

**SEMESTER:** Click or tap here to enter text.

**COURSE TITLE:** Click or tap here to enter text.

**COURSE NUMBER:** Click or tap here to enter text.

**SEMESTER HOURS:** Click or tap here to enter text.

**COURSE DURATION:** Click or tap here to enter text.

**COURSE DIRECTOR:** Click or tap here to enter text.

Table of Contents

[I. FACULTY CONTACT INFORMATION 2](#_Toc141867802)

[II. COURSE MEETING TIMES 3](#_Toc141867803)

[III. Course communications through e-mail and LEO 3](#_Toc141867804)

[IV. Textbook and readings 3](#_Toc141867805)

[V. Course description and goals 4](#_Toc141867806)

[VI. Course OBJECTIVES 4](#_Toc141867807)

[VII. TIME MANAGEMENT 4](#_Toc141867808)

[VIII. HOW TO SUCCEED IN THIS COURSE 4](#_Toc141867809)

[IX. COURSE POLICIES 4](#_Toc141867810)

[A. Attendance, Punctuality and Absence Policy 4](#_Toc141867811)

[B. Methods of Instruction 4](#_Toc141867812)

[C. Methods of Assessment 4](#_Toc141867813)

[D. Grading Policy and Criteria for Passing 5](#_Toc141867814)

[D. Reassessment (ONLY IN M1-M4) 5](#_Toc141867815)

[E. Academic Integrity and Exam Policy 5](#_Toc141867816)

[F. Fostering an Inclusive Learning Environment 5](#_Toc141867817)

[X. STUDENT EVALUATION OF THE COURSE 5](#_Toc141867818)

[XI. MISTREATMENT 5](#_Toc141867819)

[XII. RESOURCES AVAILABLE TO HELP YOU AT the CUNY SCHOOL OF MEDICINE 5](#_Toc141867820)

[A. Learning Resource Center 6](#_Toc141867821)

[B. Accommodations for Students with Disabilities: 6](#_Toc141867822)

[C. Counseling and Wellness Office 6](#_Toc141867823)

[D. Additional Resources 6](#_Toc141867824)

[XIII. FREQUENTLY ASKED QUESTIONS 6](#_Toc141867825)

[XIV. WEEKLY LECTURE TOPICS, READINGS, AND ASSIGNMENTS 9](#_Toc141867826)

# I. FACULTY CONTACT INFORMATION

**Course Director:** Click or tap here to enter text.

**E-mail:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Office hours:** Click or tap here to enter text.

FACULTY

**Name:** Click or tap here to enter text.

**E-mail:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Office hours:** Click or tap here to enter text.

**Coordinator:** Click or tap here to enter text.

**E-mail:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Office:** Click or tap here to enter text.

# II. COURSE MEETING TIMES

Click or tap here to enter text.

# III. **Course communications through e-mail and LEO**

**Email:** You will receive emails about the course every week through LEO. These emails are not sent to individual addresses. Please check your email regularly. If you have questions about the course content, post your questions on the Discussion Board on LEO. If you need to talk with the teaching faculty or me (the course director), feel free to email them or me. However, you should not expect immediate responses. Please allow 24 hours, not including weekends, for a reply before you send a reminder email. In your email, please identify yourself and the course you are taking since many teaching faculty teach several courses at the same time. **Emails without names and lab sections will not receive a response.**

**LEO:** LEO will provide you with an online forum for discussions related to course topics. All of your assigned readings are posted on LEO.

# IV. **Textbook and readings**

**REQUIRED READINGS:**

Click or tap here to enter text.

**RECOMMENDED READINGS**

Click or tap here to enter text.

**Other available resources:**

Click or tap here to enter text.

# V. **Course description and goals**

Click or tap here to enter text.

# VI. **Course OBJECTIVES**

**At the end of the course students should be able to do the following:**

Click or tap here to enter text.

# **VII. TIME MANAGEMENT**

Zucker School of Medicine has put together a [web page](https://medicine.hofstra.edu/academic-success/time-management.html) that will be very helpful to anyone in need of help in managing his/her time while in college. The link is also available on LEO, under resources along with other useful links.

