Course Goals

1. Know and use the language of physical examination structures, techniques and findings.
2. Relate the physical examination to normal anatomy and physiology.
3. Relate the physical examination to abnormal anatomy and pathophysiology.
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
   - Skin, Hair and Nails
5. 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 and closing and forward planning.
6. Identify the key subjective and objective components of the patient data base gathered in the encounter: patient identification, chief complaint, history of present illness, active medical problems, past medical history, medications, allergies, social history, family history, and physical exam findings.
7. Identify the key components of the SOAP note.
8. Practice writing SOAP notes and avoiding common pitfalls in SOAP note writing.
9. Know and use the language of fundamental clinical reasoning concepts, including problem representations, semantic transformation, and key features.
10. Practice clinical reasoning skill through creation of accurate problem representations, identification of key features of the patient's subjective and objective presentation, and creation of a summary statement using semantic qualifiers.
11. Practice a hypothesis-driven approach to history taking and physical examination based on the patients presenting complaints.
12. Practice compassionate treatment of patients, and respect for their privacy and dignity.
13. Uphold and promote the ideals of medical professionalism in all interactions with patients, colleagues, staff and faculty.
14. Recognize and accept limitations in one’s knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability.
15. Recognize the importance of cultural, ethnic, racial and religious diversity and its impact on society, health care delivery, and the workplace.
16. Recognize the impact of economics on healthcare delivery
17. Identify the basic legal obligations of clinical practice.
Goals

18. Understand and respect the roles of other health care professionals and the need to collaborate with others in caring for individual patients.

19. Identify characteristics of effective teamwork.

20. Begin career exploration
AY 2020-2021
Foundations of Doctoring I
Session Learning Objectives

Additional Abdominal Elements: SPETA
1. Perform the additional elements of the abdominal physical exam.
2. Recognize the surface and internal anatomical correlates with the abdominal exam.

Additional Cardiovascular/Pulmonary Physical Exam Elements: SPETA
1. Perform the additional elements of the cardiovascular and pulmonary exams.
2. Recognize the surface and internal anatomical correlates with the cardiovascular and pulmonary exams.

Additional Musculoskeletal Elements: SPETA
1. Perform special/provocative exam maneuvers of the shoulder, elbow, wrist, and knee.
2. Correlate the surface features with the internal anatomical structures.
3. Identify the directions of movement for each joint (i.e. flexion, extension, etc).
4. Perform the basic range of motion for spine, neck, shoulder, elbow, wrist, hip, knee, ankle & foot.

Applied Abdominal Physical Exam
1. Recognize the clinical presentation of three pathologic abdominal conditions.
2. Recognize the physical examination findings associated with three pathologic abdominal conditions.
3. Perform a physical examination of a patient with abdominal pain to help differentiate the causes of abdominal pain.
4. Describe physical exam findings that can help refine differential diagnosis in patients with abdominal pain.

Applied Cardio/Pulm Physical Exam
1. Demonstrate core and additional elements of the cardiovascular and pulmonary physical exams.
2. Describe where to auscultate common murmurs and maneuvers to help elicit/exaggerate murmurs.
3. Explain how to use physical exam maneuvers to refine differential diagnosis in patients with cardiac and pulmonary conditions.
4. Describe physical exam findings that can help refine differential diagnosis in patients with cardiac and pulmonary conditions.

Applied Musculoskeletal Physical Exam
1. Recognize the clinical presentation of two pathologic musculoskeletal conditions.
2. Recognize the physical exam findings associated with two pathologic musculoskeletal conditions.
3. Demonstrate the complete exam of the knee and shoulder.
4. Use provocative physical examination maneuvers to help differentiate the cause of knee and shoulder pain.
Communication Coaching Small Groups

1. Practice the communication skills for initiating the session and gathering information in a challenging patient encounter.
2. Practice the communication skills for building the relationship and providing structure in a challenging patient encounter.
3. Practice providing and receiving constructive feedback to peers.
4. Practice skills for closing a challenging patient encounters.
5. Practice self-evaluation of communication skills.

Communication Coaching Small Groups 2

1. Practice the basic communication used skills for motivational interviewing and sharing information.
2. Practice the communication skills for building the relationship and providing structure.
3. Practice skills for giving and receiving peer feedback and self-evaluation.
4. Practice the communication skills for closing a medical encounter.
5. Practice using communication skills in challenging circumstances.

Communications Small Groups

1. Practice the communication skills for initiating the session and gathering information.
2. Practice the communication skills for building the relationship and providing structure.
3. Practice self-evaluation of communication skills.
4. Practice providing and receiving constructive feedback to peers.
5. Practice skills for closing a medical encounter.

