



THE UNIVERSITY OF  
BUCKINGHAM

MEDICAL SCHOOL

**MB ChB**

# **Unit Summary: Clinical Skills Foundation Course**

## 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 aims are to enable students to carry out a patient-centred consultation and interpret the findings to generate appropriate working diagnoses and to enable students to take and record a history from a patient, perform a physical examination of the main systems of the body and understand the importance of the patient perspective in diagnosing and managing patient problems.

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

### **Outcomes 1: 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.

### **Outcomes 2: 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.

**Outcomes3: 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*

Principles will be introduced in formal lectures, and learning will be reinforced in practical classes and facilitator led small-group work immediately afterwards. Student will work in the same teams throughout Phase I to encourage team-working.

Some concepts will be discussed in more detail in tutorials, and Moodle- based tests and coursework will allow for formative assessment. Students will be provided with workbooks describing structured tasks to direct independent learning throughout the unit, and on-going use of an e-portfolio will nurture and encourage reflective practice.

### *4 Unit Outline/Syllabus*

#### **TERM 1**

##### **Session 1: Introduction to CSFC and Communication 1**

Pre-work: How do we introduce ourselves?

Lecture: Introduction to CSFC and communication skills course.

Group work 1: Tutor Facilitated using professional actors to consider and receive feedback on how the student introduce themselves and considering the impact on patients and their professional persona

Group work 2: Students critique a selected video against set criteria looking generally at communication skills and specifically at greeting.

Self directed: completed reflective sheet

**Session 2: Communication 2**

Lecture: What is Rapport and importance of open and close questions

Group Work: Tutor facilitated groups consider outcome of group 2 work from previous week.

Consider and practice using open and closed questions, verbal and non-verbal communication and exploring ICE (Ideas concerns and expectations)

Self Directed: Complete a reflective log entry

**Session 3: Equality and Diversity**

Pre work: complete pre work quiz

Lecture: Bucks University and GMC Policies Develop cultural knowledge and acceptance.

Group Work: Tutor facilitated groups discussing scenarios in small groups

Self Directed: Complete a reflective log entry

**Session 4: Confidentiality and professionalism**

Lecture: Based on GMC 'Tomorrows Doctors' and boundaries regarding confidentiality

Group Work: Tutor Facilitated session based on scenarios to increase awareness of wide-ranging nature of profession issues and professionalism.

Self Directed: Complete a reflective log entry

**Session 5: Communication 3**

Pre work: Complete online self assessment of personality type and complete worksheet

Lecture: Group work and personality typing as a means to improve feedback and other group working skills

Group Work: Tutor Facilitated session to explore different 'types' and impact on the group and practice skills in giving and receiving feedback

Self Directed: Complete a reflective log entry

**Session 6: Communication 4**

Pre work: complete pre work sheet

Lecture: Clarification questions (SQUITARS) ICE

Group Work 1: Role play with simulated patients practicing SQUITARS

Group Work 2: Self directed small groups of 3 students practice different roles, reviewing rapport building ICE and their feedback skills

Self Directed: Complete a reflective log entry

**Session 7: Communication 5**

Pre work: complete pre work reading and sheet

Lecture: Compliance, narrative, health beliefs, other professionals. Information giving

Group Work 1: Role play with simulated patients practicing ICE, Health beliefs and information giving

Group Work 2: Self directed small groups of 3 students practice different roles and their feedback skills

Self Directed: Complete a reflective log entry

**Session 8: Communication 6**

Pre work: read handout based on an acute clinical condition to practice with simulator

Lecture: Integrating skills learnt so far and apply to history taking. Focus on first part of consultation

Communication skills approach and structure, not concerned about diagnoses.

Group Work 1: Role play with simulated patients using narrative provided by pre reading

Group Work 2: Self directed small groups of 3 students practice different roles using several scenarios and their feedback skills

Self Directed: Complete a reflective log entry

### **Session 9: Communication 7**

Pre work: read handout and complete pre work sheet based on a long term clinical condition to practice with simulator

Lecture: Integrating skills learnt so far and apply to history taking with the focus on Long Term Conditions.

