learning goal(s) and objective(s) related to the incident, and a brief description of the issue (e.g. 'Student had an unexcused absence for today's anatomy session and therefore failed to meet his/her professional and academic commitments and obligations').

There are a number of situations when this may occur:

- 1) Required anatomy peer teaching and dissection exercises.
 - Example: Failure to adequately prepare for or participate in an anatomy peer teaching & learning assignment will result in the filing of an event card by the responsible anatomy faculty. This report will contain students' name, the date of the incident, the reporter's name, the associated ILO or ILOs related to the incident, and a brief description of the issue (e.g., , 'Students had an unexcused absence for today's required session and therefore failed to meet students' professional and academic commitments and obligations'.)
- 2) Worked case examples.
 - **One** unexcused absence or **two unexcused tardies** over the course of a unit will trigger the filing of an event card similar to the description above. The course director will work with the course coordinators to ensure timely filing of these reports. Subsequent **unexcused tardies** or **absences** over the course of the semester will be met with similar incident reporting.
 - Blank event cards will be made available by the course coordinators to the WCE facilitators in the event of incidents warranting a professionalism report (good or bad). Course coordinators will collect these cards and provide them to the course director.

- 3) Unspecified SPM sessions: any faculty may submit an event card (good or bad) when students fail to meet, or excels at, one or more professionalism ILOs and objectives. Reports can be submitted to the SPM course coordinator or director for documentation on MyEvaluations.

The approved process for reporting on professionalism is summarized as follows:

In general, completed event cards will be entered into MyEvaluations by proxy by the course coordinator. This will allow for an electronic report to the course director at the end of the semester with a summary to the College masters. It also allows students to see the reports in students' E-portfolio. **The approved institutional process for reporting on professionalism in the pre-clerkship curriculum is summarized as follows:**

1. **Reporting:** Faculty, students or staff document issue on professionalism event card (or small group evaluation form if in small group activity), which is forwarded to the course director:
 - a) **First occurrence:**
 - Course Director sends an email to the student informing that an event card has been filed.
 - b) **Second occurrence:**
 - Course Director sends an email to the College Master requesting to meet with a student who received two or more event cards over the course of a unit.
 - College Master meets with the student to discuss early trend.
 - c) **Third occurrence:**
 - College Master sends student to Associate Dean for Student Affairs (ADSA) to discuss.
2. **Documentation:**
 - a. Course director notifies the College Master by e-mail when he/she discusses an initial concern with students.
 - b. CM will review any and all advisory sessions at the end of the semester (or earlier when warranted) for professionalism comments and discuss negative trends with students. This meeting will be documented.
 - c. At the end of year one, the CMs from students' college, ADSA, and Director of Academic Support will meet to discuss students' progress to date. This meeting will include reviewing documentation of any advisory meetings between the CM and students and/or any documentation of exemplary professionalism. A summary will be generated for students and posted on students' e-portfolio with a plan for improvement or acknowledgement of progress, meeting expectations, etc.

- d. At the end of year two, the same group will meet to review all narratives and the committee will author a paragraph for students' commenting on students' professionalism to date. The statement will be forwarded to students' e-portfolio and will be used **in its entirety** in the MSPE (pre-clerkship paragraph).

Students have a right to challenge the accuracy of information as stated in the policy on challenging students' grades.

Excused absences

If students are unable to attend or be punctual for a required session, students may be granted an excused absence under the following circumstances (see 'Classroom Policies' in the PLFSOM Student Handbook):

- Documented illness
- Approved personal or family emergency
- Approved religious observance
- Approved professional commitment

Excused absences are only granted through the Office of Student Affairs. If students are wishing to obtain an excused absence, students must contact the Office of Student Affairs by submitting a request to plfabsence@ttuhsc.edu within 7 days:

<http://www.ttuhsc.edu/fostersom/studentaffairs/absence.aspx>

NO credit will be given for any graded exercise missed without a valid excuse. If the absence is excused, the Office of Student Affairs will notify all appropriate faculty and staff within 72 hours of the curriculum activity that was excused.