Core Abdominal Physical Exam and Review

1. Perform the core elements of the abdominal exam.
2. Recognize the surface and internal anatomical correlates with the abdominal exam.
3. Perform review of core physical exam skills taught in prior physical exam sessions.

Core Cardiovascular & Pulmonary Physical Exam

1. Perform the core components of the cardiovascular and pulmonary exam.
2. Recognize the surface and internal anatomical correlates with the cardiovascular and pulmonary exam.

Core Neurologic Exam

1. Perform core elements of the neurologic exam.
2. Describe the corresponding anatomy and neurophysiology associated with normal neurologic physical exam findings.
Digital Review
1. Critically review your standardized patient encounter with a communication coach.
2. Identify your strengths and areas for growth in communicating with patients.
3. Identify gaps in use of communication skills and make plans to practice those skills.

Fall Preceptor Session-3 Required Sessions
1. Practice physical exam skills you have learned (vitals, upper and lower extremity, pulmonary, cardiovascular, abdominal, head & neck).
2. Practice communication skills you have learned (initiating the session, gathering information, providing structure, building relationship).
3. Look for clinical problems representative of the basic science material you are learning.

Focused 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 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.

Focused SOAP Note & Oral Presentation Workshop
1. Demonstrate oral presentation skills.
2. Receive and provide feedback on the oral presentation skills of your peers.
3. Perform a Focused SOAP Note.

General Assessment, Vital Signs & Core Musculoskeletal Physical Exam
1. Recognize and palpate the surface features of the spine, neck, shoulder, elbow, wrist, hand, hip, knee, ankle and foot.
2. Correlate the surface features with the internal anatomical structures.
3. List the components of patient "general assessment and vital signs."
4. Demonstrate proper technique for the use of the stethoscope.
5. Describe the basic components of a blood pressure reading.
6. Demonstrate the ability to obtain a pulse, blood pressure and respirations.

Head and Neck Physical Exam
1. Perform the core elements of the head and neck exam.
2. Recognize the surface and internal anatomical correlates with the head and neck exam.
Introduction to Medical Communication
1. Describe communication skills for initiating a visit, gathering information, building relationships, managing structure and closing visits.
2. Describe the elements of the history of presenting illness.

Introduction to Practicing Communication Skills with Standardized Patients
1. Perform/practice communication skills for initiating a visit, gathering information, building relationships, managing structure and closing visits.
2. Describe the elements of the history of presenting illness.

Introduction to Ultrasound
1. Describe fundamental concepts of ultrasound physics and basic ultrasound terminology.
2. Describe important ultrasound artifacts caused by the interactions between sound waves and tissues.
3. Describe physical characteristics and typical imaging applications for commonly used ultrasound transducers.
4. Describe orientation of the transducer to the patient and to on-screen images.
5. Explain the importance of ultrasound transmission gel.
6. Demonstrate basic controls and instrumentation common to all ultrasound machines.
7. Demonstrate the three most common imaging modes: B-mode, M-mode, and Doppler.
8. Recognize the characteristic appearance of different normal tissue types on ultrasound.

IPE Orientation Day
1. Explain the rationale for interprofessional collaboration to improve health care.
2. Explain the importance of interprofessional education in creating a collaborative workforce.
3. Identify the health professions schools/programs on campus.
4. Identify common and unique characteristics of your IPE team members.
5. Describe components of the Team-Based-Learning (TBL) process.
6. Discover how teams function more effectively than individuals on their own.
7. Recognize the importance of effective communication for team formation and function.

Physical Exam Review Session
1. Review and perform the core physical exam elements for all body areas.
2. Review and practice physical exam using the test format.
Preceptorship Case Presentations: Focused Medical Encounters

1. Practice writing Focused SOAP Notes using a patient from Preceptorship.
2. Practice delivering Oral Presentations using a patient from Preceptorship.
3. Practice selecting Illness Scripts, Diagnostic Schemas, and Analytic Tools to generate a Differential Diagnosis from Preceptorship.
4. Practice the skill of Comparing and Contrasting the Differential Diagnosis in the Assessment of the Oral Presentation and Medical Documentation.
5. Receive and provide feedback on Focused SOAP Notes and Oral Presentations from colleagues.

REQUIRED Art in Medicine: The Dr. Henry Claman "Art of Observation" Session at the Denver Art Museum

1. Describe how closely studying works of art can translate to observational skills useful for both physical examination and communication skills in a clinical encounter.
2. Following careful observation, articulate appropriate details and relevant narrative elements in a work of art to peers as practice for communicating a patient’s reasons for seeking care.
3. Appreciate that understanding context—including recent events, personal relationships, and the emotional state of individuals—in a work of art can be relevant to clinical medicine.
4. Develop the skill of empathy using works of art to improve one’s understanding of the context of a clinical encounter and a patient’s reasons for seeking care.

