

University of Nevada, Las Vegas

Kirk Kerkorian School of Medicine

MED 823: Foundations of Clinical Practice 2 (FCP2)

Course Description

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.

Required and Recommended Materials and Textbooks

**Please reference each session’s student guide for specifics on required reading, reflective assignments, and required materials located in the Canvas course page.*

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

Recommended Textbooks

- 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 (including exam maneuvers helpful in differentiating causes of common chief concerns.

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 & Weekly Objectives

Week 1 – Combined session: All District groups.

Topic: D2 -1 Introduction Integrative Medicine (Part 2)

Week 2 *Topic: D2-2* The Lower Extremity Exam

Week 3 *Topic: D2-3* The Back and Hip Exam

Week 4 *Topic: D2-4* The Upper Extremity Exam

Week 5 – Combined session: All District groups.

Topic: D2-5 Pediatrics Skills Review

Week 6 *Topic: D2-6* Mini OSCE- MSK Review

Week 7 *Topic: D2-7* Special Topics with Cases

Week 8 *Topic: D2-8* HENT/Neck, Lymph Node and Thyroid

Week 9 – Combined session: All District groups.

Topic: D2-9 Mid-course Feedback and Review

Week 10 – Combined session: All District groups.

Topic: Review Session

Week 11 – **Spring Break**

Week 12

Topic: D2-10 GI History and Exam of the Abdomen

Week 13 – Combined session: All District groups.

Topic: D2-11 Adult Skills Review

Week 14 – Combined session: All District groups.

Topic: D2-14 Mini Formative OSCE and GI/Cardio/Pulm/HENT Review

Week 15

Topic: D2-15 The Head to Toe Exam

Week 16 – Individual student report times.

Topic: D2-16 The D2 Summative OSCE

Week 17 – Combined session: All District
groups.

Topic: D2-17 OSCE and Course Feedback

Course Requirements and 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 UNLVSOM'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 UNLVSOM Student Handbook for guidelines pertaining specifically to dress and deportment.)*

UNLV Policies

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