



THE UNIVERSITY OF  
BUCKINGHAM

MEDICAL SCHOOL

**MB ChB**

## **Unit Summary: Clinical Problem Solving 2**

## 1 *Educational Aims of the Unit*

The unit aims to enable students to make progress towards meeting some of the learning outcomes described in Tomorrow's Doctors (2009) relevant to 'The Doctor as a Scholar and Scientist', 'The Doctor as a Practitioner' and 'The Doctor as a Professional'. The specific aim is to help students bring together their knowledge and skills in preparation for full time clinical study in Phase 2, through a set of extended case studies relating to common clinical conditions.

## 2 *Learning Outcomes From Tomorrow's Doctors (2009)*

### **The doctor as a scholar and a scientist**

8. The graduate will be able to apply to medical practice biomedical scientific principles, method and knowledge relating to: anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology, pharmacology and physiology.

g) Make accurate observations of clinical phenomena and appropriate critical analysis of clinical data.

11. Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.

c) Describe measurement methods relevant to the improvement of clinical effectiveness and care.

f) Evaluate and apply epidemiological data in managing healthcare for the individual and the community.

12. Apply scientific method and approaches to medical research.

a) Critically appraise the results of relevant diagnostic, prognostic and treatment trials and other qualitative and quantitative studies as reported in the medical and scientific literature.

b) Formulate simple relevant research questions in biomedical science, psychosocial science or population science, and design appropriate studies or experiments to address the questions.

c) Apply findings from the literature to answer questions raised by specific clinical problems.

d) Understand the ethical and governance issues involved in medical research.

### **The doctor as a practitioner**

13. The graduate will be able to carry out a consultation with a patient:

a) Take and record a patient's medical history, including family and social history, talking to relatives or other carers where appropriate.

b) Elicit patients' questions, their understanding of their condition and treatment options, and their views, concerns, values and preferences.

c) Perform a full physical examination.

15. Communicate effectively with patients and colleagues in a medical context.

a) Communicate clearly, sensitively and effectively with patients, their relatives or other carers, and colleagues from the medical and other professions, by listening, sharing and responding.

18. Carry out practical procedures safely and effectively.

- a) Be able to perform a range of diagnostic procedures, as listed in Appendix 1 and measure and record the findings.

### **The doctor as a professional**

20. The graduate will be able to behave according to ethical and legal principles. The graduate will be able to:

- a) Know about and keep to the GMC's ethical guidance and standards including Good Medical Practice, the 'Duties of a doctor registered with the GMC' and supplementary ethical guidance which describe what is expected of all doctors registered with the GMC.
- b) Demonstrate awareness of the clinical responsibilities and role of the doctor, making the care of the patient the first concern. Recognise the principles of patient-centred care, including self-care, and deal with patients' healthcare needs in consultation with them and, where appropriate, their relatives or carers.
- c) Be polite, considerate, trustworthy and honest, act with integrity, maintain confidentiality, respect patients' dignity and privacy, and understand the importance of appropriate consent.
- d) Respect all patients, colleagues and others regardless of their age, colour, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, or social or economic status. Graduates will respect patients' right to hold religious or other beliefs, and take these into account when relevant to treatment options.
- e) Recognise the rights and the equal value of all people and how opportunities for some people may be restricted by others' perceptions.
- f) Understand and accept the legal, moral and ethical responsibilities involved in protecting and promoting the health of individual patients, their dependants and the public – including vulnerable groups such as children, older people, people with learning disabilities and people with mental illnesses.
- g) Demonstrate knowledge of laws, and systems of professional regulation through the GMC and others, relevant to medical practice, including the ability to complete relevant certificates and legal documents and liaise with the coroner or procurator fiscal where appropriate.

21. Reflect, learn and teach others.

- a) Acquire, assess, apply and integrate new knowledge, learn to adapt to changing circumstances and ensure that patients receive the highest level of professional care.
- b) Establish the foundations for lifelong learning and continuing professional development, including a professional development portfolio containing reflections, achievements and learning needs
- c) Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately – for example, by critically appraising the prescribing of others.
- d) Manage time and prioritise tasks, and work autonomously when necessary and appropriate.
- e) Recognise own personal and professional limits and seek help from colleagues and supervisors when necessary.

- f) Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues, giving effective feedback, and taking advantage of opportunities to develop these skills.
22. Learn and work effectively within a multi-professional team.
- a) Understand and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-professional team.
  - b) Understand the contribution that effective interdisciplinary team working makes to the delivery of safe and high-quality care.
  - c) Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach
  - d) Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.
23. Protect patients and improve care.
- e) Understand and have experience of the principles and methods of improvement, including audit, adverse incident reporting and quality improvement, and how to use the results of audit to improve practice.
  - f) Respond constructively to the outcomes of appraisals, performance reviews and assessments.

### *3 Teaching and Learning Strategies*

### *4 Unit Outline/Syllabus*

### *5 Secondary Learning Outcomes*

### *6 Key Texts and/or Other Learning Materials*

*Document Version Information*

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