REQUIRED Communicating in Challenging Circumstances

1. Describe communication skills useful in challenging patient encounters.
2. Describe communication skills that enhance professionalism in emotionally charged patient interactions.

REQUIRED Comparing and Contrasting of Your Differential Diagnosis

2. Understand the importance of the clinical context as well as the needs and expectations of the listener when delivering Oral Presentations.
3. Appreciate that clinical reasoning is primarily assessed through listening to oral presentations during clinical rotations.
4. Understand the importance of oral presentations as an inter-professional communication tool and the need for oral presentations to follow an organized structure.

REQUIRED Cross Cultural Communication

1. Utilize self reflection to gain greater insight into how you project yourself.
2. Recognize interaction of medical and personal cultures in a clinical encounter.
3. Identify effective and ineffective communications in a cross-cultural encounter.
4. Practice using Kleinman questions in a clinical encounter.
5. To describe the impact of personal bias on health
6. To apply Kleinman’s questions in a clinical interview
REQUIRED Electronic Health Record and Documentation

1. Describe why health IT and EHR's are on the rise.
2. Recognize the various technologies you will be using.
3. Describe what medical students are allowed to document in the EHR.
4. Discuss how to maximize your interaction with EHR's and your patients.

REQUIRED Generating Differential Diagnosis—Using Illness Scripts, Diagnostic Schemas & Analytic Tools

1. Understand the clinical reasoning terms: Differential Diagnosis, Illness Script, and Diagnostic Schemas.
2. Understand the use of Illness Scripts, Diagnostic Schemas, and Analytic Tools in the Generation of a Differential Diagnosis.

REQUIRED Goal Setting

1. Understand the importance of goal setting in the learning process.
2. Write a learning goal using the ISMART approach.

REQUIRED Intro to Communication Skills used for Motivational Interviewing and Sharing Information

1. Describe basic communication skills used for motivational interviewing.
2. Describe communication skills for sharing information with patients.

REQUIRED Introduction to Clinical Reasoning and the Comprehensive Medical Encounter

1. Appreciate the purpose and required elements of a comprehensive medical encounter.
2. Appreciate the purpose and structure of a comprehensive (History & Physical) note including elements within the subjective, objective, assessment and plan portions of the note.
3. Appreciate the fundamental skills of the FDC Clinical Reasoning Curriculum through a case demonstration.
4. Appreciate the fundamental Clinical Reasoning Vocabulary (problem representation, key features, illness script, differential diagnosis, diagnostic schema).

REQUIRED IPED Orientation for Medical Students

1. Discuss the challenges and opportunities for the profession of medicine with interprofessional education and collaborative practice.
2. Explore the value of IPED for medical students.
3. Describe the outcomes of the Interprofessional Education and Development (IPED) course.

REQUIRED Medical Economics

1. Describe the different types of health insurance in the United States.
2. Identify key issues impacting US health insurance marketplace.
3. Define key insurance related terminology, including premium, deductible, co-payment, co-insurance, and maximum out-of-pocket expenses.
REQUIRED Orientation to Foundations of Doctoring

1. 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.

REQUIRED Physical Exam in Preceptorship

1. List ways to increase opportunities to practice and receive specific feedback on physical exam skill performance during preceptor sessions.

REQUIRED Preceptor Panel Session

1. Discuss preceptor experience with Phase II students.

REQUIRED Preceptorship Orientation

1. Describe the goals of the preceptor experience: gaining exposure to a professional role model, demonstrating a comfort level with interacting with patients, develop self-directed learning skills, application of basic science knowledge, and practicing clinical skills.

2. Recognize that preceptor experiences will vary and require interactive feedback in order to optimize the experience.

3. Describe how to prevent needlestick injuries in the clinical setting.

4. Describe what to do if you experience a needlestick in the clinical setting.

REQUIRED Preparing to Practice Medical Communication with standardized patients

1. Discuss the rationale for learning medical communication skills.

2. Review communication skills for initiating a visit, gathering information, building relationships, managing structure and closing visits.

3. Describe the use of small groups and standardized patients for learning communication skills.

4. Describe techniques for giving and receiving peer feedback.

5. Describe the process of self-evaluation.

REQUIRED Smorgasbord or Prix Fixe Dining: Picking and Choosing Physical Examination Maneuvers

1. Practice an approach to picking and choosing physical examination maneuvers based on the patient’s presenting complaints and on the complexity of the medical encounter.

