

# GENES TO SOCIETY



**Genes to Society**

**Course Directors' Handbook**

**Academic Year 2011-12**

**Produced by the  
Johns Hopkins University School of Medicine  
Office of Curriculum**

**GTS Course Directors' Handbook**  
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Preface

The Office of Curriculum is pleased to provide this manual to assist course directors in the development and implementation of curricula for the M.D. degree program at JHUSOM. Section I outlines the offices and personnel available to support the curriculum and course directors. Section II outlines expected standards and policies for the curriculum as determined by the JHUSOM Educational Policy and Curriculum Committee, as well as our system of continuous quality improvement. It is our hope that bringing the policies and resources into one document will facilitate the success and quality of the new *Genes to Society* Curriculum.

Nearly all of the information in this handbook is available online through the GTS website:

<http://www.hopkinsmedicine.org/crc>

Faculty and course directors are strongly urged to bookmark this site; it will be updated frequently.

**Mission Statement and Education Program Objectives**  
**John Hopkins University School of Medicine**

The **mission** of the Johns Hopkins School of Medicine is to prepare physicians to practice compassionate clinical medicine of the highest standard and to identify and solve fundamental questions in the mechanisms, prevention and treatment of disease, in health care delivery and in the basic sciences.

The aim of the pre doctoral curriculum of the School of Medicine is to produce leaders in Medicine who will take the foundation of a broad education in Medicine to improve health through patient care, research, and education. As a measure of their competence, every graduate of the Johns Hopkins University School of Medicine will:

**The Science and Practice of Medicine**

- Apply scientific principles and a multidisciplinary body of scientific knowledge to the diagnosis, management, and prevention of clinical problems.
- Understand the variation in the expression of health and disease through critical evaluation of biomedical research.

**Clinical Competence**

- Obtain a sufficient level of medical knowledge to understand the basic facts, concepts, and principles essential to competent medical practice.
- Exhibit the highest level of effective and efficient performance in data gathering, organization, interpretation and clinical decision making in the prevention, diagnosis, and management of disease.

**The Social Context of Medicine**

- Understand and respond to factors that influence the social, behavioral, and economical factors in health, disease and medical care.

**Communication**

- Demonstrate effective and compassionate interpersonal communication skill toward patients and families necessary to form and sustain effective medical care.
- Present information and ideas in an organized and clear manner to educate or inform patients, families, colleagues and community.

**Professionalism**

- Display the personal attributes of compassion, honesty and integrity in relationship with patients, families, and the medical community.
- Adhere to the highest ethical standards of judgment and conduct as it applies to the health care milieu.
- Demonstrate a critical self-appraisal in his/her knowledge and practice of medicine, as well as receive and give constructive appraisal to/from patients, families, colleagues and other healthcare professionals.

**Lifelong Learning**

- Understand the limits of personal knowledge and experience and will demonstrate the intellectual curiosity to actively pursue the acquisition of new knowledge and skills necessary to refine and improve his/her medical practice or to contribute to the scientific body of medical knowledge.

Section I. Organizational Support

Directory

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Voicemail</b>	<b>(curricular responsibilities)</b>
Nichols, David	Vice Dean for Education	<a href="mailto:dnichols@jhmi.edu">dnichols@jhmi.edu</a>	410-955-8401	Chairs EPCC
Joyce Hoebing	Administrator for the Office of Education	<a href="mailto:jhoebin1@jhmi.edu">jhoebin1@jhmi.edu</a>	443-287-7120	Administrator for the Vice Dean; coordinates budgets for the curriculum
Foy, Mary	Assoc Dean Registrar	<a href="mailto:mfoy@jhmi.edu">mfoy@jhmi.edu</a>	410-955-3080	Student enrollment and credentialing; maintenance of student records
Koenig, Thomas	Assoc Dean Student Affairs	<a href="mailto:tkoenig2@jhmi.edu">tkoenig2@jhmi.edu</a>	410-955-3416	Student Affairs
Lipsett, Pamela	Chair, SAPE Committee	<a href="mailto:plipsett@jhmi.edu">plipsett@jhmi.edu</a>	410-955-3739	Internal review of courses q. 2 years
Hunt, Elizabeth	Director, Simulation Center	<a href="mailto:ehunt@jhmi.edu">ehunt@jhmi.edu</a>	410-614-0847	Coordination of Simulation Center
Goode, Victoria	Welch Library Liaison for SOM	<a href="mailto:vgoode1@jhmi.edu">vgoode1@jhmi.edu</a>	410-502-7574	Welch Library support for coursework; information training
<b>Office of Curriculum Staff:</b>				
Thomas, Patricia	Assoc Dean for Curriculum	<a href="mailto:pthomas1@jhmi.edu">pthomas1@jhmi.edu</a>	410-502-6105	Implementation, monitor content, coordination and workload, LCME standards
Colbert, Jorie	Director, Office of Assessment and Evaluation	<a href="mailto:jcolber2@jhmi.edu">jcolber2@jhmi.edu</a>	443-287-4421	Student Assessment (e.g. psychometric analysis of tests) and Program Evaluation
Kulo, Violet	Instructional Design	<a href="mailto:vkulo1@jhmi.edu">vkulo1@jhmi.edu</a>	410-614-3746	Educational technology, course evaluation reports, Implementation of online testing
Hennel, Terri	Sr. Program Administrator	<a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	410-614-3684	Curriculum support Year 2
Karpovich, Theo	Administrator	<a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	410-502-6075	OASIS support; Year 1 coordinator
<b>Office of Information Technology Staff:</b>				
Dongming Zhang	Director, OIT	<a href="mailto:dzhang1@jhmi.edu">dzhang1@jhmi.edu</a>		
John Steele	Multimedia Coordinator	<a href="mailto:jsteel12@jhmi.edu">jsteel12@jhmi.edu</a>		AV support; Armstrong room reservation
<b>Office of Academic Computing Staff:</b>				
Goldberg, Harry	Director, Office of Academic Computing	<a href="mailto:goldberg@jhmi.edu">goldberg@jhmi.edu</a>	C:410-935-6878	Blackboard, Online Testing, computing support in Armstrong
Dodd, Mark	OAC staff	<a href="mailto:mdodd@jhmi.edu">mdodd@jhmi.edu</a>	410-303-3015	IT and Academic Computing support
Mrozowski, Susan	OAC staff	<a href="mailto:smroz@jhmi.edu">smroz@jhmi.edu</a>	410-955-2359	Blackboard and Academic

				Computing support
<b>Colleges Advisory System:</b>				
Shochet, Rob	Director, Colleges Advisory System	<a href="mailto:rshoche1@jhmi.edu">rshoche1@jhmi.edu</a>	410-502-3737	Colleges Advisory System, and Director of Clinical Foundations
Shultz, Susan	Administrator, Colleges Advisory System & Clinical Foundations	<a href="mailto:sshultz1@jhmi.edu">sshultz1@jhmi.edu</a>	410-502-3737	Administration of Colleges and Clinical Foundations
<b>Office of Student Research:</b>				
Massa, Michele	Academic Coordinator	<a href="mailto:mmassa1@jhmi.edu">mmassa1@jhmi.edu</a>	410-614-7056	Coordinator for Scholarly Concentrations
<b>Institute for Educational Excellence:</b>				
Cofrancesco, Joseph	Director, IEE	<a href="mailto:joeco@jhmi.edu">joeco@jhmi.edu</a>	443-287-4435	Director, IEE
Westman, Michael	Administrative Coordinator	<a href="mailto:mwestman@jhmi.edu">mwestman@jhmi.edu</a>	443-287-4435	Administrator for IEE
<b>Armstrong Staff and Support:</b>				
Hughes, Doug	Armstrong Building Manager	<a href="mailto:dhughe22@jhmi.edu">dhughe22@jhmi.edu</a>		Maintenance of Armstrong; configures rooms
Armstrong Security Desk			410-955-1333	Security in Armstrong
Armstrong Wenz Cafe	David Key, Manager Catering available	<a href="mailto:wenzcafe@gmail.com">wenzcafe@gmail.com</a>	410-955-1466	Open 6:30 am to 6:00 pm

## A. The Educational Policy and Curriculum Committee

Established by the Dean of the Medical Faculty, the EPCC is a standing committee of the School of Medicine and the institutional body responsible for the overall design, management, and evaluation of a coherent and coordinated medical school curriculum associated with the MD degree and other related educational priorities.

EPCC examines a wide range of issues including, but not limited to, these aspects of the medical school curriculum:

- sequencing of the various segments of the curriculum both within and across the academic periods of study (horizontal and vertical integration);
- methods of pedagogy and student evaluation;
- evaluation of course and program effectiveness;
- content and workload in each discipline to identify omissions and unwanted redundancies; and,
- stated objectives of individual courses and clerkships.

The EPCC is also responsible for approving any substantive changes to the medical school curriculum as well as plans for implementation of said changes. No substantive changes can be made to the curriculum without this approval.

In addition the EPCC closely monitors the school's maintenance of LCME accreditation. These standards are available at [www.lcme.org](http://www.lcme.org). Click on "Accreditation Standards."

The bylaws and minutes of the EPCC are located at: <http://www.hopkinsmedicine.org/som/offices/curriculum/epcc.html>

The organizational chart for the EPCC is on the next page.

## B. Office of the Registrar

The Johns Hopkins University School of Medicine Registrar's Office is the repository for all academic records for School of Medicine medical and graduate students. It is also the official record keeping office of appointment records for postdoctoral fellows, house staff, faculty, trainees and observers. The office also manages health, dental, life, disability, dependent care account and retirement benefits for the students, fellows, house staff and trainees.

The office is responsible for student scheduling, transcript preparation, medical licensure processing and certifications among a variety of other academic support services.

The Registrar sets and posts the academic calendar.

<http://www.hopkinsmedicine.org/som/students/academics/calendar.html>

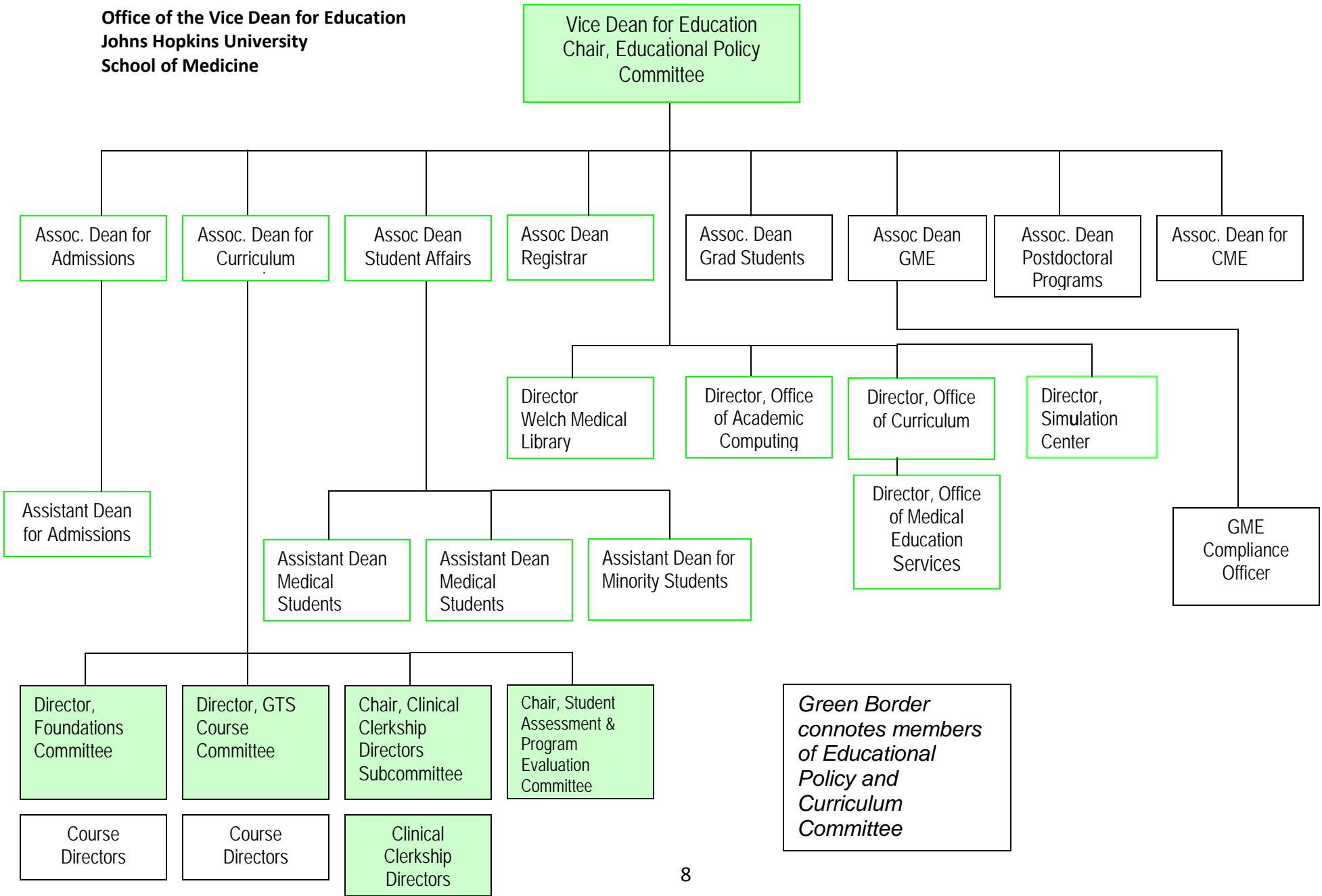
The office notifies course directors/coordinators of student enrollment in courses, and all grades are reported to the Registrar.

Major student activities coordinated through the Registrar's Office includes the SOM graduation/convocation ceremony and student orientation.

Faculty who are contacted by students outside of JHUSOM for elective work should refer students to the Registrar's office to ensure compliance with the Visiting Student Policies of JHUSOM. More information is available at:

<http://www.hopkinsmedicine.org/som/students/policies/visitors.html>.

**Office of the Vice Dean for Education  
Johns Hopkins University  
School of Medicine**



*Green Border  
connotes members  
of Educational  
Policy and  
Curriculum  
Committee*

### C. The Office of Curriculum

**Mission.** The mission of the Office of Curriculum is to deliver the highest quality Doctor of Medicine curriculum for the Johns Hopkins University School of Medicine. We advocate for teaching and learning that will produce graduates who will achieve the knowledge, skills and professional values to effectively address modern societal health care needs. By providing centralized management of the curriculum, the office will track formal curricular events, manage use of the Armstrong building resources (excepting college, and academic computing spaces), provide program evaluation and continuous quality improvement of the curriculum, support faculty development and innovation, and maintain Educational Program LCME standards. We value excellence, teamwork and professionalism, and effective and fair use of resources.

Services Provided:

- OASIS software support
- Assisting with obtaining printed handouts for courses
- Setting up Attendance Tracker for individual events
- Teaching faculty development
- Program evaluation: questionnaire and focus group development

Located in Armstrong suite 331

Contact: 410-614-3684 or [officeofcurriculum@jhmi.edu](mailto:officeofcurriculum@jhmi.edu)

### D. Office of Assessment and Evaluation

The mission of the OMES is to enhance Johns Hopkins medical school curriculum through student assessment and program evaluation.

Services

- Psychometric analysis of internally developed tests, the comprehensive clinical skills exam (CCSE), and other internally developed surveys
- Faculty development on test construction and evaluation
- Management of the *Student Outcomes Research Data* (SORD) warehouse
- Statistical Consulting for medical education studies

Contact: [Jorie Colbert, PhD](#), Director  
334 Armstrong

## **E. The Office of Academic Computing**

The mission of the Office of Academic Computing is to improve medical and graduate education through the prudent use of technology. This unit supplies core technology and services, including curriculum support to faculty and students, and operation of student computing facilities and classroom equipment.

Services Provided:

- Armstrong room reservation at <http://armstrong.som.jhmi.edu>.
- Armstrong AV support
- Wireless Support Service
- Connecting Services
- Faculty Services
- Software Services
- Purchasing a Computer
- Student Services

Specific to the Curriculum, OAC is charged with oversight of Blackboard Learning Management Software and Online Testing Services.

Contact Information:

**[Harry Goldberg, Ph.D.](#)**

Assistant Dean and Director of Academic Computing  
Faculty, Biomedical Engineering

## F. Simulation Center

The Johns Hopkins Medicine Simulation Center is a state-of-the-art medical training facility that incorporates five types of simulation including:

- Standardized Patients and Teaching Associates
- human patient simulation
- virtual reality
- partial task trainers
- computerized simulation

The Simulation Center is used extensively in the *Clinical Foundations*, *Transitions to the Wards*, most of the *Required Clinical Clerkships* and *TRIPLE*.

The Simulation Center is located on the 8<sup>th</sup> floor of the Johns Hopkins Outpatient Center. If you are considering designing a simulation for your course, please contact the Sim Center staff to discuss. You should be prepared with the following planning details: [Sim Center Project Planning Checklist](#)

The staff of the Simulation Center have created the following checklist to assist in planning for a standardized patient case or simulation: [Things to Think About When Planning a Case](#)

A typical “Case Blueprint” is provided [here](#).

