

PCM-1 Facilitator/Advisor Guide

Dear PCM-1 Facilitator/Advisor:

We are very happy to have you facilitating a small group for Patient Centered Medicine 1 as well as being the advisor for your small group students over their four years of medical school. In this course, the majority of the learning occurs in the small group teams during the small group sessions. Therefore, your role as a facilitator and advisor represents the backbone of this course.

Patient Centered Medicine (PCM) is a three-year, longitudinal, interdisciplinary course with a primary emphasis on preparing students to care for patients and families in a humanistic, competent and professional manner.

The curricular content and sequence is coordinated by faculty from multiple specialties with input from many consultative working groups. The curriculum integrates basic science and clinical disciplines, and has five major components:

1. The **core curriculum** includes health promotion/disease prevention, health care access and finance, medical ethics, , end-of life issues, nutrition, complementary and alternative medicine, evidence-based medicine, spirituality, patient safety, behavioral science, medical interviewing and physical examination skills.
2. The **experiential component** introduces students to the spectrum of ambulatory medicine and to the various health professionals necessary to deliver integrated care. The Clinical Skills Preceptor (CSkiP) Program, Chaplain Mentor, and Student Mentor Programs have as a primary goal to foster, enhance and model for students the knowledge and principles developed throughout the PCM curriculum.
 - The **Clinical Skills Preceptor (CSkiP) Program** provides the first year students with clinical exposure in the setting of a community physician practice.
 - The **Chaplain Mentor Program** provides ethical and spiritual guidance with exposure to patients and their families.
 - The **Student Mentor Program** provides first year students with a third year student mentor and exposure to the student-perspective of clinical medicine.
3. The teaching modalities include interactive lectures and web-based modules on the core content material, small group discussions with facilitators, standardized patient exercises, workshops, role plays, panel discussions, video recording, and visiting ambulatory care sites, and physical exam demonstrations and practice.

4. An important part of the PCM curriculum is integration at various levels:
- Integration in each session of material from a variety of subject areas (e.g. ethics, behavioral medicine).
 - Integration with concurrent courses (e.g. basic science correlates in each session as well as in mentor visits; basic physical examination skills in the Structure of Human Body course and Function of Human Body course)
 - Integration involving relationships across the two years (i.e. essential content areas such as ethics, interviewing and clinical decision-making reappear on a regular basis).

5. Advisor Program

As a PCM-1 Facilitator, you will also function as your small group students' advisor for their four years of medical school. To this end, we ask that you also serve as a small group facilitator for PCM-3 in the third year, where you'll have your original PCM-1 group back together again.

In year 1, you'll have several faculty development sessions, and you'll meet one-on-one or one-on-two with your advisee students to discuss personal and professional development.

In year 2, you'll meet with your former PCM-1 students at least once to help prepare them for 3rd year and for USMLE STEP 1.

In year 3, you'll serve as a PCM-3 facilitator and will advise your students in the small group as well as one-on-one sessions

You'll be presented with your advisee's academic performance and will need to be prepared to advise your students on their personal and professional development.

This six semester course has a different emphasis during each semester. Students will be guided in their experience by the PCM web site which contains reading materials and session outlines.

Semester 1

Students will be exposed to the introductory clinical skills of basic communication skills/medical interviewing/history taking, evidence-based learning, computer-assisted research, medical ethics, physical exam of the head/neck, abdomen, thorax and musculoskeletal systems, behavioral aspects of human development, physician self-care and spirituality.

Each week students will participate in a three-hour small group discussion. There are occasional lectures on the small group topics. **YOU ARE VERY MUCH INVITED BUT NOT REQUIRED TO ATTEND ALL OTHER COMPONENTS OF PCM 1.**

Semester 2

The emphasis of this semester is health promotion/disease prevention with an emphasis on evidence-based medicine. Identification of risk factors along with patient education and behavior modification will be introduced and then integrated with ethical, legal and economic issues. The students will be introduced to the essentials of medical decision-making, more advanced topics of medical interviewing and biostatistics. The Physician, Student, and Chaplain Mentor experiences take place during the entire first year.

