



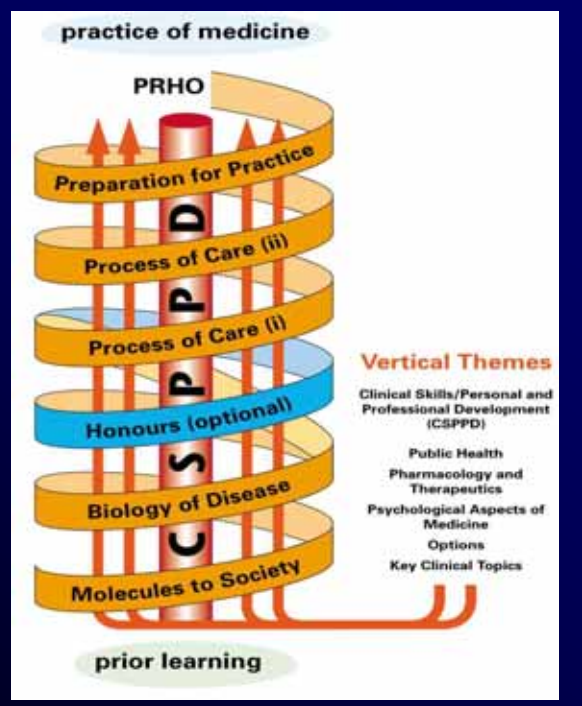
TEACHING OF CLINICAL SKILLS

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New undergraduate
medical curriculum,
University of Edinburgh
Medical School,
1998





Defining terms



CSPPD - Clinical Skills / Personal and Professional Development

- **practical clinical skills and procedures**
- **first aid and resuscitation**
- **communication skills**
- **consultation skills**
- **computing skills and medical informatics**
- **evidence-based learning and medical practice**
- **medical ethics, legal and professional responsibilities**
- **personal development**

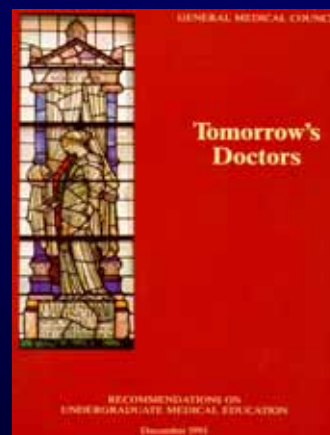


Driving forces



“Tomorrow’s Doctors”

- essential skills acquired under supervision
- proficiency rigorously assessed
- specific emphasis on communication



Reasons to to teach clinical skills

- EXPECTATIONS - PATIENTS, EMPLOYERS
- MEDICO-LEGAL ISSUES
- FEWER MIDDLE-GRADE STAFF WORKING
FEWER HOURS
- TECHNOLOGICAL NATURE OF MEDICAL
PRACTICE
- MULTI-DISCIPLINARY PRACTICE



What to teach?



Clinical Skills, Personal and Professional Development – Theme Outlines

Course Organisers – Dr Allan Cumming and Dr Harry Campbell

Practical Clinical Skills and Procedures	First Aid and Resuscitation Skills	Communication Skills	Consultation Skills	Personal Development	Medical Ethics and Legal and Professional Responsibilities	Computing Skills and Medical Informatics	Evidence-based Learning and Medical Practice
Leader: Dr Allan Cumming (Medicine)	Leader: Dr Gordon Drummond (Anaesthetics)	Leader: Dr Alison Sinclair (Community Health Sciences General Practice)	Leader: Dr Donald Thomson (Community Health Sciences, General Practice)	Leader: Dr Helen Cameron (Medical Faculty)	Leader: Dr Kenneth Boyd (Medicine)	Leader: Dr Steve Yewdall (Medical Faculty)	Leader: Dr Harry Campbell (Community Health Sciences, Public Health)
Acquiring a range of practical competencies which will be needed to function as Pre-registration House Officers, and in subsequent medical practice.	Developing the ability to deal effectively with acute medical emergencies, including cardio-respiratory arrest and acute injury.	Developing the ability to communicate effectively with patients, relatives, and colleagues, in a variety of clinical settings.	The progressive acquisition of 6 core skills: diagnostic: <ul style="list-style-type: none"> • history taking • examination • investigation therapeutic: <ul style="list-style-type: none"> • treatment • explanation & advice • reassurance & support. 	Encouraging reflective and self-directed approaches to the study and practice of medicine to allow students to maximise their effectiveness and personal satisfaction throughout their professional lives.	Being challenged to consider ethical and legal aspects of medical practice, from general concepts through to specific areas of ethical and legal dilemma. Understanding the "Duties of a doctor", as summarised in recent GMC documents.	Becoming proficient in the use of computing and information technology in a medical context.	Gaining an understanding of the scientific basis of medical practice and the ability to interpret, appraise and apply relevant information in a clinical setting.



