

<i>P&amp;S Competencies</i>	<i>Parasitic Diseases Learning Objectives</i>	<i>Evaluation Methods</i>
<b>Medical knowledge</b>	<i>Students should be able to: Bring a specimen for diagnosis to the parasitology lab.</i>	
	<i>Explain the current treatment and prevention strategies for soil-based helminths.</i>	
	<i>Recognize the diagnostic stage of the infection under the microscope and to manage the infected patient after completing the questions at the end of each case history.</i>	
	<i>Explain how food-borne infections and zoonotic infections are presented and illustrate how diverse and versatile this group of infectious agents are in terms of their ease of acquisition.</i>	
	<i>Explain how tapeworms are acquired and how to prevent infection with them.</i>	
	<i>Recognize that neurocysticercosis is a common admit at The Neurological Institute.</i>	
	<i>Describe water-borne infections in which larvae penetrate the unbroken skin illustrate another infection route strategy</i>	
	<i>Recall the toll on human health schistosomes inflict on populations living in endemic areas throughout the tropical world.</i>	
	<i>Explain the mechanisms of pathogenesis from a gross, microscopic and molecular perspective.</i>	
	<i>Identify the possibility for application of “parasite tricks” in medical practice (i.e., schistosome escape mechanisms from the immune system and their potential for application to organ transplantation)</i>	
<i>Recognize the complexity of the malaria life cycle and explain why there will always be a need for newer drugs and an effective vaccine</i>		

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<b>Medical knowledge</b>	<i>Recall</i> that malaria can present on any ward at CPMC particularly during the late summer and early fall when tourists return from their vacations in the tropics.	
	<i>Explain</i> why almost all strains of the parasite are resistant to most of the commonly available drugs. <i>Explain</i> how universal toxoplasma infection is and why it became a killer of HIV-AIDS patients.	
	<i>Recall</i> that there is a group of anaerobic fecally transmitted commonly acquired infections that respond to treatment with a single drug, mertonidazole.	
	<i>Explain</i> the difference between a tick, a spider, a flea, a mosquito, a chigger and a blackfly.	
<b>Patient Care</b>	<i>Diagnose and recommend</i> treatment for tapeworm infections after completing the case histories in the laboratory.	
	<i>Recommend</i> preventative measures after completing the case histories in the lab.	
	<i>Diagnose and treat</i> a typical patient suffering from uncomplicated schistosomiasis	
	<i>Save a life</i> by making a blood smear and recognizing the malaria parasite after completing the case histories in the lab.	
	<i>Diagnose and recommend</i> treatment for and prevent re-infection with these two agents of disease after completing the HIV-AIDS case histories in the lab.	
	Look on a patient for ticks and recognize insect bites based on their textbook and lecture presentation.	
<b>Interpersonal and Communication Skills</b>	Communicate effectively with faculty, other professionals and peers	

<b>Professionalism</b>	Exhibit empathic, respectful and non-judgmental behaviors  Demonstrate personal integrity and ethical behavior	
<b>Practiced-based learning</b>	Demonstrate intellectual curiosity and commitment to lifelong learning	
<b>Systems-based practice</b>	Demonstrate the ability to work effectively with others	