

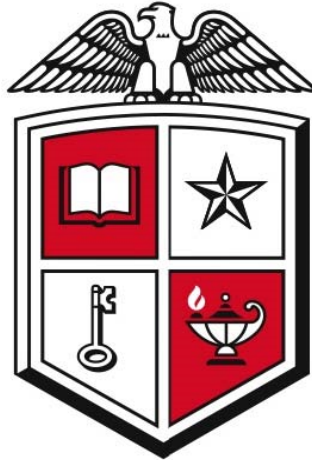
Syllabus

Medical Skills Courses III and IV

PMSK 6301

PMSK 6302

Academic Year 2016-2017



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In the end we retain from our studies only that which we practically apply.
Johann Wolfgang von Goethe

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2. General Course Description

The Medical Skills Courses III and IV are the last two semesters of a two-year series of courses that are designed to teach each medical student the basic clinical skills needed for medical practice. These skills include effective communication, scheme-based history taking and physical examination, development of clinical reasoning, formation of an initial diagnostic plan, interpretation of basic diagnostic studies, performance of selected procedures, provision of counseling and feedback, and articulate clinical case presentation.

The Medical Skills Courses are closely coordinated with Scientific Principles of Medicine so that each Medical Skills session applies instruction provided during the prior week in SPM. Through this integration, the two courses reinforce each other and deepen the learning of the students.

Learning is accomplished through pre-session review of preparatory material, readiness assurance quizzes, standardized patient interactions, group debriefing following standardized patient encounters, demonstration and guided practice with feedback on performance of simulated clinical procedures, team-based simulated problem solving scenarios, field trips to outlying facilities, and other modalities. Formative feedback on each student's performance is provided through faculty guided review of performance in the standardized patient encounters, peer assessment using predetermined criteria, and periodic review with a faculty member of videotaped SP encounters.

Students are assessed through their performance in simulated settings with standardized patients (OSCE examinations), through their performance on readiness assurance quizzes, and through demonstration of their proficiency with selected procedural tasks. Assessments are administered at the end of each academic unit. At the end of the second year of medical school, a comprehensive OSCE examination is performed testing students over the content covered during the first two years.

3. Overall Course Goal

The goal of the Medical Skills Course is for each medical student to achieve proficiency and competence in the fundamental skills of doctoring.

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1. Learning objectives

As a result of participation in the MSC course, student will be able to:

MSC Learning Objectives	PLFSOM Institutional Learning Objectives
<p>Communicate effectively with patients, family members, faculty, staff, and peers in a respectful and diplomatic manner.</p>	<p>4.1: Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.</p> <p>4.2 Communicate effectively with colleagues and other health care professionals.</p> <p>4.3: Communicates with sensitivity, honesty, and compassion and empathy.</p>
<p>Communicate using language that is clear, understandable, and appropriate to each patient.</p>	<p>1.8: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.</p> <p>2.5: Apply principles of social-behavioral sciences to patient care, including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence, and barriers to and attitudes toward care.</p> <p>5.1: Demonstrate sensitivity, compassion, integrity, and respect for all people.</p>
<p>Maintain each patient's dignity and modesty during clinical encounters.</p>	<p>5.2 Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.</p>
<p>Identify the chief reason for the clinical encounter and use questions effectively to find the most pertinent history needed for decision-making.</p>	<p>1.1: Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>1.5 Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.</p>

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MSC Learning Objectives	PLFSOM Institutional Learning Objectives
Use effective approaches to help patients promote behavioral change for the purpose of avoiding preventable diseases.	1.8 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making 1.9 Provide preventative health care services and promote health in patients, families and communities
Select and perform the most pertinent physical examination maneuvers to search for findings that support or refute likely diagnoses under consideration.	1.1: Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests required for the area of practice.
Concisely and accurately record the patient's history in the medical record.	1.7: Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record. 4.4: Maintain comprehensive and timely medical records.
Use the patient's history, physical examination, and diagnostic studies to generate a list of active medical problems.	1.3: For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations. 2.3: Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving.
Orally present a patient's history and physical examination in an organized and concise manner.	4.2: Communicate effectively with colleagues and other health professionals.
List the appropriate indications, potential risks and intended benefits of common procedures such as venipuncture and bladder catheterization.	1.2: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Proficiently perform several common clinical procedures.	1.6: Describe and propose treatments appropriate to the patient's condition and preferences.