Further information about planning an educational event in the Simulation Center can be obtained from the website at: [http://www.hopkinsmedicine.org/simulation\\_center/](http://www.hopkinsmedicine.org/simulation_center/)

## Section II: Design and Structure of Courses

### The Genes to Society Curriculum

The Genes to Society (GTS) curriculum is the result of a 5-year curriculum development process that has included over 100 faculty, administrative staff and students. The curriculum development process addressed a variety of forces advocating for change in the way we prepare physicians in the 21<sup>st</sup> century. The new curriculum begins with a grounding in what we've learned from the Human Genome Project about human variability, risk and the ability to modulate disease presentation and outcomes. We have also brought in a wealth of knowledge in the social and behavioral sciences, as well as public health and policy content, with an aim toward improving societal health outcomes. Students will experience an integrative approach to health from the first week of medical school. Other innovations include a strong career preparation course with a scholarly project, a longitudinal clerkship, translational science courses, transition courses at milestones in the curriculum, and improved assessment and evaluation.

To meet the [educational objectives](#) for the institution, which are listed at the beginning of this manual, the curriculum architecture consists of *vertical courses*, such as "Anatomy", "Clinical Foundations", and "Foundations of Public Health" which are time-limited, and *Horizontal Strands*, which appear throughout the 4-year curriculum. Students are expected to demonstrate achievement in competencies both in vertical courses and horizontal strands. Specific information on the curriculum (list of courses, objectives, course directors, curriculum committees) is posted at [www.hopkinsmedicine.org/crc](http://www.hopkinsmedicine.org/crc)

The Horizontal Strands are divided into those pertaining to Biomedical topics and those to Social and Behavioral topics. The topic leaders are:

Horizontal Biomedical Strands(led by Ronald Cohn):

- Genomics/Proteomics (Ronald Cohn)
- Imaging (Donna Magid)
- Informatics (Harold Lehmann)
- Embryology (Se-Jin Lee)
- Pathology (Mike Borowitz)
- Pharmacology (Phil Cole)
- Therapeutics (Brent Petty)

Horizontal Social and Behavioral Strands(led by Gail Geller):

- Human Development (Mary Leppert)
- Aging (Danelle Cayea)
- Pain (Beth Murinson)
- Patient Safety (Hanan Aboumatar)
- Ethics & Professionalism (J. Mostwin, G. Geller)
- Epidemiology (Gail Daumit, Raquel Greer)
- Nutrition (Paul Watkins)
- Communication (Mary Catherine Beach)
- Cultural Competence (Daniel Teraguchi)
- Health Policy (Eric Bass)
- Health Care Disparities (Lisa Cooper)

## Four Year Schematic of Courses

August																	January												March							June																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52			
TIME Hlth Disp	Scientific Foundations of Medicine																	TIME Hlth Promo	Break	Genes to Society Immunology (16 days)    Micro/ID (20 days)												TIME Global	GTS Heme/Onc (18 days)							Neuroanatomy (6)	Break	GTS NSS (21 days)						TIME Disaster	Summer Break (9 weeks)					
	Clinical Foundations																			Long. Clerk.													LC									LC												
	Foundations of Public Health & Ethics																			Scholarly Concentration													SC									SC												
																																	BMB(12 days)									NSS+ (15 days)												
																																				TIME Pain Care						Scholarly Conc.												
September																	January												March							June																		
Genes to Society Pulm (13) Renal (17)																	TIME Subs Abuse	Genes to Society Cardiac (20 days) GI/Liver (18 days) Endocrine (13 days)												Break	TIME Pt Sfaety	Genes to Society Repro. (18 days) Musculoskel. (10 days)							Transition to Wards	Break	* Med, Surg, Peds, GYN-OB						TIME End of Life	* Med, Peds, GYN-OB						
Long. Clerk.																		Long. Clerk.														Elective, E-Med									Neuro/Psych							Break						
SC																		Scholarly Concentration														Scholarly Concentration									Break							Elective, Emed						
																																Break									Break							Advanced Clerkship*						
September																	January												March							June																		
* Med, Surg, Peds, GYN-OB																	Transl Sci	* Med, Surg, Peds, GYN-OB												Break	Transl Sci	* Med, Surg, Peds, GYN-OB							Break	Transl Sci	* Med, Surg, Peds, GYN-OB						Transl Sci	* Med, Peds, GYN-OB						
Neuro/Psych																		Neuro/Psych														Neuro/Psych									Neuro/Psych							Break						
Adv Clerk*																		Adv Clerk*														Adv Clerk*									Adv Clerk*							Elective, Emed						
Elective, E-Med																		Elective, E-Med														Elective, E-Med									Elective, E-Med							Advanced Clerkship*						
Break																	Break												Break							Break						Break												
September																	January												April																									
* Surg, Peds, GYN-OB																	Transl Sci	Break												Break	Transl Sci	Break							Break	TRIPLE 1	TRIPLE 2	Break												
Neuro/Psych																		Elective, Emed														Elective, Emed										Elective, Emed												
Adv Clerk*																		Advanced Clerkship*														Advanced Clerkship*										Advanced Clerkship*												
Elective, E-Med																		Advanced Clerkship*														Advanced Clerkship*										Advanced Clerkship*												
Break																	Break												Break							Break																		

**\*** = PRECEDE  
**\*** Preclerkship Education Exercises

\*BMB=Brain, Mind & Behavior  
 †NSS=Nervous System & Special Sense  
 ‡Half class in TRIPLE at a time

**\*\*\*All core blocks must be completed by October of year 4.**

## Curricular Course Dates for GTS, 2011-12

### Year One

Block/Course	Number of Days	Inclusive Dates	Comments (Notes)
Orientation	2	8/15-16	Mon-Tues
TIME: Health Care Disparities	3	8/17-8/19	
Anatomy	35	8/22-10/10	9/5 Labor Day not counted
<b>Anatomy Exams</b>		<b>Friday 9/9, Mon 9/26, Mon 10/10</b>	9/29 is Rosh Hashanah Yom Kippur is Sat (10/8)
Scholarly Concentrations	.5	Tuesday, 9/27 2-3:30	Orientation
Clinical Foundations	15 + weeks	8/22-12/8	
FPHE	10	10/4-12/6	Overlap with last 2 weeks Anatomy
SF Macromolecules	7 +1	10/11-10/20	
<b>Macromolecules Exam</b>		<b>Thursday 10/20</b>	
SF Cell Physio	8+1	10/21-11/2	
<b>Cell Physiology Exam</b>		<b>Wed 11/2</b>	
SF Metabolism	6 +1	11/3—11/11	
<b>Metabolism Exam</b>		<b>Friday 11/11</b>	
SF Genetics	5 +1	11/14-11/21	
<b>Genetics Exam</b>		<b>Monday 11/21</b>	
SF Pharmacology*	6+1	11/22-12/2	Thanksgiving Break Wed 11/23-Mond 11/28
GTS Intro: Pathbio*	6+1	11/22-12/2	
<b>Pharm +Patho bio Exam*</b>		<b>Monday, 12/5</b>	
Epidemiology*	4+1	12/6-12/12	
<b>Epidemiology Exam</b>		<b>Monday 12/12</b>	
Clinical Foundations Exam Dates	5	11/28,11/30,12/1, 12/7,12/8	See note below from Rob Shochet <sup>1</sup>
TIME: Health Promotion	5	12/13-12/16	
<b>Restorative Medicine</b>	<b>Session 1</b>	Monday 12/12	Following Exam Intro and Sampling of 6
Scholarly Concentrations	3	12/13-15 Tues-Thurs	
		12/19-1/3	Winter Break Note: Monday, Jan 2 is holiday. Return is

\*Pharmacology and Pathobiology occur concurrently.

<sup>1</sup> Clinical Foundations Exams: The exam includes a standardized patient activity (2.5 hours) and a separate supervised patient interview (1.5 hrs). We have 5 exam dates and each student will be assigned to two afternoons to complete these.

On the last day of class, we will hold feedback sessions- this is the day before the pharm+ exam, but each student will have only a 30-45 minute meeting with their preceptor.

			Tuesday
Longitudinal Clerkship	20	1/3- 6/7	Not: 2/23, 2/28 Not: 3/27,3/29 Not: 5/8,5/10
GTS Immuno	12 +1	1/3-1/20	Student Research Day Friday 1/6/11
<b>GTS Immuno Exam</b>		<b>Friday 1/20</b>	MLK Holiday 1/16
GTS Micro-ID	20	1/23-2/17	
<b>Restorative Medicine</b>	<b>Session 2</b>	<b>Monday 2/6</b>	3-5
<b>GTS Micro-ID Exam</b>		<b>Friday 2/17</b>	
GTS Dermatology	3	2/20-2/22	
TIME: Global Health	4	Thurs 2/23-Tues 2/28	
Scholarly Concentrations	3	2/23, 2/24, 2/27 Thurs, Fri, Mon	
GTS Hematology Onc	17+1	2/29-3/23	Match Day March ?
<b>Restorative Medicine</b>	Session 3	Monday 3/5	3-5
<b>GTS Hem Onc Exam</b>		<b>Friday, 3/23</b>	
		3/26-4/1	Spring Break
<b>Restorative Medicine</b>	Session 4	Monday 4/2	3-5
GTS-NSS † Neuroanatomy	6	4/2-4/9	
<b>Neuroanatomy Exam</b>		<b>Monday, 4/9</b>	
			Second Look 4/12-15
GTS BMB	12	4/10-4/25	
<b>GTS BMB Exam</b>		<b>4/25</b>	No GTS WS that day
<b>Long.clerkship EXAM</b>			Take home 4/27-4/29
GTS NSS†	9	4/26-5/8	
<b>Restorative Medicine</b>	Session 5	Monday, 4/30	3-5
<b>Long.Clerkship Exam</b>		<b>5/1,5/3,5/4</b>	MidCourse SP Evaluation
<b>GTS NSS Motor Sensory Exam</b>		<b>Tuesday, 5/8</b>	
TIME: Pain Care	4	Wed 5/9- Mon 5/14	Preakness is 5/21/11 <sup>2</sup>
Scholarly Concentrations	3	5/8,5/9,5/10 Tues, Wed, Thurs <sup>3</sup>	
GTS NSS†	19	5/15-6/8	Memorial Day 5/28 not counted
<b>Restorative Medicine</b>	Session 6	Monday, 6/4	3-5
<b>GTS NSS Exam</b>			AMEB exam anytime between noon on Friday 5/25

<sup>2</sup> May not be a Preakness in 2012; may be 5/19 to be same week, which would put Turtle Derby at 5/18

<sup>3</sup> Confirmed with MC Beach on 2/24/11

			and 5:00 pm on Tuesday 5/29
GTS NSS Exam		Monday 6/11	
TIME: Disaster	4	6/11-6/15	
Scholarly Concentrations	3	6/12,6/13/6/14 Tues, Wed, Thurs	
Restorative Medicine		Monday, 6/11 Friday, 6/15	
Summer Break	44 days	6/18-8/17/12	

See attachment for Pharm, Pathbio schedule, 11/22-12/2:

†GTS NSS is integrated: Total number of course days=32

**Year Two**

Block/Course	Number of Days	Inclusive Dates	Comments (Notes)
Registration		Friday 8/19	
Longitudinal Clerkship	17	8/23-12/20 <i>Thursday group will miss 11/24 and have 16 sessions</i>	Not 10/4, 10/6 Not 11/24
GTS Pulmonary	13	8/22-9/8	Labor Day 9/5 not counted
<b>GTS Pulmonary Exam</b>		<b>Thursday 9/8</b>	
GTS Renal	17	9/9-10/3	9/29 is Rosh Hashanah 10/8 is Yom Kippur
<b>GTS Renal Exam</b>		<b>Monday 10/3</b>	
TIME: Substance Abuse	4	Monday pm 10/3 to Friday 10/7	
Scholarly Concentrations	3	10/4-10/6 (Tues-Thurs)	
GTS Cardiac	20	10/10-11/4	
<b>GTS Cardiac Exam</b>		<b>Friday 11/4</b>	
GTS GI/Liver	18	11/7-12/5	Thanksgiving Holiday 11/23,11/24,11/25
<b>GTS GI/Liver Exam</b>		<b>Monday 12/5</b>	
GTS Endocrine	13	12/6-12/22	
<b>Long. Clerkship Exam</b>		<b>12/14-12/16</b>	Take home exam
<b>Long.Clerkship Exam</b>		<b>12/18,19,20</b>	SP Exam
<b>GTS Endocrine Exam</b>		<b>12/22</b>	
		12/23-1/2	Winter Break Friday, 12/23 until Monday January 2

TIME: Patient Safety	4	1/3-1/6	
Scholarly concentrations		1/3-1/5 <sup>4</sup>	Student Research Day Friday, 1/6/11
GTS Reproductive	19 <sup>5</sup>	1/9-2/2	MLK 1/16 not counted
<b>GTS Reproductive Exam</b>		<b>Thursday 2/2</b>	
GTS Musculoskeletal	10	2/3-2/16	
<b>GTS Musculoskeletal Exam</b>		<b>Thursday 2/16</b>	
<b>NBME Comprehensive</b>		<b>Friday, 2/17</b>	
TTW	15 <sup>6</sup>	2/20-3/9	
		3/12-3/26	Spring Break
Quarter IV		3/26-5/18	
TIME: End of Life/Palliative Care		10/17-10/21 5/21-5/25	

<sup>4</sup> TIME Course will run Tuesday-Friday.

<sup>5</sup> GTS Repro has picked up one day; This puts the exam on Friday. MS starts on Monday

<sup>6</sup> TTW has lost 5 days (one week) in order to end on time before Spring Break.

## Year Three and Four

TIME Sessions:

<b>Title</b>	<b>Dates</b>	<b>Ethics Dates</b>	<b>Comments</b>
Q1 Metabolism	10/17-10/21	Tuesday 10/18	
Q2 Immunology	Tues 1/3-1/6	Tuesday 1/3	
Q3 Infection	3/5- 3/9	Tuesday 3/6	
Q4 Cancer	5/21-5/25	Tuesday 5/22	

TRIPLE: Session 1: 3/26/12-4/6/12

Session 2: 4/9/12-4/20/12

Registrar's Office Phone Book - First and Second Year Medical School Required Courses  
 Course directors and Contacts: 2011 – 2012

**FIRST YEAR CURRICULUM**

SFM Curriculum Director: Dr. Jon Lorsch [jlorsch@jhmi.edu](mailto:jlorsch@jhmi.edu) GTS Course Director: Dr. Hank Fessler [hfessler@jhmi.edu](mailto:hfessler@jhmi.edu)

First Year Curriculum Coordinator: Ms. Theo Karpovich, AMEB 331, Office 410-502-6075, [karpovic@jhmi.edu](mailto:karpovic@jhmi.edu)

Course	Dates	Contact	Course Director
<b>Topics in Interdisciplinary Medicine – Health Care Disparities</b> ME:800.640	8/17/11-8/19/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. April Fitzgerald <a href="mailto:afitzg10@jhmi.edu">afitzg10@jhmi.edu</a>
<b>SFM – Human Anatomy</b> ME:130.600	8/22/11-10/10/11	Arlene Daniel 410-955-1697 <a href="mailto:adaniel@jhmi.edu">adaniel@jhmi.edu</a>	Dr. Chris Ruff <a href="mailto:cruff2@jhmi.edu">cruff2@jhmi.edu</a>
<b>Scientific Foundations of Medicine (SFM) (inc. macro, cell phys.metab., gen., &amp; pharm.)</b> ME:800.636	10/11/11-12/02/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jon Lorsch <a href="mailto:jlorsch@jhmi.edu">jlorsch@jhmi.edu</a>
Macromolecules	10/11/11-10/20/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jon Lorsch <a href="mailto:jlorsch@jhmi.edu">jlorsch@jhmi.edu</a>
Cell Physiology	10/21/11-11/2/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Drs. Doug Robinson <a href="mailto:dnr@jhmi.edu">dnr@jhmi.edu</a> , Erika Matunis <a href="mailto:ematunis@jhmi.edu">ematunis@jhmi.edu</a> , Renee Dintzis <a href="mailto:rdintzi1@jhmi.edu">rdintzi1@jhmi.edu</a> , and Marc Halushka <a href="mailto:mhalush1@jhmi.edu">mhalush1@jhmi.edu</a>
Metabolism	11/3/11-11/11/11	Danelle Daniels 410-955-3453 <a href="mailto:ddaniels@jhmi.edu">ddaniels@jhmi.edu</a>	Drs. Steve Gould <a href="mailto:sgould@jhmi.edu">sgould@jhmi.edu</a> and Daniel Raben <a href="mailto:draben@jhmi.edu">draben@jhmi.edu</a>
Genetics	11/14/11-11/21/11	Theo Karpovich, <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jeremy Nathans <a href="mailto:jnathans@jhmi.edu">jnathans@jhmi.edu</a>
Pharmacology	11/22/11-12/05/11	Amy Forcier 410-955-1457 <a href="mailto:alovela1@jhmi.edu">alovela1@jhmi.edu</a> 302 WBSB	Dr. Phil Cole <a href="mailto:pcole@jhmi.edu">pcole@jhmi.edu</a>
Genes to Society Introduction		Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>
Pathobiology	11/22/11-12/5/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Mike Borowitz <a href="mailto:mborowit@jhmi.edu">mborowit@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Health Promotion &amp; Disease Prevention</b> ME:800.xxx	12/12/11-12/16/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Paul Watkins <a href="mailto:Watkins@kennedykrieger.org">Watkins@kennedykrieger.org</a> 443-923-2754
<b>Genes to Society I (GTS) (inc. Imm, Micro/ID, Heme/Onc., Pathobiology, and Dermatology)</b> ME:800.635	11/22/11-3/23/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>
Immunology	1/3/12-1/20/12	Angela James 410-955-2709 <a href="mailto:ajames@jhmi.edu">ajames@jhmi.edu</a> or Jolene Patey 410-550-1894 <a href="mailto:jpatey@jhmi.edu">jpatey@jhmi.edu</a>	Dr. Jonathan Schneck <a href="mailto:jschneck1@jhmi.edu">jschneck1@jhmi.edu</a>
Micro/Infect Disease	1/23/12-2/17/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Khalil Ghanem <a href="mailto:kghanem1@jhmi.edu">kghanem1@jhmi.edu</a>
Dermatology	2/20/12-2/22/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Sewon Kang <a href="mailto:swk@jhmi.edu">swk@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Global Health</b>	2/23/12-2/28/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Bob Bollinger <a href="mailto:rcb@jhmi.edu">rcb@jhmi.edu</a>

