



**SILLIMAN UNIVERSITY
SILLIMAN UNIVERSITY MEDICAL SCHOOL**

COURSE SYLLABUS

Vision: A leading Christian institution committed to total human development for the well-being of society and environment.

SUMS VISION: To become the leading institution in the region in providing quality medical education committed to produce competent physicians who are guided by Christian principles in the provision of excellent health care.

Mission:

1. Infuse into the academic learning the Christian faith anchored on the gospel of Jesus Christ; provide an environment where Christian fellowship and relationship can be nurtured and promoted.
2. Provide opportunities for growth and excellence in every dimension of the University life and to strengthen one's character, competence, and faith.
3. Instill in all members of the University community an enlightened social consciousness and a deep sense of justice and compassion.
4. Promote unity among peoples and contribute to national development.

SUMS MISSION: To produce medical graduates who/whose:

- a) can excel in any of the responsible roles as health providers, teachers, researchers, administrators, and social mobilizers in the Philippine health care system,
- b) possess the necessary skills for a lifelong and self-directed learning, and
- c) caring, compassion and social consciousness emphasize the quality of such education.

Core Values and Philosophy

This medical education is committed to the development of physicians who maintain and promote the health of the community in line with changing medical needs and demands of the time in the pursuit of medical excellence.

Silliman University's medical education is also committed to the development of educators who foster a student-centered learning process, who can upgrade such medical education, and who can serve as student models. The development of quality Christian education – as spelled out in the objectives of the School – is a commitment to excellence in the next millennium.

Goals

- To develop knowledgeable professionals who can define and manage the health problems of the patient, the family and the community.
- To nurture the creative thinking skills and problem-solving abilities of medical students.
- To master the strategies for case analysis in a multi-disciplinary setting.
- To encourage student resourcefulness in data gathering and interpretation.
- To foster leadership capabilities among the students as well as enhance their active participation in a team of health care providers.
- To encourage students into a lifelong and self-directed learning.
- To inculcate in students the feelings of sensitivity, empathy and compassion in dealing with patients, relatives and colleagues in the health profession.
- To promote ethical and moral values in life and in practice.
- To develop the students' capability to use the holistic approach to patient care.

Recalibrated Syllabus on PD-1: BASIC SCIENCES

in time of COVID-19 (A.Y. 2020-2021)

Course Code:

Course Title: PARIENT-DOCTOR 1

Course Credit: 2 UNITS/ SEMESTER

Nominal Duration: ANNUAL

Prerequisite: OFFICIALLY ENROLLED LEVEL 1 STUDENT OF THE MEDICAL PROGRAM

Course Description: The course introduces the first year medical student into the nature of the doctor, the patient, the family and the community. It emphasizes on the holistic approach of patient care taking into consideration that Medicine is both science and art.

SECOND SEMESTER: The course exposes the first year medical student to diseases by organ system. He/She will be allowed to face the intricacies of the doctor-patient relationship by exploring the experiences through patient history taking, caregiver and family interviews. This course should equip the medical student to formulate theories as to what is happening with the patient as a biopsychosocial being.

Course Outcomes:

Learning Outcomes

At the end of the lecture the students are expected to be able to:

I=Introduce P=Practice D=Demonstrate (LEVEL OF EMPHASIS)

1D Describe the principles of good doctoring using the biopsychosocial model.

Create a good patient history.

2D Demonstrate appropriate technique in patient history taking and family interview.

3I Lead and manage health care teams

4I Engage in research activities

5I Collaborate within inter-professional teams
6D Utilize system-based approach to healthcare

7I Engage in continuing personal and professional development

8D Exemplify the ethical principles inherent in the patient-doctor relationship.
Adhere to professional and legal standards.

