



DALYKO (MODULIO) APRAŠAS

| Course unit title | Code |
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| Clinical practical skills formation | |

| Lecturer(s) | Department(s) |
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| Coordinating: Assoc. Prof. Sonata Varvuolytė Other: Lecturers of the Institute of Clinical Medicine | Vilnius University Faculty of Medicine Institute of Clinical Medicine |

| Cycle | Level of the course unit | Type of the course unit |
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| Integrated University Studies (stages I and II) | - | Compulsory |

| Mode of delivery | Period of delivery | Language of instruction |
|---|---------------------------------|-------------------------|
| Practice in training rooms, simulation classes and health care institutions | IV course, spring semester, 8th | Lithuanian, English |

| Prerequisites and corequisites | |
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| Prerequisites: A student must have completed the following courses: Introduction to Medical Studies (First Aid); Psychology, Basics of Professional Communication and Psychosomatics; Physiology; Propaedeutics of Internal Diseases and the Basics of Clinical Oncology; Pathology; Formation of Nursing Skills; General Pediatrics and Neonatology. | Corequisites (if any): - |

| Number of ECTS credits allocated to the course unit | Total student's workload | Contact hours | Self-study hours |
|---|--------------------------|---------------|------------------|
| 5 | 135 | 66 | 69 |

| Purpose of the course unit: Programme competences to be developed | | |
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| The aim is to strengthen students' general competences and develop their specific clinical skills in internal medicine, surgery and traumatology-orthopaedics, gynaecology and obstetrics and paediatrics. | | |
| Learning outcomes of the course unit | Teaching and learning methods | Assessment methods |
| General competencies At the end of the study programme a graduate will be able: | | |
| 1. Professional qualities. 1.1. to act with integrity and ethical commitment; to be empathic; to think critically and self-critically; to be creative; to be initiative and goal-orientated; to be able to cooperate with others, to work individually and as a member of a team, to act in a multicultural environment. | Active practical learning methods: during practice in personal health care settings, communication with patients, staff and lecturers, students are introduced to the principles of communication and ethics, and develop the skills of appropriate communication with patients, their relatives and colleagues. | Continuous assessment and feedback of practical skills on work, discussion of self-reflection/practice diary |

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| | Research methods: self-guided information search, literature reading, self-reflection. | |
| Subject-specific competences At the end of the study programme a graduate will be able: | | |
| <p>1. The student will be able to take a comprehensive and accurate medical and life history from the patient and/or his/her parents/relatives, assess and interpret clinical signs.</p> <p>2. The student will be able to develop a plan for patient follow-up and investigations, apply methods of investigation specific to the current pathology, and interpret the results obtained.</p> | <p>Active hands-on learning methods: students learn to communicate with patients, perform physical examination: inspection, palpation, percussion, auscultation, - evaluation of clinical laboratory and instrumental examinations, and carry out the procedures described in the simulator classroom and later in health care settings (patient consultations).</p> <p>Methods: review of visual teaching material (patients' examinations videos, recordings of interview with patients); listening to audio materials (cardiac, pulmonary auscultation); study of literature, teamwork, group discussions.</p> | Continuous assessment and feedback of practical skills during practice, discussion of self-reflection/practice diary |
| <p>3. Be able to critically evaluate and apply evidence-based advances in biomedical science</p> <p>4. Be able to perform the procedures listed in the description</p> | <p>Active practical teaching methods: during the practice in simulator classrooms and hospital wards, students learn to perform medical examination, examination, palpation, percussion, auscultation, manual skills to perform procedures, suture wounds, evaluate clinical laboratory and instrumental tests.</p> <p>Methods: review of visual teaching material (patients' examinations videos, recordings of interview with patients); listening to audio materials (cardiac, pulmonary auscultation); study of literature, teamwork, group discussions..</p> | Continuous assessment and feedback of practical skills during practice, discussion of self-reflection/practice diary |
| <p>5. Competent communication in medical practice. Communicate clearly, sensitively and effectively with patients, colleagues, patient relatives</p> | <p>Active practical teaching methods: communication exercises in a multicultural environment, in hospital units, where students learn to interact in practice with patients, their relatives, nurses and other team members.</p> <p>Methods: literature study, discussion.</p> | Continuous assessment and feedback of practical skills during practice, discussion of self-reflection/practice diary |

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| 6. Application of ethical and legal principles in medical practice. Maintain confidentiality, apply ethical principles in clinical practice; fill in forms of person's informed agreement; apply national and European legislation in clinical practice. | Active practical teaching methods: during the practice placement, students learn to apply ethical principles in practice in a variety of clinical situations. Methods: literature study, discussions. | Continuous assessment and feedback of practical skills during practice, discussion of self-reflection/practice diary |
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| Topics | Contact work hours | | | | | | | Time and tasks for self-study | |
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| | Lectures | Consultations | Seminars | Practice | Laboratory work | Practical raining | Total contac hours | Self studying | Tasks |
| 8 semester (spring) | | | | | | | | | |
| Introduction to Clinical Practical Skills Development course. Overview of self-reflection on practical training. | | | | | | 5 hours 4 min | | | 1. Prepare diary-self-reflection of practice. |
| Obstetrics and Gynecology | | | | | | 15 hours 11 min | | | <ol style="list-style-type: none"> 1. Take a medical, obstetric/gynecological history 2. Perform a physical and gynecological examination of the patient (gynecological examination in a simulation classroom) 3. Perform external and internal obstetric examination 4. Determine the due date and duration of pregnancy 5. Listen to the fetal heartbeat 6. Take genital samples for microbiological or PAP examination (in a simulation classroom) 7. Perform breast palpation |
| Surgery and Traumatology | | | | | | 15 hours 11 min | | | <ol style="list-style-type: none"> 1. Perform local anesthesia 2. Apply and change surgical wound dressing 3. Dressing wounds 4. Remove sutures 5. Perform initial wound repair 6. Treat suppurating wounds 7. Open superficial abscess 8. Bandage various parts of the body 9. Apply plaster cast, immobilization splint as an outpatient service 10. Be able to stop external bleeding temporarily 11. Perform transport immobilization 12. Catheterize the bladder 13. Perform fistula and stoma care 14. Be able to prepare hands for surgery and dress |

