

**Clinical Skills Work Group Meeting**  
**4:00 – 5:00pm PDT, October 21, 2014**  
**UW Health Sciences, A325**  
**Minutes**

Attendance:

Amanda Kost, Karen McDonough, Erika Goldstein, Tom McNalley, Margaret Isaac, Bob Onders, Tanya Leinicke, Jeff Seegmiller, Linda Fearn, Carolyn Pepper, Bob Onders, Tim Robinson, Michael Ryan, Mark Whipple, Marj Wenrich, George Novan, Janelle Clauser, Mike Herring, Matt Hollon, Evelyn Fenner Dorrity, Sarah Shirley.

**Drs. Isaac and McDonough discussed the content of the immersion block.**

**Discussion/Comments Regarding Immersion:**

Overall, the group was favorable toward the immersion as planned. There was discussion about teaching history and physical exam concurrently, and introducing both topics earlier on in the immersion experience.

The group will still need to determine whether BLS is a part of orientation or immersion, as well as whether BLS vs. high-performance CPR is taught.

Moving forward, instruction of procedural skills could be done through ISIS kits – these kits could be deliverable across the region, and some may come with video instruction.

The group discussed how, rather than a wellness workshop with the Colleges, there could be a team-building workshop, or service activity, with college mentors and college groups. Idaho has previously incorporated team-building activities within their orientation. Those who've incorporated team-building activities will send this information out to the larger groups.

There was also discussion about including an introduction to anatomy early on in immersion. This could be delivered as a short, basic online module before immersion, or anatomy could be covered as it goes. Dr. Kost is currently working with MEDEX, which does a foundational anatomy at the start of its program.

There was discussion about holding a ceremony for students at the end of immersion. Some work group members discussed hosting a white coat ceremony during this time, while others favored a smaller-scale event, and hosting the white coat ceremony towards the end of the foundations phase.

**Drs. Isaac and McDonough explained the grouping of clinical skills across the blocks and of the alternating clinical experiences on Wednesdays.**

**Discussion/Comments Regarding Clinical Skills Across Foundations:**

There was discussion about what topics fall under the “primary care” umbrella. Primary care consists of general pediatrics, general internal medicine, and general family medicine.

In the new curriculum, instructors will try to integrate as much primary care as makes sense, to provide the best general education for students. Primary care hopes to correlate topics, e.g., teaching the review of systems when examining an ankle sprain, or going over ADLs with a geriatric patient. Students could start the day by getting an overview email, as they do in the Colleges, or being shown a video, then doing a “huddle” in small groups to prepare for that day’s topic.

There was discussion about clinical skills’ previous division into three parts – ICM in the classroom, inpatient opportunities, and outpatient/preceptor experience, and how these fit into the new curriculum plan. In the new plan for the curriculum, the clinical skills work group hopes to combine these experiences. For example, in the document Drs. Isaac and McDonough presented, the “clinical skills workshop” represents what would have been covered in ICM, while the “inpatient activity” is the new College morning, and the “outpatient clinic” time represents the alternating weeks of clinical experience.

It was noted that, at regional sites, there may be differing faculty members for the various clinical skills components. Those who teach clinical skills in the classroom may not be able to host students for inpatient/clinical experience.

Moving forward, the work group must consider the goals of the new clinical skills curriculum, and the best place to deliver/work towards those goals. Determining what will be taught, and where, in the new curriculum will help identify who delivers the content at each site. Spokane faculty members offered their support in sharing their experience with building additional clinical teaching into the curriculum.

**Closing Statements and Action Items:**

Dr. McDonough will send out the updated version of the clinical skills document, for feedback from the larger group.

Dr. Kost discussed the 10/28 meeting plan. This meeting will be dedicated to more discussion of this document, as well as discussion of other groups’ EPA assignments. The work group will also begin developing a plan for the work to be accomplished during the 12/19 retreat.

Dr. Kost announced future plans for creating a document-sharing space, and asked for feedback regarding appropriate platforms for such document-sharing.