An underlying theme will be the students' personal and professional development which will be under the purview of your role as their advisor.

Course Goals

The goals of PCM over the span of three years is to develop sound clinical and reasoning skills by exposing students early in their medical career to the skills and knowledge necessary to practice medicine. This takes place within the small group setting and with coordinated patient encounters where students can begin to utilize these newly developed skills. The curriculum is based on the small group format, early patient contact, experiences in clinical settings and integrating revisited content with clinical clerkships.

GOALS:

- To provide clinical context to the basic science curriculum.
- To acquire and demonstrate attitudes necessary for the achievement of high standards of medical practice in relation to both the provision of care of individuals and populations.
- To acquire the skills of independent and self-directed learning and a commitment towards the maintenance of clinical competence through life-long learning, professional and personal development.

Specifically, PCM 1 focuses on communication skills and medical interviewing, medical ethics, clinical reasoning, the medical practice environment, health promotion/disease

prevention, and some basic physical exam skills. These skills set the foundation for the general skills necessary to become a competent physician.

The PCM 1 semester schedule will include an outline for each session. It has been prepared to provide detailed information on each session's goals, objectives, teaching methods, required readings, as well as suggested time line to complete the learning activities. It is assumed that students will study these carefully in preparation for each session. The readings have been selected to enhance the sessions' learning experience and are estimated to take about one hour to complete.

The facilitator guide was designed to provide faculty small group facilitators with very specific suggestions to guide learning of the key concepts. It is assumed that each faculty member's clinical experiences will enhance the content presented.

PCM Small Groups

In **PCM 1** there are 17 small groups each with 8 - 9 students and two faculty facilitators which meet weekly for one half day. They are scheduled to meet Tuesday and Thursday afternoons beginning at 1:30 p.m. and Wednesday mornings at 8:30 a.m. (Note: The group facilitators may want to begin at 9:30am., as in Semester 2, post break, with the beginning of the Host Defense Course, PCM-1 cannot begin until 9:30 a.m. on Wednesdays). Group assignments and schedules will be distributed on Orientation day (also available on the PCM 1 LUMEN site). Each small group session has been carefully formatted to help assure uniformity across the groups. The time spent in each session is planned to accomplish the learning objectives.

New for 2011-2012: Small Group with Health Education Focus

- Eight (8) Students
- James Winger, M.D., Aaron Michelfelder, M.D., and Amy Blair – Co Facilitators
- Assigned to Maywood Community Based Loyola Family Medicine Clinic
- Will Work ½ Day a Week as a Health Educator
- Will Need to Complete ALL of the Regularly Required PCM 1 Coursework PLUS the Extra Hours in the Clinic

Continued for 2011-2012: Pilot Group with Community Focus

- Eight (8) Students
- Eva Bading, M.D., Paul Hering, M.D. – Co Facilitators
- Assigned to Maywood Community Based Loyola Family Medicine Clinic
- Will Work ½ Day a Week as a Patient Advocate for Community Patients
- Will Perform Community-Based Projects and Activities
- Will Need to Complete ALL of the Regularly Required PCM 1 Coursework PLUS the Extra Hours in the Clinic

EXPECTATIONS:

Students are expected to:

1. *Have good interaction skills.*
2. *Be prepared and participate in the group.*
3. *Demonstrate knowledge of the material or facility with the skill(s) taught.*

Faculty facilitators are expected to:

1. Guide, not teach. They will adopt a non-directive policy thereby putting the responsibility for problem solving directly on the group.
2. Draw out points of view and comments from the members of the group.
3. Provide structure and conceptual summaries of the discussions so that the general "lessons" can be identified.
4. Attend all faculty development sessions to become the best facilitators and advisors possible

Small Group Discussions

Each student is expected to be an active participant in the small group discussions. The amount that students learn will be directly proportional to the amount that he/she puts into the course. We are hopeful that each student will view this as one of the most enjoyable parts of the course and will begin to understand the skills that are necessary to make an excellent practicing physician. Confidentiality is expected within each small group between students and facilitators.

