

**MTEC 102: Medical Science Course 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>
	RES	USC	GI	MSK			
<b>PC4.</b> Justify each diagnostic test ordered and proposed with regard to cost, effectiveness, risks and complications, and the patient’s overall goals and values.	X		X	X	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> <li>✓ Small Group Performance (formative)</li> </ul>	<p><b>RES:</b> Describe and appropriately select the options for basic testing for respiratory illness (e.g., blood work, spirometry, radiographs, bronchoscopy).</p> <p><b>GI:</b> Appropriately assign diagnostic tests for GI symptoms including the following: pylori testing and liver function tests.</p> <p><b>MSK:</b> Describe the modalities used to diagnose and screen for integumentary system disorders, and the rationales for their use. Describe the modalities used to diagnose and screen for musculoskeletal system disorders, and the rationales for their use (radiographs, CT scans, MRIs, and bloodwork).</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Simulations</li> <li>✓ Computer-based Modules</li> </ul>

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<p><b>PC5.</b> Apply clinical reasoning and critical thinking skills in developing a differential diagnosis</p>	<p>X</p>	<p>X</p>		<p>X</p>	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> <li>✓ Small Group Performance (formative)</li> </ul>	<p><b>RES:</b> Analyze a case presentation of a respiratory problem and create a differential diagnosis and basic treatment options.</p> <p><b>USC:</b> Using critical thinking skills, develop a differential diagnosis and management plan for patients with medical disorders of the kidney.</p> <p>Using critical thinking skills, develop a differential diagnosis and management plan for patients with urologic disorders. Interpret the results of commonly used diagnostic procedures, and identify the most frequent clinical, laboratory, radiologic and pathologic manifestations of common conditions of the kidney and urinary tract. Formulate a differential diagnosis and management plan for individuals with abnormalities in volume status, electrolytes, and acid-base disorders.</p> <p><b>MSK:</b> Analyze the therapies and preventive strategies for integumentary system disorders and the rationales for their use. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis and management plan of the musculoskeletal system. Use critical thinking skills to develop a differential diagnosis and management plan for patients with musculoskeletal system problems. Formulate a differential diagnosis and management plan for patients with integumentary system problems.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Simulations</li> </ul>
<p><b>PC6.</b> Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Problem Sets (formative)</li> <li>✓ Small Group Performance (formative)</li> </ul>	<p><b>RES:</b> Recognize and describe basic pharmaceutical therapy for individual lung diseases.</p> <p><b>USC:</b> Demonstrate knowledge of the principles of therapeutics and therapeutic decision making in patients presenting with disorders of the kidney and urinary tract.</p> <p><b>GI:</b> Explain and select the appropriate therapies and preventive strategies for digestive disorders and the rationales for their use. Explain and select the appropriate therapies and preventive</p>	<ul style="list-style-type: none"> <li>✓ Computer-based Modules</li> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> </ul>

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						<p>strategies for hepatobiliary system disorders and the rationales for their use. Use critical thinking skills to develop a differential diagnosis and management plan for patients with digestive problems. Use critical thinking skills to develop a differential diagnosis and management plan for patients with hepatobiliary system problems.</p> <p>Based on knowledge of etiology of diseases and conditions of the GI system, analyze the following pharmacology options:</p> <ol style="list-style-type: none"> <li>antiemetics and prokinetics</li> <li>acid/pepsin</li> <li>anti-diarrheal medications</li> <li>IBD medications</li> <li>laxatives</li> </ol> <p><b>MSK:</b> Describe the modalities used to diagnose and screen for integumentary system disorders, and the rationales for their use. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to the care of an individual patient with a musculoskeletal disorder.</p>	
<p><b>PC7.</b> Identify and incorporate into the care of patient's appropriate prevention strategies for common conditions.</p>		X		X	✓ M-C Exams (summative)	<p><b>USC:</b> Differentiate factors that place individuals at risk for kidney and urinary tract disease or injury, select appropriate tests for detecting patients at risk for kidney and urinary tract disease, and determine strategies for preventing injury or progression. Discuss the use of national guidelines (e.g., Kidney Disease Improving Global Outcomes, American Diabetes Association, 2014 Evidence-Based Guideline for the Management of High Blood Pressure in Adults Report from the Panel Members Appointed to the Eighth Joint National Committee) in the care of individual patients with kidney disease.</p> <p><b>MSK:</b> Identify and incorporate into the care of patient's appropriate prevention strategies for common musculoskeletal conditions.</p>	<p>✓ Large Group Lecture</p> <p>✓ Small Group</p>

