



**Lecture:**

**'Communicating with interpreters'- Lecture**

**(Communications -Dr Panayiota Andreou).**

3. Explain the issues involved in using an interpreter during consultation.

**Week 2**

**No communication and clinical skills sessions this week.**

**Lectures:**

**'Communicating with children within a health care environment'**

**(Communications -Dr Panayiota Andreou)**

4. Identify and discuss the challenges when interviewing children.

**'Anxiety Disorders'**

**(Psychology -Dr Stelios Georgiades)**

5. Describe anxiety disorders.
6. Describe the diagnosis of anxiety disorders.
7. Describe the prevalence and aetiology of anxiety disorders.
8. Describe the treatment approaches of anxiety disorders.

**Week 3**

**Communication skills:**

9. Describe the challenges when interviewing children.
10. Identify and practise C/C skills when interviewing children during medical consultations.

**Clinical skills:**

11. Demonstrate competent handling of an otoscope and otoscopy technique.
12. Describe the anatomy of the outer and middle ear, identifying structures that can be seen using the otoscope.
13. Perform whispered voice and tuning fork hearing tests on a colleague.

**Specific Workshop on Hearing Impairment (Dr Edward Hadjihannas)**

14. Understand the different patterns of hearing impairment.
15. Outline the possible social impact of hearing impairment.
16. Take history from a patient with hearing difficulties.
17. Manage a patient with hearing impairment.

**Lectures:**

**'Infancy and childhood: Normal physical changes and developmental stages'**

**(Paediatrics-Dr Leda Theophilou)**

18. Describe the endocrine control of growth.
19. Describe the principles of plotting measurements on growth charts (weight, height, head circumference).
20. Explain variations in linear growth, including constitutional delay.
21. Explain the findings of normal physical examination in children.
22. Outline principles of nutrition in infancy and childhood.
23. Discuss the investigation and management of a child who is growth faltering.
24. Define primary and secondary enuresis.
25. Describe the investigation of a child with enuresis.
26. Outline the management of enuresis.
27. Describe common sleep disorders in children.
28. List the normal primitive reflexes and when they should disappear.
29. List the developmental milestones by age.
30. Define developmental delay.
31. Outline different patterns of developmental delay and how they can be investigated.
32. Describe how developmental delay can be managed by key members of the Multidisciplinary Team (MDT).

**'Adolescence Developmental Stages'**

**(Psychology -Dr Stelios Georgiades)**

33. Outline the main changes occurring in adolescence in cognitive, moral and social development.
34. Describe the role of peers in the development of identity.
35. Describe problems associated with adolescence.

**Week 4**

**Communication skills:**

36. Describe the challenges when interviewing adolescents.
37. Identify and practise C/C skills when interviewing adolescents during medical consultations.

**Clinical skills:**

38. Perform ophthalmoscopy/fundoscopy on a model and on colleagues in a safe and competent manner.
39. Know how to describe normal fundus of the eye in a systematic way.
40. Revise cranial nerves 2,3,4,6.

**Lectures:**

**'Infancy and childhood: Lifestyle and routine preventive health care'**  
**(Paediatrics-Dr Leda Theophilou)**

41. Discuss how children are screened for hypothyroidism and other congenital/metabolic diseases.
42. Outline the clinical effects, screening and treatment of phenylketonuria (PKU).
43. Outline the newborn screening programme for hearing.
44. Describe the common routine childhood immunisation schedules.
45. List vaccinations that need to be given to risk groups.
46. Describe the public health importance of immunisation, including the global context.
47. Identify the true and false contraindications to immunisation.
48. Describe attitudes that encompass promotion of healthy lifestyles for children and families.
49. Define childhood obesity, and outline the incidence and public health measures of dealing with this condition.
50. Recognise the importance of educating the public about environmental factors that can adversely affect children and developing community programs to promote the health of children.
51. Demonstrate an awareness of the unique vulnerabilities of infants and children.
52. List the risk factors for Sudden Infant Death Syndrome (SIDS).