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MSC Learning Objectives	PLFSOM Institutional Learning Objectives
Participate effectively and collaboratively with a healthcare team in an urgent situation.	7.1 Describe the roles of health care professionals 7.2 Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care 7.3 Function effectively both as a team leader and team member 7.4 Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members
Maintain ongoing learning practices that promote the development of optimal medical skills including careful preparation, active engagement, and reflection on formative feedback.	3.3 Accept and incorporate feedback into practice.

*Please note session level objectives are posted online for each session.

Integration with the Medical School Curriculum

The Presentation-based Curriculum creates an unprecedented opportunity for integration and application of topics in Medical Skills with content covered in Scientific Principles of Medicine. Matching the standardized patient cases and skill building activities with the content of the basic sciences curriculum and the content of the other courses (Society, Community, and the Individual and Master's Colloquium) creates reinforcement across courses that deepens and strengthens the learning in all. The clinical schemes covered during the first two years of medical school will be carried on into the clinical clerkships in the third year of medical school.

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5. Instructional Methods

Medical Skills Courses III and IV will be presented as a series of weekly sessions throughout the second year of medical school. Students will be divided into groups and will meet together for two-hour sessions. Each group will rotate through the learning activities being presented that day.

- **Preparatory reading assignments:** Prior to each session, students will study the preparatory material. Typically, this will include an Exam Room Guide related to the clinical scheme, and a video recording that reviews the Guide. They may also have a reading assignment, for example, a section from Bates' Guide to Physical Examination and History Taking, 11th Edition by Lynn S. Bickley.
- **Objective Structured Clinical Encounter (OSCE):** Both a learning and an assessment tool, the OSCE is a structured exercise in which the student interacts with a standardized patient who has memorized a clinical scenario. Students will be required to demonstrate specific skills in communication, history taking, physical examination, and recording of clinical information. Students receive specific feedback on their performance.
- **Integrated OSCE Station:** During the OSCE, a Cross-Disciplinary Integrated Station drawing on knowledge from other courses may be included for formative assessment. Feedback on this station will be formative will not be included in the Unit grade.
- **Small-group activities:** Demonstrations, facilitated performance, and practice with interview skills, physical examination techniques, and clinical procedures will be principally carried out in small groups supervised by clinical faculty.
- **Clinical simulations:** The ATACS Center is capable of simulating numerous clinical procedures on mannequins or in computer-generated virtual reality. Students will use the Center to develop and refine their skills before performing procedures on actual patients.
- **Patient encounter log:** During medical school, each medical student maintains a log of their patient encounters, including standardized patient encounters. The Online Patient Log (OP Log) can be found on the Blackboard for the Medical Skills Course.
- **SP Encounter Review and Reflective Self-Assessment:** once during the fall semester, each student is required to meet with the Nurse Educators for a small group review of one of their videotaped SP encounters. Prior to the session, each student will view one of their videotaped SP encounters, complete a reflective SP Video Questionnaire, and identify goals for professional development. During the session, students view a sample of each other's

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videotapes, and identify opportunities for improvement in communication, interpersonal skills, and clinical reasoning.

- **Hospital and Clinic Patient Interviews and Write-ups:** Students will interview and examine two patients for the purpose of writing a complete history and physical in the standard format. Students will transmit their completed documents to the course faculty for individualized review and feedback.
- **End-of-Year OSCE:** At the end of the second year, students will take an End of Year OSCE examination consisting of six stations. The cases for this exam will be drawn from the material covered in the Medical Skills Courses I to IV.

