

## COURSE OUTLINE

### (1) GENERAL

#### MD-403 Integrated Clinical Practice VII

<b>SCHOOL</b>	Medical		
<b>ACADEMIC UNIT</b>	Basic and Clinical Sciences		
<b>LEVEL OF STUDIES</b>	1 <sup>st</sup> Cycle		
<b>COURSE CODE</b>	MD-403	<b>SEMESTER</b>	Year 4 / Semester 7 & 8 (Fall and Spring)
<b>COURSE TITLE</b>	Integrated Clinical Practice VII		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
*The course is delivered longitudinally throughout the academic year. The weekly teaching hours refer to the average weekly teaching hours over the academic year.	16	35	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Core		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>Clinical Attachments in Junior Medicine, Junior Surgery and Primary Care:</b> Please refer to the Junior Medicine, Junior Surgery and Primary Care Attachment Handbooks for the learning objectives that will be covered during the clinical attachments.</p> <p><b>Communication Skills:</b>  <b>Theme 1. Communicating with Interpreters</b></p> <ul style="list-style-type: none"> <li>• Describe the challenges of working with interpreters</li> <li>• Identify and practice skills needed to work effectively with interpreters</li> </ul>

## **Theme 2. Health Behaviour Change**

- Understand the principles of motivational interviewing and the link with health behavior change.
- Identify areas where health behavior change can be implemented.
- Demonstrate an ability to implement effective communication skills when discussing health behavior change.
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- Identify areas where health behavior change can be implemented
- Demonstrate an ability to implement effective communication skills when discussing health behavior change
- Practice discussing behaviour change within a shared decision-making framework

## **Theme 3. Communicating with Children**

- Describe the challenges when interviewing children
- Identify and practice communication skills when interviewing children during medical consultations

## **Theme 4. Interviewing Adolescents**

- Describe the challenges when interviewing adolescents
- Identify and practice CCG skills of information gathering and information giving when interviewing adolescents during medical consultations

### *Integrated Medical Ethics & Communication Skills:*

- Patient autonomy; When patients make questionable decisions
- Explain why ethical reasoning is an essential component of evidence-based medicine and the practice of ethical care
- Outline components of and limits to patient autonomy and challenges for shared decision-making in clinical practice
- Describe the components of effective communication for ethical medical practice within a) the multidisciplinary team and b) between the patient and the clinical team
- Practise an ethical approach to balancing competing patient vs clinical priorities

### **Clinical Skills:**

## **Theme 5. Examination of the Hip, Knee and Ankle**

- Perform a competent hip examination on a colleague.
- Perform a competent knee examination on a colleague.
- Perform a competent ankle examination on a colleague.

## **Theme 6. Examination of the Shoulder and the Elbow**

- Perform a competent shoulder and elbow examination.

## **Theme 7. Examination of the Hands and Wrists**

- Demonstrate the ability to examine a patient with a disorder of the musculoskeletal system affecting the wrist or hand.
- Describe the clinical anatomy of the wrist and hand.
- Recognize and name the carpal bones on a plain radiograph.
- Demonstrate the ability to examine a patient with a disorder of the musculoskeletal system affecting the wrist or hand.

### **Theme 8. Examination of the Spine**

- Perform a competent examination of the lumbar spine on a colleague.
- Demonstrate an awareness of the basic assessment of low back pain and the concept of diagnostic triage.

### **Theme 9. Integrated Breast Exam**

- Practice obtaining consent for intimate examination as a medical student.
- Integrate appropriate communication skills to address challenges that may arise during an intimate examination.
- Identify what relevant questions need to be gathered when taking a focused breast history.
- Perform a systematic breast examination.
- Present the findings to the supervising doctor during the examination and while the patient is present.

### **Theme 10. Integrated Male Catheterization**

- Understand the steps needed to discuss informed consent with a patient potentially undergoing catheterisation.
- Observe/practice and gain experience in explaining the procedure of catheterisation to a patient
- Practice communicating with a patient who is undergoing a sensitive and painful examination
- Practice male urethral catheterisation on a male genital model.

### **Theme 11. Leadership on the wards**

#### *Leadership in Medicine*

- Describe the structure and function of the ward rounds team during clinical rotations, leadership in coordinating patient care activities.
- Elucidate the principles of crisis management, rapid decision making, and the various roles at different levels of training.
- Describe the principles of delegation of duties, allocation of resources, resource management during crisis.
- Describe the facets of clinical reasoning, how we triage and prioritize to maximize the benefit both to the individual patient, but to the system as a whole.
- Demonstrate the use of interpersonal skills to build trust and rapport with patients and colleagues, and to manage and resolve conflicts constructively.
- Describe how to facilitate effective team meetings and handovers.
- Demonstrate mentorship of junior students and peers in clinical settings.

#### **Elective**

- Understand the role of the multi-professional health care teams in different clinical settings.
- Reflect on the experiences when working with multi-professional healthcare teams on different clinical settings.
- Develop plans for future professional development.

#### **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*

*Project planning and management  
Respect for difference and multiculturalism  
Respect for the natural environment  
Showing social, professional and ethical responsibility and sensitivity to*

<i>Working independently</i>	<i>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>Production of new research ideas</i>	<i>Others...</i>
	.....

### Knowledge

- Explain normal human structure and function at the molecular, cellular, tissue, organ and whole-body level from conception to old age.
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects.
- Describe the role of genetics in predicting the risk of disease and in personalised medicine.
- Describe how individuals adapt to major life changes, including the onset of illness.

### (3) SYLLABUS

**Clinical placements** in Junior Medicine, Junior General Practice and Primary Care.

#### Communication Skills:

- Communicating with Interpreters
- Health Behaviour Change
- Communicating with Children
- Interviewing Adolescents

#### Clinical Skills:

- Examination of the Hip, Knee and Ankle
- Examination of the Shoulder and the Elbow
- Examination of the Hands and Wrists
- Examination of the Spine
- Integrated Breast Exam
- Integrated Male Catheterization

#### Elective

- Clinical placement or research-based

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching / Χρήση ΤΠΕ</i> <i>Communication with students / Επικοινωνία με Φοιτητές</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	<b>Activity</b>	<b>Yearly Workload</b>
	<b>Lectures/large-group teaching</b>	36
	<b>Small group teaching</b>	18
	<b>Clinical practice</b>	300
	<b>Elective</b>	100
	<b>Directed Self Study</b>	336

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	<b>Revision/assessment</b>	100
	<b>Total</b>	<b>890</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ul style="list-style-type: none"> <li>• End-of-year OSCE (100%)</li> </ul>	

## (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: <a href="https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4742673">https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4742673</a>				
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