

# **MED 823**

## **Foundations of Clinical Practice 2 (FCP2)**

### **(Spring Semester)**

Kirk Kerkorian School of Medicine at UNLV  
625 Shadow Lane

#### **COURSE DESCRIPTION AND LEARNING OBJECTIVES**

Foundations of Clinical Practice (FCP) is a longitudinal, three semester course designed to promote the understanding of the role of the physician in clinical settings via interactive and small group learning experiences in the Foundations Phase of the medical school curriculum. The second semester of this three-semester course focuses on the following aspects: 1) Physical exam skills and the role of these skills in diagnosis; 2) Continued practice of communication skills including patient interviewing, counseling, and development of the doctor-patient relationship; 3) Documentation of clinical encounters; and, 4) Continuation of “thread” topics that are integrated throughout the course and the entire foundations curriculum. These “threads” include hospitality, palliative care, pain management, and integrative medicine. During the second semester of the Foundations of Clinical Practice 2 course, students participate in half-day clinical sessions (either on Tuesday or Thursday mornings) that take place in community settings where students apply the concepts learned in didactic session in a practical, live setting.

- Awareness and understanding of policies, procedures, and resources.
- Present a broad overview of the human body and its organ systems, all the while developing expertise and confidence with basic triage and management of emergency situations.
- Build competency for participation in basic emergency situations.
- Reflect upon and compare upstream and downstream factors in emergent medical situations.
- Assess the health status of populations utilizing public health surveillance data, vital statistics, registries and surveys.
- Use health care assessment tools to identify community risk and protective factors that impact individual and population health.
- Integrate epidemiologic, socioeconomic, behavioral, sociocultural and community factors into patient care.
- Begin to formulate clinical questions and apply evidence-based medicine to provide future, quality health care to individuals and populations.

#### **REQUIRED AND RECOMMENDED TEXTBOOKS**

##### **Required Textbooks**

- Bickley, L. (2012). Bates' Guide to Physical Examination and History Taking. 11th ed. Wolters Kluwer.
- Henderson, M., Tierney, L. M., & Smetana, G. W. (2012). The Patient History: Evidence-Based Approach to Differential Diagnosis. New York, NY: McGraw-Hill Medical.

##### **Required Apps**

- UptoDate
- On Exam
- Epocrates
- Good RX
- CDC Vaccines
- ePSS
- MedCalc (or another medical calculator)
- About Herbs
- Canvas

## **Required Materials**

- Stethoscope, white coat
- Reflex hammer
- Pen light
- Medication reference (Epocrates phone app or pocket guide)
- White coat (short length – professional attire)

## **Recommended Texts**

- Drake, R. L., Vogl, W. A., & Mitchell, A. W. (2015). *Gray's Anatomy for Students*. 3rd ed. Elsevier Saunders.
- Tao Le, Vikas Bhushan (2016) *First Aid for the USMLE Step 2 CS*, 6th Edition

Additional texts may be recommended at the onset and throughout the duration of the course to aid/facilitate learning objectives.

## **COURSE OBJECTIVES**

### **Professionalism**

- Demonstrate a commitment to carrying out professional responsibilities as well as adherence to ethical principles.

### **Communication & Doctoring**

- Develop patient-centered communication skills for eliciting and exchanging information.
- Conduct patient interview(s) in a simulated clinical setting, and assess patients' needs.
- Demonstrate competency to communicate effectively in situations involving communication barriers. § Demonstrate patient-centered interview skills with attention to patient verbal and nonverbal cues.
- Demonstrate competency to identify a basic differential diagnosis and propose a basic treatment plan for common acute and chronic diseases.

### **Physical Examination Skills**

- Document a physical exam in a standard and organized manner.
- Perform designated portions of a complete physical exam as defined by the Liaison Committee on Medical Education (LCME) benchmarks, maintaining respect and rapport throughout the exam, and demonstrating proper use of medical equipment.
- Adapt physical exams to the clinical setting and to a patient's chief concern.