ME:800.xxx			
Heme/Oncology	2/29/12-3/23/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Mike Borowitz <a href="mailto:mborowit@jhmi.edu">mborowit@jhmi.edu</a>
<b>Genes to Society II (GTS)</b> ME:800.610	4/02/12-6/11/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hessler@jhmi.edu">hessler@jhmi.edu</a>
Brain, Mind, Behavior	4/10/12-4/25/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Dean Mackinnon <a href="mailto:dmackin@mail.jhmi.edu">dmackin@mail.jhmi.edu</a>
Nervous System & Special Senses	4/26/12-5/08/12 & 5/15/12-6/08/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Nicoline Schiess <a href="mailto:nschies1@jhmi.edu">nschies1@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Pain</b> ME:800.xxx	5/9/12-5/14/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Beth Murinson <a href="mailto:bb@jhmi.edu">bb@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Disaster Medicine</b> ME:800.xxx	6/11/12-6/15/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Replacement to be identified by Dr. Gabe Kelen per GTSIC minutes 6/22/11
<b>Clinical Foundations</b> ME:800.621	8/22/11-12/8/11 (M,W,Th 2-5)	Susan Shultz 410-502-3737 <a href="mailto:sshultz@jhmi.edu">sshultz@jhmi.edu</a>	Dr. Rob Shochet <a href="mailto:rshoche1@jhmi.edu">rshoche1@jhmi.edu</a>
<b>Foundations of Public Health: Epi, Ethics, and the Health Care System</b> ME:800.637	10/4/11-12/6/11 (Tu 2-4:30)	Brenda Zacharko 410-955-8294 <a href="mailto:bzacharko1@jhmi.edu">bzacharko1@jhmi.edu</a>	Director: Dr. Eric Bass <a href="mailto:ebass@jhmi.edu">ebass@jhmi.edu</a> Epi: Drs. Gail Daumit <a href="mailto:gdaumit@jhmi.edu">gdaumit@jhmi.edu</a> and Raquel Charles <a href="mailto:rfcharle@jhmi.edu">rfcharle@jhmi.edu</a> Ethics: Dr. Jacek Mostwin <a href="mailto:jmostwin@jhmi.edu">jmostwin@jhmi.edu</a>
Epidemiology	12/06/11-12/12/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Raquel Charles <a href="mailto:rfcharle@jhmi.edu">rfcharle@jhmi.edu</a> 410-614-0988
<b>Longitudinal Clerkships – 1<sup>st</sup> Year</b> ME:800.616	1/3/12-6/7/12 (Tu 2-5pm)	Iris Knox 410-338-300 <a href="mailto:iknox1@jhmi.edu">iknox1@jhmi.edu</a>	Dr. Maura McGuire <a href="mailto:mmcguir1@jhmi.edu">mmcguir1@jhmi.edu</a>
<b>Scholarly Concentrations</b> ME:800.623 ***Afternoons of the Topics in Interdisciplinary Medicine (Tues-Thurs) ; 1/2/12 is a holiday	12/13/11&12/15/11 & 12/19/11-1/3/12 ***	Michele Massa (410) 614-7056 <a href="mailto:mmassa1@jhmi.edu">mmassa1@jhmi.edu</a>	Dr. Mary Catherine Beach <a href="mailto:mcbeach@jhmi.edu">mcbeach@jhmi.edu</a>

## SECOND YEAR CURRICULUM

**GTS Course Curriculum Director: Dr. Hank Fessler [hessler@jhmi.edu](mailto:hessler@jhmi.edu) / Co-Director: Dr. Mike Borowitz [mborowit@jhmi.edu](mailto:mborowit@jhmi.edu)**

*Second Year Curriculum Coordinator: Ms. Terri Hennel, AMEB 331, Office 410-614-3684, [thennel1@jhmi.edu](mailto:thennel1@jhmi.edu)*

Course	Dates	Contact	Course Director
<b>Genes to Society III (inc. Pulmonary, Renal, Cardiovascular, GI/Liver, and Endocrine)</b> ME:800.630	8/22/11-11/4/11	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hessler@jhmi.edu">hessler@jhmi.edu</a> <b>Pulmonary:</b> Dr. David Hager <a href="mailto:dhager1@jhmi.edu">dhager1@jhmi.edu</a> <b>Renal:</b> Drs. Steve Sozio <a href="mailto:ssozio@jhmi.edu">ssozio@jhmi.edu</a> , and Mike Choi <a href="mailto:mchoi@jhmi.edu">mchoi@jhmi.edu</a> <b>Cardiovascular:</b> Dr. Edward Kasper <a href="mailto:ekasper@jhmi.edu">ekasper@jhmi.edu</a> <b>GI/Liver:</b> Drs. Michael Goggins <a href="mailto:mgoggins@jhmi.edu">mgoggins@jhmi.edu</a> and Ayman Koteish <a href="mailto:akoteish@jhmi.edu">akoteish@jhmi.edu</a> <b>Endocrine:</b> Dr. Fredric Wondisford <a href="mailto:fwondis1@jhmi.edu">fwondis1@jhmi.edu</a>
<b>Scholarly Concentrations – 2<sup>nd</sup> year</b> ME:800. 633	10/04/11-10/06/11 & 1/3/12-1/5/12	Michelle Massa 410-614-7056 <a href="mailto:mmassa1@jhmi.edu">mmassa1@jhmi.edu</a>	Dr. Mary Catherine Beach <a href="mailto:mcbeach@jhmi.edu">mcbeach@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Substance Abuse Care</b> ME:800. xxx	10/3/11-10/7/11	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Drs. Dean MacKinnon <a href="mailto:dmackin1@jhmi.edu">dmackin1@jhmi.edu</a> , and Karin Neufeld <a href="mailto:kneufel2@jhmi.edu">kneufel2@jhmi.edu</a>

<b>Genes to Society IV (inc. Reproduction and Musculoskeletal)</b> ME:800.631	11/7/11-2/16/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a> <b>Reproduction:</b> Drs. Stephen Schatz <a href="mailto:sschatz3@jhmi.edu">sschatz3@jhmi.edu</a> , Isabel Green <a href="mailto:igreen5@jhmi.edu">igreen5@jhmi.edu</a> , and Ann Lawler <a href="mailto:alawler@jhmi.edu">alawler@jhmi.edu</a> <b>Musculoskeletal:</b> Drs. Allan Gelber <a href="mailto:agelber@jhmi.edu">agelber@jhmi.edu</a> , Sewon Kang <a href="mailto:swk@jhmi.edu">swk@jhmi.edu</a> , and Ed McCarthy <a href="mailto:mccarthy@jhmi.edu">mccarthy@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Patient Safety</b> ME:800. xxx	1/3/12-1/6/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Hanan Aboumatar <a href="mailto:houbouma1@jhmi.edu">houbouma1@jhmi.edu</a>
<b>Longitudinal Clerkships - 2<sup>nd</sup> Year</b> ME: 800.617	8/23/11-12/20/11	Iris Knox <a href="mailto:iknox1@jhmi.edu">iknox1@jhmi.edu</a>	Dr. Maura McGuire <a href="mailto:mmcguir1@jhmi.edu">mmcguir1@jhmi.edu</a>
<b>Transition to the Wards</b> ME:800.634	2/20/12-3/09/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Greg Prokopowicz <a href="mailto:gprokop@jhmi.edu">gprokop@jhmi.edu</a>

### TRANSLATIONAL SCIENCE TIME COURSES

Course	Dates	Contact	Course Director
<b>Metabolism</b> ME:800.624	10/17/11-10/21/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Drs. Dan Raben <a href="mailto:draben@jhmi.edu">draben@jhmi.edu</a> and Stephen Gould <a href="mailto:sgould2@jhmi.edu">sgould2@jhmi.edu</a>
<b>Immunology</b> ME:800.626	1/3/12-1/6/12	Susan Davidson 410-955-3383 <a href="mailto:sdavids6@jhmi.edu">sdavids6@jhmi.edu</a> BRB 619 or Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Stephen Desiderio <a href="mailto:sdesider@jhmi.edu">sdesider@jhmi.edu</a>
<b>Infectious Disease</b> ME:800.625	3/5/12-3/09/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Brendan Cormack <a href="mailto:bcormack@jhmi.edu">bcormack@jhmi.edu</a>
<b>Cancer</b> ME:800.627	5/21/12-5/25/12	Amy Forcier 410-955-1457 <a href="mailto:alovela1@jhmi.edu">alovela1@jhmi.edu</a> 302 WBSB	Dr. Philip Cole <a href="mailto:pcole1@jhmi.edu">pcole1@jhmi.edu</a>
<b>End of Life/Palliative Care</b> ME:800.628	5/21/12-5/25/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Michael Carducci <a href="mailto:carducci@jhmi.edu">carducci@jhmi.edu</a>

### REQUIRED SELECTIVES

Course	Dates	Contact	Course Director
<b>Chronic Disease and Disability: Improving Quality of Life</b> ME:716.699	Year-round	Ms. Carolyn Robinson 410-550-7162 <a href="mailto:crobin44@jhmi.edu">crobin44@jhmi.edu</a> Mason F. Lord Bldg. 7 <sup>th</sup> Fl.	Dr. R. Samuel Mayer <a href="mailto:rmayer2@jhmi.edu">rmayer2@jhmi.edu</a>
<b>Subl (Med, Peds, Surg, etc.)</b>	Year-round	Various	Various
<b>Advanced Clerkship in Critical Care</b> (sites vary)	Year-round	Ms. Cate Weaver 410-614-6292 <a href="mailto:cpinder@jhmi.edu">cpinder@jhmi.edu</a> , 1830 Bldg 5 <sup>th</sup> Floor	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>

## EXAM DATE LIST 2011-2012

Armstrong Medical Education Building



DATE	TIME	STUDENTS	GTS COURSE NAME	AMEB ROOMS	#Students
8/19/2011	9:00am	Year 1	<i>Intersession Health Care Disparities (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/9/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
9/26/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/10/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/20/2011	9:00am	Year 1	Macromolecules	ACC 305 & Teaching Labs 341-345	120
11/2/2011	9:00am	Year 1	Cell Physiology	ACC 305 & Teaching Labs 341-345	120
11/11/2011	9:00am	Year 1	Metabolism	ACC 305 & Teaching Labs 341-345	120
11/21/2011	9:00am	Year 1	Genetics <i>(same day as NBME Clerkship exams)</i>	ACC 305 & Teaching Labs 341-345	120
12/5/2011	1:00pm	Year 1	Pharm + Patho bio <i>(same day as YR2 exam)</i>	ACC 305 & Teaching Labs 341-345	120
12/12/2011	9:00am	Year 1	Epidemiology	ACC 305 & Teaching Labs 341-345	120
12/16/2011	9:00am	Year 1	<i>Intersession Health Promotion (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
1/20/2012	9:00am	Year 1	Immunology	ACC 305 & Teaching Labs 341-345	120
2/17/2012	9:00am	Year 1	Micro-ID <i>(same day as Year 2 NBME Exam)</i>	ACC 305 & Teaching Labs 341-345	120
2/28/2012	9:00am	Year 1	<i>Intersession Global Health (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
3/23/2012	9:00am	Year 1	Heme/Onc	ACC 305 & Teaching Labs 341-345	120
4/9/2012	9:00am	Year 1	Neuroanatomy	ACC 305 & Teaching Labs 341-345	120
4/25/2012	9:00am	Year 1	BMB	ACC 305 & Teaching Labs 341-345	120
5/8/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
5/14/2012	9:00am	Year 1	<i>Intersession Pain Care(post test?)</i>	ACC 305 & Teaching Labs 341-345	120
5/29/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/11/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/15/2012	9:00am	Year 1	<i>Intersession Disaster (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/8/2011	9:00am	Year 2	Pulmonary	ACC 305 & Teaching Labs 341-345	120
10/3/2011	9:00am	Year 2	Renal	ACC 305 & Teaching Labs 341-345	120
10/7/2011	9:00am	Year 2	<i>Intersession Substance Abuse (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
11/4/2011	9:00am	Year 2	Cardiac	ACC 305 & Teaching Labs 341-345	120
12/5/2011	9:00am	Year 2	GI/Liver <i>(same day as YR1 exam)</i>	ACC 305 & Teaching Labs 341-345	120
12/22/2011	9:00am	Year 2	Endocrine <i>(same day as NBME Clerkship exams)</i>	ACC 305 & Teaching Labs 341-345	120
1/6/2012	9:00am	Year 2	<i>Intersession Patient Safety (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
2/2/2012	9:00am	Year 2	Reproduction	ACC 305 & Teaching Labs 341-345	120
2/16/2012	9:00am	Year 2	Musculoskeletal	ACC 305 & Teaching Labs 341-345	120
2/17/2012	12:00pm	Year 2	<b>NBME Comprehensive Year 2 Exam (4 hrs + 30 mins)</b>	ACC 305 & Learning Studio 260 ***	120
3/9/2012	9:00am	Year 2	TTW Exam	ACC 305 & Teaching Labs 341-345	120
5/25/2012	9:00am	Year 2	<i>Intersession End of Life/Palliative Care (post test?)</i>	ACC 305 & Teaching Labs 341-345	120

## EXAM DATE LIST 2011-2012

Armstrong Medical Education Building

DATE	TIME	STUDENTS	GTS COURSE NAME	AMEB ROOMS	#Students
8/19/2011	9:00am	Year 1	<i>Interession Health Care Disparities (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/9/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
9/26/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/10/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/20/2011	9:00am	Year 1	Macromolecules	ACC 305 & Teaching Labs 341-345	120
11/2/2011	9:00am	Year 1	Cell Physiology	ACC 305 & Teaching Labs 341-345	120
11/11/2011	9:00am	Year 1	Metabolism	ACC 305 & Teaching Labs 341-345	120
11/21/2011	9:00am	Year 1	Genetics <i>(same day as NBME Clerkship exams)</i>	ACC 305 & Teaching Labs 341-345	120
12/5/2011	1:00pm	Year 1	Pharm + Patho bio <i>(same day as YR2 exam)</i>	ACC 305 & Teaching Labs 341-345	120
12/12/2011	9:00am	Year 1	Epidemiology	ACC 305 & Teaching Labs 341-345	120
12/16/2011	9:00am	Year 1	<i>Interession Health Promotion (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
1/20/2012	9:00am	Year 1	Immunology	ACC 305 & Teaching Labs 341-345	120
2/17/2012	9:00am	Year 1	Micro-ID <i>(same day as Year 2 NBME Exam)</i>	ACC 305 & Teaching Labs 341-345	120
2/28/2012	9:00am	Year 1	<i>Interession Global Health (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
3/23/2012	9:00am	Year 1	Heme/Onc	ACC 305 & Teaching Labs 341-345	120
4/9/2012	9:00am	Year 1	Neuroanatomy	ACC 305 & Teaching Labs 341-345	120
4/25/2012	9:00am	Year 1	BMB	ACC 305 & Teaching Labs 341-345	120
5/8/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
5/14/2012	9:00am	Year 1	<i>Interession Pain Care(post test?)</i>	ACC 305 & Teaching Labs 341-345	120
5/29/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/11/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/15/2012	9:00am	Year 1	<i>Interession Disaster (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/8/2011	9:00am	Year 2	Pulmonary	ACC 305 & Teaching Labs 341-345	120
10/3/2011	9:00am	Year 2	Renal	ACC 305 & Teaching Labs 341-345	120
10/7/2011	9:00am	Year 2	<i>Interession Substance Abuse (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
11/4/2011	9:00am	Year 2	Cardiac	ACC 305 & Teaching Labs 341-345	120
12/5/2011	9:00am	Year 2	GI/Liver <i>(same day as YR1 exam)</i>	ACC 305 & Teaching Labs 341-345	120
12/22/2011	9:00am	Year 2	Endocrine <i>(same day as NBME Clerkship exams)</i>	ACC 305 & Teaching Labs 341-345	120
1/6/2012	9:00am	Year 2	<i>Interession Patient Safety (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
2/2/2012	9:00am	Year 2	Reproduction	ACC 305 & Teaching Labs 341-345	120
2/16/2012	9:00am	Year 2	Musculoskeletal	ACC 305 & Teaching Labs 341-345	120
2/17/2012	12:00pm	Year 2	NBME Comprehensive Year 2 Exam (4 hrs + 30 mins)	ACC 305 & Learning Studio 260 ***	120
3/9/2012	9:00am	Year 2	TTW Exam	ACC 305 & Teaching Labs 341-345	120
5/25/2012	9:00am	Year 2	<i>Interession End of Life/Palliative Care (post test?)</i>	ACC 305 & Teaching Labs 341-345	120



## OASIS

OASIS (online access student information software) is the curriculum mapping and management tool for the GTS curriculum. All faculty and students have access to Oasis through the JHED authentication system.