Clinical Skills Sequence

DRIFT

# OUR APPROACH

1. COLLATE
2. TRIM
3. GROUP
4. LINK

# OUR APPROACH

- Clinical immersion
- ½ day clinical skills workshops
  - Populations
  - Skills
  - Clinical reasoning
- Reflection on practice small groups
- College mornings

# CHALLENGES

- Time
- Coherence
- Space
- Regional resources

## Immersion block

WEEK 1	WEEKEND	WEEK 2
<p><u>Clinical skills (classroom):</u></p> <p><b>Physicianhood:</b> Personal and Professional Identities, Doctor-patient relationship</p> <p>Interviewing skills (EPA 1) – practice/assessment with SPs/peers</p> <ul style="list-style-type: none"><li>• Illness narrative</li><li>• HPI</li><li>• Social history</li><li>• Eliciting patient concerns &amp; agenda setting</li></ul> <p>Introduction to Clinical Reasoning (EPA 1,2)</p> <p>Forming clinical questions (EPA 7, Life-long learning thread)</p> <p>BLS vs. high-performance CPR</p>	Possibility for wilderness medicine or other activity focused on community building, skills development (would vary by site)	<p><u>Clinical skills (classroom)</u></p> <p>Core physical exam (EPA 1) – practice/assessment with SPs/peers</p> <p>Documentation (EPA 5)</p> <ul style="list-style-type: none"><li>• Intro to complete H&amp;P</li><li>• Intro to problem focused note/SOAP</li><li>• Intro to EHR</li></ul> <p><i>Oral Case Presentation (EPA 6)</i></p> <ul style="list-style-type: none"><li>• <i>Intro to “complete” new patient OCP</i></li><li>• <i>Intro to problem focused outpatient OCP</i></li></ul> <p>Procedural workshop: Suturing (EPAs 11, 12, 13)</p>
<p><u>Primary Care Clinic:</u></p>		<p><u>Primary Care Clinic:</u></p> <p>Structured observation of team members in the clinic (EPA 9,13)</p> <p>Structured observation of a patient's experience in the clinic (EPA 9,13)</p>
<p><u>College morning:</u></p> <p>Reflecting on Practice: <b>Physicianhood</b>, personal and professional identities</p> <p>Hippocratic Oath (professionalism)</p>		<p><u>College morning:</u></p> <p>Wellness workshop</p>
End of Immersion: Ceremony?		

## Molecular & cellular basis of disease (9/7-10/23/2014)

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Week 1	Week 2	Week 3	Week 4
<p><u>Clinical skills workshop:</u> Pediatrics</p> <ul style="list-style-type: none"><li>• Infant &amp; toddler development (SHB)</li><li>• School age development (SHB)</li><li>• The Pediatric Interview (EPA 1)</li><li>• Exam techniques for children (EPA 1)</li><li>• Triadic interviewing (EPA 1)</li><li>• Primary care, secondary/tertiary care in pediatric context</li></ul>	CLINIC	<p><u>Clinical skills workshop:</u> Adolescents</p> <ul style="list-style-type: none"><li>• Adolescent development (SHB)</li><li>• The adolescent interview (EPA 1)</li><li>• Sexual history (EPA 1)</li><li>• Primary care as a clinical function (adolescent medicine context)</li></ul>	CLINIC
<p><u>College morning</u> Physical exam practice (EPA 1)</p>		<p><u>College morning</u> Female pelvic, breast &amp; male GU exam (Paid models, with teaching support from <u>Gyn</u> &amp; Urology faculty prn)</p>	

Week 5	Week 6	Week 7
<p><u>Clinical skills workshop:</u> Geriatrics</p> <ul style="list-style-type: none"><li>• Older adult development (SHB)</li><li>• Geriatric interview (EPA 1)</li><li>• Advance care planning (EPA 4)</li><li>• Primary care teams and continuity of care – focus on the care of the geriatric patient</li></ul>	CLINIC	<p><u>Clinical Experience</u> (Geriatrics): <math>\frac{1}{2}</math> day at SNF, AFH, retirement home, community.</p>
<p><u>Clinical skills workshop:</u> Clinical reasoning #1 (EPA 1) Focus: History of present illness ROS/pertinent positives and negatives</p>		<p>Reflecting on Practice Group: Caring for elders</p>

