



LOYOLA
UNIVERSITY CHICAGO

Stritch School of Medicine

Course name: Patient Centered Medicine II

Course number: PRECLK-290

Academic year: 2026-2027

INSTRUCTOR INFORMATION

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ESSENTIAL COURSE INFORMATION

Course Description

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 and overall course goal 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 Learning Outcomes

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, and 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]

Course Organization

PCM2 content is delivered over the entirety of the M2 year. The content is generally aligned with the Mechanisms of Human Disease (MHD) course.

Most sessions occur on Tuesday afternoon. Lectures are mandatory with in-person attendance when there are demonstrations of exam steps, guest patients present, sensitive topics discussed, and when interaction with audience is best done live with an in-person audience. Other lectures have been recorded.

Small group sessions follow lecture on Tuesday afternoons for approximately 2 hours.

The EKG introduction and practice sessions are also mandatory, in-person, occurring approximately monthly.

There are numerous workshops for hands on practice which may include Standardized Patients and/or simulation. Students are provided schedules ahead of time.

Preceptorship: In addition, the students are paired with a preceptor with whom they arrange to meet to a) practice taking a history and doing a physical examination on real patients in a clinical setting and to b) review their write up of the H&P.

Most hands-on sessions require at least some preparation beforehand.

Information on upcoming sessions is provided through the Sakai and LUMEN websites.

Modes of Instruction and Teaching methods:

Lectures:

- Live, in-person lectures (mandatory)—see section above also
- Recorded lectures
- Online modules

Small group sessions: live and in-person, not recorded.

Students generally meet weekly to discuss various clinical topics, practice physical examination steps, practice working through clinical cases together using clinical reasoning skills, practice giving oral presentations of cases,

and provide information to small group from literature pertaining to their case as part of lifelong learning. Some sessions will include practice with Standardized Patients.

Preparation may include reading, watching videos, answering questions about topic content, preparing oral presentations and providing lifelong learning information to their group, reviewing examination step techniques.

EKG practice sessions: live and in-person. Speaker reviews EKGs with students. Preparation—review brief recorded lectures prior to practice sessions.

Workshops—live and in-person. These are hands on practice sessions, often with SPs or simulation/using task trainers, focusing on physical examination skills and complementary skills such as the use of point of care ultrasound.

Preceptorship—live and in-person. Students meet preceptors in their clinical areas to perform a patient history and physical exam (H&P). They then meet with preceptor to review their write-up of the H&P.

Methods of Course Communication

Communications regarding the course and any changes to schedule will be via email using your SSOM @luc.edu account. Please check your email regularly, including the SPAM folder. Announcements relevant to the course will also be made via Sakai.

Attendance policy

Many PCM2 lectures are live, in-person, and have required attendance unless otherwise indicated as recorded and asynchronous. All other sessions—small group, workshops, preceptorship encounters with patients, and other activities as indicated are live, required, in-person sessions. The SSOM expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of preparation for professional practice. Attendance is expected in all educational activities, including, but not limited to all classroom, lab, clinical and simulation experiences. If there are extenuating circumstances that will significantly interfere with your attendance, as soon as you are aware of the issue, you must first communicate with Tina Marino (tmarino@luc.edu) in Student Affairs to request an excused absence, then let the Course coordinator know.

Required Materials

The following texts are available online to students through the Loyola University Health Science Library

- The Only EKG Book You'll Ever Need Print + EBook with Multimedia by Malcolm S. Thaler
- Bates' Guide to Physical Examination and History Taking by Rainier P. Soriano
- Symptom to Diagnosis an Evidence Based Guide, Fourth Edition by Scott D. C. Stern; Adam S. Cifu; Diane Altkorn
- Learning Radiology by William Herring
- Taylor and Kelly's Dermatology for Skin of Color, Third Edition by Susan C. Taylor; Henry Lim
- Mind the Gap by Mukwende, Malone, Peter Tamony, and Margot Turner (this title is open access)

White Coat Students should wear a clean, pressed, short white coat in clinical areas. Coats should be plain, white, with no embroidery above the vest pocket and an official LUMC patch may be sewn on the sleeve. A long white coat must be worn in lieu of a short coat at LUMC whenever scrub attire also is worn. No buttons or pins should be attached to the white coat (with the exception of MAGIS pins issued by LUMC).

