EINSTEIN
Albert Einstein College of Medicine

Graduate Programs in the Biomedical Sciences

COURSE CATALOG

Spring 2022 Block II

Spring 2022 Course Descriptions

Block II

BIOS 7018 Computational Biology of Proteins

COURSE LEADER:
Andras Fiser, PhD

COURSE DESCRIPTION:
An introductory course to Protein Bioinformatics. We provide a systematic introduction to the major techniques, algorithms and tools used in Bioinformatics (for sequence alignments, classifications, secondary and tertiary structure predictions, modeling, sampling of conformations, energy functions, prediction of various functional and structural features of proteins, docking etc.).

We also devote about one third of the lectures to provide an introductory Python programming course with practical applications in bioinformatics.

COURSE OBJECTIVES:
- To learn fundamentals of bioinformatics algorithms and most frequent applications in protein science research
- To learn python programming

SUGGESTED MATERIALS:
Not required, but suggested:
- Computational Biochemistry and Biophysics, Marcel Dekker, New York, NY, ISBN 978-0824704551.
- M. Watanabe, B. Roux, A. MacKerell, and O. Becker; Biological Sequence Analysis: Probabilistic Models of Proteins and Nucleic Acids by R. Durbin, S. R. Eddy, A. Krogh, G. Mitchison ISBN 978-0521629713;
- Bioinformatics: The Machine Learning Approach, Second Edition by: P. Baldi ISBN 978-0262025065;
- Protein Structure Prediction: A Practical Approach by MJE Sternberg 978-0199634965;
- From Protein Structure to Function with Bioinformatics. Ed. Daniel John Rigden, Publisher: Springer; 2009 edition ISBN-13: 978-1402090578.

PREREQUISITES/BACKGROUND PREPARATION:
N/A

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:
Midterm exam;
Python programming exam;
Final exam: a pass requires 2 successful pass out of 3 exams

CREDIT HOURS:
2.5

CLR 5000 Design and Conduct of Clinical Research

COURSE LEADER:

Patricia Friedmann, MS | H. Dean Hosgood, PhD

COURSE DESCRIPTION:

This seminar course aims to introduce students to clinical research with a focus on epidemiology and study design. The course uses an introductory clinical research text, along with a critical assessment of papers from the scientific (clinical and epidemiologic) literature, in order to learn about study designs: their strengths and weaknesses and how such studies are conducted. Topics to be covered include: basic epidemiology, measures of association, basic statistics, cohort studies, case control studies, clinical trials, causal inference, and research ethics.

REQUIRED MATERIALS:

Designing Clinical Research, Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB., 4th Ed. Lippincott Williams & Wilkins; Philadelphia: 2013. ISBN-10: 1608318044 | ISBN-13: 978-1608318049

PREREQUISITES/BACKGROUND PREPARATION:

Interest in and some familiarity with clinical research preferred (Clinical Research 101 lecture series recommended)

SUITABLE FOR 1ST YEAR STUDENTS:

Yes.

STUDENT ASSESSMENT:

Final exam (multiple choice/short answer); preparation and participation in class.

CREDIT HOURS:

2.0

BIOS 8009 Fundamentals of Course Design and Teaching

COURSE LEADER:
Michael Risley, PhD

COURSE DESCRIPTION:
Research and teaching are two major spheres of scholarship and responsibility for most faculty in academic sciences. Training in the science and art of teaching is uncommon, however, particularly in the research intensive environment of a medical school. Although we are often expected to teach and show evidence of good teaching, our training in pedagogy is frequently weak, and research training does not substitute for training to teach.

This course will present fundamental concepts and principles widely used in the design and execution of courses for adult learners (college and postgrad). Topics will include cognitive concepts in adult learning, course, lesson and syllabus design, lecture hall strategies, active learning strategies, formative and summative assessment techniques.