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<p><b>PC8.</b> Identify when patients have life-threatening conditions and institute appropriate initial therapy</p>		<p><b>X</b></p>		<p><b>X</b></p>	<ul style="list-style-type: none"> <li>✓ Problem Sets (formative)</li> <li>✓ M-C Exams (summative)</li> <li>✓ Small Group Performance (formative)</li> </ul>	<p><b>USC:</b> Recognize patients with immediately life threatening nephrologic (e.g., hyperkalemia) and urologic conditions (e.g., urinary tract obstruction with sepsis) and outline a course of management for these conditions.</p> <p><b>MSK:</b> Differentiate between situations in which urgent and emergent care are required for disabling or life-threatening dermatologic conditions.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> </ul>
<p><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</p>				<p><b>X</b></p>		<p><b>MSK:</b> Recognize how varying skin color can result in differences in the appearance of dermatologic conditions.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> </ul>

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**Medical Knowledge:** 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:

					Assessment Method	Learning Objective	Teaching Methods
	RES	USC	GI	MSK			
<b>MK1.</b> Describe the normal structure and function of the human body and of each of its major organ systems across the life span.	X	X	X	X	✓ M-C Exams (summative)	<p><b>RES:</b> Elucidate the process of fetal lung development. Describe the normal structure and function of the respiratory system. Describe basic mechanisms of lung defense. Understand and describe the basics of respiratory physiology.</p> <p><b>USC:</b> Describe the normal structure and function of the kidney, and how the kidney functions to regulate body fluids, plasma electrolytes, acid-base homeostasis, and excretion and metabolism of solutes. Describe pharmacokinetic principles that govern drug disposition and dosing. Describe the normal anatomy, histology and physiology of the ureters, bladder, and male genitourinary organs.</p> <p><b>GI:</b> Describe basic physiology, embryology, histology and gross anatomy of the digestive system. Describe the normal structure and function of the digestive system including:                      a. oropharynx                      b. esophagus                      c. stomach                      d. intestines                      e. pancreas.                      Describe the normal structure and function of the liver &amp; biliary systems.</p> <p><b>MSK:</b> Analyze and relate the structure of the integumentary system</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Computer-based Modules</li> <li>✓ Dissection Lab</li> </ul>
					✓ Problem Sets (formative)		
					✓ Quizzes (formative)		
					✓ Small Group Performance (formative)		
					✓ Practical Exam (formative)		