PCM-2 Equipment: • Stethoscope • Pocket light • A watch with a sweep-second hand to take a patient's

pulse (This is a watch that marks seconds, mounted concentrically with the other hands and read from the same dial. Or an alternate device that easily allows you to count a pulse while taking it.) (i.e. Smart Phone stopwatch.) • Short white coat as above and student name tag • 6-inch ruler with centimeter markings • EKG Calipers • Sphygmomanometer (blood pressure cuff) • Pocket vision screener • Reflex hammer • Tuning fork -C128 • Ophthalmoscope/otoscope. Periodically charge it so it is ready to use! • Headphones to hear heart and lung sound questions during computerized written exams –the first set of earbuds will be provided to students, to be reserved for PCM2 exam use only; students must provide their own if lost or broken. Students may use their own headphones or earbuds if they prefer. Students will need a standard size, 3.5 mm single prong jack to fit computer.

Required Technology

The course is delivered both in-person via pre-recorded didactics, on-line didactics. It is recommended that you have regular access to the following software and tools:

- The latest version of a [web browser](#) such as Firefox.
- Access to SSOM email account. Be sure to check your SSOM e-mail regularly, including the Spam folder.
Access to Microsoft applications including Word, PowerPoint and Outlook is available via [Microsoft 365](#))
Access to LUC Sakai PCM2 and LUMEN sites
- Access to a Windows or Mac computer to complete assignments, in the event your mobile device does not meet the minimum recommended technologies needed to complete your coursework.

COMPETENCY EVALUATIONS

The following competencies are evaluated in the course:

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Professionalism

ASSESSMENTS AND GRADING POLICY

Exam Format: Written/Online/Computer

Exam questions from PCM2 are integrated with exam questions from the Mechanisms of Human Disease and the Pharmacology and Therapeutics Courses that occur at the end of each content block with typically 11 integrated examinations during the academic year.

Examinations may cover material from lectures, lecture handouts, small group session; assigned Readings; EKGs; imaging, such as point of care ultrasound or x-rays; online instructional materials, and textbook material.

The exams of PCM2 course content are not cumulative except on items that naturally build upon each other, such as basic physical exam concepts and EKGs.

- Approximately 3 questions per lecture in PCM2 are included for each exam.
- Questions are usually USMLE Step 1 format—multiple choice, with a single correct answer.

“Meeting Expectations” on the written examinations:

Students must score $\geq 70\%$ on the written exams over the entire course, which extends through both semesters, to pass the written exam component of PCM2.

Remediation of written exams: See “Medical Knowledge Exam Remediation Policy” below.

Other written examinations or quizzes may be designed and administered separately from the PCM2 portion of the integrated examinations to assess a particular area of knowledge or skill. Failure or a “does not meet expectations” of these examinations may require a remediation exam and/or a remediation exercise to meet the requirements of PCM2.

Exam Scheduling and Missed Exam policy

All students are expected to sit for each exam at the date and time indicated in the course schedule, as documented in the SSOM Academic Policy Manual. If circumstances arise that may prevent you from taking a scheduled examination (e.g. serious illness or an emergency situation) you should immediately contact the Office of Student Affairs as soon as possible, so that a timely determination can be made regarding a potential excused absence. Students who are unable to sit for an exam for a legitimate reason, as adjudicated by the Office of Student Affairs, will have their exam rescheduled for a later date. The rescheduling of any exams will be determined by mutual agreement of the Office of Student Affairs, the Office of Educational Affairs, and the Course Director, as outlined in the SSOM Academic Policy Manual.

Exam Policy:

The penalty for failure to adhere to the following policy will be a score of zero on the exam.

- All exams will be administered by school computer at a randomly assigned desk in one of the school small group rooms or lecture halls. An email announcement with seating assignments for the exam will be sent by the lead educational coordinator shortly before each exam.
- All exams will be proctored.
- Students are expected to arrive for their exam at least 15 minutes prior to the scheduled start time.
- All bags, coats, electronic devices are to be left at the front of the room besides each proctor.
- Exams cannot be started more than 15 minutes after the scheduled start time. If students arrive more than 15 minutes after the scheduled start time they are directed to meet with a Dean in the Office of Student Affairs so that a determination may be made as to whether the student is able to start their exam (Note: The scheduled end time for the exam remains in affect). Alternatively, if there is a legitimate explanation for the late appearance, the exam may be rescheduled.
- Unless the student receives appropriate accommodations, eating is not allowed during exams. If necessary, a CLEAR water bottle that has been inspected by the proctor may be kept on the students desk.
- Students are not allowed any notes, electronic devices, or any other unapproved items on their desk during the exam.
- Students are not allowed to wear hats or cover their head during an exam unless it is a religious head covering. Students are not allowed to wear sunglasses during the exam.
- Students are allowed two sheets of blank scrap paper that will be provided by the proctor to help with the exam. Students must leave their two sheets with the proctor before leaving. They cannot be taken out of the exam room.
- Students should remain quiet during the exam and not make any unnecessary noise that would interfere with other student’s ability to concentrate. Should a student be found in violation of this policy they will first be requested to desist by the proctor. Any failure to comply with the proctor’s

request will be reported to the Office of Student Affairs for potential further action.

