**UNIVERSITY OF THE PHILIPPINES**

**COLLEGE OF MEDICINE**

**MED 251 Clinical Clerkship in Medicine**

**AY 2022-2023**

**COURSE GUIDE**

**COURSE DESCRIPTION**

Clinical Clerkship in Medicine is a 6-week comprehensive training course in the clinical management of common and important medical diseases in a setting that may require ward or critical care unit admission with focus on diagnosis, treatment, prevention, and control.

Given the current situation parts of this course will be delivered remotely. For purposes of scheduling, 1st semester as defined in this course will be the 1st 3 weeks of rotation for each block. 2nd semester will be the 2nd 3 weeks of rotation for each block.

**COURSE LEARNING OUTCOMES**

After completing this course, the student should be able to:

1. The student should be able to correlate the pathophysiology of the patient's disease to the history, physical examination and laboratory data in order to arrive at a definitive diagnosis and differential diagnosis of common diseases and some less common but serious/life threatening diseases.

a. Construct a complete history and perform a thorough physical examination

b. Formulate a correct diagnosis and differential diagnosis of common diseases and some less common but life-threatening conditions

c. Identify and prioritize his patient's problems

d. Map out key concepts in a patient’s disease and its management

2. The student should be able to acquire skills in organizing and presenting information pertinent to the diagnosis and differential diagnosis.

a. Present and discuss cases in a logical and concise manner

b. Share with the patient & patient's relatives his thoughts on the patient's disorder.

3. The student should be able to propose diagnostic and therapeutic plans and perform specific diagnostic and therapeutic interventions

a. Formulate appropriate diagnostic and therapeutic plans

b. Perform proper specimen collection and instruct patients/patient's relatives on specimen collection

c. Perform specific therapeutic interventions

d. Recognize emergency and life-threatening situations and perform necessary measures as needed.

e. Evaluate a patient's response to therapy and propose revision of diagnostic and therapeutic approaches as necessary.

4. The student should demonstrate sensitivity to the human needs and social implications of the patient's disease.

5. The student should be able to work harmoniously with peer groups, supervisor and related coworkers and develop good interpersonal relationship with all the personnel involved in the care of his patient.

**MUST KNOW TOPICS**

Coronary Artery Disease and Acute Coronary Syndromes

Hypertensive emergency/urgency

Heart Failure

Common arrhythmias (Atrial Fibrillation, Supraventricular Tachycardia, Ventricular Tachycardia, Ventricular Fibrillation)

Rheumatic Heart Disease/Rheumatic Fever

Acute Respiratory Failure

Pneumonia

Pleural effusion

COPD/Asthma

Diabetes mellitus including Diabetic Emergencies

Thyroid Storm

Acid-base/Electrolyte disorders

Introduction to Blood Component Therapy

GI bleeding

Liver disease, including hepatic encephalopathy

Intoxications/ poisoning cases

Febrile Jaundice

Acute renal failure

Chronic kidney disease

Tuberculosis

Sepsis

Pyelonephritis

Dengue

Leptospirosis

Acute infectious diarrheal diseases and bacterial food poisoning

Infectious Arthritis

Typhoid

COVID

Malaria

Recognition of Connective tissue diseases

Prevention of Nosocomial Infections

Anaphylaxis

Patient Safety

**ESSENTIAL SKILLS**

ABG Interpretation

ECG Interpretation

Chest X-ray Reading

IV cannulation

Venous Blood extraction

ABG sample extraction

Foley Catheter insertion

NGT insertion

Proper Donning and Doffing

**MODE OF DELIVERY**

Students will have 2 weeks of rotation at the Outpatient Clinics and 4 weeks of rotation at the Medicine Service Non-COVID Wards. Lectures and other learning materials will be made available the entire year thru the UPMVLE.

Orientation slides to the course which includes discussion of course, activity and assignment guides will be made available to the group at the latest a day prior to shifting in the Department during the 1st week of rotation.