# **VIII. HOW TO SUCCEED IN THIS COURSE**

Click or tap here to enter text.

# IX. COURSE POLICIES

## A. Attendance, Punctuality and Absence Policy

Students must attend mandatory sessions and exams and must be seated to start work on time. Students who sit for an exam are presumed to be well. Students who are not well on the date of an exam must notify the course director and [absence@med.cuny.edu](mailto:absence@med.cuny.edu). Students should refer to the Student Handbook for further information.

## B. Methods of Instruction

Click or tap here to enter text.

## C. Methods of Assessment

Exam questions are chosen to assess success in achieving the learning objectives listed in the syllabus. Labs, assigned readings, and other supplemental material are provided to ensure student success. See the schedule for the dates for the quizzes and the exams.

**Formative assessments**: The goal of formative assessments are to track student learning and to provide ongoing feedback to students and course directors. Formative assessments: 1) help students identify their strengths and weaknesses; 2) target areas that need work; 3) help faculty recognize where students may require additional educational support.

Examples of formative assessments include weekly quizzes, asking students to draw concept maps in class to represent their understanding of a topic and submitting one or two sentences identifying the main point of a lecture.

**Summative assessments:** Summative assessment count towards the final grade. Examples of summative assessments include exams and assigned projects.

All assessments, whether they are formative or summative, are mandatory at the CUNY School of Medicine.:

Click or tap here to enter text.

## D. Grading Policy and Criteria for Passing

Click or tap here to enter text.

## D. Reassessment (ONLY IN M1-M4)

Click or tap here to enter text.

## E. Academic Integrity and Exam Policy

The CUNY School of Medicine Policy on Academic Integrity and on Exam Policy can be found in the Student Handbook. We suggest that you review the policy very carefully. If we suspect any breaches of academic integrity, including plagiarism, we will follow the procedure for addressing violations of academic integrity as approved by CUNY School of Medicine, no exceptions made.

## F. Fostering an Inclusive Learning Environment

Click or tap here to enter text.

In addition to the personal statement of the CD, there is an institutional diversity statement ( [**CUNY School of Medicine Diversity Equity and Inclusion Policy**](https://cunymed.org/diversity-education-and-inclusion-statement/)).

# X. STUDENT EVALUATION OF THE COURSE

The Office of Medical Education mandates that every medical student must participate in end-of-course evaluations. It is considered a professional obligation for students to offer constructive feedback about the curriculum, which is crucial for continually improving the quality of the medical school's educational program. Students who submit evaluations in 80% of their courses will receive a Professionalism Commendation that will be documented in their Medical Student Performance Evaluation.

# XI. MISTREATMENT

All reports of alleged mistreatment will be monitored and tracked by the Office of Student Affairs. Students should refer to the Student Handbook for further information.

[Mistreatment Reporting](https://cunymed.org/mistreatment-reporting/)

# XII. RESOURCES AVAILABLE TO HELP YOU AT the CUNY SCHOOL OF MEDICINE

## A. Learning Resource Center

The [CUNY School of Medicine Learning Resource Center](https://cunymed.org/learning-resource-center/) offers group and individual tutorial services. All students are encouraged to avail themselves of the various services offered by the LRC. Follow the link below for more information, to make an appointment or to sign up for services:

## B. Accommodations for Students with Disabilities:

[CUNY School of Medicine Accessibility Center](https://cunymed.org/accessability-center/) ensures equal access and full participation to all programs, services, and activities by coordinating and implementing appropriate accommodations. If you are a student with a disability who requires accommodations and services, please visit the Accessibility Center prior to communicating with the lecture and lab instructors about your disability or required accommodations. Students must provide a letter from the Accessibility Center to the instructor notifying the course director of the required accommodations. At least 1 week before an exam, the students must provide a signed exam accommodation form to the instructor.

