

COURSE OUTLINE

(1) GENERAL

MD-105 Integrated Clinical Practice II

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1 st Cycle		
COURSE CODE	MD-105	SEMESTER	Year 1 / Semester 2 (Spring)
COURSE TITLE	Integrated Clinical Practice II		
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:	Integrated Clinical Practice I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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><u>Theme 1: Introduction to Professionalism in Medical Practice</u></p> <ul style="list-style-type: none"> • Define the elements that constitute Professionalism in Medical Practice. • Outline the basis of professional behaviour of doctors and medical students in relation to their clinical practice. <p><u>Theme 2: Blood pressure measurement</u></p> <ul style="list-style-type: none"> • Measure BP using the sphygmomanometer <p><u>Theme 3: Building the Relationship with the Patient Using ICE (Ideas, Concerns, Expectations)</u></p> <ul style="list-style-type: none"> • Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG, with an emphasis on using appropriate non-verbal communication

- Revise the content of the clinical history
- Discuss the main skills for exploring patients' presenting problems using the CCG.
- Practice the main skills for exploring patients' problems using the CCG.

Theme 4: Involving the Patient and Gathering Social History

- Discuss the basic elements of building a relationship with a patient based on the CCG with an emphasis on developing rapport.
- Discuss & practice the main skills for exploring patients' problems related to common conditions using the CCG.

Theme 5: Empathy in Doctor-Patient Relationships

- Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG with an emphasis on involving the patient
- Review the content of a Social History
- Practice the main skills for exploring patient's problems related to their social history using the CCG.

Psychology

- Explain the definitions of cognitive empathy and sympathy and identify the differences between the two.
- Outline the most up to date research evidence on the impact of empathy on patient outcomes.
- Outline the changes medical students' empathy undergoes during an undergraduate medical degree.

Theme 6: Clinical Reasoning Basics, IM Injections and Blood Glucose Measurement

- Define clinical reasoning and its importance in medical practice.
- Develop clinical reasoning skills through case-based learning.
- Discuss and critique clinical cases to enhance reasoning skills.
- Intramuscular injections and blood glucose measurement: Be familiar with sharps safety, needle handling and protocols for managing needlestick injury.
- Practice intramuscular injections on mannequins, practice blood glucose measurement

Theme 7: Clinical Exposure

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

Theme 8: Digital Healthcare and Clinical Practice

AI & Digital Health

- Define digital healthcare (DH) and its key components.
- Identify the potential benefits and challenges of digital health technologies in clinical practice.
- Describe basic digital health tools and their applications in patient care.
- Discuss the integration of digital health tools into clinical workflows.
- Discuss the potential of artificial intelligence (AI) inclusion in decision support, i.e. AI-assisted triage.

Theme 9: Leadership: growth mindset, resilience, integrity

Leadership in Medicine

- Explain the concept of a growth mindset and its importance in medical education.
- Develop strategies to cope with setbacks and challenges in the learning environment.
- Demonstrate adaptability in response to changing clinical situations.

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Others...

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.

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

Themes

- Introduction to Professionalism in Medical Practice
- BP measurement
- Building the Relationship with the Patient Using ICE
- Involving the Patient and Gathering Social History
- Empathy in Doctor-Patient Relationships
- Clinical Reasoning Basics, IM Injections and Blood Glucose Measurement
- Clinical Exposure
- AI & Digital Healthcare and Clinical Practice

(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>	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