

**INTRODUCTION TO CLINICAL MEDICINE III**

**MD 821  
Student Guide  
2009-2010**

**University of Kentucky College of Medicine**

## INTRODUCTION

Welcome to the second year of the Introduction to the Medical Profession (IMP-821). This course serves as a bridge between the basic and clinical sciences, the goal being that the student would gain the knowledge and skills necessary to develop into an excellent diagnostician. These time-honored skills will be stressed in IMP-821:

- The ability to perform a history and physical examination
- Integration of basic laboratory and radiographic data
- Differential diagnosis formulation

Budding physicians face many challenges to medical practice, often resulting in less time available for one-on-one patient interaction. This lack of interaction time can potentially produce physicians who are poor bedside clinicians as well as being disengaged from patients. In practical terms humane medical practice starts with the history and physical examination. It is during this process that the patient begins to identify and to trust the examiner as his/her physician, and in turn, the physician should also begin to identify with the patient's needs. Thus, this course will attempt, where appropriate, to also stress the humane and non-medical aspects of the patient-physician interaction.

This course uses different modalities to help the student attain the above-noted goals: formal lectures, textbook readings, small group tutorials, preceptorship, workshops, and written and practical testing. Both technical and theoretical knowledge will be taught by a wide array of faculty from the College of Medicine. As such, satisfactory performance requires more than just passing written tests. Attending lectures and instructional sessions with practice of techniques during and outside of scheduled class meetings is essential to good performance in this course. It is also hoped that students will identify the faculty instructors as role models, as much can be gained from a mentoring relationship. The student will gain most from instructional sessions if they have prepared by reading beforehand.

This student guide contains an overview description of the course with module objectives, course calendar, preceptor and small group assignments as well as evaluation and attendance policies. Additional material may be found on the Blackboard system. If you have any question regarding this course, you should contact the Course Coordinator by phone, e-mail, or in person at the addresses provided in the syllabus. Should you have any unsolved problems or questions, or if you wish to give direct feedback, feel free to contact me.

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## **COURSE OVERVIEW**

### **Primary Course Goal:**

The intent of MD 821, the second year of the Introduction to The Medical Profession, is to advance your knowledge of and experience with the fundamentals of interviewing and examining patients. You will also learn how to interact in more complicated patient situations and how to recognize the common abnormalities found on physical exam. In addition, by the end of the year, you should begin to learn the process of hypothesis generation, problem-solving and decision-making, an important step to the third-year clerkships.

### **Course Objectives:**

- Perform a thorough history and physical examination (validated by an expert clinician), and receive feedback on interview and exam skills.
- Perform and write up ten complete histories and physical examinations
- Demonstrate ability to generate differential diagnoses on basic clinical scenarios and report these findings in a meaningful manner, both verbally and in a written form.
- Recognize the clinical presentations and the physical findings of selected illnesses/abnormalities
- Demonstrate ability to read and interpret standard view radiographs of basic abnormalities
- Recognize when to perform and how to interpret basic laboratory tests.
- Demonstrate skills of professional presence both during and outside patient encounters
- Recognize the necessity of the commitment to continuous skill development and knowledge acquisition

### **The Learning Process:**

Course objectives are accomplished by integrating a variety of activities that are divided into two modules:

- Physical Examination and Diagnosis Module (PE & D)
- Laboratory and Problem-Solving Skills Module (LPS)

While these modules are conducted in a block fashion, it should be emphasized that they are very much interrelated and work in concert to achieve a common goal, which is the mastery of the clinical interview and physical examination. The objectives of each module are achieved through a combination of large group lectures, small group tutorials and preceptorship. In addition, workshops are designed to sharpen examination skills and to facilitate the examination of sensitive organ systems (i.e. female gynecologic and male genitourinary examinations).

## OVERVIEW OF COURSE MODULES

The course begins with an orientation session in August. The following is a brief overview of each module – a more extensive description can be found in the appropriate sections on Blackboard.

### Physical Examination and Diagnosis Module

**Description:** This module is composed of large group lecture series, preceptorship, and workshops. This module accounts for **75% of the course grade** and begins with a lecture in October and ends with a written exam and the Clinical Performance Exam in March.

The large group lecture series covers all organ systems. While the focus during the first year of IMP was on the normal physical exam, this year special emphasis will be on more advanced physical exam techniques and on the clinical presentations and the physical findings of selected and common illnesses or abnormalities. All lectures are scheduled on Thursday afternoons, but on occasion Friday afternoon lectures may be required due to scheduling conflicts.

