Clinical Rounds for Basic Scientists: PATH-GS 8355
Time: 1:15-2:30 pm

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Clinical Rounds for Basic Scientists is a highly interactive course that combines the expertise of clinical specialists with basic laboratory scientists to convey different perspectives on how these experts approach the clinical care and research in patients with common clinical problems. Over the 12-week course we will present case reports with patient interviews, and the science underlying six different medical conditions (e.g.: lung cancer, inflammatory bowel disease, Parkinson's disease, chronic pain, type 1 diabetes, and autism).

Syllabus:

Date	Topic	Focus	Speaker	Pre-class Report due?
9/3	course introduction			
9/10	Inflammatory bowel disease	research	Jeremy Goettel	Yes
9/17	Chronic Pain	clinical care	Lauren Poe	Yes
9/24	Inflammatory bowel disease	clinical care	Lori Coburn	
10/1	Student Presentations			
10/8	Autism	clinical care	Brianna Lewis (rec by B.C.)	Yes
10/15	Diabetes	clinical care	Dan Moore	Yes
10/22	Diabetes	research	Dan Moore	
10/29	Autism	research	Sarika Peters	
11/5	Chronic Pain and Its Treatment	research	Steve Bruehl	
11/12	Lung Cancer	research	Jon Lehman	Yes
11/19	Lung Cancer	clinical care	TBA	
11/26	Thanksgiving - no class			
12/3	Parkinson's Disease	clinical care	David Charles	Yes
12/10	Parkinson's Disease	research	Mallory Hacker	

HIPAA Training

All students and postdocs must review the mandatory HIPAA PowerPoint Training and then complete the HIPAA Attestation and return it by September 10^{h}. You cannot enroll in or audit this course without completing the HIPAA compliance. There will be patients presenting during some of the sessions and keeping their information confidential is of the upmost importance.

Grading

1) Summary reports (50%)
2) Attendance (20%)
3) Class Participation (20%)
4) Presentation (10%)

The course will be graded pass or fail based on attendance, participation, and completion of six pre-class summaries of each disease / condition using a time stamped, on-line course management system.

Reports:

All students will be required to do background reading on each of the conditions before they are presented in class. Students will register with Medscape, an on-line portal for physicians and healthcare professionals worldwide, that provides clinical perspectives and essential point-of-care drug and disease information. Prior to the first discussion of a disease / condition, students will be required to submit a brief entry summarizing their reading about the disease / condition being presented (based in their prior reading in Medscape). Dates that these reports are due are noted on p.1 of this syllabus.

Content: Students will be expected to answer 4 questions in their pre-class summary reports. Answers to each question should be 2-4 sentences long.

1. What is the cause of the disease / condition?
2. What is the typical clinical presentation of patients with the disease / condition?
3. How is the disease / condition diagnosed?
4. How is the disease / condition treated?

Student Presentations:

All students taking the course for credit will research and present an oral summary to the class on one way that the COVID-19 pandemic has had an impact on human health. Class presentations will be a maximum of three minutes with two minutes for questions. Each student will use one powerpoint slide for their presentation.

- Students must submit 3-5 proposed topics to the instructor by noon on Friday, 9/17. Students will be notified of the topic chosen by the instructor on Tuesday, 9/21.
- Presentations should include a brief summary of the topic and how it has impacted human health.
- Each student will present a different topic, so **be creative when proposing topics**! Topics should demonstrate an impact on one aspect of human health. Some examples include (but are not limited to): mental health, substance abuse, specific health inequities, specific pre-existing conditions, influence of potential environmental changes, effect on hospitals / hospital systems, etc…

Attendance policy

Students will be allowed a maximum of 2 missed sessions for excused and unexcused absences to complete the course requirements.

Unexcused absences: A maximum of one unexcused absence will be allowed over the entire course. The course organizer will specify the difference between excused and unexcused absences on the first day of the course.

Excused absences: Examples of excused absences would include health problems, family emergencies, or attendance at a national / international scientific conference. While conflict with research activities will generally not be acceptable as an excused absence, second-year students who have just joined their lab will be less experienced in predicting how long procedures take. They will be allowed to miss a maximum of one session for compelling research reasons (with a note from their PI).

To count an absence as excused, a student must do <u>both</u> of the following:

a) Enter the reason for the absence into the course management system <u>before</u> the start of class. An excused absence submitted after the session will be considered unexcused, unless there are exceptional circumstances (as judged by the course directors).

b) Enter any summary report into the course management system <u>before</u> the start of class. These entries will be approved or rejected by the course directors.