

## PCM-1 Organization

Temporal Blocks: Bioethics, Clinical Skills I, Healthcare Systems and Delivery, Clinical Skills II, Behavior and Health Promotion

Longitudinal Block: Personal and Professional Development

### **Bioethics**

Lectures:

Clinical bioethics  
Catholic bioethics  
Spirituality

Small Groups:

Clinical Bioethics  
Service  
Spirituality  
Service project reflection

### **Clinical Skills I**

Lectures:

Components of Medical History  
Medical History Demonstration

Other:

SHB combined sessions, fall  
Diagnostic equipment use  
SP practice interview  
SP interview  
OSCE 1

Small Groups:

Components of Medical  
History/Interview  
Communication skills  
SP1 – HPI  
SP practice feedback  
SP exercise feedback

### **Clinical Skills II**

Lectures:

Sensitive topics  
Occupational health  
Intimate partner violence  
Hypothesis driven history  
Difficult relationships  
Cultural medicine  
Screening/Dx testing  
Literature review/EBM

Other:

SHB combined sessions, spring  
OSCE 2  
SP5 - HDH

Small Groups:

SP2 sensitive topics  
Sexual health history  
SP3 – IPV  
SP4 – difficult relationships  
Patient Interview 1  
Patient Interview 2

### **Healthcare Systems and Delivery**

Lectures:

US healthcare system  
Global health  
Justice

Small Groups:

US/Global/Justice

## Health Behavior and Promotion

### Lectures:

Psychological development  
Learning and behavior  
Social determinants of health  
Risk factors and health maintenance  
Screening and diagnostic testing  
Smoking  
Substance abuse  
Integrative medicine  
Nutrition

Obesity

### Small Groups:

Learning, behavior and development  
Smoking prevention/counseling  
Substance abuse  
Nutrition and health  
Risk assessment  
SP6 – screening/risk assessment

## Personal and Professional Development

### Lectures:

CIM  
Physician well being  
Impaired physician

### Small groups:

Semester 1 feedback  
Medicine as a profession  
Service project and Mentor reflection  
Physician self care  
Semester 2 feedback

Bioethics	Clinical Skills I	Healthcare Systems	Clinical Skills II	Health Behavior and Promotion
Personal and Professional Development				

## **PCM-1 Block Objectives (SSOM competency addressed)**

### **Bioethics**

By the end of the bioethics block, students will . . .

Identify important principles of clinical and Catholic bioethics and demonstrate their application in a simulated patient encounter. (PME)

Discuss the roles of spirituality and service in the practice of medicine, with particular emphasis on practice at Loyola. (PME)

Evaluate a service project completed during the first year of medical school. (PME)

### **Clinical Skills I**

By the end of the clinical skills I block, students will . . .

Apply the basic components of the medical history and interview to information gathering in simulated encounters. (CSPC)

Develop communication skills necessary to successfully interact with patients. (ICS)

Describe and reproduce elements of basic physical exam maneuvers, including inspection, palpation, percussion and auscultation. (CSPC)

Identify and demonstrate the basic use of common clinical tools, such as the otoscope, ophthalmoscope, reflex hammer and tongue blade. (CSPC)

### **Clinical Skills II**

By the end of the clinical skills II block, students will . . .

Develop communication and interpersonal skills to successfully interact with patients when dealing with personal, emotional or potentially embarrassing topics. (ICS)

Begin to analyze the components of a comprehensive health history and apply each when clinically appropriate. (CSPC)

Recognize the tenets of the hypothesis driven history, recall a simple differential diagnosis of several common clinical presentations and construct a most likely diagnosis for a patient in a simulated clinical encounter. (CSPC)

Synthesize a gathered patient history into a succinct and accurate oral presentation. (ICS)

Apply the principles of biostatistics and Evidence Based Medicine to the development and answering of an appropriate clinical question. (CSPC)

## **Healthcare Systems and Delivery**

By the end of the healthcare systems and delivery block, students will . . .

Describe major challenges in clinical healthcare and its delivery in the United States as well as developing nations. (SCC)

Define key concepts relating to healthcare delivery in this country. (SCC)

Apply the principle of justice to distribution of healthcare goods and services. (PME)

## **Health Behavior and Promotion**

By the end of the health behavior and promotion block, students will . . .

Recognize the principles of behavior change and psychological development in humans. (MK)

Recognize the health impacts of certain high risk behaviors or states, including smoking, substance abuse, sexual behaviors, obesity and sedentary lifestyle. (MK)

Assess patterns of behavior for health risks. (CSPC)

Synthesize a plan for change to a high risk behavior in a simulated patient encounter, present and discuss with the same patient. (CSPC)

Define complementary, alternative, and integrative medicine. Analyze their applicability to hypothetical patients. (MK)

## **Personal and Professional Development**

By the end of the personal and professional development block, students will . . .

Construct a plan for personal well being and self care while in medical school. (LPP)

Describe conditions that lead to physician and student well being as well as unhealthy behaviors. (MK)

Identify the principles of medicine as a profession and how these principles apply in daily life. (PME)

Defend or refute the role of service in medical school and medical practice. (PME)

Describe the progression of medical education, training and practice. (LPP)

Demonstrate awareness of different medical specialties and how different personal skill sets may favor a particular career. (LPP)

**MK – medical knowledge; ICS – interpersonal and communication skills; PME – Professionalism, Moral Reasoning and Ethical Judgment; CSPC – Clinical Skills and Patient Care; LPP – Lifelong Learning, Problem Solving and Personal Growth; SCC – Social and Community Context of Healthcare**