The PE & D preceptorship consists of 12 two-hour sessions. Four students are assigned to one preceptor. Students will have an opportunity to independently interview and examine hospitalized patients and present them to their preceptor. Students and preceptor will then return to the bedside to demonstrate examination techniques. Students will also be asked to complete a write-up of each patient encounter and submit this to their preceptor for evaluation and feedback. In addition, it is expected that the preceptor will observe each student performing a complete history and physical examination and will evaluate the student on skills demonstrated. Student participation is mandatory.

Workshops are designed to provide the student with instruction on specific examinations that are difficult and/or sensitive to perform. These sessions usually last 2-4 hours and are conducted on Monday, Wednesday, Thursday or Friday afternoons. They may include a mini-lecture, a video demonstration, practice on a plastic model, and the examination of a standardized or actual patient. There are (3) workshops - gynecologic, male genitourinary, and breast examinations. Each student will be scheduled to attend 1 session of each.

### Laboratory and Problem-Solving Skills Module

This module is designed to build on the student's ability to elicit complete HPI learned during the PE & D preceptorship and to begin to formulate a differential diagnosis as we intend to integrate some of the knowledge gained in Pathology. The overall objectives of this module are:

- To learn when to perform and how to interpret basic laboratory tests, i.e., complete blood count (CBC), urinalysis, electrolytes, blood gases, and liver function tests.
- To advance the skills learned in the PE & D module toward hypothesis generation and problem-solving.
- The module comprises **25% of the course grade** and concludes with a written exam. Questions include clinical vignettes to test students' ability to gather appropriate information, generate a basic differential diagnosis, laboratory tests ordering, and result interpretation.

This module begins in March and ends with a written final exam at the conclusion of the IMP course in April.

### **STUDENT EVALUATION AND ATTENDANCE**

Students will be evaluated on skills, attitudes and knowledge base. The requirements for attendance, preparation, participation and professionalism apply to all course components. In addition, “The Behavioral Standards in Patient Care” will be enforced. Students must wear appropriate professional attire to all preceptor sessions and patient encounters. Attendance to course activities is mandatory unless otherwise noted. All excused absences must be obtained from the Dean of Students and the preceptor/instructor should be notified prior to any missed session.

The specific requirements for passing each of the course modules are outlined below. It is important to emphasize that passing each module is dependent on the successful completion of all of its components and that some modules are taught concurrently (criteria for each module listed below):

#### **Physical Examination and Diagnosis Module – 75%**

- Attendance at all lectures, preceptorship sessions, workshops
- Completion of readings and other assignments prior to each lecture or small group session
- Active participation in all small group sessions
- Completing the lecture pretests on Blackboard
- Satisfactory performance during small group preceptorship, including basic interviewing and examination skills, as evaluated by the preceptor
- Passing score ( $\geq 60\%$ ) on the written exams
- Passing score ( $\geq 70\%$ ) on the clinical performance examination (CPE)

#### **Laboratory and Problem-Solving Skills Module – 25%**

- Attendance at all lectures and group sessions
- Completion of readings and other assignments prior to each lecture or small group session
- Active participation in all small group sessions
- Passing score ( $\geq 60\%$ ) on the written exam

## OVERALL FINAL GRADE

The cumulative final course grade for MD 821 is derived from the assessment of each module. The grade is determined from the scores weighted as follows:

Physical Examination and Diagnosis Module **75%**

Preceptor Evaluation (#1)	5%
Preceptor Evaluation (#2)	10%
Clinical Performance Exam	20%
Lecture Pre-tests	1%

Written Exams	Exam 1	5%		
	Exam 2	9%		
	Exam 3	20%	<b>subtotal</b>	34%

Laboratory and Problem-Solving Skills Module **25%**

Laboratory and Problem-Solving Written Exam **25%**

The final letter grades of the course will be derived as follows:

A:  $\geq 90\%$     B:  $\geq 80\%$     C:  $\geq 70\%$     U:  $\geq 60\%$     E:  $< 60\%$

**Please note: final grades are neither “curved” nor “rounded up”. In addition, there is subjectivity to preceptor evaluations – this will be a part of the educational process for the balance of your training. Gross disparities will be analyzed, but guarantees about “equality” in these evaluations are nowhere promised.**

Preceptor evaluation forms and guidelines for rating can be found in the Appendix.

