Clinical Skills
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Description
Clinical Skills is a longitudinal module throughout the first two years of medical school that will cover basic and advanced history taking skills, basic and advanced physical exam skills, application of diagnostic tests learned in the teaching commons, and professionalism as a physician. Lessons will be taught by general internists and subspecialists, standardized patient encounters, differential diagnosis sessions, and community-based physician mentoring. The majority of activities will take place at the HEB Clinical Skills Center.

Module Goals
Goals of the Clinical Skills course are to provide medical students with an opportunity to:
• Learn and practice history–taking and physical exam skills.
• Apply concepts learned elsewhere in the new curriculum to generate differential diagnoses based on the patient’s chief complaint.
• Learn to use laboratory studies and other ancillary data to help support differential diagnoses.
• Develop the interpersonal skills and professionalism required to become successful physicians.

Major Competencies
1.3 Demonstrate respect for human dignity.
1.4 Provide compassionate patient care.
2.1 Demonstrate knowledge of normal structure and function of the human body.
2.3 Demonstrate knowledge of the clinical manifestations of common conditions and disorders.
3.1 Obtain an accurate and complete medical history.
3.2 Perform all components of a complete physical examination.
3.6 Demonstrate skills in clinical reasoning.

Components of the Clinical Skills Module

Fall Semester of First Year
Cover concepts associated with the medical interview and normal physical exams.
• Interviewing skills-Online exercises, small groups, and standardized patient exercises
• Peer review of standardized patient interactions, student history taking, and oral presentations
• Physical exam labs-Students taught and given opportunities to practice comprehensive normal physical exams, supplemented by online activities
• End of Semester OSCE Exam.

Spring Semester Yr 1- System Specific Modules
Introduce abnormal physical exam findings as well as integrates concepts taught in Teaching Commons:
• Advanced Physical Exam Labs – System-specific labs using actual patients with abnormal physical exam findings to broaden the student’s physical exam skills.
• Cases Labs – Standardized patient encounters with system-specific chief complaints, interpretation of diagnostic labs and imaging, small group debriefings with discussion of differential diagnoses, all supplemented by online activities.
• Trans-module cases – Standardized patient activities in which students are asked to produce differential diagnoses based on concepts and skills that were taught in two or more previous modules.
• End of Course OSCE Exam.

Community Based Activities
Longitudinal portion of the course that pairs students with community-based physicians for the entire first two years. Activities will include:
• Half days spent with preceptors in clinics seeing patients.
• Progression from shadowing to interviewing and examining patients under the supervision of the preceptor.
• Self reflective journaling.
• Topic-based discussions with preceptors.

Integration
• Course designed so that concepts covered in teaching commons during the systems modules will align with topics covered in the afternoon clinical skills labs.
• Example- In the first semester of year one, anatomy lab dissections will correspond to a physical exam session being taught that week in the clinical skills lab.

Schedule
• Clinical Skills activities will occur weekly, with portions of the class coming on assigned afternoons.
• Most Differential Diagnosis Labs and Advanced Physical Exam Labs will run 4-5 afternoons with students being assigned to one of those afternoons.