Goals

1. Demonstrate proper technique for intubation and peripheral intravenous (IV) placement.
2. Understand the components of an oral presentation that demonstrate the ability to abstract relevant clinical information, synthesize a differential diagnosis, and formulate a management plan.
3. Develop skills necessary to write patient post-encounter notes.
4. Develop an approach to potentially difficult ethical situations.
5. Identify the components of medical professionalism.
6. Describe the basic legal obligations in providing patient care.
7. Develop an approach to interpreting chest x-rays and basic ultrasound imaging.
8. Discuss the impact of medical errors on a medical student, a patient care team, and a patient.
9. Understand the role of a third-year medical student on a patient care team and the expectations of the student by various team members.
10. Describe and demonstrate skills for basic cardiac life support.
11. Describe the physician’s role in promoting oral health and performing an oral examination.
12. Describe patient safety & quality improvement initiatives at local hospitals.
13. Discuss the best practices for utilizing a medical interpreter as well as your medicolegal responsibilities.
ICC7001
Integrated Clinicians Course 7001
Session Learning Objectives

ACP: Clerkship Advice from 4th Year Medical Students

1. Prepare for clerkships with near-peer mentoring.

BLS

1. Obtain required certification prior to clinical rotations.
2. Become certified in Basic Cardiac Life Support.

Chest Radiology

1. Develop a systematic method for evaluating a chest x-ray.
2. Identify normal anatomic structures on a frontal and lateral chest x-ray.
3. Learn appropriate chest x-ray terminology.
4. Recognize common abnormal chest x-ray findings and discuss the clinical/pathophysiology correlation.
5. Distinguish between different techniques involved in chest radiograph acquisition.

Doctoring and Clinical Survival Skills

1. Discuss the role and responsibilities inherent in becoming a member of a clinical team and developing into a physician.

Hidden Curriculum small groups

1. The student will be able to explain the difference between formal, informal and hidden curricula.
2. The student will be able to explain the content of the future hidden curriculum sessions.
3. The student will be able to explain the logistics of the future hidden curriculum sessions.

Introduction to Phase III Logger

1. Describe the reasons for logging core clinical conditions.
2. Understand how to log patients in the CUSOM system.
3. Describe the different verbs corresponding to the level of responsibility in patient care.
4. Define the requirements for frequency of logging patient encounters as well as duty hours.

IV/Intubation Small Groups

1. Develop skills necessary to perform phlebotomy and IV placement.
2. Gain exposure and skills required for intubation.
HEP
Integrated Clinicians Course 7001
Session Learning Objectives

Legal Obligations
1. Discuss the legal obligations of medical students.
2. Discuss the required components of a medical malpractice claim.
3. Discuss the things that can be done to help avoid litigation.

Letters to a Third Year Student
1. View the “Letters to a Third-Year Student” publication.
2. Discuss the history and background of the “Letters to a Third-Year Student” publication project.

Medical Errors and Medical Students
1. Recognize the occurrence and causes of medical error as they relate to Phase III.
2. Have an advance plan for how to manage the personal impact of medical errors.
3. Cite actions that support becoming a positive deviant for patient safety and healthcare improvement.

MSA Lecture
1. Discuss MSA Requirements for Phases III & IV.
2. Recognize time line and important due dates for MSA assignments.
3. Recognize available resources to help complete MSA project.
4. Recognize opportunities for early completion and electives.
5. Clarify common questions about MSA requirements.

Notes and Oral Presentations Small Groups
1. Practice oral presentations in a variety of clinical settings: admission, hospital follow up, and consultation.
2. Practice writing clinical notes and orders in a variety of settings: daily progress notes, admission orders, discharge orders.

Oral Health Module (Independent Study)
1. Review Oral anatomy
2. Describe the clinical appearance of healthy teeth and gums.
3. Describe the use of simple equipment available in any medical exam room to perform a consistent, thorough oral/head/neck examination on adults and children.
4. Describe selected abnormal oral findings including caries, periodontal disease, mucosal abnormalities and cancer.
5. Describe challenges encountered in performing oral examinations for special needs people.
Integrated Clinicians Course 7001

Session Learning Objectives

Oral Health Small Group at School of Dental Medicine

1. Perform oral/head/neck examinations on adults using a light, tongue blade and gauze pad which are available in any medical exam room.
2. Recognize the clinical appearance of normal teeth and gums.
3. Communicate collaboratively with oral health professionals.
4. If time permits, apply fluoride varnish.

Orientation to Assessments

1. Describe how grades are determined in Phase III.
2. Describe how you are assessed in Phase III.
3. Become familiar with the assessment tools and forms in Phase III.
4. Recognize your role in assuring you receive useful feedback and accurate evaluations during Phase III.

Orientation to Hidden Curriculum Sessions

1. Explain the difference between formal, informal and hidden curricula.
2. Explain the content of the future hidden curriculum sessions.
3. Explain the logistics of the future hidden curriculum sessions.

Orientation to the Clinical Core & Standards for Medical Student Supervision

1. Students will be prepared to practice oral presentations in a variety of clinical settings.
2. Discuss medical student roles and responsibilities.
3. Review School of Medicine guidelines (Teacher Learner Agreement and Standards for Medical Student Supervision).
4. Identify School of Medicine guidelines that outline responsibilities and expectations for learners and teachers.

Professionalism Case Discussion Small Groups

1. Identify the need to recognize limitations and ask for help.
2. Describe the appropriate use of technology at the bedside.
3. Analyze cases that raise issues of personal wellness and obligations to peers.
4. Analyze cases that raise issues of boundaries with residents, attending, and other health care professionals.
5. Analyze cases that raise issues of possible biases based on gender, sexual orientation, age, class, race and ethnicity.
6. Describe how the SOM Teacher-Learner Agreement applies to cases.
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Session Learning Objectives

Radiology Introduction
1. Gain full access and introduction to a pilot Radiology curriculum by participating in a short technical “workshop” ensuring personal laptop computer compatibility with a new educational software (UCD-TPACS) and successful MEDU registration.
2. Conceptualize the role radiology plays within the health care system including the value that radiologists add to patient care and know the resources radiologists provide for referring clinicians.
3. Access and effectively use the ACR Appropriateness Criteria® when ordering radiologic examinations.
4. Apply basic radiation dose knowledge using the UCD Adult Radiation Dose Risk Smart Card® to evaluate the risks versus benefit of commonly ordered radiologic examinations.
5. Appreciate the differences between a final and preliminary radiology report and implications for patient care.

Student Clinician Ceremony with Humanism & Excellence in Teaching Awards
1. Discuss residents' impressions about the meaning of humanism and professionalism.
2. Recognize residents who have demonstrated outstanding attributes in the areas of humanism and professionalism and were chosen for this honor by the medical students.

TB Mask Fitting Large Groups
1. Learn how to be fitted for a TB Mask.

Ultrasound
1. List the real time uses of ultrasounds in direct patient care.

Using a Medical Interpreter & the Office of Civil Rights
1. Have the ability to effectively communicate with patients utilizing a medical interpreter including use of short phrases, frequent pauses, and have a familiarity with what to expect from the consult.
2. Know important steps they take to avoid problems with phone interpretation including encouraging the patient to speak loudly and avoiding excessive noise near the phone receiver.
3. Understand the importance of the medical interpreter in the medical team.
4. Realize that it is necessary to use trained and qualified medical interpreters in order to avoid communication problems which could ultimately injure the patient.