

**MTEC 121 and 122: Social and Health Systems 1 and 2 (SHS 1&2)**

<b><u>Patient Care and Clinical Skills:</u></b> Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Methods</b>
<b>PC9.</b> Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation	<ul style="list-style-type: none"> <li>✓ Participation in Discussion (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways that race and ethnicity impact health, disease, and roles of physicians.</li> <li>• Identify ways that sex, gender identity, and gender expression influence health, disease, and roles of physicians.</li> <li>• Demonstrate knowledge of and analyze the ways in which social and cultural contexts affect disease, experiences of illness, and roles of physicians.</li> <li>• Discuss the role of the physician in classifying and treating disabilities and the implications these medical labels have.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> </ul>
<b><u>Medical Knowledge:</u></b> Students must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge in patient care, specifically:			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Methods</b>
<b>MK4.</b> Identify the proximate and ultimate factors that contribute to the development of disease and illness, and that contribute to health status within and across	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify social conditions and experiences that influence health status, health risk, and exposure to risk.</li> </ul>	

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populations regionally, nationally, and globally.			
<b>MK7.</b> Recognize the medical consequences of common societal problems.	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the synergistic relationship of social inequalities, distributive justice, and health status.</li> </ul>	
<p><b><u>Interpersonal and Communication Skills:</u></b> Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals.</p>			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<b>IC2.</b> Communicate effectively in oral format with colleagues, and other health care professionals.	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise and strengthen habits of critical reflection, reasoned argument, and capacity for uncertainty and ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> </ul>

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<p><b>IC3.</b> Communicate effectively in written format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Home Visits Narrative (summative)</li> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Ethics Essay (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate reasoned analysis, integration of various source material, and coherent narrative voice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> <li>✓ Home Visit</li> </ul>
<p><b>IC4.</b> Sensitive participate in end-of-life activities with other health care professionals and patients. Examples may include end of life discussions and pain management.</p>	<ul style="list-style-type: none"> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the clinical, cultural and religious dimensions of end-of-life care and practices.</li> <li>• Discuss the moral management of death in contemporary America, including advanced directives, physician's role, and legislation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> </ul>

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<b>Professionalism:</b> Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being.			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<b>PR1.</b> Identify and consistently demonstrate ethical principles and behaviors in the care of patients	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Home Visit (summative)</li> <li>✓ Clinic Week Practice Overview (summative)</li> <li>✓ Ethics Essay (summative)</li> </ul>	<p>s, families, team members, faculty, peers, and staff with unconditional traction and recognize the importance of patient centered delivery of</p> <p>the preclinical setting that are required in the clinical setting, including ty, and humility. Discuss bioethics methods and approaches to moral</p> <p>healthcare and research.</p> <p>nsent, privacy, and confidentiality.</p> <p>on and involuntary treatment.</p>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<b>PR2.</b> Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time each day and actively prepare for and participate in patient care and teaching activities.</li> <li>• Ask for and incorporate feedback regularly to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> </ul>

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<p><b>PR3.</b> Demonstrate respect for and adapt to different patient and medical cultures and expectations.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Home Visit Narrative (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and analyze the historical, educational, and ethical forces that shape physicians and doctor-patient relationships.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussion</li> </ul>
<p><b>PR4.</b> Identify the causes, prevalence, symptoms, and negative impact on patient care of physician burnout and begin to formulate a thoughtful individual personal plan for dealing with stress and work life balance.</p>	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of identifying the boundaries and intersection of personal and physician identity.</li> </ul>	

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<b>Life Long Learning:</b> Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<b>LL1.</b> Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to refine clinical and ethical questions. Share information with peers, professors, and small group facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<b>LL2.</b> Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences	<ul style="list-style-type: none"> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on and share personal experience with illness and the role of the healthcare team, and incorporate these experiences into an evolving professional identity.</li> <li>• Name the components of the ideal physician at the UNC School of Medicine, and determine impact on evolving professional identity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<b>LL3.</b> Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate mid-course feedback from faculty and peer interactions to improve performance.</li> </ul>	