COURSE OBJECTIVES:

- Describe the traits most common to highly successful teachers and courses.
- Identify the varied characteristics of adult students as a basis for designing learning environments and activities.
- Differentiate significant (deep) from superficial learning.
- Define cognitive hierarchies and backward design as fundamental principles for course and lesson planning.
- Design lessons, courses and syllabi consistent with defined learning objectives, learning hierarchies and diversity in learning styles.
- Describe the importance of active learning theory and varied instructional modalities to achieve active learning in diverse settings, including the lecture hall.
- Design formative and summative assessments of student learning, teaching and course effectiveness.
- Design a Teaching Portfolio component for the curriculum vitae.

REQUIRED MATERIALS:
Computer access to course management website. Textbooks/readings are suggested in syllabus.

PREREQUISITES/BACKGROUND PREPARATION:
Open to advanced graduate students who have completed their required courses and qualifying exam. This course cannot be used to fulfill a graduate course or graduate program requirement. Also, open to postdocs and faculty. The course enrollment will be limited to 45.

SUITABLE FOR 1ST YEAR STUDENTS:
No

STUDENT ASSESSMENT:
This is a pass/fail course. The course seeks to promote student discussion and engagement in varied active learning activities with peer learners, which may include postdocs and faculty. Therefore, to enhance the learning environment there will only be occasional quizzes. Course objectives will be achieved through a mix of instructor-directed and student-directed discussions, selected readings from texts and education research literature, and active learning strategies which engage students in group-based discussions, course planning and teaching. Successful completion of the course requires:

- Attendance/quizzes (**no more than 3 absences and/or failed assignments/quizzes**). **All assigned readings are expected to be read prior to class and will be occasionally quizzed.**
- Active weekly participation in class and group discussions/assignments.
- Satisfactory completion of group exercises in course design.
- **Satisfactory peer evaluation of contributions and performance within the learning group**

CREDIT HOURS:
2.0

BIOS 7007 Gene Expression: Beyond the Double Helix

COURSE LEADER:
David Shechter, PhD | Matthew Gamble, PhD

COURSE DESCRIPTION:
This course deals with molecular mechanisms of biological information content. Specifically, the course will tackle the question of how the information contained within DNA, RNA, and chromatin is stored and used in different biological contexts. The major focus is on the molecular mechanisms of the regulation of gene expression and their impact on cellular functions. Students will learn how to critically think about interpreting and designing experiments. Topics include: the genome and DNA, the biochemistry of DNA transcription into RNA, biochemistry of chromatin and the histone code, regulation of transcription and of chromatin structure, its modification and role in epigenetic phenomena; metabolism of the major cellular classes of RNA, emphasizing transcription, processing, stability/degradation, and translation of messenger RNA into protein and control at each of these steps; the role of RNA-mediated catalysis in biology and evolution; the biology and biochemistry of non-coding RNA and the use of RNAi as an experimental and therapeutic tool.

COURSE OBJECTIVES:
Biological Information, i.e. DNA, RNA, Chromatin, Translation, other information stores.

REQUIRED MATERIALS:
Computer

PREREQUISITES/BACKGROUND PREPARATION:
Undergraduate course in molecular biology at the level of Alberts Molecular Biology of the Cell" and the 1st Block Biochemistry course.
Students should be familiar with nucleic acid structure, college-level genetics, graduate biochemistry level protein structure/function.

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:
There will be three take-home open-book exams. These exams will be distributed throughout the course block, covering content from lectures, discussion sections, and readings. Critical thinking, designing experiments, and experimental interpretation are key parts of the grading. Grades and constructive feedback will be returned expeditiously. The exams will count for 80% of the final grade. Discussion section participation (attendance and oral contributions) will count for 20% of the final grade.

CREDIT HOURS:
5.0

BIOS 7022 Immunology

COURSE LEADER:
Teresa DiLorenzo, PhD | Gregoire Lauvau, PhD | Barbara Birshtein, PhD

COURSE DESCRIPTION:
The course will consider both innate and adaptive immunity and include the structure and function of key receptors including immunoglobulins, T cell receptors, and innate pattern recognition receptors. The mechanisms of antibody formation and molecular aspects of cellular immunity, including T and B cell interactions and memory lymphocyte formation, will be emphasized, and connections to modern biomedical science will be highlighted. These will include presentations and discussions on autoimmunity, immunity against major microbial pathogens (including SARS-CoV-2), transplantation, and tumor immunology. The course will rely on multiple materials, including formal lectures (by fifteen Einstein faculty), seminal paper discussions, immunological methods and mouse model lectures, assigned reading (selected textbook chapters and cutting-edge review articles), didactic videos, and data-driven learning sessions ("hands-on" data analysis and interpretation).

