Foundations of Doctoring 2
Course Goals

Goals

1. Relate the physical examination to normal anatomy and physiology.
2. Relate the physical examination to abnormal anatomy and pathophysiology.
3. Know variations in physical exam techniques for use with children and the elderly.
4. Perform basic physical examination techniques on adults and children in the following areas: General Assessment (vital signs), extremities and back; cardiovascular; chest and lungs; abdomen; head and neck; hair and nails, neurologic, eyes, and uro/gyn.
5. Perform a head-to-toe core physical exam based on a provided checklist of items that would be appropriate for the performance of a complete history and physical.
6. Know and use the language of relationship centered clinical encounters and communication techniques specific to introductions and agenda settings, information gathering, sustaining structure and relationships, closing and forward planning, sharing information, and negotiating a treatment plan.
7. Begin to use appropriate relationship centered communication techniques in difficult clinical encounters.
8. Know the content of and practice taking a sexual history.
9. Identify the key subjective and objective components of the patient data base gathered in the encounter to perform a complete history and physical: patient identification, chief complaint, history of present illness, active medical problems, past medical history, medications, allergies, social history, family history, review of systems, and physical exam findings.
10. Identify the key components of the history and physical write-up, SOAP note and oral presentation.
11. Understand the fundamental clinical reasoning concepts, including problem representation, semantic transformation, key features, illness scripts, and differential diagnosis.
12. Obtain an accurate medical history that covers all essential aspects of the patient data base, including issues related to age, gender, and socioeconomic status.
13. Practice writing a full history and physical, SOAP notes and performing oral presentations.
14. Know clinical reasoning concepts including analytical and intuitive reasoning techniques to solve clinical problems and develop assessment and plans for patients.
15. Use comparison and contrast routinely in analyzing differential diagnoses.
16. Demonstrate the use of a hypothesis-driven approach to history taking, physical examination, and data collection.
17. Understand analytical methods for patient differential diagnosis such as prioritized, system based, and pathophysiologic techniques.
18. Practice compassionate treatment of patients, and respect for their privacy and dignity.
19. Uphold and promote the ideals of medical professionalism in all interactions with patients, colleagues, staff and faculty.
20. Recognize and accept limitations in one’s knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability.
21. Recognize the importance of cultural, ethnic, racial and religious diversity and its impact on society, health care delivery, and the workplace.
Course Goals

Goals

22. Know basic concepts of quality improvement, patient safety, and leadership through completion of the IHI Open School Basic Certification.
Foundations of Doctoring II
Session Learning Objectives

FDC Phase II Orientation
1. List the components of the course
2. Recognize the objectives for the course
3. State one’s role as a medical professional upon matriculation in medical school and describe one’s duties to their school, their colleagues, the faculty and staff and to the patients one encounters.
4. Recognize the grading criteria for the course

Introduction to Sharing Information and Negotiating a Plan
1. Discuss Calgary Cambridge Guide (CCG) skills including introduction, agenda settings, gathering information and sustaining the relationship and structure of the visit.
2. Extend Calgary Cambridge Guide (CCG) skills to include sharing information, negotiating a mutual care plan with patients.
3. Describe forward planning and closing the visit with patients.

Getting Ready for Third Year (Core Exam, Assessments/Plans, H&Ps and Oral Presentations)
1. Appreciate the components and structure for a formal history and physical (H&P) write-up including the Core Physical Examination and Complete ROS.
2. Recognize that the exact requirements of the H&P write-up and oral presentation style may vary among different clinical sites.
3. Appreciate that the goal for exceptional performance during third year is to reach at least the level of a novice interpreter.

Summary Statements, Differential Diagnosis and SNAPPSS Exercise
1. Discuss and practice the creation of summary statements from specific details to abstract concepts using the process of semantic transformation.
2. Discuss and practice the creation of problem lists and differential diagnoses from summary statements lists using provided analytic tools: prioritized differential diagnosis, pathophysiologic differential diagnosis and system or organ based differential diagnosis.
3. Discuss and practice the SNAPPSS oral presentation model.