V. Assessment and Grading

SPM is a pass/fail course. Successful passage requires that students have not only achieved a level of competency as measured by performance on summative assessments, but have also demonstrated a commitment to professional responsibility by being an active participant in the educational experience that is defined by the curriculum.

Formative and Summative Assessments

Regular formative student assessment and feedback are an important part of the educational experience. Students will receive feedback from WCE preceptors on a weekly basis. WCE feedback includes a list of descriptive adjectives that represent students' attitude, professionalism and preparation, often accompanied by a brief written narrative (see Appendix). USMLE-style formative assessments will be given on a weekly basis to allow students to monitor progress and to identify potential deficiencies that warrant early remediation through self-directed learning. Grades on formative assessments are for diagnostic purposes only and

do not count towards students' final grade. We cannot accommodate requests to reschedule formative assessment times

USMLE-style end-of-unit summative (formal) exams will be given at the end of each SPM unit.

Tardiness for a formative or summative assessment is disruptive, unprofessional, discourteous, and strongly discouraged. If students arrive up to 10 minutes late for an assessment, students will be permitted entry to the assessment area entirely at the discretion of the chief proctor and with regard to the effect that such entry may have on the students already present in the assessment environment. If students are permitted late entry to the assessment, students must finish at the scheduled end time. If students arrive more than 10 minutes late for an assessment, students will be denied entry and recorded as absent. An unexcused absence from a summative assessment will result in an initial grade of 'Fail' (F) for the unit, which will require remediation at the end of the academic year. Excused absences are granted through the Office of Student Affairs (see 'Course Policies and Procedures').

SPM Unit and Semester Grade Calculations

The semester courses SPM III and IV (PSPM 6001 and PSPM 6012) must be passed or remediated in order to progress to the third year. The SPM grading and promotion policy is designed to provide students with ample opportunity to demonstrate satisfactory knowledge and skills.

In addition to the summative end-of-unit exams, the NBME **Comprehensive Basic Science Exam** (CBSE), will be administered multiple times during the second year (see 'Important Dates and Times'). Note that the CBSEs are **Integrated Curricular Elements** (ICEs) and **are NOT explicitly part of the SPM curriculum**. Although participation in the CBSEs is required, these exams are provided to guide self-directed learning in preparation for the STEP 1 exam, and **are NOT factored into course grades**. Note that the CBSE within the PICE course does have a passing requirement (see PICE course syllabus).

SPM assessment and grading guidelines are summarized as follows:

1. **SPM Unit Grade** (within a semester course).

Unit and Course Directors are responsible for determining students' progress. **To receive a pass (P) grade for each unit, a student must receive a summative unit examination score greater than or equal to 70** (percent of correctly answered questions).

2. **SPM Semester Course Grade**

Progress within the course will be determined by the Course Directors based on students' performance in the Units of the course.

1) *Grading*

A. **Pass (P)**: All Units must be passed.

B. **In Progress (PR)**:

- a) ***If zero unit is failed in the first semester***, the first semester course grade will be recorded as 'Pass' (P). However, ***if one unit is failed in the second semester***, the second semester course grade initially will be recorded as '**In Progress**' (PR) and will be revised to '**Pass**' (P) or '**Fail**' (F) pending outcome of remediation of this unit at the end of the academic year.
- b) ***If one or two units are failed in the first semester***, the first semester course grade initially will be recorded as '**In Progress**' (PR) and will be revised to '**Pass**' (P) or '**Fail**' (F) pending outcome of remediation of the unit at the end of the academic year. However, ***if one unit is failed in the second semester***, the second semester course grade initially will be recorded as '**In Progress**' (PR) and will be revised to '**Pass**' (P) or '**Fail**' (F) pending outcome of remediation of the unit at the end of the academic year.

