



Darnell-Cookman Middle/High School  
Case Studies in Medicine  
2019-2020  
Ms. Gayle Fiser

**Darnell-Cookman Mission Statement:**

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards emphasizing integrity, the pursuit of academic excellence, and a passion for life-long learning.

**Honor Code:**

Students at Darnell-Cookman Middle/High School, School of the Medical Arts will be expected to uphold the four standards of our school and place high value on intellectual rigor and academics.

- **Honesty** – When students practice honesty, the result is fairness for everyone.
- **Respect** – Respect is treating others as we would like to be treated. In an environment of respect, work we call our own, is our own.
- **Responsibility** – Responsibility is the quality of being accountable for our actions and accepting the consequences of our actions.
- **Integrity** – Integrity is a commitment to a value even when others are not present to witness it.

Enrollment at Darnell-Cookman Middle/High School requires a commitment to these principles. Students are expected to acknowledge fully and in detail the work, thought, or ideas of another person if incorporated in work submitted for assessment; to submit separate pieces of work in fulfillment of the requirements of different components (i.e. research papers); to ensure that the work is their own and is never given to another student in any version (hard copy or electronic) knowing that it might be submitted for grading as the work of another student.

In order to prevent a student from gaining an unfair advantage, these behaviors will result in the following:

- 1) **Grade of zero** – all students involved will earn a zero for the work and/or referral to Dean
- 2) **Documentation** - the incident will be recorded and a parent conference will be held

## **Course Description/Expectations**

This course provides students with an opportunity to integrate and build their knowledge of anatomy and physiology while solving medical cases. Students will be presented with medically related cases and will research possible diagnoses and present their treatment plan. Students will also review cases related to ethics in the field of medicine, such as Tuskegee Project, and The Woburn Toxic Trial. Students will also engage in critical thinking skill building assignments, along with reading assignments to increase reading comprehension skills and analysis skills with science journals.

### **Tentative Topics:**

The following is a tentative list of topics: (not in any specific order).  
Order will be based on student interest and continuity with previous topic.

Review of Anatomy & Physiology

The Scientific Method and its relationship with the field of medicine.

The Story of Henrietta Lacks and the contribution of her cells to the field of medicine.

General Medical and Surgical Case Studies

Trauma Case Studies

The Tuskegee Project.

Cardiac Studies and Rhythm interpretation

Psychoactive Drugs.

Responsible consumers of food and beverages.

The Biomedical equipment industry.

Bioinformatics in Medicine

Becoming a Doctor

Diving Injuries

Vaccines and Immunity

Bone Scatter, Skeletons, and X-rays

The Woburn Civil Action Case Trial

Chronic Traumatic Encephalopathy

Women's Reproductive Health

and more...

Information, assignments, and documents will be posted on the class whiteboard and on my class website, [fiserscience.com](http://fiserscience.com).

### **Resources used in class**

National Center for Case Studies Teaching @ <http://sciencecases.lib.buffalo.edu/cs/>

Actual case studies from physicians, worksheets, course study guides, visual aids, models, charts, handouts, websites such as: <https://omim.org/>

### **Supplies to be purchased by Student:**

Blue/black pens    Pencils    2" 3-ring binder    Notebook paper

## **Student Assessment**

Grades will be calculated on a point system from presentations, mini-posters, worksheets, and group projects.

### **Homework/Daily Work:**

Both individual and group work will be assigned to apply what is learned in class. Written work will not always be graded and not all grades are generated from written work. A maximum of 70% of points will be given for late work. All late work is due 1 week prior to end of the 9 weeks. Classwork becomes homework if group deadlines have difficulty in being met.

**Homework/Late Work Policy:** The district time frame of one day for each day absent will be honored. If you are absent, it is your responsibility to stay informed on my website.

**Make-up Work District Policy:** Regular attendance in each forty-five day grading period is necessary for a student to be successful in school. Missing work shall be made-up for all absences, including suspension. Make-up work shall be allowed for each day of absence. Your child may earn up to full credit for such work submitted with acceptable time frame outlined within DCPS Student Progression Plan.

**Parent/Teacher Conference Information:** If you have a question about your son's/daughter's grade, please check the Focus Grade Portal to see if I have left any notes about specific assignments. If you still have questions, feel free to email me directly. If you have more general questions about your son's/daughter's overall academic progress, you can contact their school counselor or you can call the Student Services office to schedule an appointment for a parent/teacher conference. Please remember that parent/teacher conferences are only available on a limited basis and may not include all of your child's teachers. Please be specific when scheduling a conference to just those teachers that you need to meet face-to-face.

### **Teacher Information**

**Email:** Email is the fastest and best way to communicate with me. Please feel free anytime to email me at: [fiserg@duvalschools.org](mailto:fiserg@duvalschools.org)

**Help sessions** and extra time is available by appointment to students that regularly complete assignments, attend class regularly, have exhausted all resources provided, and have trouble with specific issues that they can identify. This is the student's responsibility to schedule as needed. Please visit the class website regularly for class information at [fiserscience.com](http://fiserscience.com)

**I have read Ms. Fiser's Case Studies Syllabus for 2019-20**

**Parent Signature:** \_\_\_\_\_

**Parent Printed Name:** \_\_\_\_\_

**Parent email:** \_\_\_\_\_

**(Please print)**

**Parent email confirmation:** \_\_\_\_\_

**Parent cell phone #:** \_\_\_\_\_

**Student cell phone #:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Student email:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please initial the following:**

**\_\_\_\_\_ I approve of the tentative movie list included in the syllabus.**

**Movies:**

During the year, films relevant to Case Studies will be shown in class.

"Awakenings" Rated PG-13, "Something the Lord Made" Rated PG-13, "Bleeding Edge" TV-14, "A Civil Action" Rated PG-13, "Super-Size Me" Rated PG-13, "Food, Inc" Rated PG-13, "Fed Up" Rated PG, "The Tuskegee Project: The Deadly Deception" Rated PG-13, "Miss Ever's Boys" Rated PG, "A Beautiful Mind" Rated PG-13, "Gifted Hands: The Ben Carson Story", "Concussion" Rated PG-13, "Lorenzo's Oil" Rated PG-13, "Contagion" Rated PG-13, "Soul Surfer", Rated PG, "The Immortal Life of Henrietta Lacks", Rated TV-MA, "Hidden Figures", "The Founder" Rated PG-13, and selected "House" TV episodes and "The Good Doctor" episodes. Please initial above that you are aware of these choices in the curriculum.

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