

MED 830: Doctoring 3 (DOC)

Fall 2018

Wednesdays
8:00 to 10:00 a.m. / 1:00 to 3:00 p.m.
1001 Shadow Lane

Course Chair:
Aditi Singh, MD
aditi.singh@medicine.nevada.edu

Course Description and Learning Objectives:

This eighteenth month course provides an understanding of the role of the physician in clinical settings and in the community via longitudinal and small group learning experiences in the Foundations Phase of the medical school curriculum. The third block of a six course series of rotations focuses on patient interviewing, physical diagnosis, physical exam, patient history-taking and write-ups per students' clinical encounters, clinical reasoning, and development of the doctor-patient relationship. Each student participates in weekly, half-day rotations for a total of 18 months in a continuity out-patient primary care setting.

- Gather information, perform basic physical exam maneuvers, formulate differential diagnoses, and utilize advanced critical thinking skills to develop plans for the initial evaluation and management of patients with common primary care ailments.
- Manage follow-up visits with patients presenting one or more common chronic diseases.
- Develop and refine evidence-based health promotion/health prevention plans for patients vary in age, or gender, sexual orientation, and from diverse backgrounds.
- Demonstrate the ability to use current technology to research clinical questions and present evidence-based recommendations for patient care.

Required and Recommended Materials & Textbooks:

Required

- Bickley, L. (2012). *Bates' Guide to Physical Examination and History Taking*. 11th ed. Wolters Kluwer.
- Henderson, M., Tierney, L. M., & Smetana, G. W. (2012). *The Patient History: Evidence-Based Approach to Differential Diagnosis*. New York, NY: McGraw-Hill Medical.
- Hope, T. (2004). *Medical Ethics: A Very Short Introduction*. 1st ed. Oxford University Press.
- *Medication Reference* – Gomella, P. T. (2013). *EMS Pocket Drug Guide*. 2nd ed. McGraw-Hill Medical Education.

Required Materials

- Stethoscope
- Reflex hammer
- Pen light
- Medication reference (Epocrates phone app or pocket guide)
- White coat (short length – professional attire)

Recommended

- Drake, R. L., Vogl, W. A., & Mitchell, A. W. (2015). *Gray's Anatomy for Students*. 3rd ed. Elsevier Saunders.
- Fletcher, R., & Fletcher, S. (2013). *Clinical Epidemiology: The Essentials*. 5th ed. Wolters Kluwer.

Additional texts may be recommended at the onset and throughout the duration of the course to aid/facilitate learning objectives.

Course Schedule & Weekly Objectives:

Week 1 – Wednesday, August 29, 2018

Topics include:

- Identify key elements of history for patients varying in age, gender, and background; *i.e.*, functional history, ADLs, and screening for physical or cognitive impairments
- Describe and practice specific interviewing strategies for challenging interviews, *e.g.*, the talkative/tangential patients, manipulative or seductive patients, reticent patients, and angry/sensitive/emotional patients

Assigned Readings & Review Materials:

- Bickley, L. (2012). *Bates' Guide to Physical Examination and History Taking*. Chapter 5, pp. 601-622.

Week 2 – Wednesday, September 5, 2018: Recess

Week 3 – Wednesday, September 12, 2018

Topics include:

- Demonstrate Situation, Background, Assessment, Recommendation (SBAR) communication with inter-professional peers, and develop an inter-professional shared mental model

Assigned Readings & Review Materials:

- Bickley, L. (2012). *Bates' Guide to Physical Examination and History Taking*. Chapter 5.

Week 4 – Wednesday, September 19, 2018

Topics include:

- Construct and deliver an organized oral case presentation in the clinical context
- Explain the purpose of the oral case presentation and how the form of the oral case presentation changes with clinical context.

Assigned Readings & Review Materials:

- Bickley, L. (2012). *Bates' Guide to Physical Examination and History Taking*. Chapter 17.

Week 5 – Wednesday, September 26, 2018

Topics include:

- Discuss patient and family perspectives on care during a life threatening illness or death, including the impact of culture
- Elicit patient beliefs, values, and preferences to facilitate shared decision making

Week 6 – Wednesday, October 3, 2018

Topics include:

- Construct a master problem list including acute and ongoing active issues

- Use closed loop communication/'teach back' with simulated patients to enhance adherence & follow-up care

Week 7 – Wednesday, October 10, 2018

Topics include:

- Describe the relationship between personal responsibility and the disease model of addiction, and discuss challenges in the care of patients with addiction

Assigned Readings & Review Materials:

- *Select an article pertaining to "The Second Victim Phenomenon"*

Week 8 – Wednesday, October 17, 2018

Topics include:

- Compare & contrast the typical epidemiology, history and exam for common causes of pain
- Correlate musculoskeletal anatomy with examination techniques and findings
- Develop and refine approach to examining the musculoskeletal system
- Identify abnormal findings and describe them using standardized language
- Use best practices in presenting numerical information about risks and benefits

Week 9 – Wednesday, October 24, 2018: Nevada Day Recess

Week 10 – Wednesday, October 31, 2018: Recess

Week 11 – Wednesday, November 7, 2018: Recess

Week 12 – Wednesday, November 14, 2018

Topics include:

- Special Reporting: STDs/infections

Week 13 – Wednesday, November 21, 2018: Thanksgiving Recess

Week 14 – Wednesday, November 28, 2018

Topics include:

- Include exam maneuvers helpful in differentiating causes of common chief concerns
- Assess patients' pain scales, back and hip exams combined with cost effective care practices
- Compose a summary statement that includes key elements of the history and exam, refined with semantic qualifiers

Week 15 – Wednesday, December 5, 2018

Topics include:

- Demonstrate dermatology history and exam
- Engage in reflective practice

Week 16 – Wednesday, December 12, 2018

Topics include:

- Use reflective questions to promote mindfulness and reflection practices
- Describe how mindfulness, awareness, observation, and “noticing” can improve clinical competence.