## Mind, Brain, & Behavior (9/5/16-11/4/16)

Week 1	Week 2	Week 3	Week 4	Week 5
<u>Clinical skills</u> <ul style="list-style-type: none"> <li>The chronic pain interview (EPA 1)</li> <li>Intimate partner violence (EPA 1)</li> </ul> <u>Clinical Experience (Pain):</u> ½ day in pain clinic (at some point during this block)	CLINIC	<u>Clinical skills workshop:</u> Clinical reasoning #6 <u>Interprofessional</u> care of patients with acute neurologic changes Focus: Team communication EPA 1,2,3,8,9,10	CLINIC	<u>Clinical skills</u> <ul style="list-style-type: none"> <li>Clinical toolkit: Communicating with patients with barriers (EPA 1,9)</li> <li>Care of veterans (EPA 1, 4, 9)</li> </ul>
<u>College morning</u> Tutorial #12		<u>College morning</u> Advanced HEENT & Neuro exams ? ENT or Ophtho clinic during this block?		<u>College morning</u> Tutorial #13

Week 6	Week 7	Week 8	Week 9
CLINIC	<u>Clinical skills workshop:</u> Clinical reasoning #7 <u>Interprofessional</u> care of patients with confusion or mental health concerns Focus: Enter and discuss orders and prescriptions EPA 1,2,3,4,8,9,10	CLINIC	<u>Clinical skills workshop:</u> Facilitating behavior change #3 Focus on alcohol and substance abuse
	<u>Interprofessional</u> error disclosure (EPA 9,13)		<u>College morning</u> Tutorial #14
	<u>College morning</u> Psychiatry tutorial		

## **Proposed sequence of clinical skills topics and activities**

**10.22.2014**

- This is a draft – a starting point for further ideas, discussion, and creativity.
- Topic areas from ICM1, ICM2, SHB, and the Chronic Care Clerkship are represented. These topics have been arranged into ½ day workshops.
- Only ½ day has been scheduled for most clinical skills days. We hope not to fill many of these days, to allow adequate time for students to rest, reflect, and study.
- We anticipate that additional topics and sessions may be added to clinical skills teaching once the themes are engaged in curriculum planning.
- “Reflecting on practice” groups are 60-90 minute small group discussions, led by college faculty.
- The clinical reasoning workshops are new, but incorporate the content and objectives from ICM1 & 2 sessions on clinical reasoning, and the diagnostic testing and high value care sessions in ICM2. Objectives from the current medical information and decision making course and interprofessional team communication skills could also fit well.

Although these are conceived as simulation based workshops, they could be delivered WITHOUT a high-fidelity simulation lab, using standardized patients, a classroom with a basic hospital room or clinic setup, and (relatively) inexpensive iPad based software.

