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
  - Family History & Review of Systems
- **Small Groups:**
  - Components of Medical
  - History/Interview
  - Communication skills
  - SP1 – HPI
  - SP practice feedback
  - SP exercise feedback

**Clinical Skills II**
- **Lectures:**
  - Sensitive topics
  - Sexual Health History
  - Intimate partner violence
  - Hypothesis-Driven history
  - Difficult relationships
  - Cultural medicine
  - Screening/Dx testing
  - Occupational health
  - Literature review/EBM
- **Other:**
  - SHB/FHB 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
- HIPPA

Small Groups:
- US/Global/Justice

Health Behavior and Promotion

Lectures:
- Facilitating Behavior Change
- Health Disparities
- Risk factors and health maintenance
- Biostatistics and Epidemiology
- Smoking
- Substance abuse
- Quality of Care & Patient Safety
- Integrative medicine
- Nutrition

Small Groups:
- Facilitating Behavior Change
- 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-Learning Project
- Mentor/Preceptor reflection
- Physician self care
- Semester 2 feedback

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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