To access the curriculum mapping and management tool, OASIS, follow this link: <http://oasis.med.jhmi.edu>. You use your JHED password to enter OASIS. Please e-mail [Theo Karpovich](mailto:karpovic@jhmi.edu) (karpovic@jhmi.edu) if you are unable to log in.

ALL CHANGES TO THE EVENTS AND COURSES SHOULD BE DONE BY THEO KARPOVICH. If you wish to edit objectives, make schedule changes or add keywords or faculty, please contact Theo at [karpovic@jhmi.edu](mailto:karpovic@jhmi.edu).

OASIS allows faculty and course directors to see the calendar of events, view individual events (who is teaching, what is the content, etc.) search for content and keywords across the curriculum.

### OASIS Instructions

#### View the Calendar

1. Login to <https://oasis.med.jhmi.edu> using your JHED password
2. Go to "calendar"
3. Select the date your course begins by scrolling on the calendar icon to the right of the date
4. Make sure you have selected the correct year on the left-hand buttons: GTS 1, GTS 2: otherwise you will see all years together.

PLEASE NOTE: You must be in same academic year as the course you are trying to view.

#### Searching Events

1. Login to <https://oasis.med.jhmi.edu> using your JHED password
2. Courses > Select Course
3. Select the academic year you want and press "reselect year"
4. Choose the appropriate department (All courses in the GTS curriculum are "interdepartmental.")
5. Choose any course
6. Click "Enter Course"
7. Go to Manage > Event-Based Courses > Search Events
8. Choose the fields you wish to search (please be patient - many fields are not fully populated!)

#### Printing a Range of Weeks

1. Follow steps 1-6 above.
2. Go to Manage > Events-Based Courses > Multi-Week Print.
3. Select the weeks you want to print and enter your e-mail address. A pdf will be e-mailed to you.
4. If you cannot access this, email Theo Karpovich ([karpovic@jhmi.edu](mailto:karpovic@jhmi.edu)).

## Blackboard Learn™

JHUSOM uses Blackboard online course management software to communicate with students, present learning materials, conduct surveys and for online testing. The online delivery of course materials is done with Blackboard software, which is managed by the Office of Academic Computing. As of July 2009, JHUSOM moved to the Enterprise version of Blackboard which is accessed through jhed authentication. The reasons for this change were many and included:

- 1) Blackboard is now JHED authenticated
- 2) Blackboard now has a variety of educationally useful features and functions including the ability to install third party software. The Office of Academic Computing (OAC) will soon be creating a series of videos to demonstrate these enhancements.
- 3) In July 2010, the entire University moved to Blackboard (<http://blackboard.jhu.edu>).

If your course is not registered with the Registrar, please contact Susan Mrozowski for more information.

Re. student enrollment, the registrar's office will be providing the Office of Academic Computing a course list a few days before the start of a course. This information will be imported by OAC into Blackboard upon receipt. Your course administrator is also able to add and delete students in your course at any time.

### Blackboard Course Organization

The Genes to Society Integration Committee has asked that course directors use a standardized organization in setting up the Blackboard courses. This is particularly helpful to students trying to locate necessary information. The left-hand nav bar for each course should have the following tabs:

- Announcements
- Goals and Objectives
- Schedule (OAC will put in the Oasis link to the schedule here)
- Course Materials: the following folders will be set up:
  - Powerpoint Presentations
  - Lecture Notes
  - Video Links (OAC will put in Sensei and Lecture Portal links)
  - Small Group Materials
  - Workshop Materials (for Genes to Society Course Workshops)
  - Readings and References
  - Additional Resources
- Exams
  - (Can contain Review Questions or Formative Exams)
- Grades
  - My Grades
- Course Evaluations
- Communications
  - Discussion Boards
- E-Lectures

Additional training or questions regarding Blackboard can be done by contacting the [Office of Academic Computing](#).

## Organizing Your Course

At a minimum, every course in the GTS curriculum should have three well-defined components:

1. Learning objectives
2. Educational strategy (what content and methods will be used to help students achieve the learning objectives)
3. Evaluation plan: How will students be assessed, i.e., how will we know the learning objectives have been met? How will the course and faculty be evaluated?

Since the 2004 LCME self-study, the Student Assessment and Program Evaluation (SAPE) committee of the EPCC has been charged with systematically reviewing each of the courses and clerkships in the curriculum to ensure that these components are present. This ensures that the school remains in compliance with several LCME accreditation standards. The Office of Curriculum staff is happy to work with course directors on refining their course organization. A brief introduction to these elements follows:

### Writing Objectives

Learner objectives focus the curriculum content, and inform learners of what is to be achieved. Assuming that the goal of a curriculum or educational program is the achievement of competence in some area of health care, defining that competence usually includes a description of the requisite *knowledge, attitudes* and/or *skills* that the learner will need to acquire. Learner objectives then are categorized into three types: cognitive (knowledge), affective (attitudes) and psychomotor (skills or behaviors), often described as the “KAS” framework. In addition, the LCME requires that the school demonstrate that its courses support achievement of the [institutional objectives](#), and these should be kept in mind when writing objectives.

Within each type of objective, there is a hierarchy of complexity and achievement. This is most famously described for the cognitive objectives with Bloom’s Taxonomy of objectives. Bloom’s Taxonomy lists six levels of cognitive objectives, which describe not only a level of knowledge obtained, but also imply the steps of learning required to reach that level. There have been multiple revisions of this taxonomy over time; one of the most recent versions uses the following descriptors of mental tasks: to remember, understand, apply, analyze, evaluate, create. For medical education objectives, for instance, *remembering* factual knowledge (anatomical names for the heart) would be a “low” level cognitive objective, whereas *analyzing* an electrocardiogram tracing and the underlying pathophysiology of rhythm disorders would be a “higher” level objective. Course directors should write the highest expected level of achievement for the learner, otherwise known as the terminal objective. For each event in the course, the objective may describe an enabling objective for this terminal objective. In the example above, the Cardiovascular Block course for medical students may have as a learning objective that students will be able to interpret electrocardiogram tracings. A lecture objective within this course may be that learners will be able to explain the normal electrophysiology of the heart.

In order to ensure that objectives are specific and measurable, it helps to have a template structure for writing the objective. One behavioral method<sup>7</sup> is to structure the objective statement so that it answers the question, “Who will do how much/how well of what by when?” The verbs (“will do”) in the objectives describe the behaviors expected of the successful learner and the nouns (“what”) describe the content of the educational program.

### Educational Strategies

The educational strategy details how learners will achieve the learner objectives for the course, lecture, etc. It usually details 1) content (taken from the nouns in the objectives) and 2) methods. In planning educational methods, educators should think carefully about maintaining congruence between the behaviors in the learning objectives and the learning

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<sup>7</sup> Curriculum Development in Medical Education: A Six-Step Approach. Kern DE, Thomas PA, Hughes MT (eds). Baltimore: JHU Press, 2009.

methods. It is also important to remember that most learning is contextual, and the best curricula will approximate the context in which the learning will be used. As an example, a student may “learn” the pathophysiology of congestive heart failure by attending a lecture, but not recognize that pathophysiology when seeing a patient in clinic. Effective teaching methods often present material in the same context in which the learner will need this learning. Attention to the verbs used in the learner objectives is again helpful here.

General guidelines for choosing methods of instruction are:

1. Instructional methods should be consistent with principles of learning.
2. Instructional methods should be congruent with learner objectives.
3. Multiple instructional methods are better than a single instructional method.
4. Instructional methods can impact the learning environment and have unintended consequences.
5. The choice of methods is often driven by resource limitations.

### Active Learning Strategies

When designing the GTS curriculum, the GTS Integration Committee agreed that a shift of pedagogy to more active learning methods was critical to the success of the curriculum, and set as a goal, *that 40% or less of formal curricular time would be lecture-based*. Course directors are urged to look at lecture events and consider alternative methods of delivering content. The GTS faculty retreats have offered opportunities to explore other methods and many of these workshops are available online as listed below:

[Lecturing in the TBL Age](#) (Jon Lorsch)

[Advanced Powerpoint](#) (David Newman-Toker)

[Case Method Teaching](#) (Hank Fessler)

[Team Based Learning: Why Do It, How It Works](#) (Pat Thomas, Jacek Motswin)

Further information on curriculum development can be found in the monograph, Curriculum Development in Medical Education: A Six-Step Approach. Kern DE, Thomas PA, Hughes MT (eds). Baltimore: JHU Press, 2009.

In addition, there are frequent faculty development activities in curriculum development (longitudinal and shorter workshops) offered through the Bayview Faculty Development Program (<http://www.hopkinsbayview.org/fdp>).

### Communicating to Students

#### Prior to the Course:

We have learned that students appreciate frequent orientations and communications. It is helpful a week or so prior to the course to send an email welcoming students to the course and directing them to information about textbooks, orientation meetings, etc. If your course has graduate students as well as medical students, please use the communication function in Blackboard which will capture both groups.

In August 2011, the GTS Integration Committee approved the use of a Standardized Syllabus Template that includes information that students have requested about courses. This template can be uploaded to Blackboard and also used in printed materials. The template is located in pages that follow.

### Orientation Materials

At the beginning of the course, all students should receive the following information (note that the template will prompt you to include this content)::

1. Learning Objectives
2. Educational events (usually presented as a calendar or link to OASIS).
3. Learning resources: Textbooks, reserved textbooks, external links on Blackboard, etc.

4. Planned student assessments; when students will get feedback; how the grade for the course will be determined.
5. Policy statements from the EPCC: EPCC has determined that these policies should be distributed to students at the start of every course:
  - a. [Teacher Learner Conduct Policy](#)
  - b. Attendance Policy\* (EPCC approved Attendance Policies for [Courses](#) and [Clerkships](#) are attached; if courses have stricter attendance policies, they should be publicized at start of courses).

\*\*\*[NOTE: The East and West Auditoria, Learning Studio and Teaching Labs have *Active Tracker* hardware posted at the entrance to the rooms. If an educational event has been entered as required attendance, reports can be generated from the [Office of Curriculum](#). Please notify the Office of Curriculum ([officeofcurriculum@jhmi.edu](mailto:officeofcurriculum@jhmi.edu)) if you want a curriculum event to have tracking in the Attendance Tracker. Attendance for smaller groupings needs to be done on paper, collected and collated by the course coordinators.]

### Handouts

The EPCC has not come to a consensus about how much printed material should be distributed to students. If course directors do not supply printed copies of slides, we have found that students print them in the ACC, etc. Most students request written study materials, and strongly prefer to have them prior to the start of a lecture. Readings may be posted to Blackboard.

It is STRONGLY RECOMMENDED that a **syllabus** for the section or at a minimum for the week, be ready at the start of the course. For AY11-12, GTS Integration Committee has agreed that all courses use a standardized template for this syllabus, which is located below. A brief checklist for what to have ready as you assemble the syllabus is:

- a. Orientation content described above
- b. Course-specific policies, e.g. expected laboratory procedures, etc.
- c. Course specific assessment plans, describing how the grade will be generated.
- d. Copies of powerpoint presentations
- e. Lecture notes with learning objectives, keywords or concepts, and ideally, self-assessment questions for each lecture or event.

The Office of Curriculum will assist in printing these materials and making them available in Armstrong. IF THERE IS SUFFICIENT NOTICE. Materials for reproduction should be sent to [officeofcurriculum@jhmi.edu](mailto:officeofcurriculum@jhmi.edu) at least 5 business days in advance of distribution.

**PLEASE NOTE: THERE IS NO HIGH-VOLUME COPIER IN THE ARMSTRONG MEDICAL EDUCATION BUILDING. LAST MINUTE COPIES OF LECTURES OR LECTURE NOTES MUST BE BROUGHT TO THE EVENT BY THE LECTURER.**



*Class Discussion (25%) \*\**  
*Theory Paper (20%)*  
*Mid-term Exam (15%)*  
*Research Project (20%)*  
*Final Exam (20%)*

**Grading Scale** (grading scale is determined by the School of Medicine.)

*P = Student has an average equal to or exceeding 70% and has met all required assignments for the class.*

*U = Student completion of some examinations or assignments is below passing level. These examinations or assignments must be remediated in order to convert to P.*

*I = Student has a passing average for the course, but has missed required events, because of illness or emergency. Student should meet with course director to plan remediation.*

*F = Student has failed significant required elements of the course, or has an average score below the passing level for the course. Student should meet with the course director to plan remediation.*

**Expectations**

*Example: Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to participate regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often include classroom participation and attendance in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus.*

*This course is heavily dependent on participation, if you need to miss classes, you need to let the instructor know ahead of time. The JHUSOM policy on attendance in the curriculum is posted on [Blackboard](#). Note the following JHUSOM policy:*

*“Students whose attendance record does not show  $\geq 80\%$  attendance at the total required sessions for a course block will meet with the course director. If they cannot justify or disprove their absences, they will receive a grade of U until they remediate, and a Professionalism Concern Card will be forwarded to the Dean of Student Affairs.”*

**Weather and Other Emergencies**

The School of Medicine follows Johns Hopkins University policy regarding closure due to weather emergencies. Weather and other emergencies are available at the phone numbers and website below, as well as on radio and TV broadcasts

(<http://esgwebproxy.johnshopkins.edu/notice/>)

Baltimore 410-516-7781

Outside Baltimore 800-548-9004

URL: <http://webapps.jhu.edu/emergencynotices>

**Examinations**

A student who must miss an examination should notify the instructor and arrange a makeup examination.

Refer to the SOM Remediation Policy ([link](#)) for a full explanation of remediation process for failed examinations.

**Classroom Accommodations for Students with Disabilities**

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact the Office of Student Affairs at 410-955-3416.

### **Statement of Diversity and Inclusion**

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another's success.

### **Teacher Learner Conduct Policy**

The Johns Hopkins University School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Students should review the JHUSOM Guidelines for Conduct in Teacher/Learner Relationships, located on Blackboard.

### **Student Honor Code**

Students are reminded of the honor code developed by the medical student body, introduced in September 1991, is as follows:

As a student at The Johns Hopkins School of Medicine, I pledge:

To do my own work and be honest in my interactions with peers, faculty, and staff. This applies to my work on examinations, assignments, and papers as well as work in the laboratory.

To uphold the high standard of conduct in patient care which has always been maintained by the Johns Hopkins medical community.

To base my interactions with other students on mutual respect and cooperation.

To act on infractions of the honor code and to maintain the confidentiality of all parties involved.

To encourage my peers to uphold this honor code.

It is the expectation that Hopkins students live by this code.

### **Course Evaluation**

The following statement **must be included on all syllabi exactly as written below:**

Please remember to complete the course evaluation for this course. These evaluations are an important tool in the School of Medicine's ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous—your instructor will only receive aggregated data and comments for the entire class.

### **Bibliography (required)**

*Include list of resources for study.*

### **Course Outline**

*Divide your course into units/sessions/topics: Indicate dates, topics, and assignments for each unit.*

**THE JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE  
GUIDELINES FOR CONDUCT IN TEACHER/LEARNER RELATIONSHIPS  
(Student Mistreatment Policy)**

**I. Statement of Philosophy**

The Johns Hopkins University School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

**II. Responsibilities in the Teacher/Learner Relationship**

A. Responsibilities of teachers (including residents on clinical rotations)

1. Treat all learners with respect and fairness.
2. Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
3. Provide current materials in an effective format for learning.
4. Be on time for didactic, investigational, and clinical encounters.
5. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.

B. Responsibilities of learners

1. Treat all fellow learners and teachers with respect and fairness.
2. Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
3. Commit the time and energy to your studies necessary to achieve the goals and objectives of each course.
4. Be on time for didactic, investigational, and clinical encounters.
5. Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

Students are advised to review the complete guidelines in the Student Handbook, School of Medicine catalog or at <http://www.hopkinsmedicine.org/som/students/policies/relationships.html>.