Group Work 1: Role play with simulated patients practicing consultation skills using the scenario provided in pre work

Group Work 2: Self directed small groups of 3 students practice different roles and their feedback skills using long term clinical scenarios

Self Directed: Complete a reflective log entry

### **Session 10: Clinical skills**

Pre work: Read pre work material in workbook and complete pre work sheet

Practical: Skills lab measuring vital signs

### **Session 11: Information skills**

Lecture: Literature search

Group Work: Conduct a Medline search

Lecture: Plagiarism

Group Work: Discussion

### **Session 12: Professionalism - critical reflection and PPDP**

Lecture: Nature and scope of reflection and how it fits with professionalism and developing a personal and professional development plan

Group Work: Small self directed groups using exercises and scenarios

Self Directed: Complete a reflective log entry

## **TERM 2**

### **Session 1: Introduction to Clinical Practice**

Lecture: Introduction to Clinical Practice Component (CPC). Using CPC portfolio and clinical skills assessment

Group Work: discussion and small self directed groups

Self Directed: Complete a reflective log entry and questions

### **Session 2: History and Examination**

Lecture: Performing a History and Examination in a hospital setting

Group work: discussion and small group exercises

Self Directed: Complete a reflective log entry and questions

### **Session 3: Clinical Safety**

Lectures: Fire Safety, Incident Reporting, Manual Handling, Infection

Practical: Manual Handling

Self Directed: Complete a reflective log entry

#### **Session 4: Inter-professional Education**

Lecture: Introduction to Inter-professional education and the role of the multidisciplinary team

Group Work: Small self directed groups using exercises and scenarios

Self Directed: Complete a reflective log entry and questions

#### **Session 5: clinical skills 2**

Pre-work: Read Vital signs sheet and review learning from clinical skills 1

Practical: Skills lab measuring vital signs including venepuncture

Self Directed: Complete a reflective log entry

#### **Session 6: Taking a History and Examination**

Lecture: A consultation and examination in general practice- LTC.

Group Work: discussion and small group exercises

Self Directed: Complete a reflective log entry and questions

#### **Session 7: Musculoskeletal System 1 (Uni)**

Pre-work: Complete questionnaire in workbook

Lecture: History and Examination overview Lower Limb and lower spine

Group work: Practice on Models/ manikins; Case Studies

#### **Session 8: Musculoskeletal System 1 (GP)**

Pre-work: Review workbook and CPC

Group work: in small groups take History and examine 2 patients one with OA and one with RA lower limb

Post work: Reflective entry

#### **Session 9: Musculoskeletal System 1 (Trust)**

Pre-work: Complete questionnaire in workbook and read CPC

Group work: in small groups take History and examine 2 patients one with OA and one with RA lower limb

Post work: Reflective entry

#### **Session 10: Musculoskeletal System 2 (Uni)**

Pre-work: Complete questionnaire in workbook and read CPC

Lecture: History and Examination overview Upper limb, Head and Neck

Group work: Practice on Models/ manikins; Case Studies

#### **Session 11: Musculoskeletal System 2 (GP)**

Pre-work: Review workbook and read CPC

Practical: in small groups take History and examine 2 patients one with OA and one with RA upper limb

Post work: Reflective entry

#### **Session 12: Musculoskeletal System 2 (Trust)**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with OA and one with RA upper limb

Post work: Reflective entry

### **TERM 3**

#### **Session 1: Cardiovascular 1 (Uni)**

Pre-work: Review workbook and read CPC

Lecture: History and Examination of the Heart

Group work: Case studies

Self Directed: Reflective entry

#### **Session 2: Cardiovascular 1 (GP)**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with IHD and one with AF

Self Directed: Reflective entry

#### **Session 3: Cardiovascular 1 (Trust)**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with IHD and one with AF

Self Directed: Reflective entry

#### **Session 4: Cardiovascular 2 (Uni)**

Pre-work: Review workbook and read CPC

Lecture: History and Examination of the Peripheral Vascular system Arterial and Venous