If a student receives an unexcused absence or tardiness for one or more required SPM activities, the semester course grade(s) will be initially be recorded as '**In Progress**' (PR) pending satisfactory completion of all required make-up assignments by the make-up assignment deadline (see 'Important Dates').

C. Fail (F):

- a) ***If a student fails three units in the first semester***, the semester course grade will be recorded as '**Failed**' (F) and a recommendation will be made to the **Grading and Promotions Committee** (GPC) for repeat of the year if the student is eligible. A student would either take a leave of absence or independent study in the second semester prior to restarting the year.
- b) ***If a student fails two units in the first semester***, the student will be given an opportunity to remediate both units at the end of the academic year and the semester course grade will remain listed as '**In Progress**' (PR). If an additional unit failure occurs in the second semester the student will receive a grade of '**Failed**' (F) for both semesters and a recommendation will be made to the GPC for repeat of the year if the student is eligible.
- c) ***If a student fails one unit in the first semester and go on to fail one unit in the second semester***, a grade of '**Failed**' (F) will be recorded for both semesters and a recommendation will be made to the GPC for repeat of the year if the student is eligible.

2) Remediation

If a grade of '**In Progress**' (PR) is recorded (one or two units are failed within a semester course), students will be required to demonstrate remediation at the end of the academic year. If the remediation exam(s) for the failed Unit(s) are passed the semester course grade(s) will be converted from 'PR' to 'P'. If students have failed one or two unit

summative exams, then students may choose to defer remediation at the first two of the three possible remediation dates. Meaning they have up to 24 hours prior to exam time to cancel a scheduled remediation exam. Only one exam can be remediated at a time.

Failure to Remediate:

If any remediation test is failed, the corresponding semester course grade will be converted to grade of '**Failed**' (F). A recommendation will be made to the GPC for repeat of the year.

3) Grade Release

Barring extenuating circumstances, SPM unit grades will be released within one week of the summative assessment date. If students wish to challenge students' unit grade, students must do so by contacting the Course Director within **fourteen** calendar days of the summative assessment date.

4) Professionalism

Be aware that formative and summative assessment items are provided under secure testing conditions and students are **NOT** permitted to copy, reproduce, transmit or distribute these items outside of the testing environment. Any breach of this security, including failure to report a known offence, is a direct violation of the Code of Professional and Academic Conduct as described in the PLFSOM Student Handbook.

VI. Important Dates and Times

Summative Assessment Dates:

- Unit 7 CSS 09/23/2016 9:00 a.m. - 12:00 p.m.
- Unit 8 END 10/28/2016 9:00 a.m. - 12:00 p.m.
- Unit 9 REP 12/16/2016 9:00 a.m. - 12:00 p.m.
- Unit 10 MHD 02/17/2017 9:00 a.m. - 12:00 p.m.

Remediation Exam Dates For SPM Units 1-4 Summative Exams:

- First round 1/03/2017 9:00 a.m. – 12:00 p.m.
- Second round 3/24/2017 9:00 a.m. – 12:00 p.m.
- Third round 4/07/2017 9:00 a.m. – 12:00 p.m.

Comprehensive Basic Science Exam (CBSE) Administration Date:

- 12/16/2016 1:30 p.m. - 5:30 p.m.
- 2/17/2017 1:30 p.m. - 5:30 p.m.
- 04/14/2017 9:00 p.m. - 2:00 p.m. (PICE course)

Narrative Evaluations and Feedback

During the course students will receive periodic written formative feedback on students' cognitive and non-cognitive abilities and skills within small group settings (WCEs). An Example of evaluation rubric used for WCE sessions are provided in the **Appendix II**. Narrative evaluations will become part of students' e-Portfolio and may be discussed on occasion with the Course Director, College Master and/or Associate Dean for Student Affairs. In the event that the rubrics undergo modification during the academic year, copies of the revised forms will be provided to students in advance of the associated activity.