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<p align="center"><b>Social &amp; Health Systems Science:</b> Students must demonstrate an awareness of and responsiveness to the larger system of health care and demonstrate the skills needed to improve the health of specific clinical populations</p>			
	Assessment Methods	Learning Objectives	Teaching Method
<p><b>SHS1.</b> Describe various approaches to the organization, financing, and delivery of health care in the United States and other countries and the role of physicians in developing and implementing health policy.</p>	<ul style="list-style-type: none"> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Home Visit Narrative &amp; Analysis (summative)</li> <li>✓ Clinic Week Practice Overview (summative)</li> <li>✓ Ethics Essay (summative)</li> <li>✓ Health Care Reform Exercise (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Healthcare Jeopardy (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically evaluate the social, political, and economic forces that influence organization and delivery of medical services, health insurance, and opportunities for health care reform.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home Visit</li> <li>✓ Small Group Discussions</li> </ul>

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<p><b>SHS2.</b> Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.</p>	<ul style="list-style-type: none"> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Home Visit Narrative &amp; Analysis (summative)</li> <li>✓ Ethics Essay (summative)</li> <li>✓ Health Care Reform Exercise (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and analyze the ways in which social, economic, environmental, and cultural contexts affect disease, experiences of illness, access to care, and roles of physicians</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home Visit</li> <li>✓ Small Group Discussions</li> </ul>
<p><b>SHS3.</b> Identify common ways that physicians can advocate for patients and communities.</p>	<ul style="list-style-type: none"> <li>✓ Personal Illness Narrative (summative)</li> <li>✓ Home Visit Narrative &amp; Analysis (summative)</li> <li>✓ Ethics Essay (summative)</li> <li>✓ Health Care Reform Exercise (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss physicians' roles in public engagement, including witnessing socioeconomic determinants, advocacy, and improving community elements that affect health.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home Visit</li> <li>✓ Small Group Discussions</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> </ul>		
<p><b>SHS4.</b> Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.</p>	<ul style="list-style-type: none"> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Resource Allocation Exercise (formative)</li> <li>✓ Ethics Essay (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the common risk factors that impact health status, including socio-economics, education, race, ethnicity, sexuality, gender expression, cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<p><b>SHS5.</b> Participate in identifying system errors and implementing potential systems solutions</p>	<ul style="list-style-type: none"> <li>✓ Clinical Week Practice Overview (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe clinic organization and finance to identify actual practice efficiencies and inefficiencies during clinical week.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical Week</li> </ul>
<p><b>SHS7.</b> Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Participation in Class Discussions (formative)</li> <li>✓ Resource Allocation Exercise (formative)</li> <li>✓ Healthcare Jeopardy (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to listen, value, be open to, and learn from other perspectives and people.</li> <li>• Demonstrate ability to view situations from other people's eyes.</li> <li>• Demonstrate ability to recognize limits of personal points of views, skills, and knowledge.</li> <li>• Demonstrate ability to take responsibility for actions.</li> <li>• Demonstrate ability to treat and respect everyone as a unique individual.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>

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<p><b>SHS8.</b> Identify and develop the leadership skills required in an era of teamwork.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of effective leadership including self-awareness, willingness to listen, commitment to learning, openness to input, ability to motivate, inclusive decision-making, respect for others, and adherence to ethical behavior.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<p><b>SHS9.</b> Identify necessary elements for coordinated care of patients with complex and chronic diseases.</p>	<ul style="list-style-type: none"> <li>✓ Home Visit Narrative &amp; Analysis (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the socio-economic, cultural, and physical barriers to coordinated care from the perspective of patients and families.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home Visit</li> <li>✓ Small Group Discussions</li> </ul>
<p><b>SHS10.</b> Demonstrate an ability to integrate group level clinical data (registries) into the care of patient and populations.</p>	<ul style="list-style-type: none"> <li>✓ Ethics Essay (summative)</li> <li>✓ Participation in Class Discussions (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how political and social values influence the production of data and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>