



# Introduction to Clinical and Community Medicine 5

## CLMD 405

### Course Description

This course continues integrating clinical medicine with the basic sciences taught in Terms 1-4. Students participate in case presentations, hospital clinical experiences, and active learning activities to enhance clinical skills demonstration throughout the term in preparation for the objective structured clinical examination (OSCE) at the end of the term with standardized patients.

Credit: 6.0 semester credits

Repeatable: No

### Course Structure

This course will rely on student practice and demonstration of specific skills that will be required in clinical clerkships. Preceptors will expect students to be able to perform these skills with direct supervision or with indirect supervision with the preceptor in the immediate area. These skills are the foundation of the OSCE exam at the end of the term but will be instrumental throughout the term at periods of peer, faculty, and staff observation.

### Objectives:

- Demonstrate entrustable behaviors for the five undergraduate entrustable professional activities
- Successfully demonstrate skills in the following in limited time setting: blood pressure, pulse, respiration rate
- Successfully demonstrate proper skills for the use all instruments commonly used in physical exams: blood pressure cuff, otoscope, ophthalmoscope, reflex hammer

### Assignments:

- Complete a pre- and post- self-assessment of uEPAs and submit by the date designated. A form will be provided.
- Complete a log of 30 skills measurements with at least 30 people (n=900 measurements; one set per person per day) during the term using the following format:

DOB or Initials	Date	Time of Day	BP	RR	Pulse	Time to Complete	Reflexes	Eyes	Ears

Repetitions of the same patient should be grouped together.

- Completion of uEPA self-assessment.
- Teams of two will be assigned to work together to develop four different chief complaints. The faculty will select the two cases to be presented at the designated time of the presentation. A student will be the patient for one case and the physician for the second case. A team may invite a third person to accompany the patient. Cases will be presented to the class and critiqued by peers using the criteria that will be used for the OSCE.

- Review all cases (41) in the CS review book and learn best differential diagnoses for presenting symptoms.
- Practice interviewing a patient presenting with *five* of the chief complaints in the CS review book. Have a peer, faculty member, or other approved person (staff, administration) complete an evaluation of the interview using the evaluation form.
- Complete formative exams (not counting toward course grade) will be presented during the term. It is recommended that students achieve an 80% or better overall before taking the final exam.
- Prepare and present a Clinical Case Presentation to faculty and students.
- Evaluate peer-presentations.
- Complete BLS and ACLS certification.

**Evaluation:**

This course assesses presentation skills of students in clinical scenarios to determine the level of preparation the student has for OSCEs and clerkships. The course grade will be based upon accurate completion of the skills log, the team presentation, a differential diagnosis exam, practice interview evaluations, clinical case presentation, and the OSCE. Grading rubrics are provided.

Grading Rubric - Chief Complaint Presentations: Each student will be scored as a patient and a physician. Each presentation is limited to 10 minutes; 20 minutes per team. 200 points maximum per person for both scenarios (patient and physician). At the end of presentations, students will write up the interview.

Grading Rubric - Clinical Case Presentation: Students will be divided into small groups and provided a case from the literature to develop into a grand round type of presentation. The audience of students and faculty will complete evaluations of the presentation. Groups should review the case, research the possible differential diagnoses, and develop a strategy to rule out diagnoses leading to a final diagnosis. A PowerPoint presentation of 20 minutes should be prepared that clearly introduces the case along with a timeline of development and the steps to diagnosis. Any ethical considerations in the case should also be considered.

Points:

	Points*
Submission skills log on time with required entries	25
<u>Patient notes and write-ups</u> Class presentation – Course Director & faculty evaluations <u>Patient</u> <ul style="list-style-type: none"> <li>• Realistic presentation of chief complaint - 75</li> <li>• Appropriate attention to physician - 25</li> </ul> <u>Physician</u> <ul style="list-style-type: none"> <li>• Presentation to patient - 20</li> <li>• History - 25</li> <li>• Conversation with patient - 25</li> <li>• Eye-contact – 15</li> <li>• Length of interview – 15</li> </ul> Write-Ups - 25	225
Class presentation – peer evaluations (mean score of class evaluations after dropping the high and low score)	100

Clinical Case Presentation <ul style="list-style-type: none"> <li>• Organization – 20</li> <li>• Research effort and accuracy – 21</li> <li>• Use of PowerPoint – 12</li> <li>• Use of language - 15</li> <li>• Eye-contact – 5</li> <li>• Professional appearance – 7</li> <li>• Interaction with audience – 10</li> <li>• Length of Presentation – 10</li> </ul>	100
OSCE	200
<b>Total Points</b>	<b>600 approx.</b>

\*Points are approximate and may be adjusted during the term. Students will be notified of changes.

## Grade:

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

**Attendance:** Students must attend all case presentations. Students must attend labs to practice skills. Formative exams are optional, but recommended.

## 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. Conrad Nedd  
Dr. Jamil Ibrahim  
Dr. Mignonette Soto  
Dr. Amrie Morris-Patterson  
Dr. Bernadette Scott