Week 17 – Wednesday, December 19, 2018: Winter Recess

Course Requirements & Evaluation:

Active participation is an integral part of this longitudinal course. Students must engage in individual, small group, preceptor and primary care/discussions to effectively contribute to active patient care learning activities, as well as offer and receive constructive feedback for self-assessment. Formative assessment of narrative patient encounters and notes are conducted at the mid-point and end of each course.

Objective Structured Clinical Examinations (OSCEs) are conducted at the end of the course. OSCEs permit students to practice and demonstrate clinical skill competencies in standardized medical scenarios. Thus, students are expected to arrive on time to all patient care sessions prepared to participate actively and engage in all learning opportunities. Students are expected to be respectful, take responsibility and accountability for their own choices, actions, and/or decisions. This includes the demonstration of personal and professional integrity. Any student with a serious or multiple violations of professional behavior will be referred to the Medical Student Progress Committee (SPC) for review and potential action.

Attendance will be excused for matters pertaining to serious illness or in the event of a family emergency per the review and approval of the Senior Associate Dean for Student Affairs.

Grading:

A pass/fail (P/F) grade is based upon satisfactory participation in individual, small group, preceptor and primary care exercises, including the timely completion of written assignments, doctor mentor meetings, formative and summative assessments (narrative) of patient encounters, and satisfactory performance on a summative Objective Structured Clinical Examination (OSCE). Grading will be assessed per preceptor evaluations, patient visits (documented in the electronic health record), write-ups, and evaluation of oral presentations.

Students who fall below the minimum standards described, or who receive an ‘Incomplete’ grade, will undergo a formal remediation process. Students will coordinate and work with their assigned Clerkship Director(s) to develop a plan that addresses knowledge gaps, lack of competency and/or behaviors with specified activities, timelines and deadlines. (The plan will be submitted and presented to the UNLV SOM’s Dean of Academic Affairs and Education for review, and subsequently referred to the Student Promotion and Conduct Committee, SPCC, for presentation by the Clerkship Director(s). Approval, and/or requested revisions will be determined by the SPCC given the complexity and suitability of the remediation plan.

Dress Code:

Students represent not only themselves, but also the medical profession to those with whom they have contact. **Appropriate and professional attire should be worn, especially when students are in patient care settings or when contact with patients is anticipated.** Students should be

aware that personal appearance may serve to inspire or hinder the establishment of the trust and confidence that are essential in the doctor-patient relationship. Jeans, sandals, and shorts (and other casual attire) are not considered professional dress. Scrubs are worn in the operating room, in the anatomy lab or in other clinical circumstances to protect the operator's clothing from soilage. Scrubs, in general, should not be worn outside of the lab or hospital, and scrubs worn in the operating room should not be worn outside of the operating room. (*Please refer to Section 6: Professionalism in the UNLV SOM Student Handbook for guidelines pertaining specifically to dress and deportment.*)

University Expectations and Resources:

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:* Student Academic Misconduct Policy (approved December 9, 2005) 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 UNLV SOM's Senior Associate Dean for Student Affairs, as well as a Disabilities Specialist at the DRC to discuss appropriate options.

If you are registered with the UNLV Disability Resource Center, please submit your Academic Accommodation Plan from the DRC to UNLV SOM's Office of Student Affairs to develop strategies for implementing an accommodations plan that meets both your needs and UNLV SOM requirements. Any information provided is private and confidential. To maintain confidentiality, please do not approach course chairs or instructors before or after class to discuss 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 Senior Associate Dean for Student Affairs and the course chair or faculty preceptor 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 – Course or clerkship/elective faculty share responsibility with individual students to monitor their performance in the curriculum. The Student Progress Committee (SPC) follows student performance throughout the curriculum, and is responsible for approving all remediation plans once students have been assigned an insufficient grade, *e.g.* ‘Incomplete’ or ‘Fail.’ Remediation plans are developed by individual course directors, based upon individual student’s identified academic and professional deficits, and tailored by both the course director and the SPC. The SPC determines deadlines for the adequate remediation of the course and provides final approval of the remediation plan. Students have the option, upon request, to appear before the SPC when plans for remediation are being considered.

Please note: In Phase 3 of the curriculum, any remediation of elective or advanced clerkship deficits must be completed prior to April 1 to meet the School of Medicine’s graduation requirements. Students are not permitted to remediate more than two (2) course grades of ‘Incomplete’ during a single academic year. Students who receive more than two incomplete grades must be reviewed by the SPC. *(Please refer to Section 7: Academic Policies in the UNLVSOM Student Handbook for guidelines pertaining specifically to academic progress and actions.)*

Tutoring & Academic Resources – The Academic Skills Team (AST) provides academic assistance for all UNLVSOM students taking UNLVSOM courses. Students are encouraged to stop by the AST to utilize a variety of academic services, including test-tasking skills and strategies, coping with test anxiety, and improving self-study skills in preparation for USMLE and board exams. The AST is located at: 2040 West Charleston Boulevard, 89102.

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