COURSE OBJECTIVES:
The goal of the course is to provide students with a broad overview of basic immunology, while also delving deeply into cellular and molecular details in areas of central importance to the field. Successful completion of the course will provide students with strong fundamental knowledge in basic immunology, and assist them in deepening their knowledge of current research and developments in modern immunology.

REQUIRED MATERIALS:
Janeway's Immunobiology 9th edition Kenneth P. Murphy, ISBN 978-0-8153-45053-0 Published by Garland Science, Taylor & Francis Group, LLC ; computer access; internet access.

PREREQUISITES/BACKGROUND PREPARATION:
None

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:

First-quarter exam	15 points
Participation	10 points
Midterm exam	30 points
Final exam	45 points
	100 points

Students earning a total of 70 points or greater will receive a passing grade for the course. Lower point totals may also qualify as passing, but this will need to be determined once the grade distribution has been evaluated.

The participation grade will be determined based on attendance and contributions to class discussions, including seminal paper and data sessions.

CREDIT HOURS:
3.0

BIOS 7005 Molecular Cell Biology

COURSE LEADER:
U. Thomas Meier, PhD | Duncan Wilson, PhD

COURSE DESCRIPTION:
This course will cover basic areas in cell biology with emphasis on selected topics of current interest. The three main areas will be intracellular protein transport, the nucleus, and the cytoskeleton. Topics include: membrane structure and biogenesis, functions of intracellular membranes and the signal hypothesis, protein trafficking and intracellular sorting, glycosylation, exocytosis, endocytosis and membrane fusion, nuclear structure and organization, nuclear transport, mRNA localization, self-assembly of cytoskeletal structures, actin, microtubules, intermediate filaments, molecular motors, mitosis, cell junctions, extracellular matrix, cytoskeleton and signal transduction.

COURSE OBJECTIVES:
At the end of this course, you will understand the structures and functions of most cell components and how they communicate and interact with each other. It will make scientific literature and seminars more accessible to you. You will develop an overall sense and feel for life on a cellular level.

REQUIRED MATERIALS:
Lewin's CELLS" 2015, Third edition (ISBN: 978-1-284-02939-0); eds. G. Plopper, D. Sharp, and E. Sikorski; Jones and Bartlett Publishers; Sudbury, MA. http://go.jblearning.com/CELLS3e
Several copies are on closed reserve in the library and the E-Book is available through the Einstein online library.

Reading the relevant chapter(s) prior to the lecture is required and essential for understanding the lectures. Additional required reading material will be provided by each lecturer consisting of review articles and original research articles.

PREREQUISITES/BACKGROUND PREPARATION:
Some background in biochemistry, molecular biology, and cell biology is helpful but not required.

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:
Based on three in-class exams and, to a minor extent, on three team-based learning sessions (TBLs).
Grading is on a curve, not on a fixed score, which will be discussed after each exam.

CREDIT HOURS:
5.0

BIOS 7011 NMR for Chemistry and Biochemistry

COURSE LEADER:
David Cowburn, PhD | Sean Cahill, PhD

COURSE DESCRIPTION:
The course will provide a gentle but thorough introduction to basic NMR theory and principles followed by application of NMR to solving various chemical and biochemical problems. Topics will include one-, two-, and 3-dimensional NMR methods applied to: the covalent structure and conformation of small molecules and macromolecules, ligand binding and exchange rates, pKa values, and enzyme mechanisms. Lectures will be combined with hands-on sessions in the NMR lab, where students will be assigned projects to be completed on the NMR spectrometers.
NOTE: there are approximately 7 labs that will require some time outside of the assigned block to complete - prepare to spend 1-2 hours for each lab to run experiments and/or analyze data on your own time.