6. Policies and Procedures

The Medical Skills Course follows all applicable policies and procedures of the Office of Student Affairs of the Texas Tech University HSC, Paul L. Foster School of Medicine.

In addition, the Medical Skills Course has established additional course-specific policies that are created to maintain an optimal learning environment, promote professional conduct with standardized patients, faculty, staff and peers, and protect the resources of the Center for Advanced Teaching and Assessment in Clinical Simulation (ATACS).

6.1. Schedule and Attendance

- **Schedule:**
 - a. Medical Skills sessions for MS2 students are generally held once a week on Monday. Students are assigned to attend for 2 hours – sessions are held from 10 to 12, 1 to 3 PM, and 3:30 to 5:30 PM. Each student will be assigned a time. **The time of the assigned session will rotate each semester.**
 - b. Timing may vary for special activities such as visits to the newborn nursery during the Mind and Human Development Unit. Calendar will be posted well in advance of the session.
 - c. Open labs are generally weekly on Wednesday by the Nurse Educators. Times are posted on Blackboard.
 - d. SPERRSA sessions are held on Wednesday. Attendance at one session is required in the fall semester of second year.

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- e. H&P visits to the hospital are scheduled separately. Sign-up sheets will be available. Two H&P from the hospital are required.
- **Attendance:** Attendance at Medical Skills Course activities is expected. Students are expected to arrive on time and participate in course activities until excused by the supervising faculty member. Students arriving late may receive an unexcused absence for the session from the Course Co-Director.
- **Absences:** Students must notify the Course Coordinator in advance of an anticipated absence, preferentially at least two working days prior to the MSC session (so that adjustments can be made in the number of standardized patients). In the event of an emergency that results in an absence from an MSC session, the student must notify the course Co-Director or Coordinator within three working days or the session will be counted as an unexcused absence. These notifications are in addition to the notice provided to the Office of Student Affairs through the plfabsence@ttuhsc.edu email address. The Office of Student Affairs makes the final determination regarding whether an absence is excused.
- **Make up sessions:** On a case-by-case basis the MSC Course Co-Director in coordination with the ATACS Center staff may schedule make up sessions for students with absences from MSC sessions.
- **Prior commitments:** For conflicts due to events that are anticipated well in advance (such as religious holidays or weddings), the student must contact the Course Coordinator or Course Co-Director and the Office of Student Affairs. The Office of Student Affairs will make the determination whether the absence is excused.

6.2. Conduct

- **Department:** Students are expected to be attentive to the activities and instruction in each session, and conduct themselves in a professional manner with peers, staff, faculty, and standardized patients.
- **Personal belongings:** Students will be provided with dry erase boards during the MSC sessions. Students should bring only required equipment to each MSC session. Do not bring backs, purses, computers, or notebooks into the ATACS Center. These should be stored in your locker. The ATACS Center is not responsible for lost or stolen items.
- **Internet:** In sessions where computers are used, students may use the internet only for purposes related to the MSC session.
- **Cell phones:** Cell phones must be switched off during MSC sessions. Students must not use cell phones without permission by a faculty member. Use of cell phones during Unit OSCE examinations will be considered a breach of the student honor code and grounds for disciplinary action.

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- **Guests and Children:** Students may not bring friends or children to the ATACS Center during learning sessions.
- **Consumables:** Students may not bring food or drink into the ATACS Center.
- **Security:** The ATACS Center is a secure area. Unauthorized entry is not permitted.
- **Property:** Removing equipment from the ATACS Center is not permitted under any circumstances.

