

Patient Centered Medicine 2

General Course Information

Patient Centered Medicine (PCM) is a progressive four-year, longitudinal, interdisciplinary course emphasizing preparing students to care for patients and families in a humanistic and professional manner.

The emphasis in PCM2 is on further developing concepts from PCM1, especially the clinical skills of history taking and physical examination, written and oral communication of patient information, clinical reasoning, and learning to apply many facets of excellent patient care.

PCM2 has many components and offers a variety of instructional methods, which include lectures, small group sessions, OSCEs (Objective Structured Clinical Examinations), clinical skills sessions and workshops, working with patients and faculty through preceptorship in the clinic or wards, and visits from real patients to the classroom.

Course Goals by Competency

Within Stritch School of Medicine's competency-based curriculum, this course provides opportunities for learning and evaluation as listed in the following competencies:

Note: Each competency of this course listed below is linked to a SSOM competency.

Medical Knowledge

- Discuss the relationships between disease and their clinical presentation in each organ system. [SSOM 1.2]
- Reinforce understanding of principles of disease and physical exam findings in real-life patients. [SSOM 1.2]
- Describe the underlying principles of basic electrocardiography and demonstrate skill in the systematic interpretation of EKGs. [SSOM 2.4]
- Describe the underlying principles of radiography and demonstrate skill in the systematic interpretation of chest x-rays. [SSOM 2.4]
- Define basic key concepts of matters of end of life, including topics such as advanced directives, power of attorney for health care, surrogate decision making, and approach to discussing end of life issues with patients. [SSOM 1.4/2.5/3.2/5.5]
- Define basic key concepts of ethical principles such as informed consent, proper patient-physician relationships [SSOM 5.3/5.5]

Patient Care

- Demonstrate competency to take, record and present a complete patient history in an accurate, organized, unbiased and consistent manner while focusing on the patient's problems. [SSOM 2.1]
- Demonstrate competency in the performance of the basic screening physical examination and interpret the findings. [SSOM 2.1]
- Utilize the information gathered in the history and physical to create a list of the pertinent positives and negatives, a problem list, a reasonable differential diagnosis for level of training, an assessment, and a plan. [SSOM 2.2]
- Demonstrate understanding of clinical reasoning principles in order to diagnose complex clinical problems. [SSOM 2.2]
- Demonstrate understanding of common cognitive biases and their effect on diagnostic

- reasoning and medical decision-making. [SSOM 2.2]
- Demonstrate the ability to write the basic components of admit orders and apply this knowledge to a particular case. [SSOM 2.3]
- Recall the basic principles of obtaining informed consent. SSOM [2.5/5.5]
- Recall principles of care in end-of-life situations. [SSOM 2.3/2.5]
- Recall and use standard precautions and appropriate personal protective equipment to prevent the transmission of infectious diseases. [SSOM 2.4/ 6.3]

Interpersonal and Communication Skills

- Demonstrate competency in the write up of the history and physical exam [SSOM 3.4]
- Demonstrate competency in the oral presentation of clinical data. [SSOM 3.3]
- Demonstrate effective interpersonal and communication skills in both simple and complex interactions with patients, families, colleagues, other healthcare professionals and staff. [SSOM 3.2, 3.3]

Practice-Based Learning and Improvement

- Critically assess one's own strengths and limitations in knowledge, skills and in patient interactions by both self-assessment and being open to feedback. [SSOM 4.1, 4.2, 4.3]
- Seek assistance from appropriate and available resources to successfully remediate deficiencies. [SSOM 4.3]
- Present information from the literature to small group that applies to one's own patient cases. [SSOM 4.4, 4.5]

Professionalism

- Develop professional attitudes to become a Patient Centered Physician in the spirit of Jesuit values at Loyola University's Stritch School of Medicine. [SSOM 5.1/8.3]
- Interact with patients, faculty, staff and peers with courtesy and respect. [SSOM 5.1]
- Recall principles of ethics in the physician patient relationship. [SSOM 5.2, 5.3/5.5]
- Maintain respect for patient privacy. [SSOM 5.3]
- Form a respectful working alliance with a small group of peers and faculty as a basis for future professional relationships [SSOM 5.1/5.4]
- Demonstrate responsibility, accountability, and punctuality in course activities, including lectures, small group sessions, workshops, and preceptor activities. [SSOM 5.2]
- Demonstrate appropriate use of and participation in remote learning methods. [SSOM 5.1/5.2]
- Demonstrate proper care of all equipment, tools and resources used in medical education and simulation. [SSOM 5.1/ 5.2]
- Complete course evaluations in a timely manner and provide constructive feedback to course faculty and the course director in a professional manner.

