INTRODUCTION TO CLINICAL MEDICINE:  
A Preview for Pre-Health Professionals

Course Number/Discipline  
Reg# __________  
# Units: 3

Instructor:  CLAUDIA N. MIKAIL, MD, MPH

Dates:  Online (April 7, 2010 to June 9, 2010)

Course Description:  Take a tour of the world of medicine! This course provides an overview of each organ system of the human body and provides insights into the pathophysiology, diagnosis, and management of common disorders. Master basic medical terminology, learn the essentials of taking a history and physical, understand principles of medical decision making and evidence-based medicine, and gain an insider's view into the practice of various medical specialties (cardiology, endocrinology, ob/gyn, gastroenterology, and more). Perfect for pre-med/dental/nursing/pharmacy students or anyone curious about the field.

Prerequisite:  A previous course in general biology is recommended.

Goals & Learning Objectives:

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

- Understand the normal anatomy and physiology of the major organ systems of the human body
- Understand the etiology, pathophysiology, and epidemiology of common diseases associated with each of these organ systems
- Understand the steps a physician takes in the diagnosis and management of common disorders
- Learn how to access resources on current clinical practices in each major medical specialty
- Communicate effectively using medical terminology
Required Text:

Memmler’s The Human Body in Health and Disease, 11th edition (softcover)
Author: Barbara Janson Cohen
Publication date: 2008
Publisher: Lippincott Williams and Wilkins

Rational Medical Decision Making: A Case-based Approach (softcover)
Author: Goutham Rao
Publication date: 2007
Publisher: McGraw Hill Lange
ISBN-10: 0-07-146397-6

UCLA Extension Contact for this Course: LINDA POLIN

Student Records: Students can access and update student records online by visiting: www.uclaextension.edu and clicking on My.Extension on the left navigation bar, selecting Student’s Course Essentials, and following the directions to log in.

Student's Course Essentials lets you view your grades, request an official transcript, change credit status on a current course, obtain enrollment verification, update your personal information, and much more.

Student Conduct:
Student Conduct: By enrolling in this course, all students are expected to have reviewed the Student Conduct and Sexual Harassment information provided in the current Quarterly catalog (print or online) under “General Information.”

Accommodations: If you need any accommodations for a disability, please contact the UCLA Extension Disabled Student Services at: (310) 825-7851 or via e-mail access@uclaextension.edu

Grading:

Course grades will be based on the following:

Total Points for the Course (Estimate): 100

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<tr>
<th>%</th>
<th># Points</th>
<th>Assignment/Exam</th>
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<tbody>
<tr>
<td>50%</td>
<td>50</td>
<td>Performance on threaded discussions</td>
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<tr>
<td>50%</td>
<td>50</td>
<td>One multiple choice exam (open book) based on the lecture readings and slides</td>
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Grading criteria for discussions:

40-50 points=comprehensive response to discussion question
30-39 points=thorough response to discussion question
20-29 points=adequate response to discussion question
10-19 points=inadequate response to discussion question
0-9 points=inadequate or no response to discussion question

For this course, the overall discussion grade will be determined based on a review of the student’s performance on three randomly selected weeks of discussion.

Letter Grade Equivalent:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>(80-89%)</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>(70-79%)</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>(≤59%)</td>
<td>&lt; 59</td>
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All grades are final when filed by the instructor on the Final Grade Report.