## Immersion block

WEEK 1	WEEKEND	WEEK 2
<p><u>Clinical skills (classroom):</u></p> <p>Physicianhood: Personal and Professional Identities, Doctor-patient relationship</p> <p>Interviewing skills (EPA 1) – practice/assessment with SPs/peers</p> <ul style="list-style-type: none"> <li>• Illness narrative</li> <li>• HPI</li> <li>• Social history</li> <li>• Eliciting patient concerns &amp; agenda setting</li> <li>• Patient-centered communication</li> </ul> <p>Core physical exam (EPA 1)</p> <p>Introduction to Clinical Reasoning (EPA 1,2)</p> <p>Forming clinical questions (EPA 7, Life-long learning thread)</p> <p>BLS vs. high-performance CPR</p>	<p>Possibility for wilderness medicine/NOLS or other activity focused on community building, skills development (would vary by site)</p>	<p><u>Clinical skills (classroom)</u></p> <p>Interviewing skills, cont. (EPA 1)</p> <p>Core physical exam, cont. (EPA 1)</p> <p>Documentation (EPA 5)</p> <ul style="list-style-type: none"> <li>• Intro to complete H&amp;P</li> <li>• Intro to problem focused note/SOAP</li> <li>• Intro to EHR</li> </ul> <p><i>Oral Case Presentation (EPA 6)</i></p> <ul style="list-style-type: none"> <li>• Intro to “complete” new patient OCP</li> <li>• Intro to problem focused outpatient OCP</li> </ul> <p>Procedural workshop: Suturing (EPAs 11, 12, 13)</p> <p><i>Introduction to primary care</i></p>
<p><u>IPCCC:</u></p> <p>Structured observation of team members in the clinic (EPA 9,13)</p> <p>Structured observation of a patient’s experience in the clinic (EPA 9,13)</p>		<p><u>IPCCC:</u></p> <p>EHR: Learn to update problem list, history, med list</p> <p>Engage with healthcare technologies and participate in achieving meaningful use requirements</p>
<p><u>College morning:</u></p> <p>Reflecting on Practice: Physicianhood, personal and professional identities</p> <p>Hippocratic Oath (professionalism)</p>		<p><u>College morning:</u></p> <p>Wellness workshop</p> <p>Team-building activity (service project, community health project, field day?)</p>
End of Immersion: Ceremony (could be White Coat Ceremony or other at the discretion of each site)		

## Molecular & cellular basis of disease (9/7-10/23/2014)

Week 1	Week 2	Week 3	Week 4
<p><u>Clinical skills workshop:</u> Pediatrics</p> <ul style="list-style-type: none"> <li>• Infant &amp; toddler development (SHB)</li> <li>• School age development (SHB)</li> <li>• The Pediatric Interview (EPA 1)</li> <li>• Exam techniques for children (EPA 1)</li> <li>• Triadic interviewing (EPA 1)</li> <li>• Primary/secondary/tertiary care in pediatric context</li> </ul>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>• Focus on pediatric observation, triadic interview</li> <li>• ?help from Sherilyn/Jordan</li> </ul>	<p><u>Clinical skills workshop:</u> Adolescents</p> <ul style="list-style-type: none"> <li>• Adolescent development (SHB)</li> <li>• The adolescent interview (EPA 1)</li> <li>• Sexual history (EPA 1)</li> <li>• Primary care as a clinical function (adol med context)</li> </ul> <p>Reflecting on Practice: Taking a sexual hx</p>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>• Focus on sexual history</li> </ul>
<p><u>College morning</u></p> <p>Physical exam practice (EPA 1)</p>		<p><u>College morning</u></p> <p><i>Female pelvic, breast &amp; male GU exam (Paid models, with teaching support from Gyn &amp; Urology faculty prn)</i></p>	

Week 5	Week 6	Week 7
<p><u>Clinical skills workshop:</u> Geriatrics</p> <ul style="list-style-type: none"> <li>• Older adult development (SHB)</li> <li>• Geriatric interview (EPA 1) and functional assessment</li> <li>• Advance care planning (EPA 4)</li> <li>• Primary care teams and continuity of care: focus on care of the geriatric patient</li> </ul>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>• Focus on med list in EHR; polypharm</li> </ul>	<p><u>Clinical Experience</u> (Geriatrics): ½ day at SNF, AFH, retirement home, community.</p>
<p><u>Clinical skills workshop:</u> Clinical reasoning #1 (EPA 1)</p> <p>Focus: History of present illness</p> <p>ROS/pertinent positives and negatives</p>		<p>Reflecting on Practice Group: Caring for elders, culture of aging in the US</p>
<p><u>College morning</u></p> <p>Tutorial #1</p>		<p><u>College morning</u></p> <p>Tutorial #2</p>

