

Introduction to 341 Med

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Objectives

- Introduction
- Aim
- Structure
- Evaluation
- Attendance
- Recommended references

Introduction

- 341 MED is a longitudinal 10-hour credit course.
- Along with the 351-surgery course they both are probably the most important 2 clinical courses in medical school.
- A very busy and tight schedule of other courses has prevented students from concentrating on our course.
- The increasing number of students is the most important and difficult factor affecting the quality of teaching delivered by our department.

Aim

The aim of this course is to teach students the art of clinical evaluation and management.

This includes developing the skills to be able to:

- 1) Take a detailed targeted history.
- 2) Perform a complete clinical examination.
- 3) Generate a differential diagnosis of the active problem.
- 4) Choose the appropriate type of investigation to identify the right diagnosis and its severity.
- 5) Form a management plan for every identified problem.

Structure

- The course consists of a theoretical and clinical part.
- Each week 1-3 lectures and 2 clinical sessions are delivered by the department over 32 weeks (excluding holidays and exam weeks).

Structure

- The theoretical part includes 67 lectures distributed on all subspecialties.
- The clinical teaching consists mainly of basic history taking, basic technique of different system examinations and definition and identification of physical findings.
- 21 Bed side teaching sessions
- 13 Case based learning sessions

Theoretical part

- Total of 67 lectures
- It will be face to face
- Lectures will be given at the scheduled time.
- It is only a guide for reading and understanding the topic
- Objectives of each lecture will be provided.

Clinical part

Divided into:

- Bedside teaching (BST)
- Case based learning (CBL)

Clinical part

BST:

- We have 21 sessions though out the year
- 2 sessions /week
- Female students are divided into 10 subgroups
- Each subgroup has 10-12 student

Clinical part

BST:

- Duration of the session is 2-3 hours
- Students will be required to prepare 1-2 cases to be presented prior to the arrival of the tutor.
- Incomplete history and numerous mistakes are always better than not preparing anything.

Clinical part

BST:

- BST will be carried out using a simulated patient (SP) or a real patient based on the week.
- Students assigned to BST should take full detailed history and then discuss the case with their tutor.

Clinical part:

CBL:

- Mind storming activity, that depends solely on the amount of preparation before the session.
- Cases have been chosen and prepared accurately to deliver specific teaching points.
- 13 cases in total covering different systems.
- It will be conducted virtually.

Evaluation

No.	Examination	Proportion of Final Assessment
1	Midterm written examination	30%
2	Long case examination (OSLER)	20%
3	Final written examination	30%
5	Final OSCE	20%

MCQ's

- Brand new group of well structured MCQ's following the blueprint of the department of medical education.
- All questions will be best answer of 4 options.
- Questions are not confined to the lectures presented.
- A list of diseases and topics that are included in the exam are in the student guide.

Long case examination (OSLER)

- This assessment test is characterized by incorporating the knowledge and skills acquired during the lectures and clinical session.
- It is a 30 minutes exam during which the student will take a detailed history from an SP in the presence of the examiner and perform clinical examination and then discuss the case to reach a differential diagnosis.

Student's Name:

Student's ID Number:

Day/Date: (DD/MM/YY)

Time started: _____

Ward No: _____

Room No: _____ Bed No. _____



General Assessment		Points	Assessment
1	Maintain appropriate and professional behavior to patient, staff and examiner through the test	5	
History Taking			
2	Chief complain and duration	5	
3	History of Present illness (HPI): <ul style="list-style-type: none">• Details of current illness (time of onset and duration, mode of onset, site and radiation, character, severity)• Aggravating and relieving factors, associated symptoms• Details of previous similar episodes, details of systems that involved	5	
		5	
		5	
4	Past medical history (Chronic diseases, blood transfusions, past illnesses)	5	
5	Past surgical history	5	
6	Family history	2	
7	Social history (Smoking, ethanol use, traveling, marital status)	3	
8	Allergy history	2	
9	Medication History	3	
10	Systemic review	5	
Physical Examination			
1	General Examination: <ul style="list-style-type: none">• General Appearance and state of health (looks ill or distressed or stable)• Vital signs• Comment about clubbing, jaundice, pale, cyanosis, lower limb edema	3	
		4	
		3	
2	Focused Examination of system involved	10	
3	Remaining of Systemic examination	5	
Discussion			
1	Summary of the case	5	
2	Differential diagnosis / Provisional diagnosis	10	
3	Diagnostic studies	5	
4	Initial management plan	5	
Total score		100	
Final Result: In words: In Number:			

OSCE

- **Focused** history taking and clinical evaluation are tested
- Simulators and mannequins will be used in the exam.
- History and examination stations
- The duration of each station is 7 minutes
- There will be no negative marking.

Attendance

- During the course you can communicate with the secretary course Mr. Ronaldo Eulin (extension 66498) (email: med.course341@gmail.com) in case of any problems.
- **Electronic**
- Students should register to zoom with their surname and ID numbers in order to be identified.
- In case of manual attendance (BST), it should be submitted to Mr. Ronaldo by the group leaders directly after the lecture or session.
- If a tutor doesn't show up in the first 10 minutes report to Mr. Ronaldo immediately.
- Lecture rescheduling should always be through the secretary.

Recommended References

- Theory:

- Davidson's Principles and Practice of Medicine
- Kumar and Clark's Clinical Medicine

- Bed side teaching:

- **Nicholas Talley and Simon O'Connor. Clinical Examination**
- Macleod's Clinical Examination
- Bates' Guide to Physical Examination and History-Taking



Thank you