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic for the week</th>
<th>Readings</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Lecture: The ABCs: Basic science review and how to take a history and physical</td>
<td>Lecture: Memmler, Chapters 1, 3, and 4 Discussion: 1) Getting to know you: Briefly state your name, your previous education, your current course of study, what you hope to gain from this course, and your future career plans 2) Read the Introduction as well as Chapters 1 and 3 in Rao. Post your response to the questions posed in Case 3.1 (on page 68) on the Discussion Board.</td>
<td>Threaded discussion (post responses by Tuesday, April 14, 2010)</td>
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<td>Week 2</td>
<td>Lecture: Defend Yourself: Microbiology and Immunology Discussion: Public Health</td>
<td>Lecture reading: Memmler Chapters 5, 16, and 17 Discussion: Go to the website <a href="http://www.cdc.gov/h1n1flu/vaccination/professional.htm">http://www.cdc.gov/h1n1flu/vaccination/professional.htm</a> and explore the links relating to the H1N1 flu vaccine. Choose one link that interests you.</td>
<td>Threaded discussion (post responses by Tuesday, April 21, 2010)</td>
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| Week 3 | **Lecture:** | **Skin and Bones:** Dermatology and Orthopaedics  
**Discussion:** What’s your diagnosis? | **Lecture:** | Memmler Chapter 6, 7 and 8  
**Discussion:** Go to the Dermatology Atlas at [http://dermatlas.med.jhmi.edu/derm/](http://dermatlas.med.jhmi.edu/derm/) and try diagnosing 3 dermatological conditions. (You will not be graded on these attempts). For each of the images presented, describe what you see, and name the condition it is associated with, posting your response on the Discussion Board. (Note that the website will give you the correct answer). | Threaded discussion (post responses by Tuesday, April 28, 2010) |
| Week 4 | **Lecture:** | It’s Not All in Your Head: Neurology  
**Discussion:** The neurological exam | **Assigned reading:** | Memmler, Chapters 9 and 10  
**Discussion:** Go to [http://emedicine.medscape.com/article/1147993-overview](http://emedicine.medscape.com/article/1147993-overview) and read the explanation of how to perform a neurological exam. List 3 findings you might discover on a neurological exam, along with a disorder each finding might signify. Post your response on the Discussion Board. | Threaded discussion (post responses by Tuesday, May 5, 2010) |
| Week 5 | **Lecture:** | Sense and Sensitivity: ENT, Ophthalmology, and Endocrinology  
**Discussion:** Clinical Practice Guidelines by a government agency | **Assigned reading:** | Memmler, Chapters 11 and 12  
**Discussion:** Read Chapter 10 in Rao.  
Go to [http://www.ahrq.gov/clinic/uspstf/uspstopics.htm](http://www.ahrq.gov/clinic/uspstf/uspstopics.htm) and review the USPSTF screening guidelines for hearing impairment in newborns and adults, glaucoma, diabetes mellitus, and gestational diabetes. Choose one of these recommendations and discuss your impression of its usefulness to practicing physicians. Post your response on the Discussion Board. | Threaded discussion (post responses by Tuesday, May 12, 2010) |
| Week 6 | **Lecture:** | Have a Heart: Cardiology  
**Discussion:** Case studies | **Lecture:** | Memmler Chapters 13, 14, and 15  
**Discussion:** Go to [http://www.cardiosource.com/casestudies/index.asp](http://www.cardiosource.com/casestudies/index.asp) and select one of the case studies that interest you. Summarize each step of the medical decision making process (history, physical exam, diagnostic testing, treatment plan) for that case and describe what fascinated you most about the case, posting your response on the Discussion Board. (In your post, make sure to note the title and issue date of the case study you’ve chosen, so that your classmates can review it as well if they wish.). | Threaded discussion (post responses by Tuesday, May 19, 2010) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture:</th>
<th>Discussion:</th>
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<tbody>
<tr>
<td>7</td>
<td><em>Inspiration and Urination</em> Pulmonology and Nephrology</td>
<td>Read Chapter 6 in Rao. Search PubMed for a study on environmental etiologies of asthma. Summarize the study for the class on the Discussion Board.</td>
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<td>8</td>
<td><em>Digest This:</em> Gastroenterology and Metabolism</td>
<td>Go to <a href="http://www.gi.org/">http://www.gi.org/</a>, the website of the American College of Gastroenterology, and click on the “Clinical Updates” link on the left side of the page. Select one clinical guideline that interests you and summarize it for the class on the Discussion Board.</td>
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<tr>
<td>9</td>
<td><em>Be Fruitful and Multiply:</em> Urology, Gynecology, and Genetics</td>
<td>Go to <a href="http://www.acog.org/from_home/publications/ethics/co360.pdf">www.acog.org/from_home/publications/ethics/co360.pdf</a> and read the American College of Obstetrics and Gynecology Committee Opinion on preimplantation genetic diagnosis (PGD). Do you believe that prospective parents should be able to use PGD to select their child’s gender? Why or why not? Post your response on the Discussion Board.</td>
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<tr>
<td>10</td>
<td>FINAL EXAM (OPEN BOOK)</td>
<td>Multiple choice exam covering the Memmler readings and lecture notes. (No Discussion section this week).</td>
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