6.3. Professional Attire

- Policies regarding appropriate attire are covered in the policies and procedures of the Office of Student Affairs of the Texas Tech University HSC, Paul L. Foster School of Medicine.
- ATACS is considered to be a clinical area, and standardized patients are to be treated the same as actual patients. Because of the requirement that medical students examine standardized patients who are partially disrobed, it is required that students dress in a modest and understated manner, commensurate with proper decorum for clinical work.
 - Men are required to wear business casual attire. This includes slacks, a collared dress shirt, dress shoes, and optionally a necktie. Inappropriate attire includes polo shirts, running shoes, blue jeans, cargo pants, shorts, or T-shirts.
 - Women are required to wear business casual attire. This includes slacks, dresses, or a skirt with blouse and dress shoes. Inappropriate attire includes low cut necklines, see-through blouses, bare midriffs, and short skirts or dresses that reveal the thigh above the knee.
 - The Course Co-Directors may designate specific learning activities as required for wearing clean medical scrubs.
 - Closed-toe shoes are required in all clinical settings. Heels should be modest (3" or less). Sandals and shoes with open toes are prohibited in clinical areas by OSHA regulations because of the hazards posed by spills, needles, and sharp instruments.
 - Grooming should be hygienic. Students must shower, use deodorant, and use daily oral hygiene. Long hair must be tied back so that it does not contact the standardized patient or interfere with the physical examination. Facial hair such as beards and sideburns must be neat, clean, and well-trimmed. Fingernails should be clean and length of nails should not be so long as to interfere with the proper performance of the physical examination.

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- Students will wear their short white coats during Medical Skills Course sessions including review sessions and OSCE examinations.
- *The Course Co-Directors reserve the right to decline permission for a student to participate in a session if it is their judgment that attire, grooming, or hygiene does not meet the standards stated above.*

6.4 Immunization Policy

- In accordance to TTUHSC Operating Policy, students must be current on all immunizations prior to entering a patient clinic or hospital unit. To review the TTUHSC Health Surveillance Program, go to <http://www.ttuhsoc.edu/fostersom/studentaffairs/>

6.5 Occupational Exposure Management

- All students are expected to follow the policy regarding exposures to blood-borne pathogens and body fluids established by the TTUHSC Occupational Exposure Management Program. Information regarding this policy can be found at: <http://www.ttuhsoc.edu/HSC/OP/OP75/op7511c.pdf>

7. Formative Assessment and Feedback

Formative feedback is provided to the students on a weekly basis through the following mechanisms: Standardized Patient checklist and feedback, peer observer feedback, group debriefing and note writing. One on one feedback to each student is also provided by faculty supervising the skill practice stations. In addition, SPERRSA and Open Lab are designed to provide formative feedback.

8. Student Summative Assessment and Grading

On the basis of a composite assessment, each student in the Medical Skills Course will receive a grade of either Pass or Fail for each semester of the course. The components of the composite assessment are:

- **Attendance:** Attendance will be recorded weekly. Cumulatively, session attendance will account for 30% of each student's grade for each Unit.
- **Performance on weekly quizzes:** A readiness assurance quiz is regularly included at the beginning of each Medical Skills session. Students achieving a cumulative

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performance of 80% on these quizzes will have one bonus point (equal to 1% of the total score) added to their cumulative grade for the Unit.

- **Completion of the OP Log:** Students are expected to record each standardized patient encounter in their Online Patient Log (OP Log). Students completing their OP Log with all of their standardized patient encounters by the end of the Unit will receive one bonus point (equal to 1% of the total score for the Unit) added to their cumulative grade for the Unit.
- **Performance on OSCE examinations:** Each End-of-Unit OSCE will have between 2-4 stations. One or more of these stations will be a standardized patient encounter. In addition, one station may be a Cross-Disciplinary Integrated Station drawing on content from other courses such as SCI or Master's Colloquium. Assessment at each station will be based on demonstration of proficiency as assessed using predetermined criteria that assess history taking skills, physical examination technique, communication skills, clinical reasoning, documentation, and professional demeanor. Feedback on the Cross-Disciplinary Integrated Station will be formative and will not be included in the Unit grade. Performance on the OSCE examinations will constitute 70% of the grade for each Unit.
- **Physical Exam Skill Demonstration:** Each Unit may require demonstration of mastery of a physical examination skill. Testing times will be arranged during each Unit. Performance criteria will be set and each student will be expected to perform all steps of the physical examination skill correctly. A passing score will be 90%. Students will have multiple opportunities to achieve a passing score on this activity.
- **Passing score:** Students must demonstrate a cumulative score of at least 75% in order to receive a grade of Pass for an academic Unit. Students must receive a grade of Pass in all constituent Units in order to receive a grade of Pass for a semester of the Medical Skills Course.
- **Unprofessional behavior:** Students demonstrating unprofessional behavior may receive a grade of Fail for a Unit regardless of their cumulative score.
- **Make up examinations:** A makeup examination will be offered to students who achieve a score of less than 75% on an end-of-Unit OSCE. Those students who demonstrate a score of less than 75% on the makeup examination will receive a grade of Fail for the Unit. These students will be offered an opportunity to repeat the Unit examination at the end of the academic year. If they successfully remediate the failed Unit at the end of the academic year, the grade of Fail will be changed to a grade of "Successfully Remediated".