## C. Counseling and Wellness Office

It is not uncommon for students to experience stress and anxiety during the course of their studies. Often, students find it useful to take advantage of the [CUNY Med Counseling Office](https://cunymed.org/counseling-and-wellness-office/) to help address their concerns.

## D. Additional Resources

Students who find themselves experiencing difficulties obtaining food every day or who lack a stable and safe place to live are urged to come to Benny’s pantry for assistance.

[Benny’s Food Pantry](https://www.ccny.cuny.edu/bennysfoodpantry)

Benny’s pantry is located on the ground floor of the North Academic Center (NAC) and is open to anyone within the CUNY community (students, staff, faculty) in need of support. The pantry is open from 10am to 6pm and is self-serve. Additional emergency support for financial, health and housing needs are also available through Benny’s. Please contact Dee Dee Mozeleski at [dmozeleski@ccny.CUNY.edu](mailto:dmozeleski@ccny.CUNY.edu) or Charles Ramirez @[cramirez@ccny.CUNY.edu](mailto:cramirez@ccny.CUNY.edu) for additional details.

The food pantry is available to all members of the CCNY community regardless of their level of need.

Food insecurity:     [Supplemental Nutrition Assistance Program](https://listmanager.ccny.cuny.edu/t/20617/2607957/6636/10/)

Housing insecurity:     [Healthy CUNY](https://listmanager.ccny.cuny.edu/t/20617/2607957/6638/19/)

Financial insecurity:    [Petrie Student Emergency Grants](https://listmanager.ccny.cuny.edu/t/20617/2607957/6639/21/)

# XIII. FREQUENTLY ASKED QUESTIONS

Learning Recommendations for Organ System Modules

|  |  |
| --- | --- |
| Concern | Recommendation |
| 1. What resources should I use to study? | The Syllabus for each module indicates the resources to use to best address the learning objectives in each session. Scholar Rx is now central to the material you are expected to learn. The questions on the organ system module final NBME exam are chosen based on the learning objectives and the resources indicated (Scholar Rx) in the syllabus. |
| 2. What is the purpose of quizzes? | The quizzes are best used to help you track your understanding of the course content, and whether your learning strategy is successful. Faculty will use quizzes to determine how you are doing in the course. The quizzes will not count for your final numerical grade, but you must take the quizzes to pass the module. |
| 3. I’m too tired to study. | The more active the learning process the more likely you are to stay mentally engaged and awake. Ways to engage in active learning using Scholar Rx include:   * Creating and using Flashcard decks and smart notes. * Testing yourself with the review questions at the end of each brick. * At the end of each brick assess how well you did in achieving the brick learning objectives. * Watching the express videos and rating your confidence on the material presented * Testing yourself with Qmax questions * Taking practice exams in Scholar Rx * Reviewing First Aid related facts * Use the downloadable workbook you can access in the videos. |
| 4. There is too much material to learn. | When studying for course exams, many students feel like there is too much information to learn. Start by reviewing the course objectives. These will be your highest yield topics. |
| 5. I am easily distracted | If you have ADHD or might have challenges with concentration, seek a diagnosis and treat it. If you have a learning disorder, get it evaluated and obtain accommodations. Physicians are notoriously bad at taking care of themselves. If you don’t have ADHD or a learning disorder, but still find yourself easily distracted see strategies for #3 which provides tips for active learning. |
| 6. I have trouble making a study schedule. | Make an appointment to meet with a learning specialist at the LRC |
| 7. I have trouble following a study schedule. | Find a method for keeping you accountable to your study schedule. Set deadlines and create rewards. Seek advice from one of our learning specialists |
| 8. What is the best approach for studying practice questions | * Do timed questions before reviewing material to stimulate retrieval practice and intentional studying. * Ask yourself, “What is the question really asking?” The best way to determine if you understand the material is after reading the clinical vignette and lead in to the choices cover the choices and see if you have an answer. * If you get a question wrong while you are studying, ask yourself how would they have written the question for my incorrect choice to be correct? (i.e., in order for “S. pneumoniae” to be correct, they would have to tell us that the patient was febrile and has focal rales, egophony or an infiltrate on the chest X-ray. They did not so the answer must be “a. COPD exacerbation”) * For questions missed, did you not know the information? Not spend enough time on the question? Misread the question? Forget to read all of the answer choices? Get discouraged and invest less effort in the question? * Take note of any misconceptions in your reasoning about the concepts you got wrong. * Redo missed questions at a later date for spaced repetition learning. |
| 9. I would do better if I have enough time to finish the questions on the test. | * Have a consistent approach to answering questions. i.e., Read the question at the end of the passage first, then go back and read through the body of the question, consider an answer, and then read the answer choices. * Be sure to synthesize information as you are reading questions: read 180/90 not as numbers but as “very hypertensive.” * If you have trouble finishing tests on time: you will want to practice larger blocks of questions (40-50) where you time yourself to help establish your pace. Keep track of how long it takes to complete a certain number of questions. Are you getting faster with each block? * Learn to manage the clock during the exam. How often do you look at the clock? Is it helping you move through the questions or taking up too much time? Decide how long you should spend on 10 questions, and by what time you want to have them answered. Look at the clock after every 10 questions or if you think a question is taking too long. How much time do you have left to finish the 10 questions or that block of the exam? Get comfortable looking at the clock quickly and making a quick decision based on how much time has passed. * Repetition leads to efficiency, especially if English is not your first language. You will likely benefit from talking to a remediation or learning specialist. * Work on questions with a teacher who can watch you work through questions aloud and help you identify challenges…Do you get distracted?  Do you key in on the most valuable information? Do you lose this train of thought and have to go back and reread? Do you become paralyzed just before you choose an answer? Do you overthink questions and miss the obvious points? |
| 10. I’m very anxious about taking the exam | * Practice test taking strategies in your study sessions to reduce test anxiety and increase your confidence in taking exams. * Make sure that when you are seated and taking the exam that you are leaning forward into the exam. You have got this! It doesn’t have you. * If your anxiety is paralyzing, strongly consider seeking treatment. Students, residents, and fellows actively and frequently seek mental health help throughout training, including for exams. |