[SSOM 5.1/5.2]

- Complete course examinations and assignments honestly. [SSOM 5.1/ 5.2]

Systems Based Practice

- Commit to being an advocate for patient safety and quality care and improvement. [SSOM 6.3]
- Commit to being an advocate for the underserved and underrepresented patient population. [SSOM 6.4]
- Promote and engage in activities that enhance a diverse learning environment in medical education [SSOM 5.4/6.2/6.4]

Interprofessional Collaboration

- Identify roles and responsibilities of medical students, nurses, and other allied health care professionals [SSOM 7.2]
- Collaborate and communicate with other allied health care students, and staff in a team-delivered care way. [SSOM 7.1, 7.2, 7.3]
- Collaborate and communicate with physical therapists to learn techniques of the musculoskeletal examination. [SSOM 7.2]

Personal and Professional Development

- Respectfully receive and incorporate feedback to advance personal and professional growth. [SSOM 4.3/8.2]
- Demonstrate self-directed and life-long learning around the cases presented in small group. [SSOM 4.1/4.4/4.5/8.2]
- Write a reflection on one's own experiences and growth from participating in community service. [SSOM 8.2, 8.3]

For specific **session objectives** see *PCM2 Webpage/ Course Description/ “Key Concepts” or the session’s objectives pages on LUMEN.*

Stritch School of Medicine Competencies

Within each of the eight competency domains listed below are the knowledge, attitudes, skills and personal and professional values we expect of all of our graduates.

1. MEDICAL KNOWLEDGE

A graduate of Stritch School of Medicine is expected to:

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, and the application of this knowledge to patient care.

This includes the ability to:

- 1.1 Demonstrate knowledge of the normal development, structure, and function of the human body including the mechanisms important to maintaining homeostasis.
- 1.2 Describe the principal underlying causes, mechanisms and processes involved in the etiology of the major human disorders and conditions, and apply this knowledge to the prevention, diagnosis, management, and prognosis of disease.
- 1.3 Describe the principles of pharmacology and the clinical use of both pharmacological and non-pharmacological treatment approaches; and apply this knowledge to select and design the most appropriate preventative, curative and/or palliative therapeutic strategies for the management of clinical conditions and diseases.
- 1.4 Explain the basic principles of human behavior over the life-span, and recognize key changes and developmental milestones that occur during infancy, childhood, adolescence, adulthood and end-of-life.
- 1.5 Apply the principles of the social and behavioral sciences to explain the impact of economic, psychosocial, spiritual, and cultural influences, on health, disease, care plan adherence, and healthcare disparities.
- 1.6 Demonstrate an understanding of how the epidemiologic sciences are used in the promotion of health and prevention of disease.
- 1.7 Demonstrate an understanding of the design, conduct and analysis of basic biomedical, clinical and translational research.

2. PATIENT CARE

A graduate of Stritch School of Medicine is expected to:

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

This includes the ability to:

- 2.1 Gather information and provide accurate documentation about patients and their conditions through history taking, physical examination, and interpretation of diagnostic testing.
- 2.2 Apply critical thinking and clinical reasoning skills to develop a prioritized differential diagnosis.
- 2.3 Develop patient evaluation and management plans utilizing pertinent patient information, best practices, and appropriate clinical judgment across care settings.
- 2.4 Demonstrate the ability to perform clinical and procedural skills to provide basic patient care under the appropriate level of supervision.
- 2.5 Apply communication skills to help guide patients and their families in shared decision making.
- 2.6 Apply the principles of health promotion and screening for disease to the care of patients.
- 2.7 Utilize electronic health records to provide effective patient care.

3. INTERPERSONAL AND COMMUNICATION SKILLS

A graduate of Stritch School of Medicine is expected to:

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals across the broad range of identities and socioeconomic and cultural backgrounds.