9I Demonstrate nationalism, internationalism and dedication to service

10I Practice the principles of social accountability

CHED OUTCOMES FOR MEDICAL PROGRAM

1. Demonstrate clinical competence
 - Competently manage clinical conditions of clients in various settings
2. Communicate effectively
 - Convey information, in written and oral formats, across all types of audiences, venues and media in a manner that can be easily understood
3. Lead and manage health care teams
 - Initiate planning, organizing, implementation, and evaluation of programs and health facilities,
 - Provide clear direction, inspiration, and motivation to the healthcare team/community
4. Engage in research activities
 - Utilize current research evidence in decision making as practitioner, educator or researcher; participate in research activities
5. Collaborate within inter-professional teams
 - Effectively work in teams with co-physicians and other professionals in managing clients, institutions, projects, and similar situations
6. Utilize systems-based approach to healthcare
 - Utilize systems-based approach in actual delivery of care; network with relevant partners in solving general health problem
7. Engage in continuing personal and professional development
 - Update oneself through a variety of avenues for personal and professional growth to ensure quality healthcare and patient safety.
8. Adhere to ethical, professional and legal standards
 - Adhere to national and international codes of conduct and legal standards that govern the profession.
9. Demonstrate nationalism, internationalism and dedication to service
 - Demonstrate love for one's national heritage, respect for other cultures and commitment to service.
10. Practice the principles of social accountability
 - Adhere to the principles of relevance, equity, quality, and cost effectiveness in the delivery of healthcare to patients, families, and communities

(Determine 2-3 key /core course outcomes. Recalibrate Intended Learning Outcomes (ILOs) to fit into your core course outcomes)

LEARNING PLAN

Time Frame	COURSE OUTCOMES (and recalibrated Intended Learning Outcomes)	Performance Assessment Outputs	Flexible Learning Modalities (Indicate if synchronous or asynchronous.)	Required Readings
Aug. 17		1. Orientation and Introduction to Innovative Curriculum		
<p>A. Introduction: Objectives, methods grading</p> <p>B. Expectation setting, what is a physician</p> <p>C. Man as Psychological being, physical, mental and psychological make – up his her dreams and aspirations , needs and right</p> <p>D. Culture, Values, Beliefs, Mores, etc. how they influence health and disease</p> <p>E. Physical Environment: Keeping the</p>	<p>1-P Develop an advanced understanding of human anatomy and some functional anatomy, learn and master the fine dissections skills necessary to identify, isolate and preserve the delicate structures encountered throughout the course.</p> <p>2P Convey basic comprehension of human developmental biology thru knowledge that skeletal function and form cannot be fully understood without the context of the soft tissues that surround and interact with the bones.</p> <p>3I Initiate planning and evaluation of programs and facilities that would further the study of human anatomy.</p> <p>4I To relate the anatomical knowledge gained by doing research and its practical application.</p> <p>5I Effectively work in teams. 1. Demonstrate the attributes of collaboration with co-learners</p> <p>7P Update oneself through a variety of</p>	<p>Online Activities: (the difficulty may reflect Bloom’s taxonomy) LOTS(I) AND HOTS(P OR D) LOTS</p> <p>Activity FOR EACH MODULE/ CHAPTER OR UNIT.</p> <p>Teacher: LOTS(I)/HOTS(P)</p> <p>1. LECTURE :</p> <p>A. LOTS: Remembering: Can the student recall or remember the information?</p> <p>B. Understanding: Can the student explain ideas or concepts?</p> <p>C. Applying: Can the student use the information in a new way?</p> <p>D. HOTS: Analysing: Can the student use the information in a new way?</p> <p>E. Evaluating: Can the student distinguish between the different parts?</p>	<ul style="list-style-type: none"> • Lectures (pre-recorded/ asynchronous) • Interactive Lectures (synchronous) • Directed Reading and Self-directed learning assignments • Report/Work Sheets submission through SOUL • Webinars and Seminars 	<p>Resources</p> <ul style="list-style-type: none"> •Textbooks •Curriculum guide •Workbooks •Journals and other publications •AV media resources •Models and mannequins •Web-based instructions