**'Sexual abuse against children: The legal parameters for medical personnel'**

**(Law - Dr Antonis Stylianou)**

53. Demonstrate knowledge of key definitional issues in relation to sexual abuse against children as provided for in the relevant law.
54. Demonstrate knowledge of the issues covered in the Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse (also known as the Lanzarote Convention).
55. Describe the implementation of the relevant law and the Lanzarote Convention.
56. Explain the implications of the relevant law and the Lanzarote Convention on the practice of medical personnel.

57. Develop a working knowledge of the practice of medical personnel in cases of sexual abuse against children as provided for by the law and the Lanzarote Convention.
58. Outline the strategies in combating child sexual abuse and the role of medical personnel.
59. Be aware of the statistics relating to child sexual abuse.

**'Child Abuse'**

**(Psychology-Ms Maria Perdikogianni)**

60. Define child abuse and neglect.
61. List and describe the different types of abuse in children.
62. Describe the physical, psychological/emotional and cognitive symptoms of abuse in children
63. Outline the stages of management of child abuse cases by physicians in the UK.
64. Discuss when medical confidentiality can be breached.

**Workshop on Dyspepsia (Dr Nicos Michael)**

**Clinical placement (PTS Dyspepsia)**

**Workshop and placement:**

65. Define dyspepsia and its likely causes.
66. Understand the differences between organic and functional dyspepsia.
67. Define the treatment of functional dyspepsia.
68. Describe the treatment of *Helicobacter pylori*.
69. Take a focused history from a patient with dyspepsia.
70. Perform a focused abdominal examination on a patient.
71. Outline the different investigations to diagnose and differentiate between functional and organic dyspepsia.
72. Discuss the management of a patient with dyspepsia.
73. Outline the red flags for referral to secondary care.

**Week 5**

**Communication skills:**

74. Describe the challenges when interviewing adolescents.
75. Identify & practice C/C skills of information giving when interviewing adolescents during medical consultations.

**Clinical skills:**

76. Become familiar with the processes of suturing and perform suturing on a mannequin.
77. Revise the principles of sterility and aseptic technique.

**Lectures:**

**'Adolescence: Normal physical changes'**

(**Paediatrics - Dr Nicos Skordis**)

78. Describe the endocrine control of growth.
79. Describe the hormonal and physical changes which occur during puberty in boys and girls.
80. Define delayed and precocious puberty and list most common causes.

**'Adolescence: Lifestyle and routine preventive health care'**

(**Paediatrics – Dr Irene Cotter**)

81. Define and describe the characteristics of normal adolescence as a life phase.
82. Outline the major causes of mortality and morbidity in the adolescent age group.
83. Describe why health is so important during adolescence.
84. Describe the aims barriers and challenges in routine preventive health in adolescence.
85. Describe the guidelines for nutrition and physical activity in adolescence.
86. Describe the guidelines for reduction and mitigation of risk taking behaviour- safe sex, motor vehicles seat belts and helmets.
87. Outline routine vaccination schedules and travel medicine.
88. Explain effective implementation and evaluation of preventive health care in adolescence.

**'Depression'**

(**Psychology -Dr Stelios Georgiades**)

89. Describe the diagnosis of depression disorders.
90. Describe the prevalence and aetiology of depression.
91. Describe the treatment approaches of depression.

**Week 6**

**Communication skills:**

92. Explain the consent process to which a clinician must adhere before an operative procedure.

**Clinical skills:**

93. Become familiar and practise communication skills appropriate during ward rounds.
94. Practise presentation to a colleague-present the relevant case details only.
95. Discuss observations.
96. Perform relevant examinations.
97. Discuss possible management plans using your clinical reasoning skills.

**Week 7**

**Communication skills:**

98. Understand the principles of motivational interviewing and the link with health behaviour change.
99. Identify areas where health behavior change can be implemented.
100. Demonstrate an ability to implement effective communication skills when discussing health behavior change.