Outline for Small Group Sessions

The following is a suggested format for all small group sessions. Facilitators are encouraged to follow the outline, especially when it comes to the goals and objectives of each session. This is essential in providing a uniform understanding of the course content. *Please note that the time allotted to accomplish each objective is meant only as a general guideline - simply a suggestion on where to place the emphasis in each session and not meant to be followed too rigidly.*

1. Report from the small group re- dissemination of information between the small groups and the course director.
2. Review any questions or issues left over from the previous session.
3. Discussion of any topics appropriate for advising
4. Assigning one student in PCM 1 the role of discussant of assigned readings and facilitator of the next discussion. This assignment should be with anticipation so the student can be prepared to present the summary and lead the discussion. Before the end of the session the faculty facilitator will assign the next week's student presentation and review the goals and objectives for the next week's session. It is hoped that this exercise will help students begin to learn to read, summarize and critique medical literature and develop presentation skills.

STUDENT PRESENTATIONS GUIDELINES:

- The student presenters should be able to summarize these points in less than 5 minutes.
 - Discussion should center around what the student felt was the main value of the article (or its lack).
 - Discussion time should be limited to 10-15 minutes. (It is easy to become involved in lengthy dialogues.)
5. Review and discussion of role-plays, interviews, case discussions, examination skills, etc.
 6. Summarize what was learned.
 7. Review plans/student assignments for next week. A special note should be made about the scheduling of patients if required for student interviews.

Small Group Attendance Policy

1. Attendance at small group sessions is mandatory.
2. Attendance will be monitored by a sign-in sheet that students sign at the beginning of the small group session.
3. Students may have no unexcused absences.
4. In the event a student misses any small group session, a meeting with the faculty facilitator and course director will occur to determine an appropriate course of action.
5. In all cases of emergency absence, it is the student's responsibility to inform his/her facilitator of an absence prior to the scheduled small group session and to inform the PCM 1 Course Coordinator, Ms. Diane Stancik at 708-216-8219.
6. Attendance at all Mentor sessions is mandatory.

NOTE: Attendance at PCM I lectures IS MANDATORY.

Student Small Group Reps

During the first full week of classes each of the small groups in PCM 1 & 2 will select one of its members to serve as a liaison between the group and the course director. They will periodically meet with the course director or his designate to discuss issues of importance to the class relative to PCM. One can expect that this will require minimal time and will serve to promote communication among the groups and with the course administration. The first few minutes of the small group session following a group rep meeting will be devoted to the dissemination of the information to the small group by the respective representatives.

Grading

At the end of each semester, the small group facilitators will fill out an evaluation of each student in the following three areas: 1) ***Preparation***; 2) ***Participation***; and 3) ***Skills Development***. It is recommended that you follow the descriptions provided for each category; assigning either “Does Not Meet Expectations”, “Meets Expectations”, “Meets with Concerns” or “Exceeds Expectations”. Please see the attached grading sheet for reference.

PLEASE SEE THE FULL GRADING POLICY CONTAINED IN GENERAL INFORMATION

If at any time, you feel that a student is falling behind his or her peers or if you have any concerns about a student, please talk with the student as early as possible in the course. If you have further concerns, contact your PCM1 course director, Aaron Michelfelder, M.D., PCM-1 assistant course directors, Amy Blair, M.D., James Winger, M.D. or the overall PCM course directors, Kathie Walsh, M.D. and Paul Hering, M.D. as soon as possible.

Facilitator Meetings:

We will schedule 2-3 facilitator meetings throughout the year- You will be notified of these meetings as they are scheduled.

Course Administration:

PCM-1 Course Director:

Aaron Michelfelder, M.D. -- (708) 216-1116

PCM-1 Assistant Course Director:

Amy Blair, M.D. -- (708) 531-5200

PCM-1 Assistant Course Director:

James Winger, M.D., (708) 531-5200

Overall PCM Course Directors:

Kathie Walsh, M.D.

Paul Hering, M.D.

PCM-1 Medical Education Coordinator:

Diane Stancik -- (708) 216-8219