Also, please note the following evaluation guidelines:

- Any student with unsatisfactory performance in one or two component(s) of any module(s), as outlined under the student evaluation section, will result in an incomplete score. This student will be offered a remediation to be satisfactorily completed no later than two weeks from the last day of scheduled classes in April. A score on any component after a successful remediation will not exceed 70%. A student who requires any remediation is by definition not excelling in all modules and therefore may not be eligible for an “A” grade, regardless of his/her overall score. Failure to complete any remediation successfully will result in a “U” grade for the course.
- Any student with unsatisfactory performance in three or more component(s) of any module(s), as outlined under the student evaluation section, will be reviewed by the Course Director and either appropriate remediation or a failing grade (“U” or “E”) will be assigned, regardless of the overall score.
- To achieve satisfactory evaluation by faculty preceptor, the student must not have more than 3 unexcused absences or any unacceptable rating on their evaluation form.
- Attendance at all preceptorship (PE & D) and workshops (PE & D) is mandatory. Each unexcused absence in any session will lower the final grade by 0.5 point. Three or more unexcused absences in a single component will result in an unsatisfactory performance in that particular module.
- Attendance at all large group lectures is very important and expected since the material presented will prepare you for the small group sessions and for the final exams.
- Appeals of any score or final grade should be made in a timely fashion (within one week of grade distribution) and be initially directed to the tutor, preceptor or module coordinator. Unresolved issues or disputes should be discussed with the Course Director.
- During an examination in the College of Medicine, students are not to have electronic devices such as cell phones, pagers, PDAs on their person. Instead, these devices should be left either in the students’ locker or at the front of the classroom in the off position. A calculator with simple function may be required for certain exams. Cell phones and PDAs will not be allowed as substitutes for calculators during exams.
- The Course Director reserves the right to fail any student whose conduct is unprofessional.

## **Professionalism Expectations:**

The University of Kentucky College of Medicine regards professionalism and humanism in the training of medical students to be an essential goal. Throughout the curriculum, medical students are exposed to professional behavior issues, moral and ethical decision-making, and community service opportunities. The following definition of professionalism is UKCOM's guideline by which professional behavior expectations are set. These expectations apply to all medical students as well as faculty, and begin with matriculation in medical school.

Professionalism includes altruism, accountability, excellence, duty, service, honor and integrity, and respect for others. Definitions of these concepts have been developed by the American Board of Internal Medicine's Project Professionalism and are listed below.

- Altruism - Physicians must serve the best interests of patients above their own interests.
- Accountability - Physicians are accountable to their patients for fulfilling the implied contract governing the patient/physician relationship. They are also accountable to society for addressing the health needs of the public and to their profession to uphold medicine's ethical precepts.
- Excellence - Physicians must make a conscientious effort to exceed ordinary expectations and maintain life - long learning.
- Duty - Physicians must accept a commitment to serve their patients. Accepting inconveniences to meet the needs of one's patients, enduring unavoidable personal risk, advocating for care regardless of ability to pay, and volunteering one's skills and expertise for the welfare of the community are all part of the accepted duty.
- Honor and integrity - Honor and integrity imply being fair, being truthful, keeping one's word, meeting commitments, and being straightforward.
- Respect for others - Demonstrating respect for patients, their families and other physicians and health care professionals are the essence of humanism. Humanism is essential in the practice of medicine.

**Learning Resources:** UK Blackboard Web Site-doc.com –IMP-821—Syllabus

1. Reading Assignments:

- A Guide to Physical Examination (9th Edition), by Barbara Bates
- History and Physical Examination (Current Clinical Strategies), by Chan & Winkle
- Articles, handouts and other reading materials to be suggested or distributed at the various small group sessions and lectures
- Reading materials included in the student guide

2. Patient simulators

- Available in the COML building – Darrin Burchell can orient students and their preceptors – call 323-3580 to make appointments

3. Audiovisuals:

Videotapes showing different segments of the physical examination are available at the Audiovisual Library located on the sixth floor of the Health Sciences Learning Center (nursing building). The hours of operation are 8-5 M-F.

Videotapes Available:

Bates series: A Visual Guide to Physical Examination (30-60 minutes each)

Audiotapes Available:

Lung Sounds - Workbook and Audiotape by Steve Kraman, MD

Computer Programs Available:

Cardiac Auscultation: An interactive tutorial for learning heart sounds by Keyboard Publishing

Radiology Cases: available on the Internet (link on Blackboard)

These tapes may be reviewed at any point during the course in order to improve your understanding of physical examination techniques.