### M1 First Semester Foundations of Clinical Practice I

**Facilitator: Case-Based Learning I (CBL I) Small Groups – 30 hours**

#### Format:
CBL students develop clinical reasoning skills while working through paper based case scenarios. Students identify gaps in their knowledge, develop learning issues and seek information to address these issues. Case discussions result in students actively learning about concepts important to understanding, diagnosing and managing the case. Students integrate concepts varying from basic molecular and cellular function to psychosocial aspects of case management.

#### Responsibility:
Facilitators are expected to serve as guides to researching questions, to the reasoning process and to facilitating group process - are NOT expected to dispense information. **Facilitators need not be content experts on any of the particular cases.** Facilitators are required to evaluate students’ written work and their participation in the small group.

#### Faculty Development:
Facilitators are required to participate in a faculty development training session before the semester begins. A facilitator/student manual will be provided.

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**Fall**

### M1 First Semester Foundations of Clinical Practice I

**Facilitator: Personal and Professional Development (PPD) Small Groups – 30 hours**

#### Format:
This small group time will be used to serve several functions. The first session will be a “get-acquainted dinner session” on August 20. Approximately 25-35% of sessions will be used to discuss personal aspects of becoming a practicing physician. Other sessions are used to practice and develop communication skills, specifically focusing on obtaining the history of the present illness.

#### Responsibility:
Read materials in preparation for discussions as well as facilitate discussions. Observe interviewing simulated patients.

#### Faculty Development:
Facilitators are required to participate in a faculty development training session before the semester begins. A facilitator/student manual will be provided.

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**Fall**

### M2 First Semester Foundations of Clinical Practice III

**Facilitator: Patient-Centered Learning (PCL) Small Groups – 30 hours**

#### Format:
PCL in the second year allows students to further develop problem-solving skills utilizing actual patient experiences. In collaboration with the PCL facilitator, student pairs develop a PCL case based on information collected during an actual patient history and physical exam. The student pair will then serve as facilitators helping the PCL group actively learn about basic science, clinical, social, preventive, and ethical issues surrounding the case. The students are responsible for generating a case summary. Peer evaluation is an important component of the sessions.

#### Responsibility:
Facilitators provide guidance and support as students prepare PCL presentations and facilitate group discussion. **Facilitators do not need to be content experts.** They will be called upon to access additional patient information as the PCL case unfolds. Facilitators are expected to oversee patient assignments, assure students develop clinical presentations, review history and physical exam findings, evaluate students’ written work, and oral presentations.

#### Faculty Development:
Facilitators receive CBL/PCL orientation and training prior to the beginning of the semester.

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**Fall**

### M2 First Semester Foundations of Clinical Practice III

**Facilitator: Ethics Small Groups – 25 hours**

#### Format:
Small groups (10-12 students) and two faculty discuss cases which integrate lecture concepts.

#### Responsibility:
Facilitators encourage group members to discuss ethical issues, share ideas and explore alternative ways of decision-making.

#### Faculty Development:
Facilitators participate in a training/development session prior to the beginning of the semester.
The four semesters of Foundations of Clinical Practice allow the students to progressively build skills and knowledge base in physical examination. The Physical Exam Academy is composed of faculty who provide instruction in physical examination beginning with role modeling and progressing through small group teaching of PE skills and physical findings with actual patients. This program allows faculty to work with a broad spectrum of first- and second-year students over the course of a year.

### INSTRUCTOR: PHYSICAL EXAM ACADEMY – 16 hours

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<thead>
<tr>
<th>Fall or Spring</th>
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<tbody>
<tr>
<td><strong>Format:</strong></td>
<td>Teaching in PE Academy is done in small group settings with 2-8 students. Faculty will role model history-taking during the first semester, role-model physical examination during the second semester, assist and supervise fourth-year students teaching PE skills to small groups of first-year students, and assist in PE skills review at the end of the second semester. During the third semester, PE Academy faculty oversee a PE skills review and assist second-year students in identifying physical findings in patients.</td>
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<tr>
<td><strong>Responsibility:</strong></td>
<td>Faculty will work in small group settings with students to be a resource and oversee PE skill development. Faculty will need to be clinicians in order to provide appropriate oversight.</td>
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<tr>
<td><strong>Faculty Development:</strong></td>
<td>Facilitators are required to participate in a skills and development session before the semester begins.</td>
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### M1 SECOND SEMESTER

**FACILITATOR: CASE-BASED LEARNING II (CBL II) SMALL GROUPS – 30 hours**

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<tr>
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</tr>
<tr>
<td><strong>Responsibility:</strong></td>
<td>Facilitators are expected to serve as guides to researching questions, to the reasoning process and to facilitating group process - are NOT expected to dispense information. <strong>Facilitators need not be content experts on any of the particular cases.</strong> Facilitators will be required to evaluate students’ written work and their participation in the small group.</td>
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<tr>
<td><strong>Faculty Development:</strong></td>
<td>Facilitators are required to participate in a faculty development training session before second semester begins. A facilitator/student manual will be provided.</td>
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### M2 SECOND SEMESTER

**CLINICIAN MENTOR – 21 hours**

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<td><strong>Format:</strong></td>
<td>Each clinical faculty meets with a group of 4 M2/Physician Assistant students 5 times during the semester for 4 hours. Faculty assist students in refining their history taking and physical exams skills, develop skills presenting coherent and focused oral presentations, critique skills in writing a complete history and physical exam, and facilitate developing skills in integrating patient information for problem-solving. The first session is held in the Clinical Skills Teaching area and includes direct observation using videorecorders.</td>
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<td><strong>Responsibility:</strong></td>
<td>Clinician mentors identify specific student needs in history and PE skills and assist them in improving their skills during patient encounters; review self and peer evaluations of a videorecorded simulated patient interaction; critique oral presentations and provide written feedback.</td>
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<tr>
<td><strong>Faculty Development:</strong></td>
<td>A one-hour faculty development session will be provided 2-3 weeks before the course begins.</td>
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