- Should a student need to leave the exam space to use the restroom they are allowed to do so one at a time. Students must signal the proctor, note the time of leaving and the time of reentry in the comments section of the attendance sheet. The exam clock will remain during this time. Students are expected to travel to the nearest restroom and return in a timely manner. Proctors will note any suspicious pattern of leaving behavior and will report those students to the Office of Student Affairs. Students are expressly forbidden to view any notes, electronic devices or otherwise attempt to seek an unfair advantage whilst visiting the restroom. Any student found to be seeking any such unfair advantage during a restroom break will be guilty of academic dishonesty and will be immediately reported to the Office of Student affairs for further action.
- Each exam is allotted a specific time based upon the total number of questions. The time limit for the exam is strictly adhered to and once the time limit is reached, the exam will automatically close.
- Should it be necessary (e.g. power outage, loss of internet connection, or other interruption), proctors will add additional time to the exam, at the discretion of the Course Director.
- Students that experience a problem with their exam computer should alert the proctor immediately. Should it be necessary (e.g. individual computer failure), students may be reassigned to another computer terminal in a different exam room.
- Leaving the exam room with notes related to the question on the exam is considered academic dishonesty with consequences as stated in the Undergraduate Student Handbook.
- Seeking or giving information related to questions on an exam that a student has not yet completed is also considered academic dishonesty.
- If students have a question regarding an exam question; after the exam the student may submit their concern in writing via email in a respectful manner to the course director. The course director will evaluate the concern and if necessary confer with the Assistant course director and relevant faculty. In cases where there is a legitimate concern regarding the question, that question can be deleted from the exam prior to the exam being finalized and scores released. Alternatively, if it is determined that there is a legitimate alternative correct answer, credit may be given to those students that selected the alternative answer (in this case the points are credited at the end of the course prior to the release of final course grades).
- Once the exam is finalized, students will receive their score along with a list of learning objectives that are linked to each question that they answered incorrectly.

Please Note:

During online exams, all books, notes, book bags, other computer programs/browsers and other devices (smart phones, smart watches, tablets, etc.) cannot be used. All cell phones and other electronic devices must be turned off and left at the front of the exam room next to the proctor. Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will receive a grade of zero for that exam. If a calculator is required for any exam, all of the exam computers have in built calculator functions that students can access.

Exam Grading Policy

Medical Knowledge Exam Remediation Policy

Students who fail to achieve the minimum score required for a passing grade in the medical knowledge assessments for the course will receive a “Does not meet” for their medical knowledge competency but may be allowed the opportunity to remediate the course by taking a remediation exam, as outlined in the SSOM Academic Policy Manual. The purpose of the remediation exam is for the student to demonstrate competence of the material presented in the course. The remediation exam will be a rigorous, yet fair assessment, to ensure that the student has achieved sufficient mastery of the course content to be allowed to progress to the next academic level. The composition of the exam will be determined by the course director, together with faculty input, and will consist of representative fair and

validated questions that assess critical understanding of core course concepts and high yield course content that reflects the breadth of material presented throughout the course.

Remediation exams will be administered at the end of the academic year and will be scheduled by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director and the Office of Educational Affairs. All students requiring remediation should meet with the Course Director well in advance of the scheduled date of the exam to discuss both the exact format of the exam and their proposed study approach.

Those students achieving a score of greater or equal to 70% on the remediation exam will have their initial F grade converted to a P* and the "Does not Meet" for their Medical Knowledge competency altered to "Meets with Concerns".

Students who fail to successfully achieve the minimum passing score will be required either to repeat the course in its entirety during the subsequent academic year, or alternatively, may be subject to automatic administrative action by the Medical School, as outlined in the SSOM Academic Policy Manual.

