



# Exploration - Stage 1

Course	Description
<b>CORe (Case Oriented Essentials)</b>	Team Based Learning is the key pedagogy in this offering, which is broken down into five separate courses over time, each progressing the student toward greater independence and enhanced clinical reasoning skills. The sequence of cases help the student to develop foundational knowledge in the basic medical and biopsychosocial sciences through the presentation of virtual patients and families.
<b>Fabric of Anatomy &amp; Biology Lab</b>	The laboratory experience includes Gross Anatomy, Virtual Anatomy, Histology and early exposure to Radiology and Ultrasound in both the Human Anatomy Lab (HAL) and Virtual Anatomy Lab (VAL). The goal of the Laboratory program is to provide students with fundamental knowledge of the anatomy and microanatomy of all clinically relevant regions and structures within the human body. This knowledge will inform physical examination and clinical reasoning skills. Students will learn to correlate state-of-the-art medical images with anatomy and to recognize pathological changes associated with anatomy. Laboratory experiences will also include physiology experiments.
<b>DoCC (Delivery of Clinical Care)</b>	Students will learn the necessary skills to interact with and examine patients and will be provided feedback for ultimate growth as a professional. The course will be integrated with the other courses in Stage 1 and students will learn and be assessed in the Clinical Skills Center in exercises with patient instructors.
<b>PACTS (Patient Advocacy in Communities)</b>	Within the broad framework of Health Systems Science, PACTS uses an experiential and narrative medicine format to allow students to explore both systems thinking and the patient experience within the health care system, with a goal toward eliminating barriers to health. Threads include social determinants of health, population health, health equity, quality and patient safety, cost-conscious care, the economic impact of health care, communication, team-based collaborative care and the patient experience of coping with chronic illness. Students will be introduced to the spectrum of care and care partnerships available in the community, including public health, mental health, addiction and disabilities services, and meet interprofessional care partners in the workplace, in the home, in facilities, dialysis centers and hospitals. Throughout the course, professional identity development, team skills, alliance building, and the role of the physician as advocate are emphasized.
<b>CLIC (Clinical Longitudinal Immersion in the Community)</b>	Students are paired with a physician in an outpatient practice, allowing the student to interact with actual patients with a focus on primary care. Within a month of starting medical school, students begin practicing the skills that they learn in DoCC in the authentic office environment. This experience lasts for at least the first three years (may be continued during fourth year on an elective basis), allowing for significant personal and professional growth. In the final six months of the third year, students may opt to spend time in an alternate setting or subspecialty.
<b>VITAL (Vertically Integrated Teams Aligned in Learning)</b>	Longitudinal teams of students from across the four years join dental students to learn together and teach each other critical, timely material across the spectrum. The content includes such topics as bioethics in the news, emerging diseases, health care policy and social determinants of health. These sessions support students' future roles as scholarly physicians, life-long teachers and leaders.
<b>Scholarship and Discovery</b>	The overall goal of the course is to prepare students to embrace the breadth of modern scholarship principles and practices integral to their role as future clinicians. Students will build their skills to formulate relevant research questions, design and implement rigorous approaches, collect and appraise evidence, and develop proficiency in scholarly communication. Students will learn and apply the principles of ethical conduct in research. During Stage 1, students prepare a Capstone proposal describing the scholarly project they will conduct in Stage 2 and/or 3.
<b>Clinical Reasoning</b>	The course is designed to provide a bridge between the basic sciences and clinical rotations by encouraging the learner to analyze clinical cases involving multiple organ systems. The learner will gain experience in oral presentations similar to presenting cases on clinical rounds.
<b>ILO's (Individual Learning Opportunities)</b>	During each of the 5 LEAP sessions, students either engage in reinforcement material to support content or participate in an ILO, or Individual Learning Opportunity, thus individualizing their experience. For students who have demonstrated a gap in knowledge, LEAP provides time and faculty support, and in some cases a re-assessment focused on their particular gap. If the student is cleared for an ILO, this five-day period allows total immersion in specialized topics designed by faculty to promote a deeper dive into a curricular area, support skill building, and/or career exploration. It also allows students the opportunity to have a valuable experience and learn outside of the curriculum, including options in the humanities.