## JHUSOM Attendance Policy<sup>8</sup>

### **Scientific Foundations of Medicine Foundations of Public Health Genes to Society Intersessions**

Among the goals of the Scientific Foundations of Medicine and the Genes to Society courses are to develop a sense of professionalism, to promote collegiality, to engage students in teaching one another, and to give students experience working in teams where different backgrounds and expertise are represented. Meeting these goals requires each student to be actively engaged, therefore attendance is mandatory at all group learning and teamwork activities. Attendance is also mandatory at all activities that involve patients and/or guests.

Mandatory attendance:

- Small group sessions
- Clinical Correlations
- Events involving interaction with a patient
- Case discussions
- Labs
- Activities in the Simulation Center
- GTS Workshops

Failure to attend at least 80% of these events in a block will result in the student being reported to the course and block directors and the Associate Dean for Student Affairs. Unexcused attendance below 80% will affect the student's performance in the course and will be considered a breach of the standards of professionalism expected by the School. In blocks where at least five sessions of one type of event occur (e.g., Small Group Discussions), attendance at 80% of these sessions is required in addition to overall attendance at 80% of interactive and patient and guest events.

Excused absences may be granted in cases of illness, religious observance, family emergency, presentations at scientific conferences, or required legal activity (e.g., jury duty) through discussion (in advance whenever feasible) with the section director, course director, and/or Associate Dean for Student Affairs.

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<sup>8</sup> Approved by EPCC, June 4, 2009

## Basic Clerkship Attendance Policy<sup>9</sup>

Basic Clerkship attendance is required. Attendance rules are governed by the School of Medicine in the following ways:

### 1. School Holidays

The School of Medicine publishes an annual calendar that identifies official SOM holidays for students (<http://www.hopkinsmedicine.org/som/students/academics/calendar.html>). These holidays currently include the following:

- Labor Day (Quarter 1, 1 day)
- Thanksgiving (Quarter 2, 4 days [2 weekdays, 2 weekend days])
- Christmas and New Year (winter break)
- Martin Luther King Day (Quarter 3, 1 day)
- Spring vacation (spring break)
- Memorial Day (Quarter 4, 1 day)
- Independence Day (Summer Quarter, 1 day)

The holidays which occur during the Clerkship time generally fall on a Monday or Friday adjacent to a weekend. These weekend days adjacent to these weekday holidays are **NOT** considered official school holidays (with the exception of Thanksgiving) and required activities may be scheduled on those weekend days at the discretion of the Clerkship Director. University Commencement and Convocation are **NOT** considered holidays for Basic Clerkship students. Similarly, election day, presidential inauguration, and other public or civic events are not considered holidays for Basic Clerkship students.

### 2. Excused & Unexcused Absences

#### a). Residency Interviews

The following policy is to address the amount of time that fourth year students can miss from their Basic Clerkships for residency interviews. The goal is to ensure that students obtain sufficient experience in each of the basic disciplines to meet the objectives of the Hopkins curriculum. Interview days should not be considered the equivalent of PERSONAL days. Students should make every effort to leave as late as possible and return as early as possible when interviewing to minimize time lost from a core clerkship.

- 1) On 6-9 week clerkships, students will be allowed to miss 3 full days of responsibilities as excused absences for interviews.
- 2) On 4-4.5 week clerkships, students will be allowed to miss 2 full days of responsibilities as excused absences for interviews.
- 3) Students must inform course directors of any such absences in advance of the beginning of the clerkship when possible. If students do not contact the course director in advance of any absences, they will be considered unexcused and will impact on the student's final grade.
- 4) All students who miss more than the allowed days above will be required to develop a plan for remediation of missed days with the clerkship director. Such remediation is a necessary requirement for successful graduation from the M.D. curriculum.

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<sup>9</sup> Approved by the CCD 3/26/09; Approved by the EPCC 4/2/09

b) Comprehensive Clinical Skills Exam (CCSE)

The CCSE is a required educational activity for all graduating medical students. Students are encouraged not to schedule their CCSE during a Basic Clerkship, but this is not always possible. The student is to be excused from Clerkship duties for the duration of the exam (approximately 7-9 hours, since the current 12-station version of the exam runs from about 7AM to 4PM). Students should expect to attend required basic clerkship educational activities after they have completed the exam.

c) Other Required Coursework

Certain required courses (e.g., Rational Therapeutics) may occasionally be scheduled concurrently with a Basic Clerkship. If this occurs, scheduled activities for these other courses take priority over all scheduled Clerkship activities. Nevertheless, if such a conflict arises for a particular student, remediation may be required (*see below*).

d) Elective Coursework

Under no circumstances will elective coursework supersede required Basic Clerkship activities. Students will not be excused from required Basic Clerkship duties to attend clinical elective courses (or similar activities, such as research electives or ACLS training), whether such electives are internal or external to Johns Hopkins SOM. This includes elective experiences requiring complex or expensive travel arrangements, such as those conducted overseas. ***It is the responsibility of the student to ensure that no such conflicts arise.*** Students should consult the SOM calendar and the Registrar's office for official start and end dates for each required Basic Clerkship.

e) Personal Reasons (including Religious Holidays)

Students must notify the Clerkship Director as early as possible **before** the start of the clerkship regarding any scheduled absence other than those described above, and should expect that they will need to make up missed time. This includes (but is not limited to) any absence for religious holidays, academic events (e.g., national meetings and other presentations, including within Johns Hopkins), and civic responsibilities (e.g., election day, jury duty). Although each Clerkship Director has discretion to allow or disallow such absences (except for jury duty and religious holidays, see below\*) based on their potential impact on the educational experience, the general rule is "a day for a day" (i.e., each missed day will generally result in one additional day made up at a later time).

*\*University policy regarding religious holidays states, "Religious holidays are valid reasons to be excused from class. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early as possible in order to be excused from class or to make up any work that is missed."*

f) Weather and Other Related Emergencies Within the Baltimore Area

Weather-related policies are stipulated by the Johns Hopkins University and may be found at the URL below:  
[http://webapps.jhu.edu/jhuniverse/administration/emergency\\_weather\\_security\\_information/](http://webapps.jhu.edu/jhuniverse/administration/emergency_weather_security_information/)

Weather emergencies are available at the phone numbers and website below, as well as on radio and TV broadcasts  
<http://esgwebproxy.johnshopkins.edu/notice/>

Baltimore 410-516-7781

Outside Baltimore 800-548-9004

URL: <http://webapps.jhu.edu/emergencynotices>

Basic Clerkship students are not considered “Required Attendance Employees” and are excused from attendance at normally-required Clerkship activities if affected by circumstances (e.g., weather) related to University delays or closings. As necessary, remediation plans will be made on a case-by-case basis by the Clerkship Director.

#### Weather and Other Related Emergencies Outside the Baltimore Area

Students who travel during (e.g., on weekends) or in close temporal proximity to (e.g., just before) a Basic Clerkship may be delayed in their return travel plans by inclement weather, flight cancellations, or other similar events outside their control. In such circumstances, safety is the first priority. Once the student’s safety is assured, they should immediately notify people related to the Clerkship, as appropriate (e.g., Clerkship Director or Coordinator, clinical team or preceptor with whom they are rotating, etc.). Students will generally be required to remediate any time or activities upon safe return or at a later date. Students should be advised, however, that extended or repeated travel-related absences will be considered unprofessional behavior and will likely result in grade reductions, failure, or disciplinary action.

#### g) Illness or Injury (Personal or Family)

Illnesses or injuries are handled on a case by case basis by Clerkship Directors. In almost all cases, such events cannot be predicted in advance. When either occurs, the student’s first responsibility is to their own personal safety and the safety and well-being of those around them. Once the situation has stabilized sufficiently and it is safe to do so, a student should immediately notify people related to the Clerkship, as appropriate (e.g., Clerkship Director or Coordinator, clinical team or preceptor with whom they are rotating, etc.). Family emergencies (including illness or death of a loved one) should be handled similarly. As necessary, remediation plans will be made on a case-by-case basis by the Clerkship Director.

### **3. Remediation of Coursework**

It is at the discretion of the Clerkship Director to establish a required remediation plan for the student, ***regardless of the reason for absence***. Note that if a significant component of the educational experience is missed for any reason, it is at the Clerkship Director’s discretion to require remediation, reduce the student’s grade, or remove the student from the Clerkship that cycle. In such cases, students may need to wait for the next available Clerkship slot, potentially delaying promotion or graduation in some circumstances.

### **4. Consequences of Unexcused Absences**

Students who fail to attend required activities (e.g. Clerkship Orientation) without advance notice and are unable to offer a reasonable or appropriate justification (as judged by the Clerkship Director) may be subject to grade reductions, failure, or disciplinary action on grounds of lack of professionalism.

### **5. Recourse for Students Who Feel They Have Been Treated Unfairly**

Any student who feels unfairly treated with regard to attendance or duty hours policy should discuss these issues with the Clerkship Director. If a mutually agreeable decision is not reached, the student should contact the Office of Student Affairs if they wish to pursue the matter further.

**Remediation Policy\***  
**Standardized remediation plan for knowledge-based examinations in the**  
**Genes to Society Year 1 and Year 2 curriculum Approved by EPCC: April 7, 2011**

Goals

Provide a uniform approach and set of expectations for students who fail an exam in a GTS course in years 1 or 2.  
Promote only those students who have demonstrated their competence.  
Assist students in obtaining that competence through the remediation process.

Policy

1. Passing score for first test administrations will be the lower of either 70% or 1.5 SD below the mean score. The latter option is for courses or sections of courses with unexpectedly difficult exams; the exam and/or teaching should be revised with subsequent iterations of the course to establish a 70% pass threshold.
3. Students who fail the first test administration or other requirements of the course or required section of a course will receive a U for the course until they successfully remediate. The U and remediation outcome will be reported to the registrar.
4. First remediation attempt will be no sooner than one week after the failed exam.
5. The latest that remediation can be completed is August 1 for first year students, and second year students must successfully remediate prior to beginning any clinical clerkship.
5. Whenever possible, remediation testing should be postponed until after a vacation (spring break, etc.) to prevent students from falling behind in on-going work.
6. Students failing any end-of-section exam will be contacted by the section leader or course director to discuss potential reasons for the failure and establish a learning plan. The student's college advisor and the Dean of Student Affairs will be informed of the need to remediate by the course director.
7. First remediation requirement will be to retake a proctored exam
  - o Closed book format will require 70% to pass
  - o If banked exam questions are available, new questions should be substituted in the redo exam.
8. If the first remediation is failed, the student will meet with the course director. Learning plan must include scheduled peer tutoring sessions.
9. Second remediation requirement will be to retake the exam again (with new questions if available), requiring 70% correct to pass, PLUS the student's choice of EITHER:
  - a. Write one or more essays of up to 2 pages in length, on topic(s) assigned by the section leader. Topics should be based on the test questions that were missed and the associated lecture objectives, with the total page requirement  $\leq 5$ . Essays will be graded P/F by the section leader together with one or more other section faculty members, approved by the course director.

OR

- b. Complete an oral examination administered by the section leader (or designee) together with at least 2 other section faculty, to be based on the missed test questions and associated lecture objectives.
10. Students whose attendance record does not show  $\geq 80\%$  attendance at the total required sessions for a course block will meet with the course director. If they cannot justify or disprove their absences, they will receive a grade of U until

il they remediate, and a Professionalism Concern Card will be forwarded to the Dean of Student Affairs.

- Remediation plan will be an essay based on the content of the missed session(s), not to exceed 6 pages, and
- A reflective essay on why attendance is considered required for certain curricular events, not to exceed 1 page.

11. All students who require remediation will be referred to the Promotions Committee for discussion.

**\*pdf document of this policy is attached at end of manual**

## Anne and Mike Armstrong Medical Education Building

### Scheduling Rules

- All scheduling requests must be submitted through <http://armstrong.som.jhmi.edu/>.
- **Priority will always be given to the scheduled M.D. curriculum.**
- If an event will take the majority of the building, impede student study space, or create excess noise during class hours, the event must receive permission through the Office of the Vice Dean for Education. In the case of student organization conferences, the Medical Student Society, in addition to the Office of the Vice Dean for Education, will have to approve the building use.
- The building does not have enough dedicated staff to accommodate events being held by groups other than the SOM MD students, or offices within the Office of the Vice Dean for Education. Permission may be granted in some cases where the primary purpose of the requested event is educational. Holiday and social parties cannot be accommodated.
- Events cannot be scheduled in Wenz Café during its business hours (6:30 AM – 6:30 PM).
- The building has no Housekeeping or A/V staff for after hours or on weekends. Users of the building after hours or over the weekend must contact central AV (x5-3796) and Housekeeping (x5-3324) to arrange, and cover the cost of, the appropriate staff.
- **The building has card swipe access only on the weekends. Corporate Security must be notified and provided with a list of attendees for any weekend events.**
- Building privileges will be denied if groups do not follow the rules outlined in this document.

### Room Use Rules

- No food is allowed in any room, except for designated areas (lobby, second floor atrium, and colleges). Water is allowed in any room, closed coffee mugs are allowed in the lecture halls.
- All furniture must be returned to its original configuration.
- Chairs taken from other rooms must be returned.
- Remove all personal belongings/rubbish when leaving.
- White Boards/Smart Boards
  - DO NOT USE SHARPIES - Please only use the dry erase marker pens provided. Please notify [armstrongrooms@jhmi.edu](mailto:armstrongrooms@jhmi.edu), if markers are dry or absent.
  - Erase all white/smart boards when finished. Any writing not erased may be erased by housekeeping.
- Common Sense Etiquette:
  - Individuals studying in small group rooms must yield use to a group activity if no other small group rooms are available.
  - Groups without a room reservation must look for other available small group space before asking an individual to move from a group study room.
  - The quiet study room on the 4<sup>th</sup> floor is for QUIET study only.

### Rental costs for room use:

Groups outside of the MD curriculum, internal MD student groups, and MD curriculum meetings may face charges for the use of the rooms. An IO will need to be provided at the time of booking.

Lecture Hall	Learning Studio	Case Study	Teaching Lab	Conf Rooms	Anatomy	Lobby, 2nd Floor
\$100/hr	\$100/hr	\$60/hr	\$60/hr	\$50/hr	No	\$50/hr

Any group that damages the building will be responsible for any charges incurred.

### Armstrong Building

Shown on the following pages is a floor plan for the Armstrong Building and a list of available teaching spaces.

Pictures of spaces with additional information can be found on the website at:

<http://www.hopkinsmedicine.org/som/curriculum/armstrong.html#spaces>.

Note: The Academic Computing Center, the Reading Room and the Colleges are informal teaching spaces, and should NOT be scheduled for formal curricular events.

**Attendance Tracker:** Hardware is posted at the entrance to:

- East and West Auditoria
- Learning Studio (260)
- Teaching Labs (TL 342)

**Room reservations** for Armstrong can be requested by completing the reservation form and submitting it at:

<http://armstrong.som.jhmi.edu/>. Specific questions or troubleshooting problems with reserving space can be sent to [armstrongrooms@jhmi.edu](mailto:armstrongrooms@jhmi.edu).

The reservation form will ask : time, date, number of participants, room configuration and what AV support you will need, including a laptop for the presenter. You will receive a confirmation once the rooms have been scheduled.

The [Academic Computing Center](#) can provide laptop computers for student use in the Learning Studio.