COURSE OBJECTIVES:
Students will acquire the basic skills for running NMR experiments and interpreting NMR data from a variety of applications in chemistry and structural biology.

REQUIRED MATERIALS:
Computer or laptop

PREREQUISITES/BACKGROUND PREPARATION:
A general familiarity with organic chemistry and biochemistry.

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:
Lab reports and problem sets: 75%
Scores on late reports/problem sets are discounted 10%/day; lowest score will be dropped

Presentation: 25%
Score based on

- Introduction to paper and problem studied
- NMR methods and details of experiments performed
- Summary and discussion of results
- Conclusions, future directions and timing of talk

Grade required to pass: 65/100; w/ Honors: 93

CREDIT HOURS:
2.5

BIOS 7407 Principles of Neuroscience II

COURSE LEADER:
Adam Kohn, PhD | José L. Peña, MD, PhD | Ruben Coen-Cagli, PhD

COURSE DESCRIPTION:
Principles of Neuroscience II is a 13-week course required for students in the Department of Neuroscience. In this course, students will explore how complex neural systems integrate afferent information and direct efferent outflow, and the mechanisms underlying the development of these neural systems. The overall goal will be to explore higher order functions, such as the structure and function of neural systems underlying sensation and movement, learning and memory at the sensory and motor levels, as well as higher-level cognitive processes, followed by investigation of the developmental mechanisms driving the structure and function of neural networks. Student knowledge in these areas will be built on a firm understanding of the underlying physiology and anatomical structure. Principal areas of interest will be on hierarchical neural systems, the plasticity of neural networks, serial and parallel neural processing, cognition and computational modeling.

COURSE OBJECTIVES:
- To learn the role of neural networks in high-order perceptual, motor and behavioral states functions.
- To learn computational approaches explaining brain functions.
- To learn how to write a research grant.

REQUIRED MATERIALS:
Online access to Zoom lectures, books and journals available at Einstein's library.

PREREQUISITES/BACKGROUND PREPARATION:
Principles of Neuroscience I (Block I)

SUITABLE FOR 1ST YEAR STUDENTS:
Yes

STUDENT ASSESSMENT:
The grade in this course will be based on participation in class (20%), midterm critiques of preliminary grant proposals (30%) and a final grant proposal (50%).

CREDIT HOURS:
6.0

BIOS 7020 Responsible Conduct of Research

COURSE LEADER:
Victoria H. Freedman, PhD

COURSE DESCRIPTION:
This course fulfills an NIH mandated training requirement and is required for all 1st year pre-and post-doctoral trainees.

Topics:

- Overview of RCR
- Research Misconduct
- Protection of Human Subjects
- Welfare of Laboratory Animals
- Conflicts of Interest
- Data Management Practices
- Mentor & Trainee Responsibilities
- Collaborative Research
- Authorship & Publication
- Peer Review

COURSE OBJECTIVES:
The Responsible Conduct of Research course is designed to introduce key issues in the responsible conduct of research (RCR), by following the research process from inception to planning, conducting, reporting, and reviewing biomedical research. The course will provide an overview of the rules, regulations, and professional practices that define the responsible conduct of research. In addition, the course aims to provide a practical framework for ethical decision making when faced with difficult situations in the research and training environment.

REQUIRED MATERIALS:
The textbook "ORI Introduction to the Responsible Conduct of Research" by Nicholas H. Steneck (Department of Health & Human Services) features case studies, text-box inserts, discussion questions and electronic and printed resources. The text is available online as a PDF document (http://ori.hhs.gov/documents/rcrintro.pdf). Each session of the course is associated with one or more chapters from the text.

PREREQUISITES/BACKGROUND PREPARATION:
N/A

SUITABLE FOR 1ST YEAR STUDENTS:
Yes. Required for first year students, and PREP scholars.

STUDENT ASSESSMENT:
No class session may be missed in order to receive credit. An incomplete grade for the course will require retaking missed sessions the following semester.

CREDIT HOUR:
1.0