This includes the ability to:

- 3.1 Provide accurate, pertinent, concise and well-organized oral presentations of clinical

encounters.

- 3.2. Communicate effectively when counseling and educating patients and families.
- 3.3. Communicate effectively with peers and other health care professionals, including during transitions of care.
- 3.4. Create and maintain comprehensive and accurate medical records, avoiding reliance on the unreflective use or reproduction of prior entries.
- 3.5. Demonstrate empathy, sensitivity, transparency, and compassion in interpersonal interactions.
- 3.6. Participate in the education of peers and other health professionals.

4. PRACTICE-BASED LEARNING AND IMPROVEMENT

A graduate of Stritch School of Medicine is expected to:

Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to improve patient care based on continuous reflection, self-evaluation and life-long learning.

This includes the ability to:

- 4.1. Evaluate one's performance to identify strengths and personal limitations in knowledge, skills, behaviors and/or attitudes.
- 4.2. Set individual learning and improvement goals to address deficiencies and actively engage in appropriate activities to meet those goals.
- 4.3. Obtain formative help and advice, where appropriate, from supervisors, advisors, mentors, peers, and relevant support services, and use feedback to positively modify personal performance and behavior.
- 4.4. Demonstrate curiosity, objectivity, and an analytic approach to clinical situations, identifying reliable strategies for sustaining these processes throughout one's professional career.
- 4.5. Demonstrate an ability to identify, objectively evaluate and apply in practice information from emerging basic biomedical, clinical, and translational research to patient care.

5. PROFESSIONALISM

A graduate of Stritch School of Medicine is expected to:

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

This includes the ability to:

- 5.1 Demonstrate self-respect and respect for others at all times.
- 5.2 Demonstrate integrity and personal accountability in fulfilling, in a complete and timely manner, all obligations and expectations related to one's designated professional role.
- 5.3 Demonstrate respect for patients and responsiveness to their needs, including privacy and autonomy.
- 5.4 Demonstrate sensitivity and respect to the diverse backgrounds, identities and experiences of patients and colleagues.
- 5.5 Demonstrate understanding of ethical principles pertaining to the provision of care.
- 5.6 Recognize and report unethical and impaired behavior of members of the health care team, including peers.

6. SYSTEMS BASED PRACTICE

A graduate of Stritch School of Medicine is expected to:

Demonstrate awareness of and responsiveness to the larger context and evolving state of health care delivery and an ability to effectively engage resources within the system to optimize delivery of care to patients and populations.

This includes the ability to:

- 6.1 Recognize the relative merits of care provided in varied health care delivery settings, including consideration of cost-effectiveness and risk-benefit analysis.
- 6.2 Recognize when, how and with whom to coordinate resources within health systems to improve patient care.
- 6.3 Demonstrate an understanding of how the principles of patient safety and quality improvement apply to all aspects of health care delivery.
- 6.4 Identify how system-based factors may impact the delivery of socially just healthcare.

7. INTERPROFESSIONAL COLLABORATION

A graduate of Stritch School of Medicine is expected to:

Demonstrate the ability to effectively collaborate in the delivery of interprofessional team-based patient care.

This includes the ability to:

- 7.1 Collaborate with all health professionals to maintain a culture of mutual respect, dignity, ethical integrity, and trust.
- 7.2 Recognize the roles of various health-care professionals and their contributions to timely, efficient, effective, and equitable team-based health care.
- 7.3. Communicate with all health professionals in a responsive and responsible manner that enhances team-delivered care to patients.

8. PERSONAL AND PROFESSIONAL DEVELOPMENT

A graduate of Stritch School of Medicine is expected to:

Demonstrate the qualities required to assure lifelong personal and professional growth by cultivating the maturity and adaptability required to manage the adversity and uncertainty inherent in the practice of medicine.

This includes the ability to:

- 8.1 Demonstrate personal responsibility and healthy coping strategies for maintaining physical and mental wellbeing, while fulfilling personal and professional obligations.
- 8.2 Integrate the practice of critical reflection and self-inquiry in order to sustain meaning and purpose in being a physician.
- 8.3 Develop and apply skills and qualities of the physician's vocation including humility, compassion, empathy, confidence, and integrity.