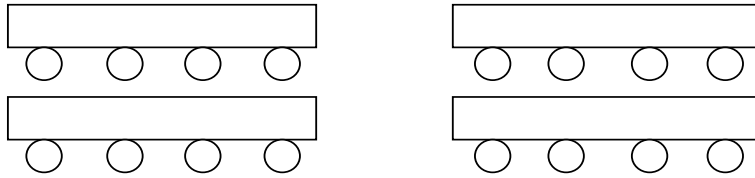
NOTE: Food and Drink are NOT allowed in the Auditoria, Teaching Labs, Learning Studio, and Conference Room spaces. *Faculty are strongly urged to assist in enforcement of this rule.*

## ARMSTRONG BUILDING TEACHING SPACES

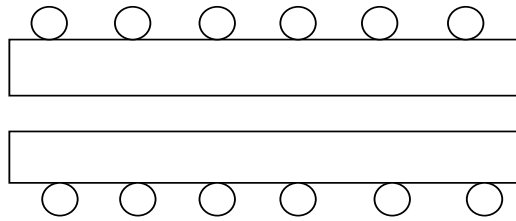
Meeting Room	Max	Notes
PreFunction Area (Lobby)	160	
150 East: Y1 Lecture Hall	170	
150 West: Y2 Lecture Hall	170	
220 : Large Group	20	Classroom
226: Large Group	20	Classroom
260: Learning Studio	76	8 Tables with 8 Chairs Each
270: Meeting Room	40	Classroom
320: Large Group	20	Classroom
326: Large Group	20	Classroom
341: Teaching Lab	36	Computer Room (Card Reader)
342: Teaching Lab	36	Computer Room
343: Teaching Lab	36	Computer Room
344: Teaching Lab	36	Computer Room
345: Teaching Lab	36	Computer Room
370: Large Group	30	Classroom
381: Small Group	10	Circle (Large Table)
382: Small Group	10	Circle (Large Table)
383: Small Group	10	Circle (Large Table)
384: Small Group	10	Circle (Large Table)
385: Small Group	10	Circle (Large Table)
402: Case Study	80	Auditorium Style
420: Large Group	20	Classroom
426: Large Group	20	Classroom
441: Anatomy Lab	15	Lab (Card Reader)
442: Anatomy Lab	15	Lab (Card Reader)
443: Anatomy Lab	15	Lab (Card Reader)
444: Anatomy Lab	15	Lab (Card Reader)
445: Anatomy Lab	15	Lab (Card Reader)
470: Meeting Room	20	Square Table - Classroom
481: Small Group	10	Circle (Large Table)
482: Small Group	10	Circle (Large Table)
483: Small Group	10	Circle (Large Table)
484: Small Group	10	Circle (Large Table)
485: Small Group	10	Circle (Large Table)

# Armstrong Medical Education Building ROOM SETUP REQUEST

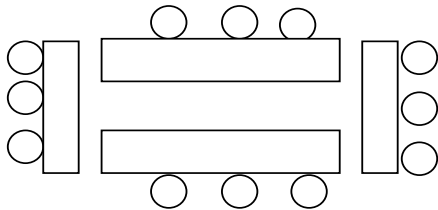
**Classroom:** (All tables/chairs facing the front)



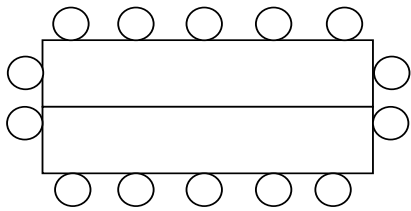
**Panel Style:** (2 long rows of table with chairs on the outside for discussion panels)



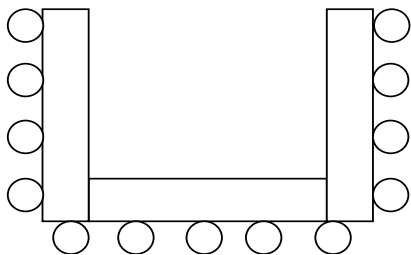
**Hollow Square:** (All tables/chairs facing "in" with room to walk around)



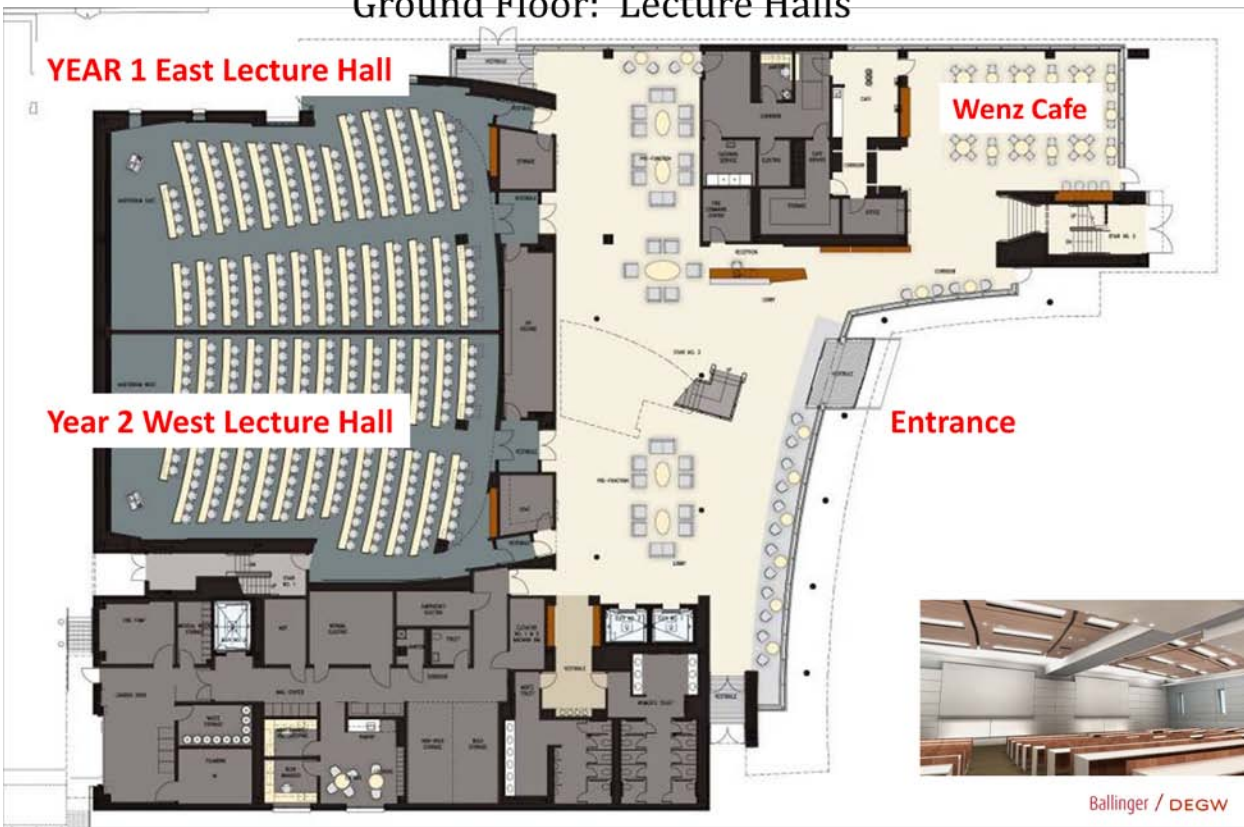
**Solid Square:** (Push long tables together and put chairs around the table on outside)



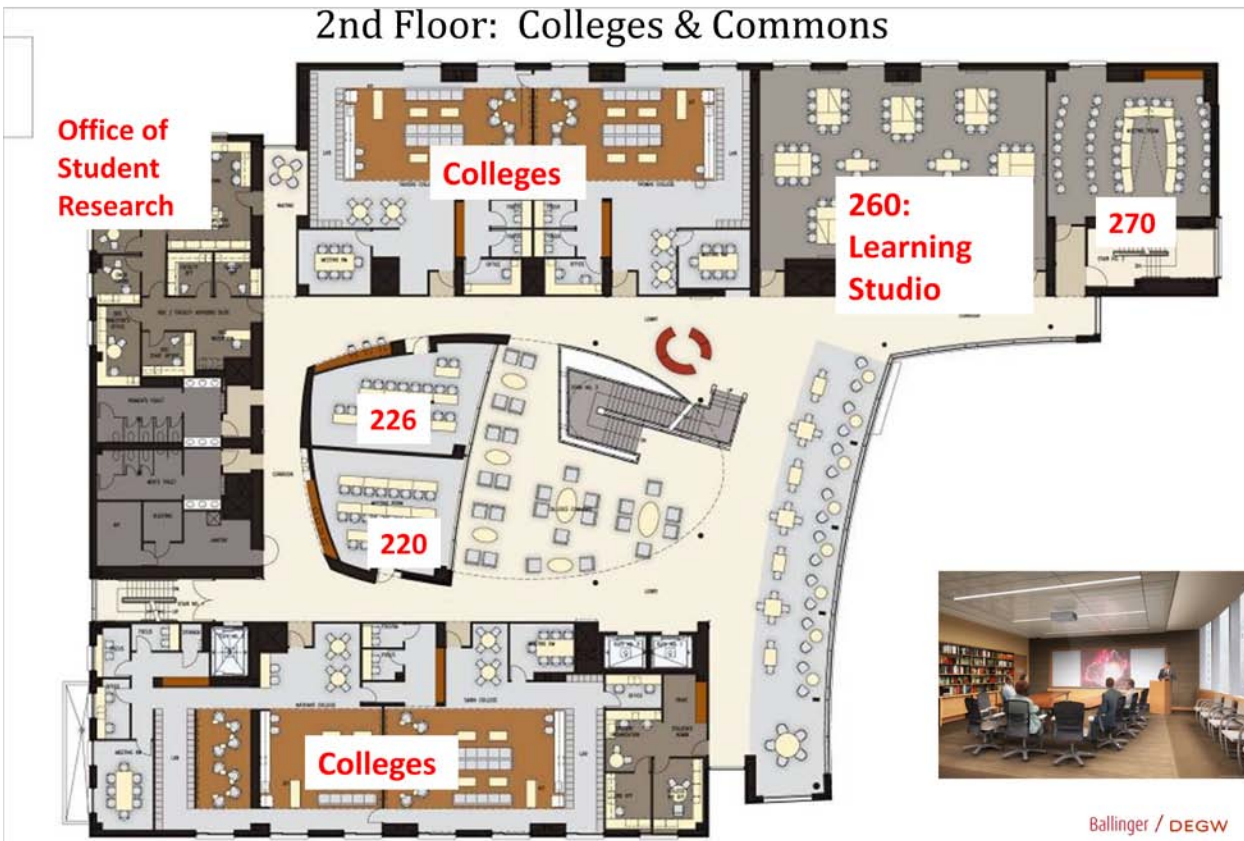
**U-Shape:** (U-shape facing the front of the room/speaker)



## Ground Floor: Lecture Halls



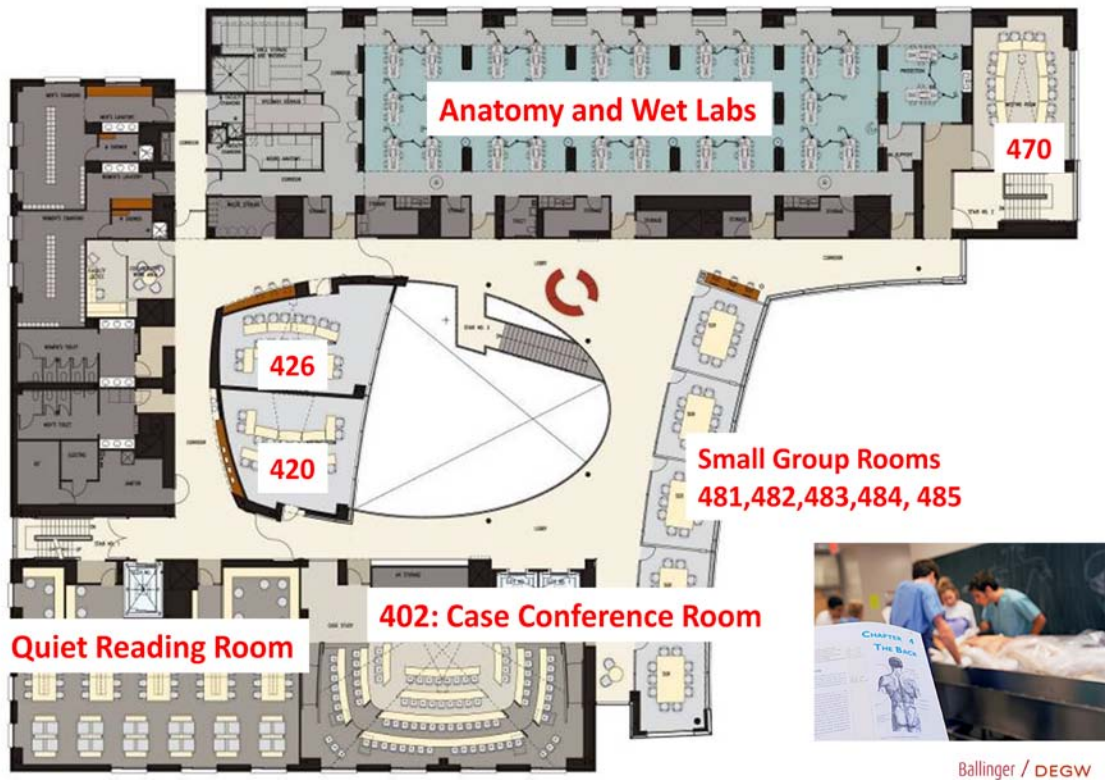
## 2nd Floor: Colleges & Commons



### 3rd Floor: Teaching Labs & Computing Center



### 4th Floor: Anatomy, Case Study & Reading Room



## Smart Board Instructions

**NOTE: THOUGH THE USE OF DRY ERASE PENS ON THE SMARTBOARD WILL NOT DAMAGE THE SMARTBOARD, THEIR USE IS NOT ENCOURAGED.**

- I. To use the smart board as a white board
  - a. Choose a colored pen to draw
  - b. Use the eraser to erase
  - c. To clear writing
    - i. Return all pens to their cradle
    - ii. Tap the screen with your finger
    - iii. Select "Close Ink LAYER"
  
- II. To use the SmartBoard as a mouse pad
  - a. Return all pens
    - i. Use your finger as a mouse to manipulate icons on the screen
    - ii. If you have not Closed Ink LAYER a menu will appear asking you to close the ink layer before proceeding.
    - iii. The Keyboard icon on the menu bar or on the pen tray will display a keyboard. (ESC key doesn't seem to work)
  
- III. To show a PowerPoint Presentation
  - a. Double click the Powerpoint icon with your finger
  - b. Open the appropriate file
  - c. Start your Powerpoint presentation as normal
  - d. Use either the navigation tool bar (which is movable by selecting and dragging its blue menu bar) or touch twice on the screen to advance slides; if you touch right then left you will go back.
  - e. If you accidentally close the navigation window:
    - i. Click the mouse button icon which is located in the right menu bar
    - ii. Touch the screen
    - iii. Select End show
    - iv. Restart the show as normal
  
- IV. To draw on a Powerpoint slide
  - a. Start Powerpoint show as described above
  - b. Use a pen to draw; note there is a slight delay
  - c. Use eraser to erase
  - d. To erase all
    - i. Return all pens
    - ii. Touch the screen
      1. To undo erase – use blue curled arrow in right menu bar
  
- V. To end your Powerpoint Presentation
  - a. Touch the mouse icon located in the right menu bar
  - b. Touch the screen
  - c. Select End Show
  - d. To save your annotations (if any)
    - i. Answer Yes to "Would you like to add your drawings to your presentation?"
    - ii. When quitting, Save As to permanently store your annotations as part of a new presentation.

## USING THE SMARTBOARD NOTEBOOK

- I. Anything you display or write on the Smartboard can be saved in a program called “notebook”
- II. Each sheet works like a slide in powerpoint—the notebook can be displayed a page at a time like a slideshow
- III. When using the Smartboard as a whiteboard, every time the ink layer is closed it automatically snaps a picture of the entire board and puts it in the notebook (you will hear a click).
  - a. To save what you have written, click on the camera icon in the upper right hand corner of the screen
  - b. The notebook can also be accessed by clicking on the “page” icon in the menu bar on the right or, if in Powerpoint, in the navigation bar in the center.
- IV. The first time the Smartboard saves an image, the notebook program will open and appear on the taskbar. You may switch to the notebook at any time by clicking on the taskbar.
- V. You can copy a slide from any application by clicking on the camera icon in the upper right hand corner
- VI. When open, each slide in a notebook can be annotated with the pens as with any other application.
- VII. Before ending a session you can save your notebook file; this will save all the images you captured, and any annotation you have made.
- VIII. There are many other features that can be used with notebook.

Websites for further instruction:

SMART Board basics,

[http://downloads01.smarttech.com/media/services/quickreferences/pdf/english/nbbasic\\_resource.pdf](http://downloads01.smarttech.com/media/services/quickreferences/pdf/english/nbbasic_resource.pdf).

