Basis of Disease Learning Objectives

By the end of the course, the student should be able to:

Knowledge
1. (K1) Summarize the normal function of the following organ systems: cardiovascular, pulmonary, renal, gastrointestinal, reproductive, endocrine, dermatologic, hematologic, and muscular-skeletal.

2. (K5, K6, K7) Describe the important pathological processes that can affect these organ systems, including genetic abnormalities, ischemia, inflammation, neoplasia, anatomical derangement, and autoimmune attack.

3. (K5, K6, K7) Discuss the impact of infectious disease pathology on the function of these organ systems.

4. (K6, K7) Explain the pathophysiology of major diseases and abnormal conditions that affect these organ systems.

5. (K4, K10) Discuss how the prevalence and incidence of disease vary among diverse populations.

6. (K8) Identify treatments and medications that ameliorate the disease process.

Skills
7. (S1, S8) Generate a wide differential diagnosis based on data from the history and physical examination as presented in case histories.

8. (S7) Select pertinent diagnostic tests that would be useful to define the pathophysiology of the presumptive disease.

9. (S7) Interpret diagnostic test results and laboratory data with respect to the pathophysiological process.

10. (S2, S3) Search, retrieve, and critically analyze medical information from various evidence-based sources.

11. (S1, S2, S3, S8) Analyze, distill, and synthesize clinical and scientific information collaboratively as a team – from generating a hypothesis about a medical problem, exploring these problems, and reaching a reasoned conclusion.

12. (S11, S12) Demonstrate enhanced communication and interpersonal skills with patients and with colleagues in a small group setting.
Attitudes
14. (A5) Respect the views, time, and participatory rights of classmates and faculty in small and large group teaching settings

How Students are Assessed
Methods for assessing student achievement of course learning objectives include self-assessment quizzes (voluntary and a formative assessment); bi-weekly quizzes; remediation quizzes (for any failed module quiz); attendance, participation, and quality of contribution in problem-based learning sessions; and three final Triple Jump Exams.

Note: K, S, and A, with corresponding numbers in parentheses (e.g., K1, S2, A4), refer to Weill Cornell Medical College’s Educational Objectives of the program leading to the MD degree found at http://weill.cornell.edu/education/curriculum/edu_obj.html