August, 2017

Dear Incoming Students,

Congratulations on your acceptance to SUNY Downstate College of Medicine, Class of 2021. We look forward to welcoming you to the program in August.

You will already have received materials and timelines about the program, and about Orientation Week, which begins on Monday August 7th. Unit 1, Human Structure and Function, begins the following Monday, August 14th.

A draft calendar was made available several months ago*, and we hope that was useful in providing an overview of Unit 1 and in helping you plan your time.

We are now pleased to provide live, online access to the final Unit 1 calendar. In the pages that follow are details for access and a brief guide to navigating the calendar and its contents, links, and attachments. The calendar will be your primary access to the curriculum and to curricular materials, and you’ll be using it every day, so it’s good to begin to explore it as soon as possible. The calendar is intuitive and easy to navigate, and attachments are typically available as .pdf, .docx, .pptx, and similar files that can be downloaded so that you can then organize and access those files as you like. Before we dig into the details, a couple of general comments:

1) The calendar that each student sees in her or his account is individualized – it will show you the time and location of the activities for yourself and your group. For example, if you are in Half I of the class, you will see activities for Half I but not Half II. If you are in Small Group A1 of Half I, you will see the time, location, and faculty facilitator for that Small Group, but not for the other Half I Small Groups (A2, B1, B2, C1, C2, etc.).

2) Fear not, if the Half I, Half II, Small Group, and other class divisions seem confusing, you’ll get a card early in Orientation that lists all your assigned groups. For the most part, you won’t need to worry about this because your own calendar, when accessed through your Downstate account, will always show the correct time and location for your own activities.

3) There may be small changes to the calendar once the Unit is in progress, and a few materials still need to be added in some sessions. If there are significant changes, such as changes to the time or location of an activity, we’ll let you know in addition to updating the calendar.

Again, on behalf of the Unit 1 management team and the Office of Academic Affairs, welcome to Brooklyn and to SUNY Downstate.

Keith Williams, Unit 1 Director

* http://sls.downstate.edu/registrar/calendars/documents/UNIT1CALENDAR2017_001.pdf
Accessing and Navigating the Foundations of Medicine Calendar

The calendar, along with some other curricular items, is accessed through one of two ways: either through Blackboard Learn or directly through a separate URL. Once you're in there, you can also subscribe to a live feed of the calendar through iCal, Google calendar, and similar apps (we'll get to this below). The Blackboard Learn page contains several links and modules related to your assignments, materials & overall course of study, and the embedded calendar app is called Ilios, so you'll often hear faculty and staff refer to the "Ilios calendar" or to material located in "Blackboard folders".

1) Go to: https://downstate.open.suny.edu and sign-in to Blackboard Learn using your nine-digit Student ID number (SID; e.g., 201612345) and password that have been sent to you.

2) Look for the "My Courses" module and click on the “Unit 1: Human Structure and Function” link.

3) Click on the “Integrated Pathways Curriculum Calendar” link:

4) You’ll get a new browser tab directly to the Ilios application. At this point, you will be required to
sign-in separately with the same credentials you used to log into Blackboard. Alternatively, you may also log into Ilios through the URL: [https://ipc3.downstate.edu](https://ipc3.downstate.edu) without having to access Blackboard. This URL is accessible via desktop and mobile devices.

Upon successful login, you will be brought to the default “Week at a Glance” view on the Dashboard. You’ll see that you have the ability to toggle through a number of summary views, including “My Activities” (for the next 60 days), “My Learning Materials” (for the next 60 days), and ultimately your “Calendar”. To move backward or forward to another week use the << and >> arrows in the top left-hand corner; to change from a Week view to a Day, Month or Agenda view use the tabs in the top right-hand corner:
At the top-right of the Dashboard screen, you'll find a drop-down chevron next to your login name that will allow you to directly access all of your learning materials for the academic year in a single, sortable view.

5) We'll use Week 1 of Unit 1 (August 14 to 18) to illustrate the basic features of the calendar, and the typical structure of sessions (aka “lesson plans”), location of materials, etc. **Remember, your own calendar may look different from the examples below** depending on which Half of the class and which groups you are in, but you will see all of the same sessions, just in slightly different times and/or venues. This calendar is for a student in Half I, Small Group C2. Typically, sessions for Half I and Half II are scheduled on the same day or on consecutive days. Here is the “Week” view for Week 1; no doubt you’ll find your own preference for using the Week, Day, or Agenda view:
Note that sessions are color-coded by their modality. Thus, Problem-Based Learning (PBL) is pink, Clinical Skills Physical Exam Labs (CSL) are brown, Patient-Orientated Problem Solving (POPS) is blue, Interactive Lectures are yellow, Anatomy and Histology Labs (none in Week 1, but click forward to Weeks 2 and 3 and you’ll find them) are green (two different shades of green!), and so on.