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| | | | | | | | | 15. Assist in surgery 16. Work with surgical simulators |
| BandaPediatrics | | | | | 15 hours 11 min | | | |
| <p>Assessment of a healthy newborn, key signs of possible neonatal disease</p> <p>Clinical examination of the baby and child. Medical triage of a sick child</p> <p>Simulation class: infant and child resuscitation skills, team resuscitation, administration and dosage of oxygen therapy, peripheral venous and bone puncture</p> | | | | | | | | <ol style="list-style-type: none"> 1. Taking a medical history, performing a general examination of the newborn 2. Checking the newborn's reflexes 3. Auscultate and palpate the newborn, interpret findings 4. Recognize the main signs of neonatal illness (skin rashes, jaundice, etc.) 5. Taking a history of the baby's life and illness 6. Perform an examination, palpation and auscultation of the baby and interpret findings. 7. Make an observation and investigation plan and evaluate the results 8. Taking a medical and life history of the child 9. Examination, palpation and auscultation of the child, interpretation of findings 10. Develop a research plan and evaluate the results 11. Assess the condition of the sick child, determine the urgency category 12. Perform external cardiac massage and artificial respiration using a mask-bag 13. Administer and dose oxygen therapy 14. Perform peripheral vein/bone puncture |
| <p>Internal Diseases/Family Medicine</p> <p>Simulation class: Cardiology patient simulator</p> <p>Lung sound auscultation trainer</p> | | | | | 15 hours 11 min | | | <p>Consult patients</p> <ol style="list-style-type: none"> 1. Taking a patient's medical history 2. Perform a physical examination 3. Assess clinical symptoms 4. Establish an investigation plan 5. Formulate preliminary/clinical diagnosis 6. Dosage, prescription and dispensing of medicines 7. Record and interpret ECG 8. Calculate and evaluate Body Mass Index, 9. Perform and assess pulse oximetry 10. Familiarize yourself with oxygen therapy techniques 11. Perform pleural puncture 12. Perform ascites puncture 13. Perform peripheral venous puncture and catheterization 14. Perform electrical cardiac defibrillation 15. Assess the social and psychological aspects of the patient's illness 16. Promote health promotion 17. Be able to maintain medical records 18. Evaluate laboratory tests 19. Interpret radiological examinations 20. Clinical reasoning/differential diagnosis |

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| Total: | | | | | | 66 | 66 | 69 | |
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| Assessment strategy | Assessment criteria |
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| Assessment requirements | Participation in all CPSF practice course parts, prepared diary of practice and uploaded on VMA. |
| Assessment methods | Cumulative credit. Discussion and review of self-reflection. |
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| Author | Year of publication | Title | No of periodical or vol. of publication | Publication place and publisher or Internet link |
|---|----------------------------|---|---|--|
| Compulsory reading | | | | |
| Lissauer T., Carroll W. | 2018 | Illustrated Textbook of Paediatrics' | 5th Edition | eBook ISBN: 9780723438731 Elsevier. Prisijungimas per VU tinklą: https://www.clinicalkey.com/#!/browse/book/3-s2.0-C20130188952 |
| Brugha R., Marlais M., Abrahamson E. | 2015 | Vaikų klinikinio ištyrimo vadovas | | Vilnius: Vaistų žinios,- p.284 |
| Lissauer T., Fanaroff A., Miall L., Fanaroff J. | 2021 | Neonatologija | 1st Edition | Vilnius, „Vaistų žinios“, 244 p. VU biblioteka |
| Kliegman R.M. | 2020 | Nelson Textbook of Pediatrics | 21st Edition | Available throw VU Subscribed Scientific Databases - ClinicalKey |
| Van de Voorde P., Turner N.M., Djakow J. et all. | 2021 | European Resuscitation Council Guidelines 2021: Paediatric Life Support | Resuscitation Volume 161, April 2021, Pages 327-387 | https://www.sciencedirect.com/science/article/pii/S030095722100068X?via%3Dihub |
| Lloyd M., Bor B., Noble L. | 2019 | Clinical Communication Skills for Medicine | 4th Edition | https://www.clinicalkey.com/student/content/book/3-s2.0-B9780702072130000130 |
| Ralston S.H., Penman I.D., Strachan M.W.Junior, Hobson R.P. | 2018 | Davidson's Principles and Practice of Medicine | 23rd Edition | https://www.clinicalkey.com/student/content/book/3-s2.0-B9780702070280000366 |
| Optional reading | | | | |
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