Continuity Clinic 1
1. Identify one patient with a learning issue involving the nervous system.
2. After the visit, search for information relevant to the learning issue you identified.
3. Identify patient for H&P and Oral Presentation.
Communications Coaching-Sharing Information and Negotiating Mutual Plans of Action

1. Practice communication skills from Phase I including building relationship, maintaining visit structure and information gathering.
2. Practice providing and receiving constructive feedback to and from peers on communication skills appropriately and respectfully.
4. Practice Calgary Cambridge Guide (CCG) skills of sharing information, negotiating a shared care plan and closing a visit.

Continuity Clinic 2 & 3

1. Identify one patient with a learning issue involving the nervous system.
2. After the visit, search for information relevant to the learning issue you identified.
3. Practice communication skills.
4. Practice physical examination skills.

Neurological Introduction

1. Perform the basic skills in the normal neurologic exam as outlined in your physical exam skills checklist.
2. Describe the corresponding anatomy and neurophysiology associated with normal neurological physical exam findings (e.g., reflexes).

The Neurological Exam

1. Perform the basic skills in the normal neurologic exam as outlined in your physical exam skills checklist.
2. Describe the corresponding anatomy and neurophysiology associated with normal neurological physical exam findings (e.g., reflexes).

Introduction to Ophthalmology

1. Understand basic eye anatomy including the position and function of the cornea, iris, lens, and retina.
2. Recognize the tools necessary for a basic eye exam: visual acuity care, bright light, tonopen, slit lamp, and direct ophthalmoscope.
3. Recognize and learn to perform the components of a basic eye exam: visual acuity, pupil assessment, alignment and motility, confrontational visual fields, and intraocular pressure.
4. Recognize the components of a penlight or slit lamp exam: eyelids, conjunctiva, cornea, anterior chamber, iris, and lens.
5. Learn the components of a fundoscopic exam: nerve, vessels, macula, and periphery.

The Ophthalmologic Exam

1. Perform the basic skills in the normal ophthalmologic exam as outlined in your physical exam skills checklist.
2. Describe the corresponding gross anatomy as viewed with your ophthalmoscope.
3. Demonstrate the use of the panoptic ophthalmoscope to perform an examination of the retina.
Continuity Clinic 4
1. Practice your neurologic physical exam.
2. Practice your communication skills.
3. Continue to work on your oral presentation and H&P

Oral Presentation Workshop
1. Demonstrate basic oral presentation skills.
2. Receive and provide feedback on the oral presentation skills of your colleagues.
3. Perform a basic history and physical write-up.

Abdominal and Endocrine Exam
1. Recognize the clinical presentation of one pathologic abdominal conditions.
2. Recognize the physical examination findings associated with one pathologic abdominal conditions.
3. Perform a physical examination of a patient with abdominal pain to help differentiate the causes of abdominal pain.
4. Describe how to complete a focused patient interview for a patient with a digestive, metabolic or endocrine disease.
5. Perform a focused physical exam on a patient with a digestive, metabolic or endocrine disease.

FDC2- Abdominal Ultrasound
1. Describe the clinical application and composition of a focused abdominal ultrasound exam
2. Perform a focused exam of the gallbladder and kidneys on a normal model.
3. Successfully acquire adequate images at each transducer position for focused abdominal ultrasound exams
4. Accurately interpret images from abdominal ultrasound exams.
5. Communicate effectively with other medical students and instructors during the ultrasound scanning session.
6. Interact with other students from other programs during the ultrasound scanning session.

Professionalism and Medical Licensure
1. Identify the role of licensing in upholding professionalism.
2. Describe the Colorado Medical Board licensure and complaint processes.
3. Describe common unprofessional behavior and its management by the Colorado Medical Board

Professionalism Cases in Phase II
1. Identify professionalism components in cases.
2. Identify ethical principles and apply to cases.
3. Review SOM Professionalism guidance related to cases.
Continuity Clinic 5 & 7
1. Practice your abdominal physical exam skills.
2. Demonstrate your communication skills in challenging patient encounters.
3. Practice your oral presentation skills by presenting a patient to your preceptor.
4. Practice writing a SOAP note.
5. Identify one patient with a GI related illness or screening issue and research a related specific area of interest (e.g., disease diagnosis, pathology, pharmacology, etc.).
6. Perform an end of semester review with your preceptor in which you reflect on your strengths/weaknesses and review your experience log.
7. Set goals for next semester based on your review.

