

Patient Centered Medicine 3 Course Objectives

1. Medical Knowledge

Describe the principal underlying causes, mechanisms and processes involved in the etiology of the major human disorders and conditions, and apply this knowledge to the prevention, diagnosis, management, and prognosis of disease. (1.2 – Dying process)

Describe the principles of pharmacology and the clinical use of both pharmacological and non-pharmacological treatment approaches; and apply this knowledge to select and design the most appropriate preventative, curative and/or palliative therapeutic strategies for the management of clinical conditions and diseases. (1.3 – EOL, Substance Use Disorder)

Apply the principles of the social and behavioral sciences to explain the impact of economic, psychosocial, spiritual, and cultural influences on health, disease, care plan adherence, and healthcare disparities. (1.5 – Anti-racism, Care of immigrant neighbors, EOL, BP&J, Nutrition)

Demonstrate an understanding of how epidemiologic sciences are used to promote health and prevention of disease. (1.6 – Nutrition session)

Identify factors which may lead to health disparities including insurance and immigration status. (1.5 – Anti-racism, Care of immigrant neighbors, EOL, BP&J, Nutrition)

Identify critical issues and principles of management in the care of seriously ill and dying patients (1.4 – EOL)

2. Patient Care

Gather information and provide accurate documentation about patients and their conditions through history taking, physical examination, and interpretation of diagnostic testing. (2.1 – clinical reasoning, end of year OSCE)

Apply critical thinking and clinical reasoning skills to develop a prioritized differential diagnosis. (2.2 – clinical reasoning, End of year OSCE))

Demonstrate the ability to perform clinical and procedural skills to provide basic patient care under the appropriate level of supervision. (2.4 – Phlebotomy in intro to 3rd year)

Apply the principles of health promotion and screening for disease to the care of patients. (2.6 - Nutrition)

Actively participate in sessions that introduce students to the foundational skills necessary to begin clinical clerkships (2.4 Clinical skills week)

3. Interpersonal and Communication Skills

Communicate effectively when counseling and educating patients and families. (3.2 – End of year OSCE)

Communicate effectively with peers and other health care professionals, including during transitions of care. (3.3 – IPE session)

Participate in the education of peers and other health professionals. (3.6 – IPE session)

4. Practice-Based Learning and Improvement

Evaluate one's performance to identify strengths and personal limitations in knowledge, skills, behaviors and/or attitudes. (4.1 – clinical reasoning)

Obtain formative help and advice, where appropriate, from supervisors, advisors, mentors, peers, and relevant support services, and use feedback to positively modify personal performance and behavior. (4.3 Facilitated small group sessions)

5. Professionalism

Demonstrate integrity and personal accountability in fulfilling, in a complete and timely manner, all obligations and expectations related to one's designated professional role. (5.2 – timely assignment uploads)

Demonstrate sensitivity and respect to the diverse backgrounds, identities and experiences of patients and colleagues. (5.4 – Ant-Racism Seminar, Facilitated small groups)

Demonstrate understanding of ethical principles pertaining to the provision of care. (5.5 Ethics and Professionalism)

Recognize and report unethical and impaired behavior of members of the health care team, including peers. (5.6 – Ethics and Professionalism)

6. Systems Based Practice

Recognize the relative merits of care provided in varied health care delivery settings, including consideration of cost-effectiveness and risk-benefit analysis. (6.1 – BPJ)

Demonstrate an understanding of how the principles of patient safety and quality improvement apply to all aspects of health care delivery. (6.3 – IHI open school modules)

Identify how system-based factors may impact the delivery of socially just healthcare. (6.4 – Immigrant neighbors, Health Care Reform)

Recognize the role of the physician as an advocate for promoting health and wellness within their communities (6.2, 6.4 Nutrition, Substance Use Disorder)

Define social justice and analyze its role in medical professionalism. (6.4 BPJ, Ethics and Professionalism, Nutrition, Anti-Racism, IPE)

Apply the principles embodied by the Jesuit Catholic tradition to the practice of medicine (6.4 Course intro with Drs. Hardy and Kristopaitis)

Demonstrate knowledge of the philosophy of palliative care and hospice and the services provided by a hospice program (6.2 - EOL)

Demonstrate an understanding of key principles of healthcare operations, including components of medical billing, and physician and hospital reimbursement (6.1 - BPJ)

7. Interprofessional Collaboration

Collaborate with all health professionals to maintain a culture of mutual respect, dignity, ethical integrity, and trust. (7.1 – IPE session)

Recognize the roles of various health-care professionals and their contributions to timely, efficient, effective, and equitable team-based health care. (7.2 – IPE session)

8. Personal and Professional Development

Demonstrate personal responsibility and healthy coping strategies for maintaining physical and mental wellbeing, while fulfilling personal and professional obligations. (8.1 small group)

Integrate the practice of critical reflection and self-inquiry in order to sustain meaning and purpose in being a physician. (8.2 Small group)

Develop and apply skills and qualities of the physician's vocation including humility, compassion, empathy, confidence, and integrity. (8.3 -small Group)