Group work: Case studies

Self Directed: Reflective entry

#### **Session 5: Cardiovascular 2 (GP)**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one Peripheral Vascular Disease and one with a venous leg ulcer

Self Directed: Reflective entry

#### **Session 6: Cardiovascular 2 (Trust)**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with Peripheral Vascular Disease and one with a venous leg ulcer

Self Directed: Reflective entry

#### **Session 7: Respiratory**

Pre-work: Review workbook and read CPC

Lecture: History and Examination of the Respiratory System

Group work: Case studies

Self Directed: Reflective entry

#### **Session 8: Respiratory**



Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with Asthma and one with COPD

Self Directed: Reflective entry

### **Session 9: Respiratory**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with Asthma and one with COPD

Self Directed: Reflective entry

### **Session 10: Urinary**

Pre-work: Review workbook and read CPC

Lecture: History and Examination of the Urological System

Group work: Case studies and prostatic examination (model)

Self Directed: Reflective entry

### **Session 11: Urinary**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with recurrent UTI and one with LUTS (prostatism)

Self Directed: Reflective entry

### **Session 12: Urinary**

Pre-work: Complete questionnaire in workbook and read CPC

Practical: in small groups take History and examine 2 patients one with recurrent UTI and one with LUTS (prostatism)

Self Directed: Reflective entry

## **TERM 4**

### **Session 1: Gastrointestinal 1 (Uni)**

Pre-work: Review workbook

Lecture: History and Examination of the Gastrointestinal system

Group work: Case studies

Self Directed: Reflective entry

### **Session 2: Gastrointestinal 1 (GP)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one IBS and one with Ulcerative Colitis

Self Directed: Reflective entry

### **Session 3: Gastrointestinal 1 (Trust)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with IBS and one with Ulcerative Colitis

Self Directed: Reflective entry

### **Session 4: Gastrointestinal 2 (Uni)**

Pre-work: Review workbook

Lecture: History and Examination of the Gastrointestinal System

Group work: Case studies

Self Directed: Reflective entry

### **Session 5: Gastrointestinal 2 (GP)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with GORD and another with gallstones

Self Directed: Reflective entry

### **Session 6: Gastrointestinal 2 (Trust)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with GORD and another with gallstones

Self Directed: Reflective entry

### **Session 7: Reproductive**

Pre-work: Review workbook

Lecture: History and Examination of the Reproductive System

Group work: Case studies

Self Directed: Reflective entry

### **Session 8: Reproductive**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients who are both at different stages of pregnancy

Self Directed: Reflective entry

### **Session 9: Reproductive**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients who are both at different stages of pregnancy

Self Directed: Reflective entry

### **Session 10: Medical Ethics**

Lecture: Introduction to Medical Ethics

Group work: Case studies

### **Session 11: Medical Ethics**

Lecture: Medical Ethics

Group work: Case studies

### **Session 12: Medical Ethics**

Lecture: Medical Ethics

Group work: Case studies

**TERM 5**

**Session 1: Head and Neck (Uni)**

Pre-work: Review workbook

Lecture: History and Examination of the cranial nerves and special senses

Group work: Case studies

Self Directed: Reflective entry

**Session 2: Head and Neck (GP)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with Thyroid disorder and one with Glaucoma

Self Directed: Reflective entry

**Session 3: Head and Neck (Trust)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with Thyroid disorder and one with Glaucoma

