

Course Title	<b>Integrated Clinical Practice I</b>							
Course Code	<b>MED-205</b>							
Course Type	Required							
Level	Undergraduate							
Year / Semester	Year 2/ Semester 3 (Fall)							
Teacher's Name	<b>Course Lead:</b> Dr Evie Vassiliou							
ECTS	6	Lectures / week	/	1	Laboratories / week	3	Clinical Practice	2
Course Purpose and Objectives	<p>This course will introduce students to the basic clinical and communications skills required for medicine. Furthermore, students will meet, under supervision, selected patients in the local hospitals and clinics to practice these basic skills. <b>Clinical Skills:</b> Students, in small groups, will practice some of the basic aspects of clinical skills in medicine using mannequins and simulated patients (*SPs). All clinical examinations will be peer examinations i.e. the students will be examining each other or simulated patients' examinations. <b>Communication Skills:</b> Students, in small groups, will learn the basic principles of patient doctor communication, and will learn how to gather information from a patient and how to give information to a patient. Simulated patients are used during the sessions. <b>Clinical Placement:</b> In this setting, students will integrate theory, clinical skills and communication skills and practice on real patients. Students will attend one clinical placement this semester on <b>hypertension</b>. <b>Workshops:</b> In this setting students will be introduced into the clinical aspect of the clinical placement subject. Students will attend two workshops on <b>hypertension and hyperlipidaemia</b>. In addition to the above additional lectures, clinical reasoning sessions, tutorials and workshops will be scheduled to enhance the learning experience and to re-visit some topics covered in year 1 (spiral learning). These sessions will be in the areas of <b>professionalism, research methods and essential medical statistics and medical psychology</b>.</p>							
Learning Outcomes	<p>The following list provides the learning objectives that will be covered in sessions of each week:</p> <p><b>Week 1</b></p> <p><b><i>No communication skills sessions during this week.</i></b></p> <p><b>Week 2</b></p> <p><b><i>LOBs covered during communication skills sessions:</i></b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of good communication skills in medical consultations.</li> <li>2. List some basic evidence in the area of clinical communication.</li> <li>3. List and discuss some basic evidence regarding the benefits of good communication for doctors and for patients.</li> <li>4. Familiarize yourselves with the Calgary Cambridge Guide (CCG) to consultation skills.</li> </ol>							

5. Practise opening the medical consultation and gaining consent.

***LOBs covered during clinical skills sessions:***

6. Discuss and outline what clinical skills are.
7. Discuss and outline the core principles of a systematic examination.
8. Discuss and practise safe disposal of material from the clinical setting.
9. Discuss the importance of good hand hygiene and practise effective hand washing technique.

**Week 3**

***LOBs covered during communication skills sessions:***

10. Discuss the basic skills for structuring a consultation based on the CCG.
11. Practise the basic skills for structuring a medical consultation (role playing).

***LOBs covered during clinical skills sessions:***

12. Perform and practise measurement of temperature, blood pressure, pulse, respiratory rate.
13. Perform urinalysis with the urine dipstick and practise interpreting the results.

**Week 4**

***No communication skills sessions during this week.***

***LOBs covered during clinical skills sessions:***

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

**Week 5**

***No communication skills sessions during this week.***

***LOBs covered during clinical skills sessions:***

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

**Week 6**

***LOBs covered during communication skills sessions:***

16. Revise the basic skills for structuring a consultation based on the CCG.
17. Introduce SOCRATES
18. Practise taking a pain history using SOCRATES.

***LOBs covered during clinical skills sessions:***

19. Discuss the basic principles of the cardiovascular examination (CVS).
20. Practise on a colleague general inspection, inspection, palpation, percussion and auscultation of the CVS.

## Week 7

### **LOBs covered during communication skills sessions:**

21. Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG with an emphasis on appropriate non-verbal communication.
22. Outline the relevant content of a CVS History.
23. Discuss the main skills required for exploring a patient's problems related to CVS using the CCG.
24. Practice the main skills for exploring a patient's problems related to CVS using the CCG.