Communication Preparation for Small Groups
1. Describe skills for sharing information with patients.
2. Describe skills for working with challenging patients encounters.
3. Describe skills for negotiating mutual care plan with patients.

Communications II - Extending Our Skills
1. Practice relationship-centered communication skills (building relationship & structure) in the context of difficult clinical encounters.
2. Practice providing and receiving constructive feedback to and from peers on communication skills appropriately and respectfully.
3. Practice communication skills for the closing and forward planning of the visit.
4. Practice relationship-centered communication skills (information gathering) in the context of difficult clinical encounters.
5. Practice relationship-centered communication skills (sharing information) in the context of difficult clinical encounters.
6. Practice relationship-centered communication skills (planning care with patient) in the context of difficult clinical encounters.

Continuity Clinic 6
1. Demonstrate the clinical reasoning skill of comparison/contrast to develop differential diagnoses for your patients.
2. Practice the physical exam skills you have learned.

Continuity Clinic 8 & 9
1. Practice your oral presentation skills by presenting a patient to your preceptor.
2. Practice GYN/URO/Rectal exam if appropriate.
3. Practice writing a SOAP note.

Gynecologic and Urologic Exams
1. Practice skills for the male genitourinary and rectal/prostate exam under the guidance of a trained teaching associate.
2. Practice skills for the female breast and gynecologic exam under the guidance of a trained teaching associate.
Sexual History - Orientation
1. Increase awareness of the diversity of sexual expression and behavior.
2. Describe how to create a safe environment for the performance of a sexual history.
3. Describe how to perform an open, inclusive sexual history.

Sexual History Small Group
1. Practice gathering information while maintaining the visit structure.
2. Practice taking a sexual history using Calgary Cambridge Skills.
3. Practice relationship building communication skills.
4. Gather sexual history in a sensitive and open manner.

Continuity Clinic 10
1. Practice taking Sexual History if appropriate.
2. Practice writing a SOAP note.
3. Practice your oral presentation skills by presenting a patient to your preceptor.

Continuity Clinic 11
1. Practice taking Sexual History if appropriate.
2. Practice writing a SOAP note.
3. Practice your oral presentation skills.

The Pediatrics Assessment
1. Describe three ways in which the physical examination of the infant differs from that of an older child.
2. List three examples of how the parent can assist the examiner in accomplishing the exam of a toddler.
3. Describe the general appearance of a toddler and a school age child, and explain the clinical implications of their appearance (ie, sick or not sick?).
4. Describe three findings in the general appearance and physical examination of a child that indicate increased work of breathing.
5. Give three examples of ways to assess a neurologic exam (including gait, coordination, fine motor, gross motor, cranial nerves, speech and social development) based on observation of the child.
6. Describe how to perform an otoscopic examination in a school age child.

Introduction to Development
1. List the 4 major neurodevelopmental domains in children, and classify early developmental milestones into these domains.
2. Estimate the age of infants and toddlers based on video observation of developmental skills.
**Digital Review**

1. Critically review your standardized patient encounter with a communications coach.
2. Identify your strengths and weaknesses in your communications skills.
3. Be aware of and make plans to practice challenging communication skills in preceptor and clerkship sites.

**The Geriatric Assessment**

1. Conduct a comprehensive geriatric assessment in an older adult, components of which will include:
   1) Assess a patient’s ability to perform activities of daily living (ADLs) and IADLs.
   2) Practice skills to identify mood and memory difficulties in older adults.
   3) Test balance and gait, practicing skills to assess for possible fall/home safety concerns.
2. Conduct a “brown bag medication review” and explore patient awareness of medication indications.
3. Practice communication skills with older adults, exploring:
   1) Their experiences with, and attitudes toward the health care system
   2) Any problems with health care access and/or costs?
   3) Their views on health screening (eg lipids, mammograms, colonoscopy)
   4) Advance directives