# XIV. WEEKLY LECTURE TOPICS, READINGS, AND ASSIGNMENTS

|  |  |  |
| --- | --- | --- |
| Week | Lecture Topic | Readings |
| Whole course |  | Use as reference throughout the year: Dean Iannuzzi’s PPT (posted on LEO) |
| WEEK 1 | | |
| 8/7/2023 | SESSION 1  Case-based Learning: Musculoskeletal system - normal structure, normal development | Musculoskeletal Anatomy- Foundations and Frameworks  [**https://exchange.scholarrx.com/brick/musculoskeletal-anatomy-foundations-and-frameworks**](https://exchange.scholarrx.com/brick/musculoskeletal-anatomy-foundations-and-frameworks)  Development of the Musculoskeletal System  [**https://exchange.scholarrx.com/brick/development-of-the-musculoskeletal-system**](https://exchange.scholarrx.com/brick/development-of-the-musculoskeletal-system) |
| SESSION 2  Case-based Learning: Musculoskeletal system - normal histology | Normal Histology of Connective Tissue  [**https://exchange.scholarrx.com/brick/histology-of-connective-tissue**](https://exchange.scholarrx.com/brick/histology-of-connective-tissue)  **https://usmle-rx.scholarrx.com/video-player;playlist=232920;video=641 (video - 2 mins)**  **https://usmle-rx.scholarrx.com/video-player;playlist=232920;video=626 (video - 5 mins)**  Normal Histology of Bone and Cartilage  **https://exchange.scholarrx.com/brick/histology-of-bone-and-cartilage**  [**https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=1554**](https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=1554) **(video - 2 mins)**  [**https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=2410**](https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=2410) **(video - 4 mins)**  Normal Histology of Muscle  **https://exchange.scholarrx.com/brick/histology-of-muscle-tissue**  [**https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=1544**](https://usmle-rx.scholarrx.com/video-player;playlist=233038;video=1544) **(video - 8 mins)** |
| 8/8/2023 |  |  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |