Course Syllabus: Medical Skills Courses I (PMSK 5301) and II (PMSK 5302)

Academic Year 2010-2011

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1. General Course Description

The Medical Skills Courses I and II are the first two semesters of a two-year series of courses at the Paul L. Foster School of Medicine. 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.

The Medical Skills Courses are designed to teach each medical student the basic clinical skills for medical practice. These skills include effective communication, scheme-based history taking and physical examination, interpretation of basic diagnostic studies, performance of selected procedures, provision of counseling and feedback, and eloquent clinical case presentation.

Learning will be accomplished through pre-session review of preparatory student guides (with audio-visual walk-through of each preparatory guide), readiness assurance quizzes, scheme-based standardized patient interactions, demonstration and guided practice with feedback of simulated clinical procedures, team-based problem solving exercises, small group training using partial task simulators, 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, medical student peers using predetermined assessment 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 answers on multiple choice items, and through demonstration of their proficiency with selected procedural tasks. These 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.

2. Overall Course Goal

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

Learning objectives

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

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<th>MSC Learning Objectives</th>
<th>PLFSOM Institutional Learning Objectives</th>
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<tr>
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<th>PLFSOM Institutional Learning Objectives</th>
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<tr>
<td>Communicate effectively with patients, family members, staff, and peers in a respectful and diplomatic manner.</td>
<td>P1. Demonstrate professional integrity and exemplary behavior, including compassion, truthfulness, ethical reasoning, and altruism.</td>
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<tr>
<td>Communicate using language that is clear, understandable, and appropriate to each patient.</td>
<td>I2. Demonstrate an understanding of the social nature of health care and the need for respect for patients, other health care professionals, and administrative members of the health care systems.</td>
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<tr>
<td>Maintain each patient's dignity and modesty during clinical encounters.</td>
<td>I1. Communicate effectively, both verbally and non-verbally, with patients and their families, colleagues, and other health care professionals about clinical assessments and findings, diagnostic testing, therapeutic interventions, prognosis, and disease processes.</td>
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<tr>
<td>Identify the chief reason for the clinical encounter and use questions effectively to find the most pertinent history needed for decision-making.</td>
<td>P2. Demonstrate sensitivity to the diverse biopsychosocial, cultural, and spiritual needs of patients and communicate clearly, respectfully, and compassionately with patients, their families and other health care professionals.</td>
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<td>Select and perform the most pertinent physical examination maneuvers to search for findings that support or refute likely diagnoses under consideration.</td>
<td>P4. Demonstrate dedication to the highest ethical standards governing physician-patient relationships, including privacy, confidentiality, and the fiduciary role of the physician and health care systems.</td>
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<td>Concisely, accurately, and legibly record the patient's history in the medical record.</td>
<td>C2. Assess the clinical status of patients to include obtaining a patient’s history, performing a comprehensive physical examination, and assessing and describing treatment plans to address the medical and emotional needs of the patient.</td>
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### MSC Learning Objectives

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<th>Use the patient’s history, physical examination, and diagnostic studies to generate a list of active medical problems.</th>
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<td>Orally present a patient’s history and physical examination in an organized and concise manner.</td>
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<tr>
<td>List the appropriate indications, potential risks and intended benefits of common procedures such as venipuncture, placement of an intravenous catheter, and lumbar puncture.</td>
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<tr>
<td>Proficiently perform several common clinical procedures such as venipuncture, placement of an intravenous catheter, and lumbar puncture.</td>
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### PLFSOM Institutional Learning Objectives

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<th>C3. Evaluate the clinical status of patients through proficiency in clinical reasoning, including identification of clinical problems using scientific methods, data collection, hypothesis formulation, and the retrieval, management, and appropriate use of biomedical information for decision-making.</th>
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<tr>
<td>I1. Communicate effectively, both verbally and non-verbally, with patients and their families, colleagues, and other health care professionals about clinical assessments and findings, diagnostic testing, therapeutic interventions, prognosis, and disease processes.</td>
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<tr>
<td>K6. Participate in the selection and performance of basic diagnostic and therapeutic procedures.</td>
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### 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 creates reinforcement between these two courses that deepens and strengthens the learning in both. In addition, the skills developed in the Medical Skills Course are also practiced during clinical experiences in the Society, Community and the Individual. Eventually, 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.
3. Educational Modalities

Medical Skills Courses I and II will be presented as a series of weekly sessions throughout the first year of medical school. Students from each college will meet together for each two-hour session. The students will be divided into learning groups, and each group will rotate through the learning activities being presented that day.