**Clinical skills:**

101. Revise the abdominal examination on a colleague.

**Week 8**

**No clinical and communication skills sessions in this week.**

**Lectures:**

**'Taking history from an informant/bystander'**  
**(Communications -Dr Panayiota Andreou).**

102. Discuss the challenges when taking a history from an informant/bystander.

**'Psychosis'**

**(Psychology -Dr Stelios Georgiades)**

103. Describe Psychosis.
104. Describe the diagnosis of Psychosis.
105. Describe the prevalence and aetiology of Psychosis.
106. Describe the treatment approaches of Psychosis.

**Workshop on Osteoarthritis (Dr George Kyriatzi)**

**Clinical placement (PTS Osteoarthritis)**

107. Outline the different patterns of arthritis.
108. Discuss the clinical manifestation of osteoarthritis.

- 109. Identify the social impact of osteoarthritis.
- 110. Take a focused history from a patient with joint pain.
- 111. Perform a focused examination on a patient with arthritis.
- 112. Discuss the management of a patient with osteoarthritis.

### **Week 9**

#### ***Communication skills:***

- 113. Explain the consent process to which a clinician must adhere before an operative procedure.

#### ***Clinical skills:***

- 114. Discuss and practise the management of common first aid situations (chocking, fainting, nose bleed, laceration with a foreign body embedded in the wound, laceration without a foreign body in the wound).
- 115. Revise the rectal examination on a mannequin.

### **Week 10**

#### ***Communication skills:***

- 116. Identify the key clinical communication skills, including shared decision making, which are necessary to communicate effectively with older persons
- 117. Identify the importance of stereotypes in medical consultations
- 118. Demonstrate through role-play the appropriate skills for structuring the consultation, building rapport, information gathering
- 119. Demonstrate through role-play the appropriate skills for shared decision making

#### ***Clinical skills:***

- 120. Revise the neurological examination on a colleague.

### **Week 11**

**No communication skills this week.**

#### ***Clinical skills:***

- 121. Revise the musculoskeletal examination on a colleague.

#### ***Lectures:***

**'Issues related to patients' participation in research '**  
**(Ethics -Dr Julia Hynes)**

	<p>122. Understand the make-up of consent and the importance of attaining valid consent when patients agree to partake in research.</p> <p><b>'Personality Disorders'</b></p> <p><b>(Psychology -Dr Stelios Georgiades)</b></p> <p>123. Define personality disorders and outline the main features of common personality disorders.</p> <p>124. Explain their interaction with other psychiatric disorders, and how co-morbidity can impact on progress and outcome.</p> <p>125. Describe therapeutic approaches used in treatment of severe personality disorders.</p>		
Prerequisites	<p>MED-305 Integrated Clinical Practice III</p> <table border="1"> <tr> <td>Required</td><td>None</td></tr> </table>	Required	None
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Course Content	<p><b><u>Topics covered in communication skills:</u></b></p> <ul style="list-style-type: none"> <li>• Communicating with interpreters</li> <li>• Paediatrics comm skills – history</li> <li>• Interviewing adolescents</li> <li>• Pre – operative communication/consent</li> <li>• Health Behaviour Change</li> <li>• Taking history from an informant/bystander</li> <li>• Communicating with the elderly</li> <li>• Review Session</li> </ul> <p><b><u>Topics covered in clinical skills:</u></b></p> <ul style="list-style-type: none"> <li>• Ear Exam</li> <li>• Eye exam</li> <li>• Suturing</li> <li>• Simulated patient ward round</li> <li>• Revision of Abdominal Examination</li> </ul>		