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						to the function of the human body. Describe the normal structure and function of the musculoskeletal system across the life span.	
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<p><b>MK2.</b> Explain various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, behavioral, and traumatic) of major diseases and conditions and the ways in which they operate on the body (pathogenesis).</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> <li>✓ Small Group Performance (formative)</li> <li>✓ Practical Exam (formative)</li> </ul>	<p><b>RES:</b> Describe the presentation, etiology, pathology, and basic management of major respiratory disorders: Upper airway diseases, Acute lung injury, Acute respiratory failure, Acute respiratory distress syndrome, Obstructive lung diseases, Pleural diseases, Pneumonia, Pulmonary emboli, Pulmonary hypertension, Restrictive lung diseases, Respiratory tract neoplasms, Sleep apnea. Describe and define the major microbial pathogens that cause infectious diseases of the respiratory tract.</p> <p><b>USC:</b> Describe the normal distribution of body fluids and solutes. Describe the causes of clinical syndromes and pathology commonly encountered in individuals who have medical disorders of the kidney: acute and chronic kidney disease with an emphasis on diabetic kidney disease, glomerular disease, and genetic disorders of the kidney. Describe the clinical syndromes and pathology commonly encountered in patients presenting with urologic disorders: diseases of the prostate, genitourinary tumors, voiding dysfunction, pediatric urologic syndromes, urinary tract infection and nephrolithiasis.</p> <p><b>GI:</b> Describe the various causes of disease and how these manifest in the GI system dysfunction including:</p> <ol style="list-style-type: none"> <li>a. diarrheal disease</li> <li>b. inflammatory bowel disease</li> <li>c. diverticular diseases</li> <li>e. pancreatic diseases</li> <li>f. appendicitis</li> <li>g. GI obstruction</li> </ol> <p><b>MSK:</b> Recognize causes and mechanisms by which they lead to disease for varying integumentary conditions including those that are genetic, metabolic, autoimmune, microbiologic, and behavioral. Explain various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and</p>	<ul style="list-style-type: none"> <li>✓ Simulations</li> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Dissection Lab</li> </ul>
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						traumatic) of major musculoskeletal diseases and conditions and the ways in which they operate (pathogenesis) on the body.	
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<p><b>MK3.</b> Describe how the altered structure and function (pathology and pathophysiology) of the body and its major organ systems are manifest through major diseases and conditions.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> <li>✓ Problem Sets (formative)</li> <li>✓ Small Group Performance (formative)</li> <li>✓ Practical Exam (formative)</li> </ul>	<p><b>RES:</b> Illustrate gross and microscopic examples of lung disease. Discuss the impact of disease on physiologic parameters in each of the major lung diseases.</p> <p><b>USC:</b> Describe in detail the pathophysiology of developing edema forming states, such as heart failure, cirrhosis and nephrosis. Discuss development of hypertension due to a variety of conditions such as, hyperaldosteronism, liddle's syndrome and other genetic conditions. Describe development of electrolyte disturbances and acid base disturbances due to alterations in homonal regulation and in conditions with hypo- and hyper-volemia.</p> <p><b>GI:</b> Explain and recognize the presentation, risk factors, etiology, pathology &amp; pathophysiology of patients with digestive system disorders. Explain and recognize the presentation, risk factors, etiology, pathology &amp; pathophysiology of patients with hepatobiliary system disorders.</p> <p><b>MSK:</b> Describe the etiologies, pathology and pathophysiology of integumentary system disorders and how they present. Describe how the altered structure and function (pathology and pathophysiology) of the musculoskeletal system is manifest through major diseases and conditions.</p>	<ul style="list-style-type: none"> <li>✓ Simulations</li> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Dissection Lab</li> </ul>
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<p><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 populations regionally, nationally, and globally.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <li>✓ Clin Epi Quizzes (formative)</li> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> </ul>	<p><b>All Blocks:</b> Identify the role clinical epidemiology plays in studying the determinants and effects of clinical decisions. Understand how epidemiology analyzes the distribution and causes of disease in populations.</p> <p><b>RES:</b> Describe how basic mechanisms of lung defense go awry. Describe the impact of systemic genetic and immunologic abnormalities on development of lung disease. Describe the impact of environmental exposures on development of lung disease. Examine conditions and behaviors impacting populations leading to prevention or development of lung disease. Discuss the epidemiology of lung disease.</p> <p><b>USC:</b> Discuss the role of factors such as diabetes and hypertension in the development of CKD.</p>	<ul style="list-style-type: none"> <li>✓ Clin Epi TBL</li> <li>✓ Clin Epi Small Group</li> <li>✓ Clin Epi Computer-Based Modules</li> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Simulations</li> </ul>
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<p><b>MK5.</b> Demonstrate knowledge of the common medical conditions within each clinical discipline, including its pathophysiology and fundamentals of treatment.</p>	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Problem Sets (formative)</li> <li>✓ M-C Exams (summative)</li> <li>✓ Small Group Performance (formative)</li> <li>✓ Practical Exam (formative)</li> </ul>	<p><b>RES:</b> Define mechanisms of action, interactions, side effects and choice decisions for antimicrobials. Describe the general principles, pharmacologic mechanisms and uses of: Common over the counter medications for respiratory diseases, Bronchodilators, Pulmonary vasodilators, and Smoking cessation medications.</p> <p><b>USC:</b> Demonstrate knowledge of the scientific principles of laboratory diagnosis, and the ability to evaluate the limitations of diagnostic methodologies in the evaluation of patients with disorders of the kidney and urinary tract</p> <p><b>GI:</b> Analyze and assign pharmacological treatment options for the following diseases of the liver and biliary system: a. portal hypertension b. cirrhosis c. viral hepatitis</p> <p><b>MSK:</b> Describe how the altered structure and function (pathology and pathophysiology) of the musculoskeletal system is manifest through major diseases and conditions.</p>	<ul style="list-style-type: none"> <li>✓ Simulations</li> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> </ul>
<p><b>MK6.</b> Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including human sexuality and development during infancy, childhood, adolescence, adulthood, and end of life.</p>				X	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> </ul>	<p><b>MSK:</b> Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including musculoskeletal development during infancy, childhood, adolescence, adulthood, and end of life.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> </ul>

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**Interpersonal and Communication Skills:** Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals.

					Assessment Method	Learning Objective	Teaching Method
	RES	USC	GI	MSK			
<b>IC1.</b> Communicate effectively in oral format with patients and patients' families.				X	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> </ul>	<b>MSK:</b> Communicate effectively in a small group setting in a manner appropriate for a future physician. This includes building a strong dermatology vocabulary and appropriately describing cutaneous morphology. Communicate effectively in oral and written formats with patients, patients' families, colleagues, and other health care professionals.	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Dissection Lab</li> </ul>
<b>IC2.</b> Communicate effectively in oral format with colleagues, and other health care professionals.	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Peer Evaluation (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<b>All Blocks:</b> Communicate in a clear, accurate, and respectful manner with small group facilitators and peers.	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Self-Directed Learning</li> <li>✓ Simulation Labs</li> </ul>

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**Professionalism:** Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being.

