

**MTEC 123: Social and Health Systems 3 (SHS3)**

<p><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</p>			
<p><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:</p>			
<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>			
	<p><b>Assessment Method</b></p>	<p><b>Learning Objective</b></p>	<p><b>Teaching Method</b></p>
<p><b>IC2.</b> Communicate effectively in oral format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Participation grade (formative and summative)</li> <li>✓ Student-led oral presentations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise and strengthen habits of critical reflection, reasoned argument, listening and appreciating others' perspectives, and develop capacity to teach others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</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>✓ Final Paper (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen writing skills and ability to write clearly, analytically, and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<p><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.</p>			
	<p><b>Assessment Method</b></p>	<p><b>Learning Objective</b></p>	<p><b>Teaching Method</b></p>
<p><b>PR2.</b> Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire</p>			<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>
<p><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.</p>			
	<p><b>Assessment Method</b></p>	<p><b>Learning Objective</b></p>	<p><b>Teaching Method</b></p>
<p><b>LL1.</b> Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.</p>	<ul style="list-style-type: none"> <li>✓ Mid-Course Feedback (formative)</li> <li>✓ Final Paper (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and analyze the ways in which social, cultural, and historical contexts affect disease, persons' experiences of illness, and the roles of physicians.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group Discussions</li> </ul>

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<p align="center"><b><u>Social &amp; Health Systems Science:</u></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>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 grade (formative and summative)</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>	