### **Cultural Competency**

- Demonstrate sensitivity and responsiveness to a diverse patient population including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- Demonstrate cultural awareness and humility (e.g., by recognizing that one's own cultural models may be different from others) and awareness of potential for bias (conscious and unconscious) in interactions with patients.

### **Information Literacy**

- Utilize information technology to optimize learning and to document clinical encounters.

### **Palliative Care**

- Demonstrate competency to identify common end-of-life issues from the perspectives of the patient, family, and health care providers.

### **Pain Management**

- Demonstrate competency to identify common pain management issues from the perspectives of the patient, family, and health care providers.

### **Integrative Medicine**

- Participate actively in seminars to increase awareness of integrative medicine modalities

## **COURSE SCHEDULE**

### **Week 1**

Introduction to Integrative Medicine

### **Week 2**

The Lower Extremity Exam

### **Week 3**

The Back and Hip Exam

### **Week 4**

The Upper Extremity Exam

### **Week 5**

Pediatrics Skills Review

### **Week 6**

Objective Structured Clinical Examination (OSCE) & Musculoskeletal Exam Review

### **Week 7**

Special Topics with Cases

### **Week 8**

Head, Ears, Nose & Throat (HENT) / Neck, Lymph Node & Thyroid

### **Week 9**

Mid-Course Feedback & Review

### **Week 10**

Skills Review Session

## **Week 11**

Spring Break

## **Week 12**

History & exam of the Abdomen

## **Week 13**

Adult Skills Review

## **Week 14**

Formative OSCE & GI/Cardio/Pulm/HENT Review

## **Week 15**

The Head to Toe Exam

## **Week 16**

Summative OSCE

## **Week 17**

OSCE & Course Feedback Session

## **COURSE REQUIREMENTS & EVALUATION**

Active participation is an integral part of this longitudinal course. Students must engage in individual, small group, preceptor discussions to effectively contribute to active patient care learning activities, as well as offer and receive constructive feedback for self- assessment. Formative assessment of student performance is conducted at each session and at the end of each course. Feedback is given both in verbal and written form.

Objective Structured Clinical Examinations (OSCEs) are conducted at the end of the course. OSCEs permit students to practice and demonstrate clinical skill competencies in standardized medical scenarios. Students are expected to arrive on time to all patient care sessions prepared to participate actively in all learning opportunities. Students are expected to be respectful and be accountable for their own choices and actions. Any student with a serious or multiple violations of professional behavior will be referred to the Medical Student Progress Committee (SPC) for review and potential action.

Attendance policy has been determined by the UNLV administration. Absences will be excused for matters pertaining to serious illness or in the event of a family emergency per the review and approval of the Senior Associate Dean for Student Affairs. Tardiness policy will be listed below.

## **GRADING**

The course is graded Pass/Fail. Excellent medical care requires teamwork, and the FCP curriculum encourages students to work collaboratively in small groups and with standardized patients. We want students to develop clinical and communication skills without the pressure of a rigorous grading policy but preparation and active participation are crucial to do well in this course.

*The criteria for **passing** Foundations of Clinical Practice are:*

- Timely and active participation in all small group sessions as determined by doctor mentor in the following:
  - **Standardized patient encounters**
    - Faculty to observe student and complete benchmark checklists provided.
    - Standardized patients will observe students and give feedback on predetermined elements of the Master Interview Rating Scale (MIRS).
      - Benchmark checklists and MIRS will be used purely for formative feedback.
  - **Small group discussions**
    - Failure to participate in small groups including unexcused absences may prompt required remediation.
    - Unprofessional behavior as determined by small group facilitator and/or course directors may prompt remediation.
  - **Written assignments including preparation assignments and session patient encounter notes.**
    - Assignments will be submitted online in Canvas.
      - Satisfactory note/assignment prior to deadline – 3 points
      - Satisfactory assignment after deadline (i.e., late) – 1 point
      - Missing assignment- must be made up within a week unless excused by course director.
      - Unsatisfactory assignment (needs improvement per doctor mentor) – 2 points if resubmitted, must be made up.
    - To receive a satisfactory grade, students must complete assignments with at least 70% of the total points and correction of any remediation.
    - Make up assignments for excused absences will be assigned on a case-by-case basis.
- Demonstration of competency in interviewing skills and physical diagnosis skills via the Objective Structured Clinical Exam (OSCE).
  - Communication skills to be assessed utilizing MIRS.
  - History and physical exam skills to be assessed utilizing faculty benchmark checklists.
  - Patient encounter notes to be assessed via note rubrics.
  - Total OSCE Scores less than 2 standard deviations below the class average or in 2 of the three categories above are candidates for remediation or failure of the course.