					Assessment Method	Learning Objective	Teaching Method
	RES	USC	GI	MSK			
<b>PR1.</b> Identify and consistently demonstrate ethical principles and behaviors in the care of patients	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Peer Evaluation (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<p><b>All Blocks:</b> Treat everyone including patients, families, team members, faculty, peers, and staff with unconditional positive regard during every interaction and recognize the importance of patient centered delivery of healthcare.</p> <p>Demonstrate ethical behaviors in the preclinical setting that are required in the clinical setting, including but not limited to respect, honesty, and humility.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Simulation Labs</li> </ul>
<b>PR2.</b> Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Peer Evaluation (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<p><b>All Blocks:</b> Arrive on time each day and actively prepare for and participate in patient care and teaching activities. Demonstrate honest behavior during exams and post-exam reviews.</p> <p>Fulfill professional obligations when absent by seeking an administrative excuse only when necessary and in advance, communicating absence to appropriate individuals, and making up missed work.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lecture</li> <li>✓ Small Group</li> <li>✓ Simulation Labs</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.							
					Assessment Method	Learning Objective	Teaching Method
	RES	USC	GI	MSK			
<b>LL1.</b> Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning Cases (formative)</li> </ul>	<b>All Blocks:</b> Develop the ability to refine clinical questions. Identify, analyze, and synthesize information relevant to individual learning needs. Assess the credibility of information sources. Share information with peers, professors, and small group facilitators. Integrate knowledge into clinical decision-making.	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning</li> <li>✓ Small Group</li> </ul>
<b>LL2.</b> Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning Cases (formative)</li> <li>✓ Peer Evaluation (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<b>All Blocks:</b> Identify gaps in knowledge, clinical skills, and professional behaviors. Apply feedback on information-seeking skills. Apply feedback delivered in peer evaluations and mid-course evaluations to improve professional and educational performance.	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning</li> <li>✓ Small Group</li> </ul>
<b>LL3.</b> Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning Cases (formative)</li> <li>✓ Peer Evaluation</li> </ul>	<b>All Blocks:</b> Demonstrate ability to disclose and be accountable for mistakes. Demonstrate openness to constructive feedback.	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning</li> <li>✓ Small Group</li> </ul>

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					(formative)		
					✓ Mid-Course Feedback (formative)		

**Social & Health Systems Science:** 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.

					Assessment Methods	Learning Objectives	Teaching Method
	RES	USC	GI	MSK			
<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.				X	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> </ul>	<b>MSK:</b> Describe and apply principles of population health improvement for specific populations with attention to access, cost and clinical outcomes including quality of care, morbidity and mortality, functional status, and quality of life	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Readings</li> </ul>
<b>SHS4.</b> Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.		X		X	<ul style="list-style-type: none"> <li>✓ M-C Exams (summative)</li> <li>✓ Quizzes (formative)</li> </ul>	<p><b>USC:</b> Analyze the development of Chronic kidney disease and determine the risk factors. Address risk reduction strategies including diabetes and hypertension management.</p> <p><b>MSK:</b> Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction for patients with Integumentary conditions.</p>	<ul style="list-style-type: none"> <li>✓ Large Group Lectures</li> <li>✓ Small Group</li> <li>✓ Readings</li> </ul>

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<p><b>SHS7.</b> Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</p>	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Self-Directed Learning Cases (formative)</li> <li>✓ Peer Evaluation (formative)</li> <li>✓ Mid-Course Feedback (formative)</li> </ul>	<p><b>All Blocks:</b> Work collaboratively as a member of a team to learn basic science and organ-based content and to solve clinical problems.</p>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Lab Simulation</li> <li>✓ Self-Directed Learning</li> </ul>
<p><b>SHS10.</b> Demonstrate an ability to integrate group level clinical data (registries) into the care of patient and populations.</p>	X	X	X	X	<ul style="list-style-type: none"> <li>✓ Clin Epi Quizzes (formative)</li> </ul>	<p><b>All Blocks:</b> Describe the various tools of clinical epidemiology utilized in making predictions about individual patients.</p>	<ul style="list-style-type: none"> <li>✓ Clin Epi TBL</li> <li>✓ Clin Epi Small Group</li> <li>✓ Clin Epi Computer-Based Modules</li> </ul>