<p>ecological balance</p> <p>F. Patient Response to Illness defence and coping mechanisms; hopes and fears</p> <p>G. Family Concerns description and how to cope with serious family health problem</p> <p>H. Holistic Medical Practice: What it takes to practice good medicine; personal characteristics and sacrifices</p>	<p>avenues for personal and professional growth to ensure quality healthcare and patient safety.</p> <ol style="list-style-type: none"> 1. Exhibit the attribute of a motivated, self-directed learner 2. Demonstrate the attributes of integrity, compassion, gender sensitivity, and resourcefulness in the dealings with co-learners, academic and non-academic staff 3. Perform transferrable skills under supervision <p>8P Adhere to national and international codes of conduct and legal standards that govern the profession.</p> <ol style="list-style-type: none"> 1. Demonstrate professionalism with co-learners, academic, non-academic staff and clients 2. Apply ethical and legal standards on hypothetical cases 	<p>F. Creating: Can the student create new product or point of view?</p> <p>Students:</p> <ol style="list-style-type: none"> 1. define, identify, list, name, recall, recognize, relate 2. Choose, cite examples of, classify, demonstrate use of, describe, differentiate between, discriminate, discuss, explain, give in own words, identify, interpret, locate, pick, practice, recognize, report, review, restate, respond, select, simulates, tell, translate, paraphrase 3. Apply, choose, demonstrate, dramatize, employ, generalize, illustrate, interpret, initiate, operate, operationalize, practice, relate, schedule, sketch, solve, use, utilize, write. 4. Analyse, appraise, calculate, categorize, compare, contrast, criticize, deduce, detect, determine, develop, diagram, differentiate, discriminate, distinguish, draw, estimate, evaluate, examine, experiment, identify, infer, inspect, solve, 		
<p>I. Relating to patient, patient’s family and peers</p> <p>J. Data gathering: communication skills Developing communication skills</p>	<p>General – To develop in the student and understanding of what is</p> <p>Specifically, to develop understanding of.</p>			

<p>K. Introduction to history taking</p>	<ol style="list-style-type: none"> 1. Self and man as a psychological being 2. Culture and its important in human living 3. Physical environment in human ecology 4. Psychological and economic aspects of illness 5. Family dynamics when serious illness strikes 6. Desirable personal characteristics of a physician 7. Patient – Doctor relationship 	<p>question, test.</p> <ol style="list-style-type: none"> 5. Arrange, assemble, collect, compose, construct, create, design, develop, devise, formulate, manage, modify, organize, plan, prepare, produce, propose, predict, reconstruct, set-up, synthesize, systematize, write 6. Analyse, appraise, calculate, categorize, compare, contrast, criticize, deduce, detect, determine, develop, diagram, differentiate, discriminate, distinguish, draw, estimate, evaluate, examine, experiment, identify, infer, inspect, solve, question, test, assess, argue, choose, compare, critique, defend, estimate, judge, measures, rates, revise, score, select, support, value, evaluate, validate <p>Expected Student Output (for each activity indicated above):</p> <p>Output for Activity 1.</p> <ol style="list-style-type: none"> 1. ASSIGNMENT SUBMISSION 2. COMPILATION OF LABORATORY EXERCISES 3. WORK SHEET REPORT 		
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		<p>SUBMISSION.</p> <p>Type of Assessment (students are assessed based on the target course outcome (ILOs) indicated in column two 2); assessment tool must be appropriate)</p> <p>Type of Assessment for Activity 1. ASSIGNMENTS, POP QUIZ AS PRE-TEST, WRITTEN REPORT =20%</p> <p>SCHEDULED LONG EXAM EVERY AFTER MODULAR WEEK = 50%</p> <p>AT THE END OF THE BIMONTHLY TERM AN EXAM IS GIVEN AS A PERIODICAL/BIMONTHLY FOR THE COVERED MODULE OR SYSTEM = 30%</p>		
<p>1. Clinical Interview</p> <p>1.1. role of interviewing in medicine</p> <p>1.2 principle and components of interview</p> <p>1.3 techniques and steps in interviewing</p> <p>1.4 Interpretation of interview data</p> <p>A. Overview</p>	<p>1. Explain the principle and technique of interview of patients and their relatives incorporating the objectives learned during the first semester.</p> <p>2. Describe the work environment of the doctor</p>	<p>Activity 2. LABORATORY WORK</p> <p>Teacher:</p> <p>Students:</p> <p>Expected Student Output (for each activity indicated above):</p> <p>1.SUBMISSION OF ASSIGNMENTS</p> <p>Output for Activity 2:</p> <p>Type of Assessment (students are assessed based on the target course outcome (ILOs) indicated in column two 2); assessment tool must be appropriate)</p>		