	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Revision of Rectal Examination</li> <li>• Revision of Neurological Examination</li> <li>• Revision of Musculoskeletal System</li> <li>• Review Session</li> </ul> <p><b><u>Topics covered in lectures:</u></b></p> <ul style="list-style-type: none"> <li>• Communicating with Interpreters</li> <li>• Communicating with children within a health care environment</li> <li>• Taking history from an informant/bystander</li> <li>• Infancy and childhood: Normal physical changes and developmental stages</li> <li>• Infancy and childhood: Lifestyle and routine preventive health care</li> <li>• Sexual abuse against children: The legal parameters for medical personnel</li> <li>• Child Abuse</li> <li>• Adolescence: Normal physical changes</li> <li>• Adolescence: Lifestyle and routine preventive health care</li> <li>• Anxiety Disorders</li> <li>• Depression</li> <li>• Psychosis</li> <li>• Personality Disorders</li> <li>• Adolescence Developmental Stages</li> </ul> <p><b><u>Workshops:</u></b></p> <ul style="list-style-type: none"> <li>• Hearing Impairment (specific workshop)</li> <li>• Dyspepsia</li> <li>• Osteoarthritis</li> </ul> <p><b><u>Clinical Placements: 2 Protected Time Sessions (PTS)</u></b></p> <ul style="list-style-type: none"> <li>• PTS Dyspepsia</li> <li>• PTS Osteoarthritis</li> </ul>
Teaching Methodology	<p>The course is delivered through small group teaching in both clinical and communication skills.</p> <p><b>Communication skills:</b> small group teaching, group discussions, role playing.</p> <p><b>Clinical skills:</b> small group teaching, demonstration of examination techniques, and examinations on peers, practising and performing the skills on mannequins.</p> <p><b>Clinical Placements:</b> There would be 2 clinical placements during this semester where students will get to see patients under supervision. Both placements will be protected time specific sessions (PTS).</p>

	<b>Lectures, tutorials and workshops:</b> In addition to the sessions shown above, lectures, tutorials and workshops will be scheduled in the fields of <b>medical psychology, infancy and childhood, adolescence, medical ethics, and law.</b>																														
Bibliography	<p><b>Required Textbooks/Reading:</b></p> <table border="1"> <thead> <tr> <th>Authors</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr> </thead> <tbody> <tr> <td>Silverman, Jonathan</td><td>Skills for communicating with patients 3<sup>rd</sup> Edition</td><td>Radcliffe Medical Press</td><td>2013</td><td>9781846193651</td></tr> <tr> <td>Douglas, Graham (ed.)</td><td>Macleod's clinical examination 13<sup>th</sup> Edition</td><td>Elsevier Churchill Livingstone</td><td>2013</td><td>9780702047282</td></tr> <tr> <td>Khan, H et al.</td><td>OSCEs for Medical Finals 1<sup>st</sup> Edition</td><td>Blackwell, Oxford</td><td>2013</td><td>9780470659410</td></tr> </tbody> </table> <p><b>Recommended Textbooks/Reading:</b></p> <table border="1"> <thead> <tr> <th>Authors</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr> </thead> <tbody> <tr> <td>Talley and O'Connor</td><td>Clinical examination: a systematic guide to physical diagnosis 7<sup>th</sup> Edition</td><td>Churchill Livingstone/ Elsevier</td><td>2013</td><td>9780729541473</td></tr> </tbody> </table>	Authors	Title	Publisher	Year	ISBN	Silverman, Jonathan	Skills for communicating with patients 3 <sup>rd</sup> Edition	Radcliffe Medical Press	2013	9781846193651	Douglas, Graham (ed.)	Macleod's clinical examination 13 <sup>th</sup> Edition	Elsevier Churchill Livingstone	2013	9780702047282	Khan, H et al.	OSCEs for Medical Finals 1 <sup>st</sup> Edition	Blackwell, Oxford	2013	9780470659410	Authors	Title	Publisher	Year	ISBN	Talley and O'Connor	Clinical examination: a systematic guide to physical diagnosis 7 <sup>th</sup> Edition	Churchill Livingstone/ Elsevier	2013	9780729541473
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Assessment	Clinical placements attendance and professional behaviour (10%) End of semester OSCE (90%).																														
Language	English																														