

COURSE OUTLINE

(1) GENERAL

MD-102 Integrated Clinical Practice I

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1 st Cycle		
COURSE CODE	MD-102	SEMESTER	Year 1 / Semester 1 (Fall)
COURSE TITLE	Integrated Clinical Practice I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Theme 1: Course Introduction and Basic Clinical Skills</p> <ul style="list-style-type: none"> • Identify the course objectives and expectations. • Explain the role of a physician within the healthcare system. • Discuss and outline what clinical skills are. • Discuss and outline the core principles of a systematic examination. • Discuss and practise safe disposal of material from the clinical setting. • Discuss the importance of good hand hygiene and practise effective hand washing technique. <p>Theme 2: Communication Skills: Introduction to Clinical Communication</p> <ul style="list-style-type: none"> • Discuss the importance of effective communication skills in medical consultations. • List some basic evidence in the area of clinical communication.

- List and discuss some basic evidence regarding the benefits of good communication for doctors and patients.
- Become familiar with the Calgary Cambridge Guide (CCG) for consultation skills
- Practice opening the medical consultation and gaining consent.

Theme 3: Structuring Medical Consultation, First Aid

- Discuss the basic skills of structuring the consultation based on the CCG.
- Practice structuring a medical consultation (role playing).
- First aid for medical students: Demonstrate competent management of common first aid scenarios (epistaxis, laceration bleeding wound, choking, fit/fainting).

Theme 4: Patient History Taking, Vital signs and Urinalysis

- Continue to revise the basic skills for structuring the consultation based on the CCG, with an emphasis on attentive listening and screening
- Introduce SOCRATES as a tool for screening a pain history
- Practice using SOCRATES via role plays
- Perform and practise measurement of temperature, blood pressure, pulse, respiratory rate.
- Perform urinalysis with the urine dipstick and practise interpreting the results.

Theme 5: Basic Life Support

- Perform Basic Life Support (BLS) on a mannequin effectively and safely and pass the BLS exam.
- Practise and perform the recovery position on a colleague.

Theme 6: Clinical Exposure

- Describe the learning experiences from GP clinic and nursing home visits.
- Conduct project meetings with a patient, at hospital and at home.
- Reflect on observational learning experiences.

Theme 7: Introduction to Leadership

Leadership in Medicine Stream

- Define emotional intelligence and its relevance in medical practice (overlap with psych stream)
- Assess your core values, your personal strengths and areas for development through self-reflection.
- Demonstrate the use of a reflective model (e.g. Gibb's Cycle) to review an experience, pinpoint strengths and weaknesses, and outline a brief plan for improvement.
- Understand how differences in your core values and the values of your classmates and teammates on the ward may affect communication and patient care.
- Describe the value of diversity within the health care team, both with respect to learning environment and patient care
- Recognize the impact of one's emotions and stress on decision-making and patient care.
- Describe how best to receive feedback from peers, mentors, patients and others, and the use of feedback in personal development.
- Prioritize academic and personal responsibilities effectively.
- Implement evidence-based study techniques to enhance learning, manage time, stress and responsibilities effectively.
- Reflect on time management practices to identify areas for improvement, to optimize

balance and adapt for continuous improvement.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Knowledge

- Explain normal human structure and function at the molecular, cellular, tissue, organ and whole-body level from conception to old age.
- Explain how psychological and sociological factors might impact on the risk of disease and the outcome of treatment.
- Describe how individuals adapt to major life changes, including the onset of illness.
- Describe the basic principles of communicable disease control in both hospital and community settings.

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history.
- Communicate effectively with colleagues in all professional settings, including group situations.
- Communicate effectively by written and by electronic means as well as orally.
- Conduct an examination of the major body systems in a simulated environment.
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process.
- Recognise and manage life-threatening conditions and provide the immediate core of medical emergencies including First Aid and resuscitation.

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice.
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status.
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy.
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients.
- Demonstrate an understanding of the importance of always acting with honesty and

integrity, including the duty of open disclosure when things go wrong.

- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party.
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this.
- Practice medicine holistically taking into account ethical, legal, psychological and social considerations.

(3) SYLLABUS

- Course Introduction and Basic Clinical Skills
- Communication Skills: Introduction to Clinical Communication
- Structuring Medical Consultation, First Aid
- Patient History Taking, Vital signs and Urinalysis
- Basic Life Support
- Clinical Exposure

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching / Χρήση ΤΠΕ Communication with students / Επικοινωνία με Φοιτητές</i>																
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="background-color: #add8e6;">Activity</th> <th style="background-color: #add8e6;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures/large-group teaching*</td> <td>12</td> </tr> <tr> <td>Small group work**</td> <td>36</td> </tr> <tr> <td>Clinical practice</td> <td>2</td> </tr> <tr> <td>Coursework</td> <td>12</td> </tr> <tr> <td>Directed Self Study</td> <td>48</td> </tr> <tr> <td>Revision/assessment</td> <td>25</td> </tr> <tr> <td>Total</td> <td>135</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures/large-group teaching*	12	Small group work**	36	Clinical practice	2	Coursework	12	Directed Self Study	48	Revision/assessment	25	Total	135
Activity	Semester Workload																
Lectures/large-group teaching*	12																
Small group work**	36																
Clinical practice	2																
Coursework	12																
Directed Self Study	48																
Revision/assessment	25																
Total	135																
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> • Reflective report (10%) • Quizzes (30%) • Mini clinical cases (40%) • Clinical placement (20%) 																

(5) ATTACHED BIBLIOGRAPHY

Recommended Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Silverman J, Kurtz S, Draper J.	Skills for communicating with patients	CRC Press 3rd Edition	2013	9781846193651
E-book-Permalink: https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4742673				
Lloyd, Margaret	Clinical communication skills for medicine	Churchill Livingstone/ Elsevier 4th Edition	2019	9780702072130
Ian B. Wilkinson, Tim Raine, Kate Wiles, Peter Hateley, Dearbhla Kelly, Iain McGurgan	Oxford Handbook of Clinical Medicine	Oxford University Press 11 th Edition	2024	9780198844013
J. Alastair Innes (ed.)	Macleod's clinical examination	Elsevier 15th Edition	2023	9780323847704
Khan, H et al.	OSCEs for Medical Finals	Wiley-Blackwell 1st edition	2013	9780470659410
Talley and O'Connor	Talley and O'Connor clinical examination	Elsevier 9th Edition (volume 1 & 2)	2021	9780729542593