Using the SMART Board with PowerPoint,

<http://downloads01.smarttech.com/media/services/hands-on-practices/pdf/english/hopnb10inkawarepowerpoint.pdf>

Capturing and saving

notes, [http://downloads01.smarttech.com/media/services/quickreferences/pdf/english/grnb10collect\\_share.pdf](http://downloads01.smarttech.com/media/services/quickreferences/pdf/english/grnb10collect_share.pdf)

## Patient and Guest Lecturers

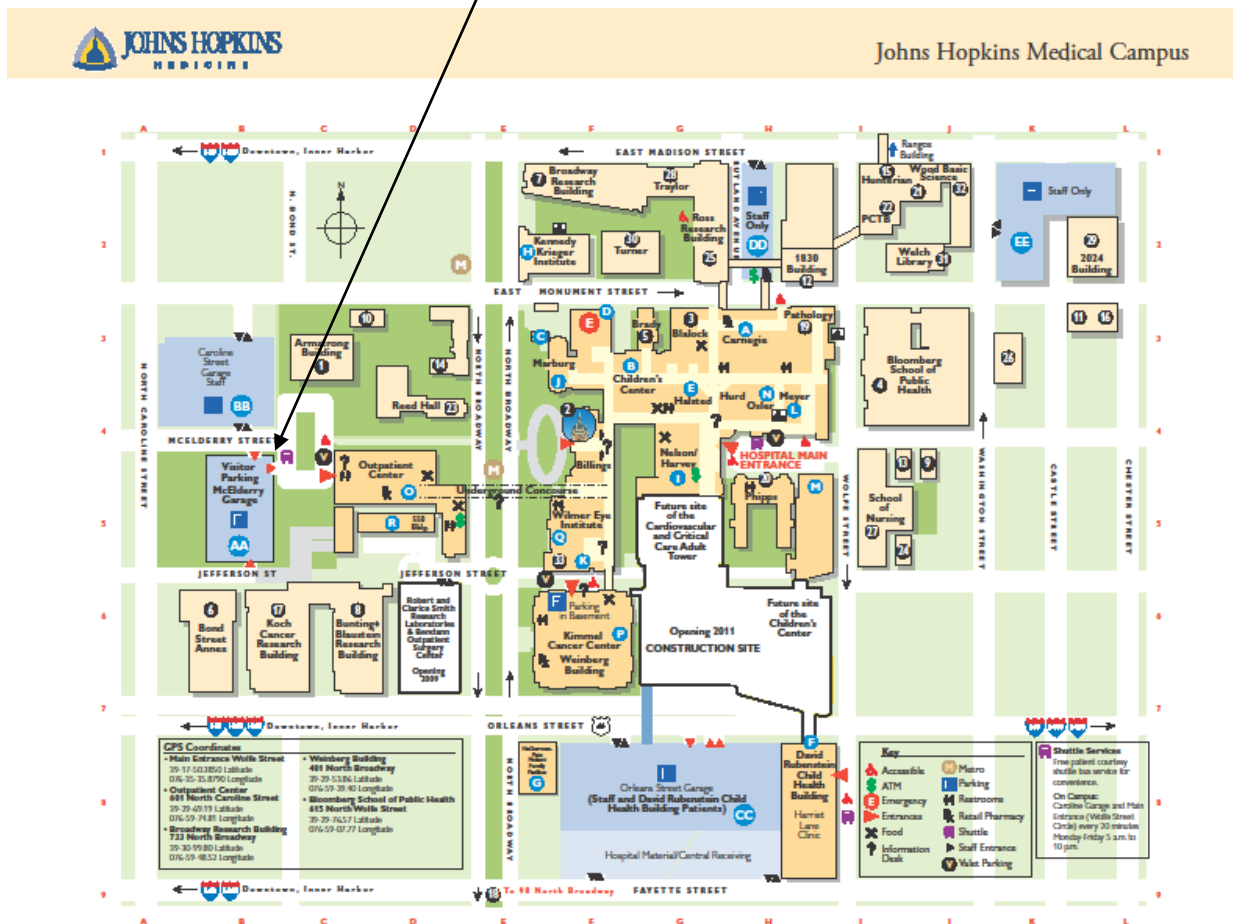
The curriculum frequently uses patients and family members or guest lecturers, especially in the first 2 years of the curriculum. If you are planning such an activity in your course, please notify the Office of Curriculum, which can help with the following:

1. OASIS clarification. This will be highlighted in OASIS so that students are aware that a guest is present. All events with guests or patients are required attendance for students.
2. Assist with orientation to the building. If we know your guest is arriving, we can help to greet and orient to the location, and provide complimentary refreshment.
3. Provide parking vouchers. Parking vouchers are kept in the Office of Curriculum.
4. Thank you. We would like to send a note of thanks to your guests, recognizing their contribution to the curriculum.

Please send the following information to: [officeofcurriculum@jhmi.edu](mailto:officeofcurriculum@jhmi.edu):

- i. Name of guest
- ii. Number in party (family members etc)
- iii. Address or contact
- iv. Date and time of event

We advise all guests to park in the McElderry Garage.



## Student Assessment, Tests and Grading

The *Genes to Society* curriculum has been designed with a strong developmental focus. As students proceed through the curriculum, they will have multiple opportunities to gauge whether they are meeting the milestones expected in an array of knowledge and skills. Students should receive feedback not only on performance in written examinations, but also from small group facilitators and peers on their contributions to discussion, from clinical skills faculty and “standardized patients” on their professionalism, interpersonal skills and clinical reasoning skills, and from their peers on their teaching, public speaking and professionalism skills. The curriculum also emphasizes the growth of self-assessment and reflection, a key attribute of the master clinician. Evidence of accomplishment is collected in a student portfolio, which will be periodically reviewed by the College advisor with the student.

### Comprehensive Examinations

All students are required to take a Basic Science Comprehensive Examination at the end of the Genes to Society course in Year 2 (prior to Transitions to the Wards). This examination is given as feedback to the student on attainment of knowledge basic to medicine.

Students are required to pass a Comprehensive Clinical Skills Examination in summer/fall of Year 4. This examination consists of 11 standardized patient cases and one skills station drawn from the core clinical curriculum. It is scored in 4 performance domains: history-taking, physical examination, interpersonal skills and post-encounter work. Students who fail any one of the domains must remediate the examination with their College advisor.

### “The Boards”

Students are required to take and pass Step 1 of the USMLE by the end of October in the third year. If a student fails to pass this examination, s/he will be brought to the Year 3 Promotions committee for a decision regarding her/his ability to proceed with the clinical curriculum. Students will typically take Step 1 in the summer following Year 2.

Students are required to take Step 2CK and Step 2CS before graduation. Most students take these after completion of the required Year 3 clerkships.

### Creating Examinations

A good resource for writing multiple choice items is Case, SM & Swanson, DB (2001). [Constructing written test questions for the basic and clinical sciences](#): Third edition revised. Philadelphia: National Board of Medical Examiners. [This item-writing manual is available for download free from the NBME.]

The Office of Medical Education Services will provide item analysis for all online exams. Please contact the director of OMES for more information ([Jorie Colbert, jcolber2@jhmi.edu](mailto:jcolber2@jhmi.edu)).

As of 2009-10 academic year, all examinations that count toward grade decisions will be given online through [Blackboard](#), through its TestManager function. In addition, exam items will be tagged and collected in an exam pool for the curriculum. Faculty will be able to search the pool to identify items that can be used to construct an examination.

### Grading

The *Genes to Society* curriculum has 2 systems for grading; one for the *Foundations* and *Genes to Society* courses, and one for the remainder of the curriculum. Course grading for the first year and a half is Pass/Fail.

The Year Promotions Committees may confer a year-grade, “Pass with Distinction”, for students who performed well in all components of the curriculum and additionally made a notable contribution to the learning community.

Course grading for the clinical curriculum beginning with *Longitudinal Clerkship* and *Transitions to the Wards* in Year 3 has 4 tiers: Honors, High Pass, Pass and Fail.

The [Grading Policy](#) approved by the EPCC as of December 2008 is presented below.

Students have the right to appeal a grade decision. The Grade Appeal Policy is detailed in the School of Medicine catalogue and available at: <http://www.hopkinsmedicine.org/som/students/policies/grades.html>

## Grading Policy Committee Recommendations to the EPCC<sup>10</sup>

The committee recommends that, beginning for Year 1 in AY 2009-10, and for Year 2 in AY 2010-11,

- 1) JHUSOM adopt a 2-tier (Pass/Fail) system to document student achievement of competencies in the preclinical curriculum. All courses should use the same criterion of performance for Pass, e.g., a score of 70 on written knowledge tests or explicit criteria on simulation assessments. This would apply to the following courses:
  - Scientific Foundations
  - Clinical Foundations
  - Patient, Physician and Society
  - Genes to Society
  - Areas of Interest
  - All Intersessions
  
- 2) Coupled with the use of the 2-tiered system, the committee recommends:
  - a) Frequent feedback to learners in form of self-assessments, quizzes and numerical scores on written tests, and
  - b) Use of a comprehensive basic science knowledge test for all students at the end of the Genes to Society Course, (NBME shelf exam or USMLE Step 1) which must be passed by September of Year 3 in order for a student to continue with the clinical curriculum. Failure to pass the comprehensive exam will require referral to the Promotion Committee for a remediation plan.
  - c) The year committee may nominate up to 10% of the class to receive a “pass with distinction”. In order to be nominated, a student must be in the top 10% of the class based on academic performance. This is a necessary requirement, but it is not sufficient. The student must also receive nominations from faculty and other students signifying an exceptional commitment to the community of learning. Examples of commitment to the community learning might include assisting other students in achieving their learning objectives, tutoring classmates, helping small group or laboratory groups achieve special insights into subject material, improving the overall effectiveness of a team, etc. Special weight would be given to nominees about whom other students write that they made me a better future doctor. 10% of the class is the maximum number of students who may be nominated for pass with distinction. The list of nominees is then forwarded to the promotions committee for review. The promotions committee will make the final determination on which nominees meet the high standards for academic excellence, generosity with their time, and support of the community of learning. It is specifically not the intent of the “pass with distinction” to replace the honors grade that was based solely on academic performance. Rather, it is designed to acknowledge academic excellence in the spirit of service to the larger community.
  
- 3) That, for the new clinical curriculum beginning in March 2010, JHUSOM maintain a 4-tier system (Honors, High Pass, Pass, Fail) for the clinical clerkships and required courses in the 4<sup>th</sup> year of the new curriculum. Criteria for these grades should be standardized and made explicit to students. This would include the following courses and clerkships:
  - Longitudinal Clerkship
  - Transitions to the Wards
  - Core Clinical Clerkships (Gyn/Ob/Women’s Health, Emergency Medicine, Medicine, Neurology, Pediatrics, Psychiatry, Surgery)
  - Subinternships
  - Elective rotations
  - Physiology Intensive Rotations (ICU rotations)
  - Chronic Care Rotation
  - TRIPLE

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<sup>10</sup> Approved by the EPCC December 4,2008.

In addition, clerkship and clinical course directors should be charged to:

- a) Standardize grading across the clerkships; and
- b) Review validity evidence for clerkship grading annually, as it is provided by SORD.

4) That the Student Portfolio Committee continue its work as follows:

- a) Develop and write specific measurable objectives in competency-based language for milestones across the curriculum that support the documentation of achievement of the institutional objectives.
- b) Create student and faculty development plans to implement the portfolio.
- c) Pilot implementation of the portfolio

5) That the Professionalism Committee continue its work to develop a system for assessment, tracking and remediation of the competencies related to Professionalism.

## Program Evaluation

JHUSOM tracks a number of student outcomes for its curriculum, such as board scores, AAMC Graduation Questionnaires, Program Director surveys and alumni surveys. [Results](#) of these recent evaluations are posted on the GTS website.

The Office of Curriculum will collate online course evaluations by students and focus group discussions by students and communicate these with course directors and Year Committee chairs.

The Student Assessment and Program Evaluation Committee (SAPE) is charged with quality control and continuous quality improvement in the curriculum. Every course is reviewed in detail by the committee approximately every two years and recommendations for improvement are made to the EPCC. Once these recommendations have been approved by the EPCC, course directors are required to respond them in writing within 90 days of report to the EPCC. The [criteria for program evaluation](#) used by the SAPE are have been detailed for courses and clerkships. A schedule for SAPE reviews is presented by the committee at the beginning of the academic year.

**Remediation**  
**Standardized remediation plan**  
**for knowledge-based examinations in the**  
**Genes to Society Year 1 and Year 2 curriculum**  
**Approved by EPCC: April 7, 2011**

Goals

- Provide a uniform approach and set of expectations for students who fail an exam in a GTS course in years 1 or 2.
- Promote only those students who have demonstrated their competence.
- Assist students in obtaining that competence through the remediation process.

Policy

1. Passing score for first test administrations will be the lower of either 70% or 1.5 SD below the mean score.
  - a. The latter option is for courses or sections of courses with unexpectedly difficult exams; the exam and/or teaching should be revised with subsequent iterations of the course to establish a 70% pass threshold.
2. Students who fail the first test administration or other requirements of the course or required section of a course will receive a U for the course until they successfully remediate. The U and remediation outcome will be reported to the registrar.
3. First remediation attempt will be no sooner than one week after the failed exam.
4. The latest that remediation can be completed is August 1 for first year students, and second year students must successfully remediate prior to beginning any clinical clerkship.
5. Whenever possible, remediation testing should be postponed until after a vacation (spring break, etc.) to prevent students from falling behind in on-going work.
6. Students failing any end-of-section exam will be contacted by the section leader or course director to discuss potential reasons for the failure and establish a learning plan. The student's college advisor and the Dean of Student Affairs will be informed of the need to remediate by the course director.
7. First remediation requirement will be to retake a proctored exam
  - a. Closed book format will require 70% to pass
  - b. If banked exam questions are available, new questions should be substituted in the redo exam.
8. If the first remediation is failed, the student will meet with the course director. Learning plan must include scheduled peer tutoring sessions.
9. Second remediation requirement will be to retake the exam again (with new questions if available), requiring 70% correct to pass, PLUS the student's choice of EITHER:
  - a. Write one or more essays of up to 2 pages in length, on topic(s) assigned by the section leader. Topics should be based on the test questions that were missed and the associated lecture objectives, with the total page requirement  $\leq 5$ . Essays will be graded P/F by the section leader together with one or more other section faculty members, approved by the course director.

OR

- b. Complete an oral examination administered by the section leader (or designee) together with at least 2 other section faculty, to be based on the missed test questions and associated lecture objectives.
10. Students whose attendance record does not show  $\geq 80\%$  attendance at the total required sessions for a course block will meet with the course director. If they cannot justify or disprove their absences, they will receive a grade of U until they remediate, and a Professionalism Concern Card will be forwarded to the Dean of Student Affairs.
  - a. Remediation plan will be an essay based on the content of the missed session(s), not to exceed 6 pages, and
  - b. A reflective essay on why attendance is considered required for certain curricular events, not to exceed 1 page.
11. All students who require remediation will be referred to the Promotions Committee for discussion.

# EXAM DATE LIST 2011-2012

Armstrong Medical Education Building

DATE	TIME	STUDENTS	GTS COURSE NAME	AMEB ROOMS	#Studs
8/19/2011	9:00am	Year 1	<i>Intersession Health Care Disparities (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/9/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
9/26/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/10/2011	9:00am	Year 1	Anatomy	ACC 305 & Teaching Labs 341-345	120
10/20/2011	9:00am	Year 1	Macromolecules	ACC 305 & Teaching Labs 341-345	120
11/2/2011	9:00am	Year 1	Cell Physiology	ACC 305 & Teaching Labs 341-345	120
11/11/2011	9:00am	Year 1	Metabolism	ACC 305 & Teaching Labs 341-345	120
<b>11/21/2011</b>	9:00am	Year 1	Genetics ( <i>same day as NBME Clerkship exams</i> )	ACC 305 & Teaching Labs 341-345	120
<b>12/5/2011</b>	<b>1:00pm</b>	Year 1	Pharm + Patho bio ( <i>same day as YR2 exam</i> )	ACC 305 & Teaching Labs 341-345	120
12/12/2011	9:00am	Year 1	Epidemiology	ACC 305 & Teaching Labs 341-345	120
12/16/2011	9:00am	Year 1	<i>Intersession Health Promotion (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
1/20/2012	9:00am	Year 1	Immunology	ACC 305 & Teaching Labs 341-345	120
<b>2/17/2012</b>	9:00am	Year 1	Micro-ID ( <i>same day as Year 2 NBME Exam</i> )	ACC 305 & Teaching Labs 341-345	120
2/28/2012	9:00am	Year 1	<i>Intersession Global Health (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
3/23/2012	9:00am	Year 1	Heme/Onc	ACC 305 & Teaching Labs 341-345	120
4/9/2012	9:00am	Year 1	Neuroanatomy	ACC 305 & Teaching Labs 341-345	120
4/25/2012	9:00am	Year 1	BMB	ACC 305 & Teaching Labs 341-345	120
5/8/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
5/14/2012	9:00am	Year 1	<i>Intersession Pain Care(post test?)</i>	ACC 305 & Teaching Labs 341-345	120
5/29/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/11/2012	9:00am	Year 1	NSS	ACC 305 & Teaching Labs 341-345	120
6/15/2012	9:00am	Year 1	<i>Intersession Disaster (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
9/8/2011	9:00am	Year 2	Pulmonary	ACC 305 & Teaching Labs 341-345	120
10/3/2011	9:00am	Year 2	Renal	ACC 305 & Teaching Labs 341-345	120
10/7/2011	9:00am	Year 2	<i>Intersession Substance Abuse (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
11/4/2011	9:00am	Year 2	Cardiac	ACC 305 & Teaching Labs 341-345	120
<b>12/5/2011</b>	9:00am	Year 2	GI/Liver ( <i>same day as YR1 exam</i> )	ACC 305 & Teaching Labs 341-345	120
<b>12/22/2011</b>	9:00am	Year 2	Endocrine ( <i>same day as NBME Clerkship exams</i> )	ACC 305 & Teaching Labs 341-345	120
1/6/2012	9:00am	Year 2	<i>Intersession Patient Safety (post test?)</i>	ACC 305 & Teaching Labs 341-345	120
2/2/2012	9:00am	Year 2	Reproduction	ACC 305 & Teaching Labs 341-345	120
2/16/2012	9:00am	Year 2	Musculoskeletal	ACC 305 & Teaching Labs 341-345	120
<b>2/17/2012</b>	<b>12:00pm</b>	Year 2	<b>NBME Comprehensive Year 2 Exam (4 hrs + 30 mins)</b>	<b>ACC 305 &amp; Learning Studio 260 ***</b>	<b>120</b>
3/9/2012	9:00am	Year 2	TTW Exam	ACC 305 & Teaching Labs 341-345	120
5/25/2012	9:00am	Year 2	<i>Intersession End of Life/Palliative Care (post test?)</i>	ACC 305 & Teaching Labs 341-345	120

