<table>
<tr><td>Course title</td><td colspan="5">Integrated Clinical Practice VII</td></tr>
<tr><td>Course code</td><td colspan="5">MD-403</td></tr>
<tr><td>Course type</td><td colspan="5">Required</td></tr>
<tr><td>Level</td><td colspan="5">1st cycle: undergraduate</td></tr>
<tr><td>Year/Semester</td><td colspan="5">Year 4 / Semester 7 & 8 (Fall and Spring)</td></tr>
<tr><td>Teacher’s name</td><td colspan="5">Evis Bagdades</td></tr>
<tr><td rowspan="2">ECTS</td><td rowspan="2">35</td><td>Large Group Learning per Week</td><td>Small Group teaching per Week</td><td>Clinical Practice</td><td>Elective</td></tr>
<tr><td>1-2</td><td>1</td><td>300</td><td>100</td></tr>
<tr><td>Course purpose and objectives</td><td colspan="5">In this final Integrated Clinical Practice course, students will relate their underlying knowledge in the sciences acquired in lectures to clinical practice in hospitals and clinics. The students will be able to apply previous learning in the different disciplines to real patients. They will work closely with tutors at each hospital and will have the opportunity to practise their history taking skills on real patients. They will also have the opportunity to practise their clinical skills and examine the various body systems on real and simulated patients. Furthermore, students will have the opportunity to broaden their experiences in anything that may be relevant to their future career in medicine in the Elective.

The Integrated Clinical Practice VII includes clinical rotations in Junior Medicine, Junior Surgery and Primary Care, workshops, clinical and communication skills, clinical lectures and an Elective.

Elective Block

The purpose of the Year 4 Elective Block is for students to gain experience in a speciality of interest that is their own choice. The elective must be related to medicine and can be in a clinical environment, laboratory or research-based. Students may use their Elective Block to explore potential career paths. The Elective Block will provide students with the opportunity to broaden their experiences in anything that maybe relevant to their future career in medicine. Students can choose any activity or medical speciality already covered in the curriculum. However, they are encouraged to broaden their experiences and should undertake their elective in a different environment and at greater depth to that already experienced. The elective is seen as an “extension activity”. Students are required to complete their Elective Block in Cyprus. The Elective Block period is a four-week block and students will be allowed to undertake their Elective Clinical Attachment in the field/discipline/specialty of their choice, provided the elective is approved by the Elective Block Academic Lead.

By the end of the course students should be able to:

1. Build on the skills acquired to improve and expand their communication skills related to history-taking and explaining.

2. Practise these more advanced skills with trained role players (iworking with interpreters, motivational interviewing, interviewing children and adolescents, sensitive matters, breaking confidentiality, breaking bad news, interviewing depressed/suicidal patients, communicating risk)</td></tr>
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	3. Practise and demonstrate the clinical and communication skills on a variety of patients encountered during the three attachments – Junior Medicine, Junior Surgery and Primary Care 4. Build on their holistic understanding of medicine through further case studies relating to topics encountered during their medical training. 5. Take focused history from patients presenting with a wide range of medical and surgical problems. 6. Perform examinations on the musculoskeletal system, the eye and the ear. 7. Explain professionalism in medical practice and describe the appropriate behaviour for students and doctors, relevant to conducting intimate examinations, including examination of the breast. 8. Perform an examination of patients appropriate to their presenting complaint. 9. Come up with differential diagnoses for the medical and surgical patents based on history, examination and knowledge of the basic and clinical sciences. 10. List possible causes for medical and surgical conditions and establish relevant risk factors for disease in each patient. 11. Select appropriate investigations, interpret the results accurately and design a management plan accordingly – under close supervision. 12. Write clear, accurate medical notes of patients clerked. 13. Describe or perform relevant practical procedures – under supervision 14. Demonstrate effective communication with patients, relevant and members of the healthcare team. 15. Discuss and apply skills for working effectively with diversity. 16. Explain the importance of cultural competence in medical consultations. 17. Reflect upon their experiences and develop plans for professional development.
Learning outcomes	**Clinical Attachments in Junior Medicine, Junior Surgery and Primary Care:** 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. **Communication Skills:** **<u>Theme 1. Communicating with Interpreters</u>** 1. Describe the challenges of working with interpreters 2. Identify and practice skills needed to work effectively with interpreters **<u>Theme 2. Health Behaviour Change</u>** 3. To understand the principles of motivational interviewing and the link with health behavior change. 4. To identify areas where health behavior change can be implemented. 5. To demonstrate an ability to implement effective communication skills when discussing health behavior change.