VII. Required Texts

Required texts are listed in the following table. Individual session readings will be announced at least ten days in advance of the session. The text will be available through VitalSource:

ISBN	Publisher	Title	Author Name	Edition
9780323313384	Elsevier Health Sciences (US)	Developing Human: Clinically Oriented Embryology	Moore	10
978-0-323-07448-3	Elsevier Health Sciences (US)	Elsevier's Integrated Review Genetics	Adkison	2
9781455770052	Elsevier Health Sciences (US)	Guyton and Hall Textbook of Medical Physiology	Hall	13
9781455726134	Elsevier Health Sciences (US)	Robbins & Cotran Pathologic Basis of Disease	Kumar, Abbas, Aster	9
9781455748761	Elsevier Health Sciences (US)	Robbins and Cotran Atlas of Pathology	Klatt	3
978-0-7020-4747-3	Elsevier Health Sciences (US)	Wheater's Functional Histology: A Text and Colour Atlas	Young	6
9780323400152	Elsevier Limited (UK)	Basic Immunology: Functions and Disorders of the Immune System	Abbas	5
9780323371148	Elsevier Limited (UK)	Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish	Pilar Ortega	2
9781315815015	Garland Science	Essential Cell Biology	Alberts	4
9781605351964	Sinauer Associates, Inc.	Neuroscience	Dale Purves et al	5
9781469825106	Wolters Kluwer Health	Bates' Guide to Physical Examination and History-Taking	Bickley	11
978-1-4698-8418-9	Wolters Kluwer Health	Essential Clinical Anatomy	Moore	5
978-1-4698-2917-3	Wolters Kluwer Health	Lippincott's Illustrated Reviews: Microbiology	Harvey	3

978-1-4698-0258-9	Wolters Kluwer Health	Marks' Basic Medical Biochemistry: A Clinical Approach	Lieberman	4
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VIII. Faculty Roster: SPM Year 2 Unit Directors

CNS and Special Senses (CSS):

Dr. Dale Quest

Dr. Dian Pettit

Dr. Richard Brower

Endocrine System (END):

Dr. Veronica Velasco

Dr. Cynthia Perry

Dr. Stephen Sandroni

Dr. Tamis Bright (IM)

Reproductive Systems (REP):

Dr. Herbert Janssen

Dr. Veronica Velasco

Dr. Thomas Gest

Dr. Patricia Rojas-Mendez (OB/GYN)

Dr. Jennifer Molokwu (FM)

Mind and Development (MHD):

Dr. Dan Blunk

Dr. Blanca Garcia (PED)

Dr. J Vasquez (FM)

IX. Professionalism, Plagiarism and Copyright Policies

Professionalism is a core competency in Medicine. In SPM, as with all other courses in the Paul L. Foster School of Medicine, we expect students to adhere to the Standards of Professional Conduct and the Medical Student Honor Code as outlined in the PLFSOM Student Handbook and the TTUHSC-EP Institutional Handbook (available on the Office of Student Affairs website under 'PLFSOM Student Handbooks'). In particular, students must not attempt to copy, post or share SPM exam questions (formative or summative). Students who have delayed testing or remediation must not discuss the content of SPM exams with their peers prior to testing. Students must not submit false claims of attendance for required SPM sessions or attempt to sign-in for another student. Students must not attempt to obtain an excused absence for a required activity or examination through misrepresentation. Students must adhere to published policies related to plagiarism and copyright protection. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for SPM, regardless of the student's academic performance. A student who witnesses academic misconduct or other unprofessional behavior is obligated to report that violation or risk facing disciplinary action. Violations of professionalism could result in expulsion from PLFSOM.

X. Appendix I

Bloom's Taxonomy of Action Verbs						
Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Breakdown objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalize • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

X. APPENDIX II0

Event Card

Student Name:
Faculty/Staff/Student Name:
Date:
Course (Circle One): SPM SCI Medical Skills Master's Colloquium SARP Other
Description of Event:
Did this demonstrate exceptional professionalism? (Circle One) Yes No
Did this demonstrate a lapse in professionalism? (Circle One) ® Yes No
Suggestions for improvement?

Return to Course Coordinator