2. To identify the needs and expectations of the clinical context of both focused and comprehensive medical encounters when considering what physical examination maneuvers to perform.

3. To select appropriate physical examination maneuvers to perform considering the patient’s presenting complaints and agenda for seeking care as well as the initial differential diagnosis for the patient.

4. To identify additional physical examination maneuvers to perform based on the history and physical examination maneuvers were initially gathered from the patient.

REQUIRED Ultrasound - Orientation

1. Recognize the objectives of the US curriculum.

2. Identify the logistics of and expectations for US sessions.
REQUIRED Your First Comprehensive H&P Note and Summary Statement with AI

1. Create a Comprehensive History and Physical (H&P) Note using artificial intelligence using the SPARK patient interview program.

2. Understand the Clinical Reasoning terms (Key Feature, Semantic Qualifiers and Semantic Transformation)

3. Create a Summary Statement with Essential Elements (Patient Name, Age, and Chief Concern) and Key Features from the history and physical examination.

Spring Preceptor Session-8 Required Sessions

1. Practice communication skills you have learned (initiating the session, gathering information, providing structure, building relationship).

2. Practice physical exam skills you have learned (vitals, upper and lower extremity, pulmonary, cardiovascular, abdominal, head & neck).

3. Look for clinical problems representative of the basic science material you are learning.

4. Practice writing an H&P.

The Dr. Henry Claman "Art of Observation" Small Groups Session at the Denver Art Museum

1. Describe how closely studying works of art can translate to observational skills useful for both physical examination and communication skills in a clinical encounter.

2. Following careful observation, articulate appropriate details and relevant narrative elements in a work of art to peers as practice for communicating a patient’s reasons for seeking care.

3. Appreciate that understanding context—including recent events, personal relationships, and the emotional state of individuals—in a work of art can be relevant to clinical medicine.

4. Develop the skill of empathy using works of art to improve one’s understanding of the context of a clinical encounter and a patient’s reasons for seeking care.

Ultrasound: Cardiovascular Function and Physiology

1. Describe the cardiac and vascular physiologic assessments that can be illustrated using ultrasound.

2. Discuss the different modes of ultrasound imaging, including B-mode (brightness), M-mode (motion) color Doppler, and spectral Doppler.

3. Utilize B-mode ultrasound images of the heart and major vessels to demonstrate relative physiologic principles.

4. Utilize M-mode, color Doppler and spectral Doppler imaging modes to demonstrate cardiovascular physiology.

5. Accurately interpret images from cardiovascular ultrasound exams.

6. Communicate effectively with other medical students and instructors during the ultrasound scanning session.

7. Interact with other students from other programs during the ultrasound scanning session.
Ultrasound: Musculoskeletal

1. Identify proper probe selection and image orientation to image the musculoskeletal system.
2. Identify and demonstrate normal sonographic anatomy and relationships of the:
   Back, Knee, Ankle, Hand, Wrist, Forearm, Elbow, Shoulder
3. Communicate effectively with other medical students and instructors during the ultrasound scanning session.
4. Interact with other students from other programs during the ultrasound scanning session.

Ultrasound: Pleural & Cardiovascular

1. Identify proper probe selection and demonstrate proper image orientation to image the pleural and cardiovascular system.
2. Identify and demonstrate normal sonographic anatomy and relationships of the:
   Ribs; Intercostal muscles; Neurovascular bundle; Diaphragm and thoracic and abdominal organs; Pleural interface and lung sliding; Orientation of the heart in the chest; Heart and the anatomic relationships of the chambers, aortic root, and aortic, mitral, tricuspid, and pulmonic valves.
3. Communicate effectively with other medical students and instructors during the ultrasound scanning session.
4. Interact with other students from other programs during the ultrasound scanning session.

Ultrasound: The Abdomen

1. Identify proper probe selection and demonstrate proper image orientation to image the abdomen
2. Demonstrate normal ultrasound anatomy and anatomic relationships of the abdominal organs including the: Liver, Gallbladder, Right and left kidney, Pancreas, Inferior vena cava, Bladder
3. Communicate effectively with other medical students and instructors during the ultrasound scanning session.
4. Interact with other students from other programs during the ultrasound scanning session.

Ultrasound: The Head & Neck

1. Identify proper probe selection and demonstrate proper image orientation to image the head and neck region
2. Identify and demonstrate normal ultrasound anatomy of the:
   Neck vascular, Neck muscles, Neck nerves, Trachea, Thyroid gland, Eye
3. Communicate effectively with other medical students and instructors during the ultrasound scanning session.
4. Interact with other students from other programs during the ultrasound scanning session.