## Invaders & Defenders (10/26-12/4)

Week 1	Week 2	Week 3
<p>IPCCC</p>	<p><u>Clinical skills workshop:</u> Functional history and assessment</p> <ul style="list-style-type: none"> <li>• Functional history &amp; disability, with patient guests (EPA 1,4,9)</li> <li>• Introduction to assistive devices (EPA 4,9)</li> <li>• Introduction to rehabilitation therapists (EPA 4,9)</li> <li>• <b>Advanced patient-centered communication (EPA 1) – focus on outpatient setting</b></li> </ul> <p><u>Clinical skills workshop:</u> Advanced skin exam with patient guests (EPA 1, 2, 3) Currently part of the skin course in 2<sup>nd</sup> year.</p> <p><u>Reflecting on practice group:</u> doctor-patient relationship, relationship centered care</p> <p><u>College morning</u> Musculoskeletal exam (EPA 1,2)</p>	<p>IPCCC</p> <ul style="list-style-type: none"> <li>• Focus on taking a functional history/ADL assessment</li> <li>• Focus on structured obs/interview with therapist</li> </ul>

Week 4	Week 5	Week 6
<p><u>Clinical skills workshop:</u> (with MSK faculty) Advanced musculoskeletal exam (EPA 1, 2)</p> <p><u>Clinical experience (Rehabilitation Services):</u> Rehab/ortho/sports PT (some time during block)</p>	<p>IPCCC</p> <ul style="list-style-type: none"> <li>• Focus on functional examination</li> </ul>	<p><u>Clinical skills workshop:</u> Clinical reasoning #2 (EPA 1,7,10) Simulated patients with fever or joint pain Focus: Forming a clinical question Recognize patients requiring urgent care Access to care (could be built into case)</p> <p><u>Clinical Experience (chronic care/pall care):</u> Home Visit #1</p>
<p><u>College morning</u> Tutorial #3</p>		<p>Reflecting on Practice Group: Continuity of care</p> <p><u>College morning</u> Tutorial #4</p>

## Circulatory systems (1/4-3/11/2016)

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>Focus on types of office visits in acute, chronic and preventive care</li> </ul> <p><u>Clinical skills workshop:</u> Serious illness           <ul style="list-style-type: none"> <li>Delivering serious news (EPA 1,4)</li> <li>Patient perspectives on life threatening illness (EPA 1,4)</li> <li>Models of ideal collaboration</li> </ul> <u>Clinical experience:</u> Home Visit #2 (during block)</p> <p><u>Reflecting on practice:</u> End of Life; Guided experience?</p> <p><u>College morning</u> Tutorial #5</p>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>Focus on patient/ team meeting</li> </ul> <p><u>Clinical skills workshop:</u> Cross-cultural care           <ul style="list-style-type: none"> <li>Cross-cultural medicine #2 and CAM (EPA 1)</li> <li>Spirituality in medicine (EPA 1)</li> <li>Working with interpreters (EPA 1)</li> <li>Community-oriented primary care</li> <li>Primary care and vulnerable populations?</li> </ul> </p> <p>Reflecting on practice: Disparities &amp; bias; Implicit Association Test</p> <p><u>College morning</u> Advanced cardiac and pulmonary exam</p>			<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>Focus on spiritual history</li> </ul>

Week 6	Week 7	Week 8	Week 9	Week 10
<p><u>Clinical skills workshop:</u> Clinical reasoning #3 Simulated patients with chest pain Focus: Summary statement Prioritize a differential diagnosis (EPAs 1,2, 7, 10)</p> <p><u>College morning</u> Tutorial #6</p>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>Focus on forming a DDx</li> </ul> <p><u>Clinical skills workshop</u> Facilitating behavior change #1: Focus on tobacco use (EPA 1, 4, 9)</p> <p><u>Reflecting on practice:</u> burn-out, depersonalization and compassion fatigue</p> <p><u>College morning</u> Tutorial #7</p>		<p><b>IPCCC</b></p> <p><u>Clinical skills workshop:</u> Clinical reasoning #4 Simulated patients with dyspnea Focus: Recommend and interpret tests EPAs 1,2,4,7,10</p>	
				<p><u>College morning</u> Tutorial #8</p>

## Blood & Cancer (3/28-4/15/2014)

Week 1	Week 2	Week 3
IPCCC	<p><u>Clinical skills workshop:</u> Interview dynamics</p> <ul style="list-style-type: none"><li>• Difficult interview (EPA 1)</li><li>• Psychodynamic theories in clinical practice (SHB)</li><li>• Standardized patient (end-of-life)</li></ul>	IPCCC