Note also that all sessions have a unique session ID number – [001], [002], etc., but these are not necessarily in sequence (the Monday/Tuesday sequence is 001, 002, 003, 119, 005). These session numbers are critical for faculty and staff for calendaring and administration, and are a useful reference for students as well as faculty and staff.

The format and goals of many of these modalities, in particular small group sessions such as PBL, POPS and CS Labs, will be new to many incoming students – they are very different from the didactics in most undergraduate colleges, and they emphasize teamwork, discussion, problem-solving, and self-directed learning. We’ll talk in detail about the philosophy, approach, and goals of these modalities in Orientation Week and again early in Unit 1 to help acclimate you to their importance and value in medical education. Indeed, much of that discussion will be led by second-year students at Downstate, or will incorporate their feedback. For now, we want to focus on the mechanics of navigating the calendar.

6) All calendar sessions are structured and accessed in much the same way; the content and specifics vary by modality or place in the curriculum, but accessing the information is largely straightforward and intuitive. As with most IT-related items, if you click and open stuff, you’ll figure it out very quickly.

Let’s use the PBL session [002] at 10:00 a.m. on August 14th as the first example. Hover your mouse over the box for basic information regarding the session (Location, Start and End Time, Title, Instructing Faculty and Course Name). Click anywhere in the pink box and you’ll be taken to a details screen. All sessions are structured in the same basic way...

a) At the top, there’s a header & title, followed by an area which lists the faculty and location and session modality– in this case, the PBL facilitator is Dr. Joks, and the group is meeting in the 8th Floor Classroom 8I (again, don’t worry, we’ll show you your room during Orientation Week!).
b) Then there’s two areas called “Assignments” and “Readings” that will contain the description or goals (if applicable) and a summary of any assignments and readings for the session.

Assignments
Post-session Assignment:
Answer multiple choice questions at the end of Module #3 in doc.com.

Readings
Post-session Readings:
Module #3 in doc.com – Therapeutic Aspects of Medical Encounters

c) Then you’ll find the “Session Learning Materials” — you will need to click on these and download any files for the session; typically they are .pdf, .docx, .pptx, files, or occasionally .mp4, .mov or other formats. In this case, the session contains a Student Manual that you should download and read-through before the PBL session.

Session Learning Materials

- ★ PBL # 002 Ms. Alvarez – student manual (21kb)
- PBL # 002 Ms. Alvarez – student manual
- ★ Scribe Template (Small Group Session Form) (49kb)
- Scribe Template (Small Group Session Form)

d) Below that, there’s an area called “Session Objectives”.

The Objectives, in many respects are the curriculum, they list our expectations of what students should master in each session.
Session Objectives

1.1 Medical History Taking (1. Patient Care)
• [002.1] List the essential elements of the Family History.
• [002.2] List the essential elements of the Social History.

4.1 Doctor Patient Relationship (4. Interpersonal & Communication skills)
• [002.3] Define the bio-psychosocial model for health care and how it differs from the biomedical model. Define the concept of Patient Centered Care and how it operationalizes the biopsychosocial model.
• [002.4] List and define the 4 patient-centered skills essential for operationalizing the biopsychosocial model.
• [002.5] Recognize behaviors that reflect patient-centered care and differentiate (clinician) behaviors that reflect the biopsychosocial model from the biomedical model of care.

4.2 Patient Centered Communication (4. Interpersonal & Communication skills)
• [002.6] Describe and recognize the techniques/skills for initiating an interview.

e) Finally, to the right of those sections, are the “Course Learning Materials” and “Course Objectives”
Course Learning Materials

★ How do we find Dr. Williams? (101kb)

See PDF for details; but the easiest and quickest way is by e-mail – keith.williams@downstate.edu

★ Reported Absence/Lateness Form

Please click on the link to open the Reported Absence/Lateness Form. Complete this form to document absence on a day there are mandatory sessions. This form should be submitted at least a week prior to, but no later than 9 AM on the day of your absence; within 24 hours for emergency situations. Documentation may be required.

NOTE: Submitting this form is for recording purposes only; you will not receive a response from faculty/staff regarding your submission.

★ Formative Assessment Incident Report

The attached link is to the Formative Assessment Incident Report for reporting technical issues while attempting to complete weekly formative exams.

You should use this report to state the reason for not completing a formative examination. The database associated with this report will be checked regularly and responded to promptly.

Please refrain from sending e-mails to faculty and staff regarding formative exam issues.

Thanks for your help with this.

★ Guide to POPS Mechanics, 2017 (630b)

Guide to POPS Mechanics, 2017

★ Link to VM/Histology Server (log-in needed) 2017

Link to VM/Histology Server (log-in needed) 2017
Course Objectives

1.1 Medical History Taking (1. Patient Care)
• (CG 1.1) Gather accurate complete and focused histories in a prioritized and organized fashion, appropriate to the clinical situation and the patient's ability to communicate. (Medical History Taking)

1.2 Physical Exam (1. Patient Care)
• (CG 1.2) Conduct relevant, complete and focused physical examinations in patients of all age groups.