### **LOBs covered during clinical skills sessions:**

25. Perform a cardiovascular examination on a colleague in a systematic way.

## Week 8

### **LOBs covered during communication skills sessions:**

26. Discuss the basic elements of building a relationship with a patient and structuring the consultation based on the CCG, with an emphasis on developing rapport.
27. Outline the relevant content of the Peripheral Vascular Disease PVD History.
28. Discuss the main skills for exploring a patient's problems related to PVD using the CCG.
29. Practice the main skills for exploring a patient's problems related to PVD using the CCG.

### **LOBs covered during clinical skills sessions:**

30. Describe and identify the surface anatomy of limb arteries.
31. Describe the pulses of the limbs.
32. Perform and practise a full peripheral vascular system examination of the arterial aspect in a systematic way on a colleague.

## Week 9

### **LOBs covered during communication skills sessions:**

33. 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.
34. Outline the relevant content of the Respiratory History.
35. Discuss the main skills for exploring a patient's problems related to Respiratory History, using the CCG.
36. Discuss the contents of a social history and practice gathering social history information.

### **LOBs covered during clinical skills sessions:**

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

## Week 10

### **LOBs covered during communication skills sessions:**

38. 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)
39. Revise the content of the respiratory history.
40. Practice the main skills for exploring a patient's problem related to a respiratory history while eliciting the patient's ideas, concerns and expectations (ICE).

### **LOB covered during clinical skills sessions:**

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

**Written reflective assignment:** Students will write a reflective paragraph, no more than 300 words, on what they have learnt so far and the areas you would like to improve in.

## Week 11

### **No communication skills sessions during this week.**

### **LOBs covered during clinical skills sessions:**

42. Discuss the importance of sharps SAFETY.
43. Discuss the protocol for needle stick injuries.
44. Practise phlebotomy (obtain a blood sample) from a mannequin.

## Week 12

### **No communication and clinical skills sessions during this week.**

### **Workshops:**

#### **Lobs covered during Hypertension workshop (Dr George Athanasiou):**

1. Outline the causes, prevalence and the diagnostic criteria of hypertension
2. Outline the primary and secondary prevention of Hypertension
3. Describe the principles of management of Hypertension.

#### **Lobs covered during Hyperlipidaemia Specific Workshop (Dr George Athanasiou):**

4. Outline the causes, prevalence and diagnostic criteria of hyperlipidaemia
5. Outline primary and secondary prevention of hyperlipidaemia.
6. Describe the principles of management of hyperlipidaemia.

#### **Lobs covered during clinical placement (PTS on Hypertension)**

1. Explain the aims of management of hypertension in Primary Care.
2. Describe the strong risk factors for the development of hypertension and the key diagnostic factors for this disease. Hypertension Clinical Placement -Protected Time Placement (PTS)
3. Interview and perform a hypertension check on a patient.

	<p>4. Describe how a hypertensive patient should a) monitor their blood pressure and b) comply with their medication scheme and lifestyle modifications.</p> <p>5. Discuss the management of a patient with hypertension.</p> <p><b>Additional lectures:</b></p> <p><b>Lobs for lecture ‘Empathy and its importance in doctor patient relationships’ (Medical Psychology - Dr Stelios Georgiades):</b></p> <ol style="list-style-type: none"> <li>1. Explain the definitions of cognitive empathy and sympathy and identify the differences between the two (lecture on medical psychology).</li> <li>2. Outline the most up to date research evidence on the impact of empathy on patient outcomes (lecture on medical psychology).</li> <li>3. Outline, based on current research evidence, the changes medical students’ empathy undergoes during an undergraduate medical degree (lecture on medical psychology).</li> </ol> <p><b>Lobs for lecture ‘Psychological aspects related to cardiovascular conditions’ (Medical Psychology - Dr Stelios Georgiades):</b></p> <ol style="list-style-type: none"> <li>4. Identify the psychosocial factors contributing to the development of cardiovascular disease (lecture on medical psychology).</li> <li>5. Outline the impact that psychosocial factors have on cardiovascular disease (lecture on medical psychology).</li> <li>6. Describe current psychological interventions for cardiovascular disease (lecture on medical psychology).</li> <li>7. Outline the efficacy of psychological interventions in contributing to the treatment of cardiovascular disease (lecture on medical psychology).</li> <li>8. Identify psychological conditions often considered to be linked to cardiovascular disease and the impact of psychological interventions on their treatment (lecture on medical psychology).</li> <li>9. Identify the psychosocial factors contributing to the development of respiratory infections and asthma (lecture on medical psychology).</li> <li>10. Describe current psychological interventions for respiratory conditions (lecture on medical psychology).</li> <li>11. Outline the efficacy of psychological interventions for respiratory conditions (lecture on medical psychology).</li> </ol> <p><b>Lobs for lecture ‘Professionalism in Medical Practice’ (Professionalism – Dr Elpida Mina):</b></p> <ol style="list-style-type: none"> <li>1. Define the elements that constitute Professionalism in Medical Practice.</li> <li>2. Outline the basis of professional behaviour of doctors and medical students in relation to their clinical practice.</li> </ol>		
Prerequisites	None	Required	None
Course Content	<p><b>Topics covered in communication skills:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Communication Skills</li> <li>2. Structuring the medical Consultation 1</li> <li>3. Structuring the medical Consultation 2 – pain history (SOCRATES) / <b>SPs – 2 role plays</b></li> <li>4. Building the relationship with the patient – CVS history / <b>SPs – 2 role plays</b></li> </ol>		