Please note that students with a final aggregate course score of <60% may be denied the opportunity to remediate their course failure by an end-of-year remediation exam and may instead be required to repeat the course in its entirety. The decision to allow such students the opportunity to take a remediation exam will be made by the Student Promotions and Advancement Committee (SPAC).

Additional Course Assessments #1 Objective Structured Clinical Exams (OSCEs) Competency: Medical Knowledge, Patient Care, Professionalism

The emphasis is on deliberate, purposeful execution of physical exam steps and clinical reasoning. Students may be asked to provide explanations on the examination steps and/or the purpose or the examination step. The written portion of the examination allows the student to demonstrate their clinical reasoning/critical thinking.

There are three components of the OSCE grade, each must be passed to pass the OSCE.

1. The Patient Perception Scale (PPS) is the tool used to evaluate communication skills. Receiving "Meets with Concerns," "Meets Expectations," or "Exceeds Expectations" on all checklist items on the PPS = P of this component of the OSCE. Receiving even one "Does Not Meet Expectations" from the SP on the PPS will result in a failure.

Plus

2. A grade of $\geq 70\%$ for each checklist (both the history and the physical exam checklists) assessing the clinical encounter = P of this component of the OSCE

Plus

3. A passing calculated score in combination with the overall impression by the faculty who is grading this portion of the OSCE, determines the computerized, written component grade. A "Meets with Concerns" or "Meets Expectations" = Pass for this component of the OSCE. This portion includes the critical thinking. This section may include evaluation of the pertinent positive and negative findings, a problem list, and/or a list of diagnostic studies indicated, the differential diagnoses, most likely diagnosis, and justifications.

Clinical Skills Exams/OSCE remediation exams:

Remediation, if needed, is performed within one to two weeks, or as determined by the Course Director.

If the remediation of clinical skills testing is successful during the course, the student may still earn a "Pass" for the course. If the student is unsuccessful in routine remediation, the student will be given one additional attempt outside of the normal activities of the course. If the student successfully completes this second attempt at remediation, then the student will earn a grade of P* for the course. (Remediated Pass). If the student earns "Does Not Meet Expectations" on the second remediation, the student fails the course and must repeat the course in its entirety and not move on to the next phase of training.

Additional Course Assessments #2: Professionalism

In addition to medical knowledge and clinical skills, PCM places an emphasis on professionalism; it includes all professional behaviors as outlined in the Course Goals. Students are expected to

- Be courteous and respectful toward all and demonstrate responsibility, accountability, punctuality, and appropriate dress* at course activities, including lectures, small group sessions, workshops, and preceptor activities and at all remote sessions.
- Prepare for all sessions and participate fully in live sessions so that they and their peers may have a more robust educational experience.
- Demonstrate academic integrity
- Complete written assignments thoughtfully and intentionally, including assignments that do not receive a grade.
- Demonstrate a professional approach to receiving feedback

Professionalism grading: "Meets Expectations" = P

- Unprofessional behavior (including that towards course coordinators, faculty, other students, and all staff) will be considered a "Does Not Meet Expectations."
- All Written and other Assignments: Students complete and turn in all written assignments by the due date to pass

the course. Similarly, students must complete all non-written assignments on time such as oral presentations, lifelong learning assignments, and interprofessional activities.

Failure to complete assignments by the deadline is considered a 'failure.' It may be recorded as "Does Not Meet Expectations" for Professionalism.

- Repeated absences will result in a "Concern" being noted within the "Professionalism" Competency Assessment.

A pattern of excessive absences will result in a "Does Not Meet Expectations" for the "Professionalism" Competency.

A failure in the professionalism component can result in failure of PCM2.

Remediation for professionalism will be determined through the Office of Student Affairs.

Additional Course Assessments #3: Preceptorship Competency: Medical Knowledge, Patient Care, Interprofessional and Communication Skills

The student must complete and submit by their individual due dates to "Meet Expectations" of the preceptorship.

- Each of the five H&Ps and other accompanying material (problem lists, assessment and plan, admit orders when applicable)
- Preceptor evaluations of each H&P write-up
- The final preceptor evaluation of student
- The student evaluation of the preceptor

The preceptor's "Final Evaluation" is the basis for the grade for the preceptorship; the evaluations of the

first four H&Ps are formative with the expectation of progressive improvement

over the academic year. 'Meets Expectations' in all components of Final Preceptor Evaluation is needed to obtain a grade of Pass. Any 'Does Not Meet Expectations' is considered a failure.

The Course Directors will review any 'Meets with Concerns' and a passing grade for the preceptorship will be determined on an individual basis.

