

COURSE OUTLINE

(1) GENERAL

MD-203 Integrated Clinical Practice III

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1 st Cycle		
COURSE CODE	MD-203	SEMESTER	Year 2 / Semester 3 (Fall)
COURSE TITLE	Integrated Clinical Practice III		
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	
	5	8	
<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 <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>Clinical Skills</p> <p><u>Theme 1. Cardiovascular examination</u></p> <ul style="list-style-type: none"> • Discuss the basic principles of the cardiovascular examination (CVS). • Practise on a colleague general inspection, inspection, palpation, percussion and auscultation of the CVS. • Perform a cardiovascular examination on a colleague in a systematic way. <p><u>Theme 2. Peripheral Vascular examination</u></p> <ul style="list-style-type: none"> • Describe and identify the surface anatomy of limb arteries. • Describe the pulses of the limbs. • Perform and practise a full peripheral vascular system examination of the arterial aspect in a systematic way on a colleague.

Theme 3. Respiratory system examination

- Perform and practise the respiratory examination on a colleague in a systematic way.

Theme 4. Clinical Reasoning and Medical History (CVS/Respiratory/ PVD)

- Analyse a case scenario with a presenting complaint
- Discuss medical history components (past medical history, medication history, social history, family history etc)
- Formulate best management plan for particular patient -investigations according to the relevant differential diagnosis

Communication Skills

Theme 5. Building the relationship with the patient using ICE- CV history

- Discuss the basic elements of building the relationship with a patient and structuring the medical consultation based on the CCG with an emphasis on eliciting the patient's ideas, concerns and expectations (ICE)
- Discuss the content of the CVS history
- Practice the main skills for exploring a patient's problem related to a CVS history while eliciting the patient's ideas, concerns and expectations.

Theme 6. Building the relationship with the patient using RAV- Respiratory history

- Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG, with an emphasis on clinical empathy.
- Outline the relevant content of the Respiratory History (incorporating past medical, medication, family and social history).
- Discuss the main skills necessary in gathering an Respiratory History from a patient using the CCG.
- Practice the main skills necessary in gathering an Respiratory History using the CCG.

Theme 7. Building the relationship with an emphasis on explanation and planning – giving information to a patient with Gastro-intestinal problems

- Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG, with an emphasis on explanation and planning
- Discuss the main skills necessary in giving information to a patient with gastro-intestinal problems based on the CCG.
- Practice the main skills necessary in giving information to a patient with gastrointestinal problems using the CCG.

Theme 8. Teamwork and communication

Leadership in Medicine

- Demonstrate active listening skills in peer interactions.
- Demonstrate the technique of providing constructive feedback to colleagues in a respectful manner and receiving feedback
- Describe how one would use feedback for ongoing professional and personal development.
- Identify common sources of conflict and demonstrate the application of basic conflict resolution strategies to manage disagreements.
- Reflect on personal conflict management style and its effectiveness.

Theme 9. Introduction to leadership and hierarchy

Leadership in Medicine

- Describe different styles of leadership and their pros and cons.

- Describe the structure of medical teams and the roles of various healthcare professionals.
- Explore the concept of “scope of practice” and how this changes responsibilities and roles within the team.

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.

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.
- Explain one’s professional and legal responsibilities when accessing information in relation to patient care, research and education.
- 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

- Clinical Skills
- Cardiovascular examination
- Peripheral Vascular examination
- Respiratory system examination
- Clinical Reasoning/ Medical History (CVS/ Respiratory/PVD)
- Communication Skills
- Building the relationship with the patient using ICE- CV history
- Building the relationship with the patient using RAV- Respiratory history
- Building the relationship with an emphasis on explanation and planning – giving information to a patient with Gastro-intestinal problems

(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*	16
	Small group work**	36
	Clinical practice	4
	Coursework	18
	Directed Self Study	96
	Revision/assessment	35
	Total	205
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"> • Clinical placements attendance and professional behaviour (20%) • Formative mini OSCE • End-of-Year OSCE (Semester 4; 80%) 	

(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