



# Introduction to Clinical and Community Medicine I

## CLMD 401

### Course Description

This course introduces students to the unique patient-physician relationship and the skills that are needed for effective clinical interactions. Students learn the skills of history taking and practice the art of communication during patient encounters. Practical opportunities to interview real patients under the supervision of clinical faculty are provided during hospital and clinic visits. An introduction to the field of public health allows students to explore the relationship between public health and clinical medicine. Medical ethics, cultural competence and patient centered care are discussed and standards of care in privacy and safety are presented leading to certification in HIPAA and OSHA-BBP standards.

Credit: 3 semester credit

Repeatable: No

### Course Structure

This course will rely on student practice and demonstration of specific skills that will be required to gather patient data. This will take place both in the lab and on clinical rotations.

Clinical Preceptors will expect students to be able to perform these skills with direct supervision.

Obtain a complete and accurate history in an organized fashion.

- Demonstrate patient-centered interview skills (attentive to patient verbal and nonverbal cues, patient/family culture, social determinants of health, need for interpretive or adaptive services; seeks conceptual context of illness; approaches the patient holistically and demonstrates active listening skills).
- Identify pertinent history elements in common presenting situations, symptoms, complaints, and disease states (acute and chronic).
- Consider cultural and other factors that may influence the patient's description of symptoms.
- Identify and use alternate sources of information to obtain history when needed, including but not limited to family members
- Demonstrate clinical reasoning in gathering focused information relevant to a patient's care.
- Demonstrate cultural awareness and humility (for example, 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.
- Perform a complete and accurate physical exam in logical and fluid sequence.
- Perform a clinically relevant, focused physical exam pertinent to the setting and purpose of the patient visit.
- Identify, describe, and document abnormal physical exam findings.

### Requirements and Assignments:

- Complete a pre- and post- self-assessment of uEPAs and submit by the date designated. (An online form will be provided)
- Complete log books and online logs for all clinical rotations.
- Work in a group to present a report on an issue of public health importance to an audience of your peers from a list provided. The topics will be assigned randomly. Groups will be evaluated by peers on the presentation skills and only statistics from authoritative sources may be used.
- Complete a final submitted case write-up of a patient seen during rotations. Write-ups must follow standard format for reporting patient data ie. SOAP note format.
- Prepare for and attend all ICCM activities
- Complete and submit a log of skills performance for all physical exam skills encountered in this term
- Maintain current OSHA-BBP certification:
- Maintain current HIPAA certification:

**Schedule:** To be posted at the beginning of the term on the online calendar.

#### Topics

• Introduction to the course: ICCM 1
• OSHA for Medical students
• HIPAA
• Professionalism, Honor code
• Public health for clinicians • Determinants of health
• Public health for clinicians • Domestic violence and child abuse
• Introduction to hospital/ clinic visits
• Gathering information: General History format
• Arranging a medical interview
• Communication skills 1 / techniques
• Communication skills 2 / techniques
• Introduction to physical diagnosis
• Vital signs examination
• Vital signs small groups

#### Textbooks and Reference Materials:

- Bates' Guide to Physical Examination and History-Taking - 12th Ed
- Online resource -Practical guide to Clinical Medicine - at <https://meded.ucsd.edu/clinicalmed/joints.htm>
- Trinity School of Medicine ICCM Webpage

**Evaluation:**

No.	Component	Details	Points
1	Public health presentation	Accuracy, Preparation and presentation skills	45
2	Skills Log Assignment	Complete by specified deadline	25
3	Rotation assessment	Preceptor assessment of EPAs (must attend 5)	25
4	Logbook completion	Complete	20
5	Online logs	Complete and timely	20
6	Final quiz	On all aspects of the course	25
7	Patient write-up	Complete and logical arrangement of patient data	25
		<b>TOTAL</b>	<b>200</b>

**Grade:**

Percent of Points	Letter Grade
95-100%	A(h)
90-94%	A
85-89%	B+
80-84%	B
75-79%	C+
70-74%	C
<70%	F

**Attendance:** Students must attend and participate actively in all scheduled activities and all CPE case presentations. Attendance is recorded. Students must attend labs to practice skills.

**Policies**Professional Demeanor

The student should be thoughtful and professional when interacting with faculty and other students. Inappropriate behavior includes the use of offensive language, gestures, or remarks with sexual overtones. Students should maintain a neat and clean appearance, and dress in attire that is generally accepted as professional when presenting class presentations.

For case presentations and the OSCE, student doctors should dress professionally. Student “patients” should dress appropriately for the presentation.

## Honesty

Students are expected to demonstrate honesty and integrity in all aspects of their education and in their interactions with faculty, administration, physicians, patients, and fellow students. They will not cheat, plagiarize, or assist others in the commission of these acts.

## **Faculty:**

Dr. Jamil Ibrahim

Dr. Frances Jack

Dr. Mignonette Soto

Dr. Amrie Morris-Patterson

Dr. Bernadette Scott

## TOPICS FOR PUBLIC HEALTH PRESENTATION

- Substance abuse in America
- We need Indian Health Services (IHS): Rationale, role and scope of this agency
- Superbug threatens: Role and scope of the CDC with an example
- The role and scope of the FDA
- Ever heard of the HRSA
- How healthcare is paid for in the US: An overview
- Drug abuse in America