<table>
<tr><td>Course title</td><td colspan="4">Integrated Clinical Practice V</td></tr>
<tr><td>Course code</td><td colspan="4">MD-302</td></tr>
<tr><td>Course type</td><td colspan="4">Required</td></tr>
<tr><td>Level</td><td colspan="4">1st cycle: undergraduate</td></tr>
<tr><td>Year / Semester</td><td colspan="4">Year 3 / Semester 5 (Fall)</td></tr>
<tr><td>Teacher’s name</td><td colspan="4">Evie Vassiliou</td></tr>
<tr><td rowspan="2">ECTS</td><td rowspan="2">10</td><td>Large Group Learning per Week</td><td>Small group work per Week</td><td>Clinical Practice</td></tr>
<tr><td>1-2</td><td>4</td><td>4</td></tr>
<tr><td>Course purpose and objectives</td><td colspan="4">The main objectives of the course are to:
1. Demonstrate skills for critically reflecting on own beliefs and effectively working with diverse populations through exercises and role-play.
2. Explain the significance of lay health beliefs in medical consultations.
3. Explain the importance of cultural competence in medical consultations.
4. Discuss how chronic illness affects patients' experiences and their biographies.
5. Discuss the impact of stereotypes in medical consultations.
6. Discuss addressing sensitive matters and practice obtaining consent.
7. Carry out a range of practical bedside procedures including venepuncture, IV cannulation, arterial blood gases, urinary catheterisation, 12-lead ECG.
8. Perform a rectal examination on a model.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Clinical Skills
<u>Theme 1. Technical ECG session</u>
1. Practise the setup of a 12 lead ECG on a colleague.
2. Check that it is technically correct and ready for interpretation.
<u>Theme 2. IV Cannulation</u>
3. Revise the importance of sharps safety.
4. Revise the needle stick injury protocol.
5. Practise insertion of an IV cannula into a mannequin.
<u>Theme 3. Phlebotomy</u>
6. Discuss the importance of sharps SAFETY.
7. Discuss the protocol for needle stick injuries.
8. Practise phlebotomy (obtain a blood sample) from a mannequin.
<u>Theme 4. Arterial Blood Gases</u>
9. Discuss the indications and contraindications for ABG sampling.</td></tr>
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	10. Discuss and perform Allen's test. 11. Practise taking an ABG from a mannequin. 12. Discuss how to interpret an ABG. **<u>Theme 5. Rectal Examination</u>** 13. Discuss the principles of an intimate examination. 14. Perform a rectal examination on a model. **Communication Skills:** **<u>Theme 6. Critical reflection on own beliefs or perspective</u>** 15. Identify the importance of critical reflection on own beliefs or perspective 16. Identify the key communication skills which are necessary to critically reflect on own beliefs or perspective 17. Demonstrate through exercises and role-play the appropriate skills for critically reflecting on own beliefs or perspective and for working effectively with diverse populations 18. Cultural Competence-Health Beliefs 19. Identify the importance of lay health beliefs in medical consultations 20. Identify the importance of cultural competence in medical consultations 21. Practise appropriate communication skills and cultural competence to elicit a history from a patient 22. Chronic Illness-Empathy 23. Identify how patients experience their chronic illness and how their biography is affected 24. Identify the necessary communication skills in order to take a history from a patient with multiple sclerosis 25. Practise appropriate skills to take a history from a patient with a chronic condition **<u>Theme 7: Communicating with the Elderly</u>** 26. Identify the key clinical communication skills which are necessary to communicate effectively with older persons. 27. Identify the importance of stereotypes in medical consultations. 28. Identify the health and social profile of the elderly. 29. Demonstrate through role-play the appropriate skills for structuring the consultation, building rapport, and gathering information.		
Prerequisites	None	**Required**	None
Course content	**Clinical Skills:**		

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1. Technical ECG session
2. IV Cannulation
3. Phlebotomy
4. Arterial Blood Gases
5. Rectal Examination
Communication Skills:
1. Critical reflection on own beliefs or perspective
2. Communicating with the Elderly
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<tr><td>Teaching methodology</td><td>
Lectures, tutorials and workshops

Communication skills: small group teaching, group discussions, role playing.

Clinical skills: small group teaching, demonstration of examination techniques, and examinations on peers, practising and performing the skills on mannequins.

Clinical Placements: During clinical placements students will see patients under supervision.
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<tr><td>Bibliography</td><td>
Recommended Textbooks/Reading:
<table>
<tr><th>Authors</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr>
<tr><td>Silverman J, Kurtz S, Draper J.</td><td>Skills for communicating with patients</td><td>CRC Press
3rd Edition</td><td>2013</td><td>9781846193651</td></tr>
<tr><td colspan="5">E-book-Permalink:</td></tr>
<tr><td>J. Alastair Innes (ed.)</td><td>Macleod's clinical examination</td><td>Elsevier
15th Edition</td><td>2023</td><td>9780323847704</td></tr>
<tr><td>Khan, H et al.</td><td>OSCEs for Medical Finals</td><td>Wiley-Blackwell
1st edition</td><td>2013</td><td>9780470659410</td></tr>
<tr><td>Talley and O’Connor</td><td>Talley and O’Connor clinical examination</td><td>Elsevier
9th Edition
(volume 1 & 2)</td><td>2021</td><td>9780729542593</td></tr>
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<tr><td>Assessment</td><td>
• End-of-year OSCE (90%)
• Formative OSCE
• Clinical placements (10%)
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<tr><td>Language</td><td>English</td></tr>
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