For access to course materials, all students will be enrolled to the UPM VLE (<https://vle.upm.edu.ph/>) for the course (MED 251 AY 2022-23). Additionally, materials that will be made available for the entirety of the semester and/or the year will be uploaded in a google drive: (https://drive.google.com/drive/folders/1jxLX5L6YlN6jCdLzC6jfFPFpO50XZlV\_?usp=sharing)

**COURSE MATERIALS**

The reference textbook for the course is Harrison’s Principles of Internal Medicine 20th ed. (Longo DL, Fauci AS, Kasper DL, Hauser SL, Jameson J, Loscalzo J. eds. *Harrison's Principles of Internal Medicine, 20e.*New York, NY: McGraw-Hill; 2018). This will be supplemented by different Clinical Practice Guidelines for specific diseases (e.g. CAP, GOLD, GINA, ACS, Sepsis, etc).

Introductory lectures prepared by specific faculty members for select topics will be made available thru VLE and google drive. Monographs and Concept Maps of must know topics prepared by Clinical Clerks AY 2019-2020 and AY 2020-2021 will also be made available. Links to curated content will be made available thru VLE and thru this course guide.

Study/Activity/Assignment Guides will be provided. Similarly, these will be made available thru VLE and course packs.

**STUDY SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Course Work** | **Learning Resources** | **Learning Activities** |
|
| **1** | Introductory Lectures (All lectures will be open until end of 2nd sem)* ABG
* ECG
* CXR
* Fluids and Electrolytes
* Concept Mapping
* Telemedicine
* Bioethics
* Patient Safety
* Essential Skills
* Proper donning and doffing
 | Lectures prepared by FacultyMust Know Topics Monograph prepared by Clinical ClerksCurated content linksHarrison’s Principles of Internal Medicine 20th edUpdated CPGs | Interpret ABG, ECG, CXR, Fluids and Electrolytes  |
| OPD rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultants |
| **2** | Bioethics Discussions | Bioethics Module  | Reaction Paper/Discussion |
|  | Ward rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultantsService and consultant roundsEndorsements |
| **3** | Ward rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultantsService and consultant roundsEndorsements |
| **4** | OPD rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultants |
| Patient Safety Discussions | Patient Safety Module | Case Presentation/ Discussion |
| **5** | Bioethics Discussions | Bioethics Module  | Reaction Paper/Discussion |
| Ward rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultantsService and consultant roundsEndorsements |
| **6** | Ward rotation | Harrison’s Principles of Internal Medicine 20th edUpdated CPGs | Patient Interview and PECase presentation to residents and consultantsService and consultant roundsEndorsements |

During the student’s rotation, they may also attend the Department conferences (Tuesday and Thursday Department Audits/Conferences), patient safety conferences, and other subspecialty conferences). Attendance to the conferences are encouraged but not mandatory.

**WEEKLY DUTY SCHEDULE**

**For OPD**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| AM | A,B | E,F | I, J | C,D | G,H |
| PM | C,D | G,H | A.B | E,F | I,J |

\*Each letter represents a student

\*Each student should have at least 1 AM and 1 PM OPD clinic stay per semester

\*If a student is not at the OPD physically, they should take the time to go thru the introductory lectures, patient safety module, bioethics module, and to read up on must know topics.

**For Wards**

**For Service with 3 clerks**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Wk 1 | Duty | Post | Pre | Duty | Post | Pre | Duty |
| DUTY AM | B,C | B,C | A,B,C | A,C | A,C | A,B,C | A,B |
| DUTY PM | A |   |   | B |   |   | C |
| POST |   | A |   |   | B |   |   |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Wk 2 | Post | Pre | Duty | Post | Pre | Duty | Post |
| DUTY AM | A,B | A,B,C | B,C | B,C | A,B,C | A,C | A,C |
| DUTY PM |   |   | A |   |   | B |   |
| POST | C |   |   | A |   |   | B |

**For Service with 4 clerks**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Wk 1 | Duty | Post | Pre | Duty | Post | Pre | Duty |
|  DUTY AM | B,C,D | B,C,D | A,B,C,D | A,C,D | A,C,D | A,B,C,D | A, B, D |
| DUTY PM | A |   |   | B |   |   | C |
| POST |   | A |   |   | B |   |   |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Wk 2 | Post | Pre | Duty | Post | Pre | Duty | Post |
| DUTY AM | A, B, D | A,B,C,D | A,B,C | A,B,C | A,B,C,D | B,C,D | B,C,D |
| DUTY PM |   |   | D |   |   | A |   |
| POST | C |   |   | D |   |   | A |

\*Each letter represents a student

\*Each student should stay with the same service for the duration of the semester