Determination of final course grade

This course is Pass/Fail. A minimum satisfactory level for each component in PCM2 is required to successfully move on to the next phase of their training.

Components are: Written exams; OSCEs; the preceptor program; small group; attendance at lecture; clinical skills sessions, workshops or special sessions; and professionalism.

A final grade will be awarded at the end of the academic year. This grade is based on performance covering the duration of the course according to school policy.

Evaluation in PCM is based on the following categories and their definitions:

- Meets Expectations: The student is doing well, and is meeting the benchmark set for a solid, average medical student.
- Meets Expectations with Concerns: The student is meeting the benchmark but at a minimum level and there are concerns that this student may need some extra assistance or work in a particular area to eventually pass the course.
- Does Not Meet Expectations: A red flag that the student is not meeting the minimum level set for competency in this area.

Students must "Meet Expectations" set for each component of PCM2 to pass PCM2. If, at any time, a student earns a single mark of "Does Not Meet Expectations," they will fail that component of the course and will need to remediate that component.

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Academic Integrity

It is expected that all students will maintain personal integrity and honesty during the examination process.

Specifically, we do not expect you to participate in and/or enable any of the following:

- the unauthorized access and use of any materials, notes, sources of information, study aids or tools during the exam.
- the assistance of any individual to help answer a question.
- the use of any internet enabled device to search for answers during the exam.
- helping another student commit an act of academic dishonesty.
- engage in any activity aimed at compromising the integrity of course exams either in this or future academic years.

Any student that attempts to gain an unfair advantage over other students in an examination by any of these unauthorized means, passes on the details of exam questions to any other student, will be guilty of academic misconduct and will receive a "Does not meet" in their professionalism competency and be promptly reported to the Office of Student Affairs for subsequent action.

Any written work submitted as part of a course requirement should represent the students own work and should not be plagiarized from other sources. Specifically, use of any AI-enabled software (e.g. ChatGPT)

to complete any required course written assignment is not permitted. Any student found to be engaging in such activities will be guilty of academic dishonesty and will receive a “Does not meet” in their professionalism competency and will be promptly reported to the Office of Student Affairs for subsequent action.

Read through [Loyola’s full statement on Academic Integrity](#) here.

Professional Conduct:

Student behavior in the virtual and/or in-person classroom should be such that it helps to maintain an environment conducive to learning without distractions. Examples of disruptive behaviors include, but are not limited to, the following:

- Entering a class late or leaving early
- Making distracting noises
- Talking with another student during class that is not part of a class discussion
- Any type of rudeness including verbal and/or written forms
- Sleeping during class
- Signing in for another student on the attendance sheet for any required educational sessions

Appropriate professional behavior includes:

- Adopting appropriate, professional, and respectful interactions with the course directors, lecturers, medical education coordinators, and other students, including when communicating via email.
- Responding to direct communication from the Course Director and Course Coordinator in a timely fashion (within 48 hours), particularly in circumstances when a face-to face meeting is requested to discuss issues related to academic performance.
- Attendance at all required course sessions (unless an official excused absence has been granted by the Office of Student Affairs)
- Completion and submission of any required course assignment by the designated submission date.
- Completion and submission of end of course evaluations in a professional and constructive manner.
- Honestly completing course examinations without attempting to seek an advantage by unfair means and without attempting to compromise the integrity of the exam process in any way.

UNIVERSITY POLICIES

Student Code of Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

University Privacy Statement

Assuring privacy among faculty and students engaged in online and in-person 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 in-person 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.

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors' rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to *[please insert standards appropriate to your discipline, e.g., MLA guidelines]*. Read more about [LUC's copyright resources](https://luc.edu/copyright) online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints, and other instructional materials in this course are the intellectual property of the faculty. As a result, they may not be distributed or shared in any manner, either on paper or virtually without written permission. Lectures that are recorded in the classroom or those that are pre-recorded are to be used for review only and may not be distributed.

Statement of Diversity

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. Each of us is responsible for creating a safer, more inclusive environment.

Students in this course are encouraged to participate freely and share personal opinions, perspectives, and stories. There may be diverse, and perhaps contradictory ideas shared in class. This variety is a strength of the academic community. Students are asked to show respect and treat peers in a way that validates various experiences and opinions based on a range of identities, including ability, economic class, ethnicity, faith tradition or no faith, gender identity and expression, nationality, religion, sexual orientation, veteran status, and their intersections.