Self Directed: Reflective entry

**Session 4: Prescribing (Uni)**

Pre-work: Review workbook

Lecture: Basics of Prescribing

Group work: Case studies

**Session 5: Prescribing (Uni)**

Pre-work: Review workbook

Lecture: Basics of Prescribing

Group work: Case studies

**Session 6: Prescribing (Uni)**

Pre-work: Review workbook

Lecture: Basics of Prescribing

Group work: Case studies

**Session 7: Nervous System 1 (Uni)**

Pre-work: Review workbook

Lecture: History and Examination of the Central Nervous System

Group work: Case studies

Self Directed: Reflective entry

**Session 8: Nervous System 1 (GP)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with CVA and one with MS

Self Directed: Reflective entry

**Session 9: Nervous System 1 (Trust)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with CVA and one with MS

Self Directed: Reflective entry

### **Session 10: Nervous System 2 (Uni)**

Pre-work: Review workbook

Lecture: History and Examination of the Peripheral Nervous System

Group work: Case studies

Self Directed: Reflective entry

### **Session 11: Nervous System 2 (GP)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with Carpel Tunnel Syndrome and one with Diabetic Neuropathy

Self Directed: Reflective entry

### **Session 12: Nervous System 2 (Trust)**

Pre-work: Complete questionnaire in workbook

Practical: in small groups take History and examine 2 patients one with Carpel Tunnel Syndrome and one with Diabetic Neuropathy

Self Directed: Reflective entry

## **5 Secondary Learning Outcomes**

In addition to meeting the outcomes described in Tomorrow's Doctors, at the completion of the unit students will be able to:

- Explain the importance of effective communication skills and the need for a patient-centred approach in the diagnosis and management of patient's problems.
- Describe how the use of effective communication skills can enhance the doctor-patient relationship and improve patient care.
- Apply their understanding of normal anatomy, physiological and psychological functioning to the symptoms experienced by patients and signs found by examination.
- Describe the integral role of information retrieval skills in the study and practice of medicine.
- Describe the ethical principles and values that underpin good medical practice.
- Use a patient-centred approach to explore common symptoms and elicit key information about a patient's medical, family and psychosocial histories.
- Recognise and respond appropriately to a patient's emotions.
- Give information to a patient about an illness or disease process appropriate to their level of understanding.
- Make an assessment of a patient's mental state.
- Perform a general examination of a patient, including general demeanour, the skin and superficial tissues.
- Demonstrate the communication skills needed to prepare a person for and to facilitate the performance of a clinical examination.
- Demonstrate a competent physical examination of each of the body systems and detect common clinical signs.

- Correctly interpret and apply information obtained from the patient history and examination to generate appropriate working diagnoses.
- Demonstrate an awareness of safe practice in the clinical environment, for example, hand hygiene and moving and handling issues.
- Demonstrate an awareness of the ethical and legal concepts of competency, informed consent, autonomy and confidentiality as applied to a healthcare context.
- Demonstrate appropriate professional behaviour in a clinical setting.
- Demonstrate an unconditional positive regard for patients and their carers, and for colleagues.
- Demonstrate a willingness to work with and learn from patients with diverse backgrounds and personal lifestyles.
- Demonstrate a desire to support peers in learning and personal development.
- Demonstrate oral communication skills (verbal presentations, appropriate use of language and form, presentation aids).
- Demonstrate written communications skills (use of a variety of work formats, appropriate language, effective communication of ideas and thoughts, critical self-review).
- Demonstrate effective IT skills (file creation, storage and management, use of e-resources, word processing, spread sheets and graphs).
- Demonstrate basic numeracy (use of numbers to support an argument, graphical display of data, draw conclusions from data, probability and sampling, simple descriptive statistics).
- Demonstrate team-working skills (autonomous group work, work with others strengths and weaknesses, sensitively deal with conflict, evaluate peer and self contribution).
- Demonstrate problem solving (identify essential elements, use of prior knowledge, evaluate strategies, design a plan, determine information required for research, implement a solution, evaluate a solution).
- Demonstrate information handling (recognition of need, distinguish ways to fill the information gap, locate and access information, compare and evaluate information, organise, apply and communicate information, synthesise and build upon information).

## 6 Key Texts and/or Other Learning Materials

- *Macleod's Clinical Examination*; 12th Edition, Graham Douglas, Fiona Nichol, Colin Robertson; Publisher: Churchill Livingstone. £40.00
- *Clinical Skills*. Niall Cox, T A Roper; Publisher: Oxford University Press. £30.00

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