DATES	TIME	STUDENTS	CLERKSHIP NAME	AMEB ROOMS	#Studs
9/16/2011	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
9/21/2011	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
10/14/2011	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
10/17/2011	1:00pm	Year 3 & 4	Surgery & OB/Gyn (60) / Medicine & Peds (50)	ACC 305 & LS 260	110
10/21/2011	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
11/21/2011	1:00pm	Year 3 & 4	Neuro & Psych (30) <i>(same day as YR1 exam)</i>	LS 260	30
11/23/2011	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
12/22/2011	1:00pm	Year 3 & 4	Neuro & Psych (30) / Surgery & OB/Gyn (60) / Medicine & Peds (50)	ACC 305 & LS 260 + 2 TL 344&345	140
1/6/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
2/3/2012	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
2/8/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
3/2/2012	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
3/5/2012	1:00pm	Year 3 & 4	Surgery & OB/Gyn (60) / Medicine & Peds (50)	ACC 305 & LS 260	110
3/9/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
4/20/2012	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
4/24/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
5/18/2012	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
5/21/2012	1:00pm	Year 3 & 4	Surgery & OB/Gyn (60) / Medicine & Peds (50)	ACC 305 & LS 260	110
5/25/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
6/22/2012	1:00pm	Year 3 & 4	Neuro & Psych (30)	LS 260	30
6/22/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28
7/20/2012	1:00pm	Year 3 & 4	OB/GYN (30) / Neuro & Psych (30) / Medicine & Peds (50)	ACC 305 & LS 260	110
7/20/2012	1:00pm	Year 3 & 4	Critical Care (12) *Blackboard Exams	Teaching Lab 344	12
8/17/2012	1:00pm	Year 3 & 4	Emed (15) & Critical Care (12) *Blackboard Exams	Teaching Lab 345 & 344	28

ACC 305 = Academic Computing Center Room 305

LS 260 = Learning Studio Room 260

Teaching Labs Rooms 341-345 (5 Rooms)

Year 1 & 2 = GTS Courses / Blackboard Exams

Year 3 & 4 = Clerkships (\*NBME Exams / Certify Rooms/Workstations\*)

NOTE: Emed & Critical Care Clerkships are Blackboard Exams\*

**Revised 08/01/11**

Revised 9/8/2011

**Registrar's Office Phone Book - First and Second Year Medical School Required Courses  
Course directors and Contacts: 2011 – 2012**

**FIRST YEAR CURRICULUM**

**SFM Curriculum Director: Dr. Jon Lorsch [jlorsch@jhmi.edu](mailto:jlorsch@jhmi.edu) GTS Course Director: Dr. Hank Fessler [hfessler@jhmi.edu](mailto:hfessler@jhmi.edu)**

First Year Curriculum Coordinator: Ms. Theo Karpovich, AMEB 331, Office 410-502-6075, [karpovic@jhmi.edu](mailto:karpovic@jhmi.edu)

<b>Course</b>	<b>Dates</b>	<b>Contact</b>	<b>Course Director</b>
<b>Topics in Interdisciplinary Medicine – Health Care Disparities</b> ME:800.640	8/17/11-8/19/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. April Fitzgerald <a href="mailto:afitzg10@jhmi.edu">afitzg10@jhmi.edu</a>
<b>SFM – Human Anatomy</b> ME:130.600	8/22/11-10/10/11	Arlene Daniel 410-955-1697 <a href="mailto:adaniel@jhmi.edu">adaniel@jhmi.edu</a>	Dr. Chris Ruff <a href="mailto:cruff2@jhmi.edu">cruff2@jhmi.edu</a>
<b>Scientific Foundations of Medicine (SFM) (inc. macro, cell phys.metab., gen., &amp; pharm.)</b> ME:800.636	10/11/11-12/02/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jon Lorsch <a href="mailto:jlorsch@jhmi.edu">jlorsch@jhmi.edu</a>
Macromolecules	10/11/11-10/20/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jon Lorsch <a href="mailto:jlorsch@jhmi.edu">jlorsch@jhmi.edu</a>
Cell Physiology	10/21/11-11/2/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Drs. Doug Robinson <a href="mailto:dnr@jhmi.edu">dnr@jhmi.edu</a> , Erika Matunis <a href="mailto:ematunis@jhmi.edu">ematunis@jhmi.edu</a> , Renee Dintzis <a href="mailto:rdintzi1@jhmi.edu">rdintzi1@jhmi.edu</a> , and Marc Halushka <a href="mailto:mhalush1@jhmi.edu">mhalush1@jhmi.edu</a>
Metabolism	11/3/11-11/11/11	Danelle Daniels 410-955-3453 <a href="mailto:ddaniels@jhmi.edu">ddaniels@jhmi.edu</a>	Drs. Steve Gould <a href="mailto:sgould@jhmi.edu">sgould@jhmi.edu</a> and Daniel Raben <a href="mailto:draben@jhmi.edu">draben@jhmi.edu</a>
Genetics	11/14/11-11/21/11	Theo Karpovich, <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Jeremy Nathans <a href="mailto:jnathans@jhmi.edu">jnathans@jhmi.edu</a>
Pharmacology	11/22/11-12/05/11	Amy Forcier 410-955-1457 <a href="mailto:alovela1@jhmi.edu">alovela1@jhmi.edu</a> 302 WBSB	Dr. Phil Cole <a href="mailto:pcole@jhmi.edu">pcole@jhmi.edu</a>
Genes to Society Introduction		Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>
Pathobiology	11/22/11-12/5/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Mike Borowitz <a href="mailto:mborowit@jhmi.edu">mborowit@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Health Promotion &amp; Disease Prevention</b> ME:800.xxx	12/12/11-12/16/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Paul Watkins <a href="mailto:Watkins@kennedykrieger.org">Watkins@kennedykrieger.org</a> 443-923-2754
<b>Genes to Society I (GTS) (inc. Imm, Micro/ID, Heme/Onc., Pathobiology, and Dermatology)</b> ME:800.635	11/22/11-3/23/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>
Immunology	1/3/12-1/20/12	Angela James 410-955-2709 <a href="mailto:ajames@jhmi.edu">ajames@jhmi.edu</a> or Jolene Patey 410-550-1894 <a href="mailto:jpatey@jhmi.edu">jpatey@jhmi.edu</a>	Dr. Jonathan Schneck <a href="mailto:jschne1@jhmi.edu">jschne1@jhmi.edu</a>
Micro/Infect Disease	1/23/12-2/17/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Khalil Ghanem <a href="mailto:kghanem1@jhmi.edu">kghanem1@jhmi.edu</a>
Dermatology	2/20/12-2/22/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Sewon Kang <a href="mailto:swk@jhmi.edu">swk@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Global Health</b> ME:800.xxx	2/23/12-2/28/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Bob Bollinger <a href="mailto:rcb@jhmi.edu">rcb@jhmi.edu</a>
Heme/Oncology	2/29/12-3/23/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Mike Borowitz <a href="mailto:mborowit@jhmi.edu">mborowit@jhmi.edu</a>
<b>Genes to Society II (GTS)</b> ME:800.610	4/02/12-6/11/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>
Brain, Mind, Behavior	4/10/12-4/25/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Dean Mackinnon <a href="mailto:dmackin@mail.jhmi.edu">dmackin@mail.jhmi.edu</a>
Nervous System & Special Senses	4/26/12-5/08/12 & 5/15/12-6/08/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Noline Schiess <a href="mailto:nschies1@jhmi.edu">nschies1@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Pain</b> ME:800.xxx	5/9/12-5/14/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Beth Murinson <a href="mailto:bb@jhmi.edu">bb@jhmi.edu</a>
Topics in Interdisciplinary Medicine – <b>Disaster Medicine</b> ME:800.xxx	6/11/12-6/15/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Replacement to be identified by Dr. Gabe Kelen per GTSIC minutes 6/22/11
<b>Clinical Foundations</b> ME:800.621	8/22/11-12/8/11 (M,W,Th 2-5)	Susan Shultz 410-502-3737 <a href="mailto:sshultz@jhmi.edu">sshultz@jhmi.edu</a>	Dr. Rob Shochet <a href="mailto:rshoche1@jhmi.edu">rshoche1@jhmi.edu</a>
<b>Foundations of Public Health: Epi, Ethics, and the Health Care System</b> ME:800.637	10/4/11-12/6/11 (Tu 2-4:30)	Brenda Zacharko 410-955-8294 <a href="mailto:bzacharko1@jhmi.edu">bzacharko1@jhmi.edu</a>	Director: Dr. Eric Bass <a href="mailto:ebass@jhmi.edu">ebass@jhmi.edu</a> Epi: Drs. Gail Daumit <a href="mailto:gdaumit@jhmi.edu">gdaumit@jhmi.edu</a> and Raquel Charles <a href="mailto:rfcharle@jhmi.edu">rfcharle@jhmi.edu</a> Ethics: Dr. Jacek Mostwin <a href="mailto:jmostwin@jhmi.edu">jmostwin@jhmi.edu</a>
Epidemiology	12/06/11-12/12/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Raquel Charles <a href="mailto:rfcharle@jhmi.edu">rfcharle@jhmi.edu</a> 410-614-0988

<b>Longitudinal Clerkships – 1<sup>st</sup> Year</b> ME:800.616	1/3/12-6/7/12 (Tu 2-5pm)	Iris Knox 410-338-300 <a href="mailto:iknox1@jhmi.edu">iknox1@jhmi.edu</a>	Dr. Maura McGuire <a href="mailto:mmcguir1@jhmi.edu">mmcguir1@jhmi.edu</a>
<b>Scholarly Concentrations</b> ME:800.623 ***Afternoons of the Topics in Interdisciplinary Medicine (Tues-Thurs) ; 1/2/12 is a holiday	12/13/11&12/15/11 & 12/19/11-1/3/12 ***	Michele Massa (410) 614-7056 <a href="mailto:mmassa1@jhmi.edu">mmassa1@jhmi.edu</a>	Dr. Mary Catherine Beach <a href="mailto:mcbeach@jhmi.edu">mcbeach@jhmi.edu</a>

### SECOND YEAR CURRICULUM

**GTS Course Curriculum Director: Dr. Hank Fessler** [hfessler@jhmi.edu](mailto:hfessler@jhmi.edu) / **Co-Director: Dr. Mike Borowitz** [mborowit@jhmi.edu](mailto:mborowit@jhmi.edu)  
 Second Year Curriculum Coordinator: Ms. Terri Hennel, AMEB 331, Office 410-614-3684, [thennel1@jhmi.edu](mailto:thennel1@jhmi.edu)

Course	Dates	Contact	Course Director
<b>Genes to Society III (inc. Pulmonary, Renal, Cardiovascular, GI/Liver, and Endocrine)</b> ME:800.630	8/22/11-11/4/11	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a> <b>Pulmonary:</b> Dr. David Hager <a href="mailto:dhager1@jhmi.edu">dhager1@jhmi.edu</a> <b>Renal:</b> Drs. Steve Sozio <a href="mailto:ssozio@jhmi.edu">ssozio@jhmi.edu</a> , and Mike Choi <a href="mailto:mchoi@jhmi.edu">mchoi@jhmi.edu</a> <b>Cardiovascular:</b> Dr. Edward Kasper <a href="mailto:ekasper@jhmi.edu">ekasper@jhmi.edu</a> <b>GI/Liver:</b> Drs. Michael Goggins <a href="mailto:mgoggins@jhmi.edu">mgoggins@jhmi.edu</a> and Ayman Koteish <a href="mailto:akoteish@jhmi.edu">akoteish@jhmi.edu</a> <b>Endocrine:</b> Dr. Fredric Wondisford <a href="mailto:fwondis1@jhmi.edu">fwondis1@jhmi.edu</a>
<b>Scholarly Concentrations – 2<sup>nd</sup> year</b> ME:800. 633	10/04/11-10/06/11 & 1/3/12-1/5/12	Michelle Massa 410-614-7056 <a href="mailto:mmassa1@jhmi.edu">mmassa1@jhmi.edu</a>	Dr. Mary Catherine Beach <a href="mailto:mcbeach@jhmi.edu">mcbeach@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Substance Abuse Care</b> ME:800. xxx	10/3/11-10/7/11	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Drs. Dean MacKinnon <a href="mailto:dmackin1@jhmi.edu">dmackin1@jhmi.edu</a> , and Karin Neufeld <a href="mailto:kneufel2@jhmi.edu">kneufel2@jhmi.edu</a>
<b>Genes to Society IV (inc. Reproduction and Musculoskeletal)</b> ME:800. 631	11/7/11-2/16/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a> <b>Reproduction:</b> Drs. Stephen Schatz <a href="mailto:sschatz3@jhmi.edu">sschatz3@jhmi.edu</a> , Isabel Green <a href="mailto:igreen5@jhmi.edu">igreen5@jhmi.edu</a> , and Ann Lawler <a href="mailto:alawler@jhmi.edu">alawler@jhmi.edu</a> <b>Musculoskeletal:</b> Drs. Allan Gelber <a href="mailto:agelber@jhmi.edu">agelber@jhmi.edu</a> , Sewon Kang <a href="mailto:swk@jhmi.edu">swk@jhmi.edu</a> , and Ed McCarthy <a href="mailto:mccarthy@jhmi.edu">mccarthy@jhmi.edu</a>
<b>Topics in Interdisciplinary Medicine – Patient Safety</b> ME:800. xxx	1/3/12-1/6/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Hanan Aboumatar <a href="mailto:habouma1@jhmi.edu">habouma1@jhmi.edu</a>
<b>Longitudinal Clerkships - 2<sup>nd</sup> Year</b> ME: 800.617	8/23/11-12/20/11	Iris Knox <a href="mailto:iknox1@jhmi.edu">iknox1@jhmi.edu</a>	Dr. Maura McGuire <a href="mailto:mmcguir1@jhmi.edu">mmcguir1@jhmi.edu</a>
<b>Transition to the Wards</b> ME:800.634	2/20/12-3/09/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Greg Prokopowicz <a href="mailto:gprokop@jhmi.edu">gprokop@jhmi.edu</a>

### TRANSLATIONAL SCIENCE TIME COURSES

Course	Dates	Contact	Course Director
<b>Metabolism</b> ME:800.624	10/17/11-10/21/11	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Drs. Dan Raben <a href="mailto:draben@jhmi.edu">draben@jhmi.edu</a> and Stephen Gould <a href="mailto:sgould2@jhmi.edu">sgould2@jhmi.edu</a>
<b>Immunology</b> ME:800.626	1/3/12-1/6/12	Susan Davidson 410-955-3383 <a href="mailto:sdavids6@jhmi.edu">sdavids6@jhmi.edu</a> BRB 619 or Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Stephen Desiderio <a href="mailto:sdesider@jhmi.edu">sdesider@jhmi.edu</a>
<b>Infectious Disease</b> ME:800.625	3/5/12-3/09/12	Theo Karpovich <a href="mailto:karpovic@jhmi.edu">karpovic@jhmi.edu</a>	Dr. Brendan Cormack <a href="mailto:bcormack@jhmi.edu">bcormack@jhmi.edu</a>
<b>Cancer</b> ME:800.627	5/21/12-5/25/12	Amy Forcier 410-955-1457 <a href="mailto:alovela1@jhmi.edu">alovela1@jhmi.edu</a> 302 WBSB	Dr. Philip Cole <a href="mailto:pcole1@jhmi.edu">pcole1@jhmi.edu</a>
<b>End of Life/Palliative Care</b> ME:800.628	5/21/12-5/25/12	Terri Hennel <a href="mailto:thennel1@jhmi.edu">thennel1@jhmi.edu</a>	Dr. Michael Carducci <a href="mailto:carducci@jhmi.edu">carducci@jhmi.edu</a>

### REQUIRED SELECTIVES

Course	Dates	Contact	Course Director
<b>Chronic Disease and Disability: Improving Quality of Life</b> ME:716.699	Year-round	Ms. Carolyn Robinson 410-550-7162 <a href="mailto:crobin44@jhmi.edu">crobin44@jhmi.edu</a> Mason F. Lord Bldg. 7 <sup>th</sup> Fl.	Dr. R. Samuel Mayer <a href="mailto:rmayer2@jhmi.edu">rmayer2@jhmi.edu</a>
<b>Subl (Med, Peds, Surg, etc.)</b>	Year-round	Various	Various
<b>Advanced Clerkship in Critical Care</b> (sites vary)	Year-round	Ms. Cate Weaver 410-614-6292 <a href="mailto:cpinder@jhmi.edu">cpinder@jhmi.edu</a> , 1830 Bldg 5 <sup>th</sup> Floor	Dr. Henry Fessler <a href="mailto:hfessler@jhmi.edu">hfessler@jhmi.edu</a>