Students who fall below the minimum standards described, or who receive an ‘Incomplete’ grade, will undergo a formal remediation process. Students will coordinate and work with their assigned Clerkship Director(s) to develop a plan that addresses knowledge gaps, lack of competency and/or behaviors with specified activities, timelines and deadlines. (The plan will be submitted and presented to the KSOM’s Dean of Academic Affairs and Education for review, and subsequently referred to the Student Promotion and Conduct Committee, SPCC, for presentation by the Clerkship Director(s). Approval, and/or requested revisions will be determined by the SPCC given the complexity and suitability of the remediation plan.)

## DRESS CODE

Students represent not only themselves, but also the medical profession to those with whom they have contact. Appropriate and professional attire should be worn, especially when students are in patient care settings or when contact with patients is anticipated. Students should be aware that personal appearance may serve to inspire or hinder the establishment of the trust and confidence that are essential in the doctor-patient relationship. Jeans, sandals, and shorts (and other casual attire) are not considered professional dress. Scrubs are worn in the operating room, in the anatomy lab or in other clinical circumstances to protect the operator's clothing from soilage. Scrubs, in general, should not be worn outside of the lab or hospital, and scrubs worn in the operating room should not be worn outside of the operating room. (Please refer to the Professionalism section in the Student Handbook for guidelines pertaining specifically to dress and deportment.)

## POLICIES

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### **Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

## **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

## **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

## **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status,



pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

## EDUCATIONAL PROGRAM OBJECTIVES (EPO)

### Medical Knowledge

1. Apply principles of the sciences integral to medicine (biomedical, clinical, and cognate) to determine the etiology, pathophysiology, diagnosis, treatment, and prevention of significant human diseases.
2. Demonstrate clinical reasoning to develop and narrow a differential diagnosis by systematically merging clinical information with knowledge of mechanisms and epidemiology of disease.
3. Display critical judgment by formulating clinically relevant questions, identifying, and appraising salient evidence in a self-directed manner, and combining this knowledge with patient contextual factors, characteristics, and values in medical decision-making.

### Interpersonal and Communication Skills

4. Communicate effectively and professionally with patients, families, peers, and other healthcare personnel.
5. Share knowledge with others in an organized and effective manner.

### Patient Care and Procedural Skills

6. Conduct and document a situation-appropriate patient history and physical examination.
7. Identify and propose an appropriate shared treatment plan for acute and chronic diseases that reflects medical knowledge, patient contextual factors, and the best available evidence.
8. Correctly perform basic procedural skills with attention to patient comfort and safety.
9. Provide appropriate patient-centered counseling to promote disease prevention and optimize health outcomes.
10. Apply principles of integrative medicine, wellness, hospitality, nutrition, and pain management to patient care.

### Task-Based Learning and Improvement

11. Demonstrate the self-reflection necessary to identify personal strengths and weaknesses in the learning and practice of medicine.
12. Address personal weaknesses and continuously work to improve the learning and practice of medicine through personal change and utilization of appropriate educational and other resources.

### Task-Based Learning and Professionalism

13. Apply an understanding of the scientific method to appraise data, research, and evidence relevant to the effective care of patients.
14. Demonstrate professional conduct and accountability in learning and patient care.
15. Display respect and empathy for patients as humans and awareness of their diverse and unique qualities.
16. Recognize ethical issues that arise in clinical cases and research, apply the principles of medical ethics, and explain ethically justifiable options.

### System-Based Practice

17. Advocate for the improvement of public health outcomes through community engagement and the analysis of social determinants of health and disease.
18. Recognize the key elements of the healthcare system in the United States and describe how these elements interact to impact the delivery of healthcare.