## Energetics & Homeostasis (4/18-5/27/2016)

Week 1	Week 2	Week 3
<u>Clinical experience:</u> ½ day with home hospice, inpatient hospice, palliative care	IPCCC <ul style="list-style-type: none"> <li>• Focus on advance directives (maybe this should be earlier?)</li> </ul>	<u>Clinical skills workshop:</u> Facilitating behavior change #2 <ul style="list-style-type: none"> <li>• ? focus on obesity</li> <li>• Prevention in primary care</li> </ul> <u>Reflection on practice:</u> 50 word story
Reflecting on practice: Care at the end of life		
<u>College morning</u> Tutorial #10		<u>College morning</u> Advanced abdominal exam

Week 4	Week 5	Week 6
IPCCC	<u>Clinical skills workshop:</u> Clinical reasoning #5 Simulated patients with gastrointestinal bleeding Focus: Give a patient handover EPAs 1,2,4,7, 8,10	IPCCC
	<u>College morning</u> Tutorial # 11	

# Mind, Brain, & Behavior (9/5-11/4/2016)

Week 1	Week 2	Week 3	Week 4	Week 5
<p><u>Clinical skills</u></p> <ul style="list-style-type: none"> <li>• The chronic pain interview (EPA 1)</li> <li>• Intimate partner violence (EPA 1)</li> <li>• <b>Integrating primary care and mental health</b></li> </ul> <p><u>Reflecting on Practice:</u> Summer reflections (primary care, specialty care, research)</p> <p><u>Clinical Experience (Pain):</u> ½ day in pain clinic (at some point during this block) <u>(50 word story from pain patients?)</u></p>	<p><b>IPCCC</b></p> <ul style="list-style-type: none"> <li>• Focus on pain interview</li> </ul>	<p><u>Clinical skills workshop: Clinical reasoning #6</u> Interprofessional care of patients with acute neurologic changes Focus: Team communication EPA 1,2,3,8,9,10</p>	<p><b>IPCCC</b></p>	<p><u>Clinical skills</u></p> <ul style="list-style-type: none"> <li>• Clinical toolkit: Communicating with patients with barriers (EPA 1,9)</li> <li>• Care of veterans (EPA 1, 4, 9)</li> </ul> <p><u>Reflecting on Practice: Wellness</u></p>
<p><u>College morning</u> Tutorial #12</p>		<p><u>College morning</u> Advanced HEENT exam ? ENT or Ophtho clinic during this block?</p>		<p><u>College morning</u> Advanced Neuro exam</p>

<b>IPCCC</b> <ul style="list-style-type: none"> <li>• Focus on communication strategies for pts w/comm disorders</li> </ul>	<p><u>Clinical skills workshop:</u> Clinical reasoning #7 Interprofessional care of patients with confusion or mental health concerns Focus: Enter and discuss orders and prescriptions EPA 1,2,3,4,8,9,10 <u>Reflecting on Practice:</u> advocacy and policy</p> <hr/> <p>Interprofessional error disclosure (EPA 9,13)</p> <hr/> <p><u>College morning:</u> Psychiatry tutorial</p>	<b>IPCCC</b>	<p><u>Clinical skills workshop:</u> Facilitating behavior change #3 Focus on alcohol and substance abuse</p>
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## Lifecycle & Reproduction (11/7-12/9/2016)

Week 1	Week 2	Week 3	Week 4	Week 5
<b>IPCCC</b>	<p><u>Clinical skills</u></p> <ul style="list-style-type: none"> <li>• Negotiating a patient-centered plan</li> </ul> <p>Reflecting on Practice: Evolution of professional identity, reflection on application essay?</p> <p><u>College morning</u> Tutorial #14</p>	<b>IPCCC</b>	<p><u>Clinical skills</u> Clinical reasoning workshop # 8: Interprofessional care of simulated patients with abdominal pain (EPA 1,2,3,4,8,9,10)</p> <p><u>College morning</u> Tutorial #15</p>	<b>IPCCC</b>