Acts of bias, harassment, abuse, discrimination, relationship violence, sexual violence (i.e., sexual assault, sexual harassment, etc.), gender harassment, and stalking are not tolerated at Loyola. If you or someone you care about has experienced any one of these crimes and/or violations of LUC Community Standards, please know that you have rights, reporting options, and other support services available to you.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. In this course, we strive to provide an affirming environment for all students with regard to their names and gender pronouns.

If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let us know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, we are considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](https://luc.edu/equity) (located at luc.edu/equity). As a RCP we are required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, we also have a mandatory obligation under [Illinois law to report disclosures of or suspected instances of child abuse or neglect](#).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, we encourage you to call [The Line](#) at 773-494-3810. [The Line](#) is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Statement of Intent

By remaining in this course, you are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Observation of Religious Holidays

As a Jesuit, Catholic university, Loyola University Chicago invites people of all faiths and traditions to be a part of our community and we are committed to supporting students to grow in their faith traditions. At Loyola, faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student’s academic work. If a student is unable to participate in a test or quiz, be present for a presentation, or complete an assignment on a specific day because of the [observance of a religious holiday](#), the student will be excused and provided the opportunity to make up the work. Students will continue to be responsible for all assigned work and should notify their professors in advance through Loyola email of the religious observance(s) that conflict with their classes. The HSC Ministry has compiled a list of religious holidays likely to affect SSOM students and is available at <https://www.luc.edu/hsc/ministry/>.

STUDENT SUPPORT AND RESOURCES

Requests for Accommodation

Students seeking academic accommodations for a disability must meet with the Student Accessibility

Center (SAC) <https://www.luc.edu/sac/applywithsac/stritchschoolofmedicine/> The SAC will verify the disability and establish eligibility for accommodations.

Students should schedule an appointment with their instructor to discuss any academic concerns and/or accommodations. Students are encouraged to contact SAC as early in the semester as possible.

Technology Privacy and Support Information

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. ITS Service Desk [Support Hours](#).

Links to Resources

These resources may be of use to you in this course and throughout your education at Loyola University. These services are offered to help you achieve the best education possible.

- [SSOM Academic Policy Manual](#)
- [Office of Student Affairs](#)
- [Academic Center for Excellence and Accessibility \(ACE\)](#)
- [Financial Aid](#)
- [Student Wellness Center](#)
- [Students Advising Students](#)
- [Advising Program](#)
- [Medical Student Union](#)
- [Faculty and Staff Directory](#)
- [MyLumen](#)
- [LUMEN](#)
- [Health Sciences Library](#)
- [Sakai](#)
- [Reporting a Professionalism Concern](#)
- [HSD Care Referral](#)
- [Ethics Hotline](#)
 - Phone: 855.603.6988
- [Resource Rundown](#)

WEEKLY SCHEDULE

Week	Topic	Exam Date
Week 1 & Week 2	Eye Examination, Intro to EKGs, General Appearance, ENT	8/17/2026
Week 3 & Week 4	Dermatology/Skin Exam, Analyzing Cases, Standard Precautions	8/28/2026
Week 5	OSCE I	9/2/2026
Week 5 & Week 6	Intro to Chest X-Ray, Focused H&P, Bleeding Disorders	9/11/2026
Week 7, Week 8, Week 9	Peripheral Vascular, Heart Sounds/Cardiac Ultrasound, Oral Presentation	10/2/2026
Week 10	FALL BREAK	FALL BREAK
Week 11 & Week 12	Pulmonary/Ultrasound Caring for Patients with Disabilities	10/23/2026
Week 13	OSCE II	10/27 – 10/29, 2026
Week 14 & Week 15	Geriatric Assessment, Anemia	11/13/2026
Week 16 Week 17 Week 18	Neurological Exam, Bioethics, Advance Directives	12/7/2026
Week 19 Week 20	Challenging Encounters, EKG Curriculum	12/18/2026
Week 21 Week 22	WINTER BREAK	WINTER BREAK
Week 23 Week 24 Week 25	Pediatrics (Early Childhood/Adolescence), Abdominal Examination/Ultrasound, EKG Curriculum	1/22/2027

Week	Topic	Exam Date
Week 26 Week 27 Week 28	Genitourinary Exam, Pelvic Exam, Breast/Chest Exam, Communication Skills, Endocrine	2/12/2027
Week 29	OSCE III	2/15-2/17, 2027
Week 29 Week 30	Lymphadenopathy, Rheumatology, Musculoskeletal	3/5/2027