<p>B. Health history C. Clinical Interview D. Skin E. Head & Neck F. Thorax and Lungs G. Cardiovascular H. Abdomen I. Genitalia J. Musculoskeletal K. Nervous system</p> <p>2. Introduction to the clinics 2.1 Aspects of a physician clinical work 2.2 settings of clinical medicine</p> <p>A. Introduction to the clinics overview B. Clinical Exposure C. Case Scenario Role play D. Clinical Exposure</p>				
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<p>E. Case Scenario Role play</p> <p>F. Clinical Exposure</p> <p>G. Case Scenario Role play</p> <p>H. Consolidation</p>				
<p>Aug. 19</p> <p>Expectation Setting: What is a physician</p> <p>Medical Perspectives</p>				
<p>Aug. 26</p> <p>The Art and Science of Medicine</p>				
<p>Sept. 2</p> <p>Medicine from Ancient times to the Modern Era</p> <p>Medicine In the Philippines</p> <p>The Hippocratic Oath</p>				

LONG EXAM Sept. 9				
Sept. 16, 23 Man as a Biopsychosocial Being Physical, Mental, Psychological make-up				
Sept. 30 Factors Influencing Health and Disease SCREEM Health Risks and Environmental Issues				
First Bimonthly Exam Oct. 12-16				
Oct. 7 Patient-Doctor Relationship Ethical Principles and Issues				

Attitudes of a Physician				
Oct. 21, 28 Wholistic Medical Practice The Typology of Illness The Guiding Principles of Patient Care				
LONG EXAM Nov. 4				
Nov. 11 Interviewing Techniques Forms of Communication Active Listening Skills Ethics in Patient Interview				
Nov. 18, Dec. 2 Introduction to				

history taking The Medical Interview Classification of the Medical History/				
Long Exam				
Second Bimonthly Exam Dec. 14-18				

Grading System (Summative Evaluation)

Objective or Content area	weight	Recall	Comprehension or interpretation	Application or problem-solving
Quizzes/ Reports/ Preceptor's Assessment	%			
Long Examinations (Lecture / Laboratory)	%			
Bimonthly Examinations	%			

Major Exam 40%

- Major output corresponding to the terminal course outcome

Class Standing 60%

- Graded modular/online activities and outputs corresponding to the enabling course outcomes.

Class Policies:

(PLEASE ADD ALL THAT YOU WANT TO ESTABLISH DURING YOUR STAY WITH THE CLASS; ADD THE DOS AND DON'TS DURING ODL)

1. Absence from class without valid reason or excuse is not allowed.
2. Attend the scheduled classes on time.
3. Active participation in class discussion is appreciated during synchronous days.
4. Talking with other classmates while the teacher is lecturing or explaining is not allowed, if you wish to interrupt, do so politely. Use inside voice, no shouting, use clear concise language so to be understood.
5. Failure to take prescheduled written examinations requires a medical certification from the University Physician if the reason is health related so that make-up examination will be arranged and if otherwise a formal letter of explanation is required to be submitted to the instructor concerned copy furnished to the dean and subject coordinator as required.
6. Make sure to sign in the attendance portion of the SOUL classroom
7. Work with-in the school hours allotted for each learner
8. No Sunday/ Holiday meetings as much as possible
9. No after 7P.M. classes, SGD meetings, Exam Schedules
10. Set the after class hours as the study hours, prepare for worksheets, do assignments, read and make notes on classes done or for advance preparation
11. Check all notifications, take note and make sure you are able to fulfill requirements/reminders
12. Prepare all assignments/outputs in the format required (always make a back up copy) ready for prompt submission
13. Self-directed learning, self-study, advance reading, read linked resources
14. Ask for links to resources if not posted, make use of the online access of the SU Library
15. Examinations – It is an evaluation of how one is able to comprehend the lessons given, how one is able to go about the acquisition of knowledge
16. No cheating, no open notes, no open books
17. If unable to take the scheduled exam, submit excuse letter addressed to the Dean and medical certificate issued by a licensed practicing physician no later than 72 hours from absence, send to sums@su.edu.ph
18. Excusable absence :
19. Death of Student, Death of immediate/core family member
20. Sickness of student (making student non-functional), sickness within immediate/core family members
21. Submission: outputs worksheets, reports and assignments, collaborate not copy, connect with your classmates to make a cohesive report.
22. Be Present
23. Be Hands On
24. Be Optimistic (always think Can Do)
25. Persistence / Persevering
26. Be Resilient

27. Be DISCIPLINED

References:

(Minimum: 5 printed and 10 e-books/online references)

Revision History: (State the: what, why, how, and when – about the revision. Just be brief)

Prepared by/Date:

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