1.3 Clinical Testing (1. Patient Care)
• (CG 1.3) Select and interpret common diagnostic and screening tests based on patient information and patient preferences, using evidence-based and cost-effective principles. (Clinical Testing)

1.4 Clinical Reasoning (1. Patient Care)
• (CG 1.4) Demonstrate clinical reasoning in gathering focused information, formulating and prioritizing a differential diagnosis, integrating patient data to formulate and assessment. (Clinical Reasoning)

1.5 Management Plan (1. Patient Care)
• (CG 1.5) Develop and carry out a management plan with preventative, therapeutic, and palliative interventions based on patient information and preferences, up-to-date scientific evidence, and clinical reasoning skills. (Management Plan)

1.6 Prognosis and Shared Decision Making (1. Patient Care)
• (CG 1.6) Formulate a prognosis and make shared decisions with patients.

1.7 Clinical Procedures (1. Patient Care)
• (CG 1.7) Assess the indications and necessity for medical and invasive procedures utilized in patient care. Perform general basic procedures of a physician. (Clinical Procedures)

1.8 Clinical Information Management (1. Patient Care)
• (CG 1.8) Document encounters and present patient information efficiently, accurately, and concisely. (Clinical Information Management)
7) Let’s use the Interactive Lecture [119] at 9:00 a.m. on August 15th as a second example. Click anywhere in the yellow box and you’ll be taken to the Details screen:

The Overall structure is similar to the previous example, but with longer “Goals” and “Readings” and no pre-session assignments:

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**Unit 1: Human Structure and Function (2017-18) - [119] Vitals are Vital (IL)**

On Tuesday, August 15th 2017, 9:00 am  
Lecture Hall 2  
Taught By Antonia Quinn, Keith Williams  
This session is “Interactive Lecture”

**Goals**

The measurement and interpretation of vital signs is an important component of every physical exam and review of systems. Many injuries or pathologies lead to acute and/or chronic changes in vital signs, and thus vital signs provide information that helps with the development of a differential diagnosis. Today’s lecture deals with the definition and understanding of vital signs, including the concept of “range of normal”, and we’ll look at some clinical case scenarios in which vital signs are altered. Today and later this week, we’ll discuss the biological systems that underlie vital signs, beginning in this lecture with a discussion of temperature and the role of the hypothalamus as the body’s “thermostat”, regulating core body temperature. We’ll also look at the consequences of hypothermia and hyperthermia from a clinical perspective.

What to read before the lecture: Look over the section in Bates dealing with Vital Signs and Physical Exam, and the Physiology textbook section dealing with hypothalamic regulation of core temperature.

**Readings**

Bates Guide to Physical Examination and History Taking (11th ed.)  
Chapter 4: pp 118-129

*Canong's Review of Medical Physiology*, Barrett, K.E. et al., 25th edition; relevant pages from Section III, Chapter 17, pages dealing with Temperature Regulation.

Available online:
At the end of this dialog box, you'll find the PowerPoint posted as both PPT and PDF files – we typically post the same file in two formats – some students prefer a PPT, others a PDF.

Also, if you download that file, you'll see it's a “Pre-lecture” version – many of our interactive lectures are truly interactive and include discussions, Q-and-As, and similar approaches. After the session, we post an updated version with answers to Q-and-As and so-forth.

A key point here is that the curriculum at Downstate is not driven by lectures; lectures are just one of several key modalities, and are designed to be a discussion of key concepts, not a bulk delivery of information and minutiae.
How to get a LIVE CALENDAR FEED

8) The Blackboard/Ilios system has a splendid and very stable live-feed feature that allows you access the calendar and all the attachments in many calendar apps that take a live feed from an HTML link, including iCal and Google calendar. We have not tested it with all common calendar apps on all platforms, but many students and faculty have reported that it works just fine with their app/platform. It provides a handy alternative to signing in on a website, and it means you can get the calendar live on your iPhone, iPad etc., 24/7. At the same time, most students use a laptop or desktop computer to access and use the materials (PPT, PDF, MS Word files, etc.) since they are often too large, complex and detailed to be handled on a phone or tablet.

To get a live feed, click on the “wifi”-type button, top right-hand side of the CALENDAR view and paste the link into iCal or similar app – note the guidelines for this, and note that if you click again (signed into your account), the link will be lost and you’ll have to re-set it in your calendar.

Important caveat to the live-feed calendar

The live-feed calendar is very useful for looking at the day’s activities or the week’s activities, but it only shows the calendar for about 60 days ahead from the current date, so if you use that live feed now you may not see the final week of the Unit. However, all weeks are available in the calendar using the website version…

We hope that this brief introduction is helpful, and that having access to the live calendar before you arrive at Downstate is also helpful. As always, if you have any questions or concerns about the Unit, please feel free to contact me, keith.williams@downstate.edu.

For questions about access, usernames, passwords, log-in issues or technical issues, please e-mail act@downstate.edu.