	6. To understand the principles of motivational interviewing and the link with health behavior change 7. To identify areas where health behavior change can be implemented 8. To demonstrate an ability to implement effective communication skills when discussing health behavior change 9. To practice discussing behaviour change within a shared decision-making framework **Theme 3. Communicating with Children** 10. Describe the challenges when interviewing children 11. Identify and practice communication skills when interviewing children during medical consultations **Theme 4. Interviewing Adolescents** 12. Describe the challenges when interviewing adolescents 13. Identify and practice CCG skills of information gathering and information giving when interviewing adolescents during medical consultations *INTEGRATED Medical Ethics & Communication Skills:* 14. Patient autonomy; When patients make questionable decisions 15. Explain why ethical reasoning is an essential component of evidence-based medicine and the practice of ethical care 16. Outline components of and limits to patient autonomy and challenges for shared decision-making in clinical practice 17. Describe the components of effective communication for ethical medical practice within a) the multidisciplinary team and b) between the patient and the clinical team 18. Practise an ethical approach to balancing competing patient vs clinical priorities **Clinical Skills:** **Theme 5. Examination of the Hip, Knee and Ankle** 1. Perform a competent hip examination on a colleague. 2. Perform a competent knee examination on a colleague. 3. Perform a competent ankle examination on a colleague. **Theme 6. Examination of the Shoulder and the Elbow** 4. Perform a competent shoulder and elbow examination. **Theme 7. Examination of the Hands and Wrists** 5. Demonstrate the ability to examine a patient with a disorder of the musculoskeletal system affecting the wrist or hand. 6. Describe the clinical anatomy of the wrist and hand.

	7. Recognize and name the carpal bones on a plain radiograph. 8. 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** 9. Perform a competent examination of the lumbar spine on a colleague. 10. Demonstrate an awareness of the basic assessment of low back pain and the concept of diagnostic triage. **Theme 9. Integrated Breast Exam** 11. Practice obtaining consent for intimate examination as a medical student. 12. Integrate appropriate communication skills to address challenges that may arise during an intimate examination. 13. Identify what relevant questions need to be to be gathered when taking a focused breast history. 14. Perform a systematic breast examination. 15. Present the findings to the supervising doctor during the examination and while the patient is present. **Theme 10. Integrated Male Catheterization** 16. Understand the steps needed to discuss informed consent with a patient potentially undergoing catheterisation. 17. Observe/practice and gain experience in explaining the procedure of catheterisation to a patient 18. Practice communicating with a patient who is undergoing a sensitive and painful examination 19. Practice male urethral catheterisation on a male genital model **Elective** 1. Understand the role of the multi-professional health care teams in different clinical settings. 2. Reflect on the experiences when working with multi-professional healthcare teams on different clinical settings. 3. Develop plans for future professional development.		
Prerequisites	None	**Required**	None
Course content	**Clinical placements** in Junior Medicine, Junior General Practice and Primary Care. **Communication Skills:** 1. Communicating with Interpreters 2. Health Behaviour Change 3. Communicating with Children 4. Interviewing Adolescents **Clinical Skills:**		

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<tr><td></td><td>5. Examination of the Hip, Knee and Ankle
6. Examination of the Shoulder and the Elbow
7. Examination of the Hands and Wrists
8. Examination of the Spine
9. Integrated Breast Exam
10. Integrated Male Catheterization

Elective
Clinical placement or research-based</td></tr>
<tr><td>Teaching methodology</td><td>The course is delivered by clinical rotations in hospitals, workshops, clinical skills, communication skills and clinical lectures. For the Elective, students will have supervised attendance at a clinical placement or research facility that will be chosen by the student.</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 (100%)</td></tr>
<tr><td>Language</td><td>English</td></tr>
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