

## **Introduction**

PCM is a 4-year course designed for Loyola medical students to develop the skills needed to become balanced, competent, patient-centered physicians with life-long career satisfaction.

Patient Centered Medicine is based on the idea that the patient is at the center of the health care team, and each member of the team must partner with all of the other members of the team as well as the patient for the desired outcome of health and happiness.

From the very first day of medical school, medical students are an important part of that health care team. PCM will help students define their own roles as learners and providers on this team. Therefore, this course has the expectation that each student will work to his or her capacity at all times. PCM requires the integration and synthesis of work learned in this and other courses as well as experiences outside of the classroom. The expectation is that every student has the goal of becoming the best physician (s)he can become, and will actively work toward that goal in all PCM and SSOM activities. Students are not passive learners in PCM and are expected to take responsibility for their own education within the framework presented. This model is very different than the undergraduate model of didactic lecture and student regurgitation of knowledge.

Learning in PCM is based on lectures, small group discussions and significant hands-on and experiential activities. These activities may include mentor programs, shadowing programs, simulated patients- both virtual and actors, real patient encounters, reflection papers and discussions, books and journal articles, small group discussions and practice of skills learned, working with ancillary health providers, and many skills workshops.

Topics will include eliciting basic medical history and counseling, performing an introductory physical exam and other topics.

## **Administrative Comments**

A goal of the Patient Centered Medicine-1 course is to foster learning in a challenging and stimulating and enjoyable environment. Faculty, course directors and the course coordinator are here to assist students in whatever way they can.

Course Director: James Winger, M.D., Email: [jwinger@lumc.edu](mailto:jwinger@lumc.edu)

Assistant Course Director: Rebecca Maddrell, M.D., Email: [rebecca.maddrell@lumc.edu](mailto:rebecca.maddrell@lumc.edu)

Course Coordinator: Diane Stancik, Email: [dstanci@luc.edu](mailto:dstanci@luc.edu), Phone: 1-464-220-9190

Should you have questions or need academic counseling we welcome the opportunity to assist you. The course coordinator is available to assist you in contacting and making an appointment with the course directors if needed.

Throughout the course each student is expected to behave in a professional manner. Attendance and participation in small group discussions and lecture sessions is required. Appropriate behavior in the lecture hall, clinical skills center and small groups is expected.

Likewise, cheating and other forms of academic or professional dishonesty will not be tolerated. These matters will be dealt with according to Stritch Academic Policies.

*James Winger, M.D., Course Director*

## **SSOM Policy & Guidelines**

### **NOTE:**

In this class software will be used to record certain live class discussions. As a student in this class, your participation in live class discussions may be recorded. Recorded events will be limited to standardized patient interviews. Small groups will not be recorded. These recordings will be made available only to students enrolled in the class, to serve as a resource for those who would like to review their recorded interviews. All recordings will become unavailable to students in the class when the course ends. Facilitators will review recordings as part of a student's assessment. The use of all video recordings will be in keeping with the University Privacy Statement below:

### **Privacy Statement**

*"Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use."*