

Case Western Reserve University – University Program Medical School Block 1

Action Plan 2023-2024

Year 1 – July through May

1. Course Description:

Block 1, Becoming a Doctor, provides an understanding of population health and the role of the physician in society. At CWRU SOM, the first five weeks of the curriculum focus on how physicians act as advocates for patients in health care systems; how social and environmental factors impact health and the value and importance of population health. Students are introduced to the city of Cleveland as their first patient and provided with historical and social context for the epidemiological distribution of disease as well as examples of how community organizations contribute significantly to community health. Through a variety of experiential and longitudinal learning experiences, students are introduced to six core disciplines:

Health Systems Science (HSS), Population Health, Health Determinants, Epidemiology and Biostatistics, Bioethics, and Professional Identity Formation (PIF).

The block initiates students' life

systems-Based Practice.



**Knowledge for Practice**

Demonstrates

knowledge of  
established and  
evolving biomedical,  
clinical,  
epidemiological

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Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block 1	Recommended Changes to Course Objective
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**Personal and Professional Development**  
 Demonstrates the qualities required to  
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Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block	Recommended Changes to Course Objectives
<p>Teamwork &amp; Interprofessional Collaboration</p> <p>Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings</p>	<p>Performs effectively as a member of a team</p>	<p>Develop and practice the knowledge and skills that promote effective teamwork across a variety of settings.</p>	<p>None</p>
<p>Professionalism</p> <p>Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable and responsible behaviors in all settings, and recognizes and addresses lapses in behavior</p>	<p>Commonly demonstrates compassion, respect, honesty and ethical practices</p> <p>Meets obligations in a reliable and timely manner</p> <p>Recognizes and addresses lapses in behavior</p>	<p>Understand and practice the behaviors of an ethical, respectful, compassionate, reliable, and responsible physician.</p>	<p>None</p>
<p>Interpersonal &amp; Communication Skills</p> <p>Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the patient care settings</p>	<p>Uses effective written and oral communication in clinical, research, and classroom settings</p> <p>Demonstrates effective communication with patients using a patient-centered approach</p> <p>Effent</p>		

Competency and  
Definition

Educational Program  
Objective  
(EPO)

Course Objectives  
Block

Recommended Changes to

Expanded teaching on PIF with a lecture and interactive session in orientation week and in Block 1. Students are given guidance and instruction on reflections and journaling to help in PIF.	94% of the students stated they agreed and strongly agreed with the question in the end of the Block survey" I thought about how my own career path relates to the content of the course."	Continue to expand on PIF within the Block and improve linking the goals of PIF with student involvement.
Preparation readings for Team-Based Learning (TBL) and Active Learning in Teams (ALT) sessions and some lectures were annotated to help guide students on how to prepare for the sessions	Improved student preparation for TBL and ALT sessions.	Continue to expand the annotations for all pre-reading.
Reviewed all reading materials to consider other multi-media resources for preparation for all sessions.	Readings were replaced with pod-casts and videos. Feedback from students was positive. Better preparation for some sessions than in previous years.	Continue to evaluate readings and to consider other multi-media resources.
Expanding use of IPADs	Incorporated the IPAD for students to set up a journal to document reflections on PIF.	Continue to work with leadership in evaluation of the IPAD use and other initiatives that help to make the med school Greener.
Worked with orientation group to improve IQ training	The orientation IQ case had expanded concepts that not previously a part of orientation and that allowed students to start to develop broader concepts and be better prepared for IQ.	Continue to work with the orientation group on IQ training.

Highlighted importance for students to prepare for field site visits at several times during Block orientation and frequent reminders.

Update the pandemic exercise including the pre-reading and the role descriptions and added more interaction in the scenario – Avian influenza was the pathogen this year.	Student feedback was positive with suggestions for more interaction to role models.	Continue to update pandemic exercise.
TBL and ALT updated.	Overall positive feedback.	The conclusion on the climate change was improved from previous year but will continue to make the issues on adaptation and mitigation more interactive.



6. What

**8.** Describe how faculty teaching



10.

## Longitudinal Data

AY 2023-24

Class of 2027 was asked questions of Block 1 components. Results are reported below as compared to results of the 2023-24 year's K-12 students. Target is 80% or greater.

Component	2023-24 Year	Class of 2027	Percentage of Students who rated "Good" or "Excellent"
[REDACTED]			