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- **End of year OSCE:** Consistent with Texas Tech University Health Sciences Center policy, a comprehensive OSCE exam will be held at the end of the second year. Students must achieve a passing score of 75% on this exam in order to matriculate to the third-year. Students not achieving an overall passing score of 75% will repeat the SP stations in which the station score was less than 75% of the points available for that station or all cases if overall performance is considered weak.
- **Patient history and physical examinations:** During the second year, each student will interview and examine two patients for the purpose of writing a complete history and physical examination for each case. Students will prepare a write up of each of these patient encounters in the standard history and physical exam format and submit both of these write-ups to the faculty for feedback. ***Students must complete this assignment at an appropriate level of quality and diligence in order for their semester grade to be reported.***
- **Posting of grades:** Each student's Unit OSCE grade will be released upon receipt of a completed course and faculty evaluation, successful demonstration of physical examination skills (if required), and successful completion of any make-up examinations. ***If the student does not demonstrate mastery of a required physical examination skill prior to the end of the semester, their grade will be listed as incomplete until the physical examination skill is mastered.***

8. Professionalism

Students are expected to adhere to the Standards of Professional Conduct that are delineated in the medical student handbook of the Paul L. Foster School of Medicine. Failure to do so may result in a Unit grade of Fail regardless of examination scores or attendance.

9. Textbooks

The required textbook for the course is:

- Bickley, Lynn S, Bates' Guide to Physical Examination and History-Taking, 11th Edition. Lippincott Williams & Wilkins, 2013. ISBN-978-60913-762-5.

Optional textbooks for the course include:

- Evidence-based Physical Diagnosis, 3rd ed. (2012), by Steven McGee, Saunders Elsevier, St. Louis.
- Symptoms to Diagnosis, An Evidence-Based Guide, 3rd ed. (2014), by Scott D. Stern, Adam S. Cifu, Diane Altkorn
- The Patient History, Evidence-Based Approach, (2015), by Mark Henderson

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- Dan Longo, et al., Harrison's Principles of Internal Medicine; 18th edition (2011), which is available online through the TTUHSC Library web site. Click on TTUHSC > Library > eBooks > AccessMedicine > Harrison's Online.

Electronic Resource:

- UpToDate which is available online through the TTUHSC Library web site.
<http://www.uptodate.com/>

10. Required Equipment

1. A stethoscope
2. A 256 Hz tuning fork
3. A reflex hammer
4. A penlight
5. A tape ruler
6. A Snellen eye card (for vision testing)
7. A white coat
8. A wrist watch with a second hand

Note: Each exam room in the ATACS Center is equipped with an otoscope, an ophthalmoscope, and a blood pressure cuff. Therefore, students do not need to purchase a diagnostic instrument set or sphygmomanometer for the Medical Skills Course.

11. Staff and Faculty Roster and Scheduled Office Hours

Course Director:

Thwe Htay, MD, FACP

Dr. Htay has an open door policy. Students are welcome to visit any time if the office door is open.

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