- **Preparatory reading assignments:** Prior to each session, students will study the Student Guide that has been prepared for the clinical scheme, and will review the Camtasia recording that reviews the Student Guide. They will also have a reading assignment from the Textbook of Physical Diagnosis, 6th edition by Mark H. Swartz.

- **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.

- **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.

4. 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, and protect the valuable resources of the Advanced Teaching and Assessment in Clinical Simulation (ATACS) Center.

4.1. Attendance

- **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.

- **Absences:** Students must notify instructors of absence in advance, preferentially at least 48 hours prior to the MSC session (so that adjustments can be made in the number of standardized patients scheduled for the session).
• **Make up sessions**: the ATACS Center will schedule periodic make up sessions (every two-three months, depending on need) for students with excused absences from MSC sessions. Due to the complexity of scheduling faculty members and organizing standardized patient encounters, it may not be possible to replicate SP encounters and learning activities at these make up sessions.

4.2. Conduct

• **Deportment**: Students are expected to be attentive to the activities and instruction in each session, and conduct themselves in a professional manner with peers, staff, and standardized patients.

• **Internet**: In sessions where computers are used, students may use the internet only for purposes related to the MSC session.

• **Cell phones**: Students are asked to switch their cell phones to silent mode, and refrain from cell phone conversations during MSC sessions.

• **Guests and Children**: Students may not bring friends or children to the ATACS Center.

• **Consumables**: For the protection of the equipment, students may not bring food or drink into the Medical Skills 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.

• Otherwise, the policies and procedures of the ATACS Center will apply to all students, faculty, and staff who on the premises of the ATACS Center.

4.3. Dress Code

• 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.

• The Medical Skills Center is considered a clinical area, and standardized patients are treated as actual patients. Because of the requirement that medical students perform physical examinations on standardized patients who are to various degrees disrobed, it is particularly important that students dress in a modest and professional manner, commensurate with proper decorum for such work. Specifically, men must wear dress casual attire (including a necktie) and not attire such as running shoes, blue jeans, or polo shirts. Likewise, women must also wear dress casual attire, specifically avoiding low necklines and short skirt lengths. Sandals and shoes with open toes should never be worn in clinical areas because of the hazards posed by spills, needles, and sharp instruments, and therefore are not allowed. Faculty reserve the right to decline to allow a student to participate in a session if attire is deemed inappropriate.
5. Student 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. The components of the composite assessment are:

- Adequate attendance at the Medical Skills Course sessions. Attendance will be recorded weekly. Cumulatively, session attendance will constitute 30% of each student’s grade for the course.

- Adequate performance on the end-of-Unit OSCE examinations. Each end-of-Unit OSCE will have approximately 5 stations, and two or three of these stations will consist of standardized patient encounters. Assessment at each station will be based on demonstration of proficiency as assessed using predetermined criteria. Cumulatively, performance on the OSCE examinations will constitute 70% of the grade for the course.

- Quizzes will be regularly included in the activities of each Medical Skills session. Students will have the opportunity to gain a bonus point for high performance on the cumulative score on session quizzes throughout one of the academic Units.

- Students must demonstrate a cumulative score of 75% or higher to receive a grade of Pass.

6. 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.

7. Required Textbooks


8. Required Equipment

1. A stethoscope
2. A 128 Hz tuning fork
3. A reflex hammer
4. A penlight
5. A tape ruler
6. A personal digital assistant (PDA) with WiFi.
9. Faculty Roster and Scheduled Office Hours

**Dr. Woods**

Tuesday and Wednesday, 1:00 – 3:00
MEB 2240-C
Dr. Woods has an open door policy and students are welcome to visit any time if the office door is open.

Updated: January 21, 2011