

## **MD4003 CLINICAL REASONING**

In addition to revisiting basic clinical skills, the main objectives for this module are:

- to encourage a cognitive approach to clinical problems
- to integrate skills and knowledge
- to prepare students for their transfer to the clinical environment

### **MODULE OVERVIEW**

This module is not a teaching module but focusses instead on the application of knowledge already gained in previous semesters. It is very practical and predominantly delivered in small group format, both virtually and face to face, running in parallel with the student selected module MD4002 in the second semester. Over the semester the total student contact hours are approximately 30; delivered in 5 cycles. Each student has a half-day session a week, with each cycle running over 2 weeks. The intended exception to this is week 6, a revision / reinforcement week, allowing for catch up opportunities and accounting for weekend ILS training (a Saturday half day per student). Sessions include focus on integrated clinical scenarios, interprofessional education, revision opportunities, skills practicals and workshops. Students will be required to role play as simulated patients, and will receive training to facilitate this, encouraging students to consider situations from a patient's perspective.

### **DESCRIPTION OF CYCLES**

*Note due to the Covid-19 pandemic and the face to face nature of elements within this cycle, this plan is provisional and subject to change / adaptation.*

#### **Cycle 1**

An introduction to role play, communication, and preparation. Individual elements of role play training, communication skills exercise, case-based discussion, ECG interpretation, fluid balance and clinical integration.

#### **Cycle 2**

Gastrointestinal and abdomen cycle, incorporating case-based discussion, case write up, clinical probability and cross-sectional anatomy. Within this cycle will also be opportunities for practical prescribing training.

#### **Cycle 3**

Immediate life support (ILS) and interprofessional education (IPE) cycle. ILS will be delivered by external providers on Saturday's, with a Saturday half day training per student (see below). IPE will fall in the normal weekday timetable and will be a live virtual event, incorporating students of other health care profession disciplines, for example nursing students. There are opportunities within this cycle for students who have missed content to attend revision sessions.

## **Cycle 4**

This is the breast cycle, allowing students the opportunities to practice taking breast histories, examine prosthetic breast models and to speak with patients with a history of breast cancer. Students also receive a training session on discussing bad news.

## **Cycle 5**

The trauma and consolidation cycle provide focus on a trauma case, data interpretation and eFAST (extended focused assessment with sonography for trauma) training. Students consolidate through a “difficult case”, case-based discussion.

## **Immediate Life Support course**

This course reinforces and builds on the previously taught life support skills. ILS was previously only available to 30 students but has now been extended so that we can teach these vital skills to the whole 4003 cohort, academic year 2020/21. This is an externally provided course, that the School is funding for students benefit, and as such will occur on a Saturday half day. ILS courses are very competitive to source and attend so we are delighted this opportunity can be made and will be an asset in your training now and your future CVs. Pre sessional work will be set and will be essential to get the most out of this course,

## **Examination**

Examination of the module is anticipated to be by an 18-station exam in the May diet, with a mixture of data interpretation and clinical reasoning stations, alongside practical OSCE stations. Due to the Covid-19 pandemic this is subject to adaptation and change and may have online and face to face components.