**COURSE REQUIREMENTS**

|  |  |
| --- | --- |
| **Requirement** | **% Grade** |
| Consultant Cognitive Evaluation | 30% |
| Clinical Performance: Consultant  | 10% |
| Clinical Performance: Resident | 5% |
| Peer Evaluation | 5% |
| Written Case Discussion | 20% |
| Final Examination | 15% |
| Comprehensive Examination | 10% |
| Bioethics Reaction Paper and Discussion | 5% |
| Portfolio  | Formative |
| Patient Safety Case Discussion | Formative |

\*\*If a student fails the final examination or has a failing overall grade then they will be required to have a remedial activity. The remedial activity is a pass or fail activity.

 - If the student fails the final examination but has a passing overall grade, his/her final grade will be the overall grade once the student passes the remedial activity.

 - If the student has a failing overall grade, his/her final grade will be the equivalent of a 3.00 once the student passes the remedial activity.

**Consultant Cognitive Evaluation**

Evaluation is based on oral case presentation (individual) of a patient that the student has seen. Students will be allowed to choose which patient they will discuss. Students should have at least 2 evaluations from consultants – 1 from OPD and 1 from inpatient. Final score for this course requirement will be an average of all evaluations made by consultants throughout the entire year (both 1st and 2nd semesters)

For outpatient, assigned consultants to supervise the OPD clinic will be the faculty responsible for grading the students. For inpatient, evaluation may be done by the LU consultant who are asked to do rounds with the General Medicine Service every week. There will also be an assigned consultant who will grade student presentations on week 6 of their rotation.

**Consultant Clinical Performance Evaluation**

Evaluation may come from LU consultant or ward consultant and is based on Behavior and Attitude. Students should have at least 2 evaluations from consultants. Final score for this course requirement will be an average of all evaluations made by consultants throughout the entire year (both 1st and 2nd semesters).

**Resident Clinical Performance Evaluation**

Evaluation may come from senior or junior Internal Medicine resident and is based on Behavior and Attitude. Students should have at least 2 evaluations from 2 different residents. Final score for this course requirement will be an average of all evaluations made by residents throughout the entire year (both 1st and 2nd semesters).

**Written Case Discussion**

The written case discussion should be based on an actual in-patient managed by student in the ward during their rotation. As part of summative evaluation, students are required to submit 2 written case discussions – one at the end of week 3 and one at the end of week 5. A more detailed description of this requirement may be seen with the Activity Guide.

**Final Examination**

This will be given by the Department at the end of the year. The examination will consist of 100 multiple choice questions on the must know topics and essential skills as stated at the start of the rotation.

**Comprehensive Examination**

This will be given at the end of the year by the LU6 College Committee. The Department will contribute questions following the guidelines that will be given by the committee. If comprehensive exam will be deemed formative the 10% allotted to it will be divided between final exam and written case discussion

**Bioethics Reaction Paper and Discussion**

The numerical grade for this requirement will be an average of the score from the reaction paper and the synchronous case discussion with Dr San Juan and Dr Gueco.

**Peer Evaluation**

Evaluation will be based on the interaction during clinical rotation (in-hospital ward/OPD). Final score for this course requirement will be an average of all evaluations made by a student’s block mates. This will be done at the end of the rotation.

**Portfolio**

The student’s portfolio is meant to be a repository of formative outputs from all course work done throughout the 6-week rotation. At the end of the 6-week rotation a student’s portfolio should contain the following:

* ABG interpretation and clinical correlation (at least 2)
* ECG interpretation and clinical correlation (at least 2)
* CXR interpretation and clinical correlation (at least 2)
* Patient Census
* Procedure/Essential Skills Log

**COURSE COORDINATORS**

For any concerns you may contact the following:

Teresita E. Dumagay, MD – LU6 Consultant Coordinator: tedumagay@up.edu.ph

Marvin Espino, MD – LU6 Resident Coordinator: mmespino2@up.edu.ph

**HOUSE RULES**

University and College Rules and Regulations on proper student decorum will be adopted for this course. Disciplinary actions for any violation of proper decorum will also be based on University and College guidelines.

For all course activities, students are expected to adhere to the University Honor Code as stated: “As a student of UPCM, I uphold honesty and truth. I will not lie, cheat, or steal someone else’s work. As a future doctor, the welfare of my patients will always come first.”