	<ol style="list-style-type: none"> <li>5. Building the relationship with the patient – PVD history / <b>SPs – 2 role plays</b></li> <li>6. Involving the patient – gathering a social history from a patient with respiratory problems I / <b>SPs – 2 role plays</b></li> <li>7. Building the relationship with the patient using ICE- respiratory history II / <b>SPs – 2 role plays</b></li> </ol> <p><b><u>Topics covered in clinical skills:</u></b></p> <ol style="list-style-type: none"> <li>1. Intro to clinical skills</li> <li>2. Vital Signs and Urinalysis</li> <li>3. BLS</li> <li>4. Cardiovascular Examination 1 (CVS) / <b>SPs – 2 role plays</b></li> <li>5. Cardiovascular Examination 2 / <b>SPs – 2 role plays</b></li> <li>6. Peripheral Vascular Examination (PVD)</li> <li>7. Respiratory Examination 1 / <b>SPs – 2 role plays</b></li> <li>8. Respiratory Examination 2 / <b>SPs – 2 role plays</b></li> <li>9. Phlebotomy</li> <li>10. Assessment</li> </ol> <p><b><u>Topics covered in other lectures, tutorials and Workshops:</u></b></p> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Hypertension</li> <li>• Hyperlipidaemia Specific Workshop</li> </ul> <p><b>Clinical Placement:</b></p> <p><b>1 protected time session (PTS):</b></p> <ul style="list-style-type: none"> <li>• Hypertension</li> </ul> <p><b>Lectures:</b></p> <p><b>Professionalism (Dr Elpida Mina)</b></p> <ol style="list-style-type: none"> <li>1. Professionalism in Medical Practice.</li> </ol> <p><b>Medical Psychology (Dr Stelios Georgiades)</b></p> <ol style="list-style-type: none"> <li>2. Empathy and its importance in doctor patient relationships.</li> <li>3. Psychological aspects related to cardiovascular conditions &amp; Psychological aspects related to respiratory conditions.</li> </ol>
Teaching Methodology	<p>The course is delivered through a variety of teaching methods:</p> <p><b>Communication skills:</b> small group teaching, group discussions, role playing with SPs.</p> <p><b>Clinical skills:</b> small group teaching, demonstration of examination techniques, and examinations on peers/SPs, practicing and performing the skills on mannequins.</p> <p><b>Clinical Placements:</b> Students will attend one clinical placement on <b>hypertension</b>.</p> <p><b>Workshops:</b> Students will attend two workshops <b>hypertension and hyperlipidaemia</b></p>

	<p><b>Lectures, tutorials and workshops:</b> In addition to the sessions shown above, lectures, tutorials and workshops will be scheduled in the fields of professionalism, research methods and essential medical statistics and medical psychology.</p>																																																												
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