<table>
<tr><td>Course title</td><td colspan="4">Integrated Clinical Practice VI</td></tr>
<tr><td>Course code</td><td colspan="4">MD-304</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 6 (Spring)</td></tr>
<tr><td>Teacher’s name</td><td colspan="4">Evie Vasiliou</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. Discuss the role of shared decision-making in discussing behaviour change.
2. Apply clinical reasoning to reach a reasonable differential diagnosis from histories of various systems, including neurological.
3. Use appropriate skills for taking a history from patients with depression and suicidal thoughts, which can be related to anxiety.
4. Describe the aspects of appearance, behaviour, and mood of the Mental State Examination in relation to anxiety.
5. Perform appropriate clinical examinations to test the diagnosis obtained from the history.
6. Analyse case scenarios, discuss medical history components, and formulate management plans.
7. Discuss addressing sensitive matters and practice obtaining consent.
8. Explain professionalism in medical practice and describe appropriate behaviour for students and doctors, relevant to conducting intimate examinations.
9. Carry out a range of practical bedside procedures including urinary catheterisation.
10. Discuss the principles of and perform procedures using good aseptic technique.
11. Carry out a range of practical procedures, ensuring privacy and respecting patient dignity, including a gynaecological examination and a breast examination.
12. Understand issues related to consent and the use of chaperones.
13. Perform a comprehensive abdominal examination, systematically identifying abnormalities.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Clinical Skills:

<u>Theme 1. Abdominal Examination and Clinical Reasoning</u>

1. Identify and describe the anatomical landmarks and surface lines that overlie the major abdominal organs.
2. Perform an abdominal examination on a colleague in a systematic way.
3. Discuss the principles of an examination in the acute setting (acute abdomen examination).
4. Identify and describe the anatomical landmarks and surface lines that overlie the major abdominal organs.</td></tr>
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	5. Perform an abdominal examination on a colleague in a systematic way. 6. Discuss the principles of an examination in the acute setting (acute abdomen examination). 7. Analyse a case scenation with a presenting complain. 8. Discuss medical history components (past medical history, medication history, social history, family history etc) 9. Formulate best management plan for particular patients-investigations according to the relevant differential diagnosis. **Theme 2. Examination of the Male Genitalia** 10. Perform an examination of the male genitalia competently on a manikin 11. Appreciate and understand issues of consent, privacy, chaperones and respect for patient's wishes and dignity in intimate examinations **Theme 3. Male Catheterization** 12. Practise male urethral catheterisation on a mannequin. 13. Outline the principles of an aseptic technique. 14. Identify indications and complications of male catheterisation. **Theme 4. Gynaecological Examination** 15. Perform a bimanual female genital examination competently on a manikin 16. Perform a speculum examination using a bivalve (Cusco) speculum competently on a manikin **Theme 5. Breast Examination** 17. Demonstrate a systematic approach to examination of the breast using a manikin, in order to identify any abnormalities. **Communication Skills:** **Theme 6. Information Giving – shared decision making- Neurological history** 18. Identify the challenges related to information giving for neurological-related problems. 19. Observe and practice appropriate skills to provide information and achieve shared decision making 20. Anxiety. 21. Continue revising the basic skills for structuring the consultation based on the CCG. 22. To learn and practice the appropriate skills for taking a history from a patient with anxiety. 23. To be able to describe the aspects of appearance, behaviour and mood of the Mental State Examination in relation to anxiety.		
Prerequisites	None	**Required**	None
Course content	**Clinical Skills:** 1. Abdominal Examination and Clinical Reasoning 2. Examination of the Male Genitalia 3. Male Catheterisation 4. Gynaecological Examination 5. Breast Examination		

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<tr><td></td><td>Communication Skills:
1. Information Giving – shared decision making- Neurological history</td></tr>
<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.</td></tr>
<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%)
• Clinical placements (10%)</td></tr>
<tr><td>Language</td><td>English</td></tr>
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