Clinical Skills, Personal and Professional Development – Content Map

Practical Clinical Skills and Procedures	First Aid and Resuscitation Skills	Communication Skills	Consultation Skills	Personal Development	Medical Ethics and Legal and Professional Responsibilities
<p>Year 1 Introduction to practical procedures Measuring pulse rate and blood pressure Nutritional assessment Testing respiratory function Urinalysis Twelve-lead ECG/ECG interpretation</p> <p>Year 2 Venepuncture Taking blood culture Blood glucose testing Administration and dosage of insulin Moving and handling</p> <p>Year 3 ECG revision Rectal examination and FOB Establishing intravenous access</p> <p>Year 4/5 Fundoscopy/auroscopy Making up drugs for parenteral use Use of IV infusion pump IV, IM injection Arterial puncture Basic suturing Pain control Lumbar puncture Urethral catheterisation</p>	<p>Year 1 First aid and basic life support</p> <p>Year 2 Airway management Airway adjuncts</p> <p>Year 3 Rhythm recognition Defibrillation</p> <p>Year 4 Advanced Life Support algorithm</p> <p>Year 5 Advanced Trauma Life Support concepts; training in trauma life support</p>	<p>Year 1 Introduction to communication skills [Problem Based Learning Projects] [Talking with Families] Preparation for medical interview</p> <p>Year 2 General communication skills (GP based teaching) - history taking - giving advice Patient centred consulting skills</p> <p>Year 3 Communication skills in specialist settings.</p> <p>Year 4 Difficult situations - breaking bad news - disturbed patients - requesting a post mortem - discussing sexual problems</p> <p>Year 5 Improving communication with colleagues Preparing for practice Other forms of communication - telephone - writing letters - making presentations</p>	<p>Year 1 The physical, psychological & social aspects of health & illness in <i>Health & Society</i></p> <p>Year 2 Introductory history taking, examination, explanation & advice in <i>Introduction to Clinical Practice</i></p> <p>Year 3-5 All 6 core skills, in breadth & depth, integrated in all systems based modules</p>	<p>Year 1 Self appraisal Sense of direction Personal growth Career development Reflective practice: an empathic communication Personal organisation Professional behaviour Team-working Self-directed learning</p> <p>Year 2 Self-appraisal Sense of direction Adaptability Career development Oral presentation Collecting & processing information Specific meeting skills Team-working Self-directed learning</p> <p>Year 3 Self-appraisal Sense of direction Adaptability Career development Oral presentations Collecting & processing information Personal organisation Inter-personal skills</p> <p>Years 4/5 As for Year 3 Managing doctors' health</p>	<p>Year 1 Introduction to medical ethics</p> <p>Year 3 Theory and application of medical ethics</p> <p>Years 2-5 Specialty-related ethics teaching (genetics, psychiatry, GP, O&G, paediatrics, geriatrics, oncology)</p>



Guiding principles

PRINCIPLES OF CLINICAL SKILLS TEACHING

- delivered in the context of patient care
- wider issues included - e.g. basic science, consent, ethics, health and safety
- standardised best practice is taught
- present through the curriculum in a progressive design
- links with postgraduate training curricula
- multidisciplinary practice
- individualised tuition and feedback
- effective formative/summative assessment mechanisms

Strategies for skills teaching

- simulation and role-play
- learning technology - video, mannequins, CAL, virtual learning
- Medical Education Centres/Skills Labs
- Simulation Centres
- checklists and logbooks
- “shadowing”
- OSCEs and beyond
- people

Demonstrations

Virtual blood pressure measurement

Venepuncture learning program