

Doctoring 1, 2 & 3 – MED 810, 820 & 830

Overall Longitudinal Six-part Course Series' Purpose:

The Liaison Committee for Medical Education (LCME) accredits medical schools in the United States and Canada require students to develop and perform clinical skills to assess the effectiveness of this instruction in the curriculum. All medical students are required to take a Clinical Skills exam as part of the U.S. Medical Licensing Examination (USMLE) requirements. Hence, this longitudinal course is organized to assess whether students are achieving required clinical skills throughout the curriculum into residency, prepare students for required USMLE Step 2: Clinical Skills (CS) examination, provide students with feedback for continual clinical skills improvement, as well as identify strengths and weaknesses in the curriculum.

Longitudinal Course Objectives:

- Elicit a complete and accurate medical history, including the patient's narrative, the impact of the illness, and specific topics including the sexual, functional, chronic pain, and substance use histories.
- Conduct patient interview(s) in a clinical setting, and assess patients' needs across the human lifecycle.
- Develop patient-centered communication skills for eliciting and exchanging information, identifying health priorities, and decision-making about diagnosis and treatment.
- Identify social and cultural contributors to individual patient's health and health behaviors.
- Recognize and respond to patients' emotions.
- Develop a collaborative approach to facilitate changes in health behaviors.
- Practice advanced communication skills, including discussing risk, delivering serious news, disclosing a medical error, working with interpreters, and shared decision-making.
- Perform a complete physical exam as defined by LCME benchmarks, maintaining respect and rapport throughout the exam, and demonstrating proper use of medical equipment.
- Adapt physical exams to the clinical setting and to a patient's chief concern (including exam maneuvers helpful in differentiating causes of common chief concerns).
- Present an accurate, complete and well-organized oral case presentation for a new or hospitalized patient, and adapt case presentations to the clinical setting.
- Accurately and completely document the patient's history and exam in a standard and organized manner (including the master problem list).
- Prioritize a three to five item differential diagnosis for patients presenting with a new concern, and write an assessment articulating how the history and exam findings argue for or against the diagnoses.
- Demonstrate effective team work by using closed loop communication, a shared mental model, role identification and task assignment, and a democratic communication style.
- Develop a practice of professional reflection.
- Identify and respond to professionalism challenges, including values conflicts and bias, ethical issues, work-life balance, and impairment.

Student Evaluation Method:

Students will practice and demonstrate clinical skills in standardized medical scenarios. Students must demonstrate the integration of medical knowledge and competency in communication, history-taking, physical examination, and clinical reasoning. Objective structured clinical examinations will cover clinical interactions with standardized patients (including counseling, examination, and history-taking skills), examination of diagnostic results and interpretation of

findings, computerized exams, test interpretation, order-writing, and phone calls/consult with patients.

University Expectations:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 31, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not have reasonably been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A

student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.