Practice of Medicine I (MPOM 010)

2015

Welcome!

Learning Guide: Clinical Practical Block

FAMILY MEDICINE

This learning guide belongs to:

STUDENT NAME : ____________________________________________
STUDENT NUMBER : __________________________________________
CONTACT NUMBER : __________________________________________
EMAIL ADDRESS : ___________________________________________
GROUP : ___________________________________________________

SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY
(SMHSU)

FACULTY OF HEALTH SCIENCES

SCHOOL OF MEDICINE STUDY FIELD:
MBCHB I

COURSE: PRACTICE OF MEDICINE I (MP0M010)

YEAR: 1

Compiled by MM Mogotsi @ SMU – 5 Jan 2015
ORGANISATIONAL COMPONENT
1. Lecturer contact details  
2. Welcome note  
3. General principles and educational approach  
4. The importance of this block  
5. Learning materials, prescribed and recommended text books  
6. Clinical equipment needed  
7. Assignments and assessment tasks weighting  
8. General  
9. Clinical block outline

LEARNING COMPONENT
Pre-requisites, co-requisites, Critical cross field outcomes  
Specific outcomes with Learning process and strategy  
Assessment criteria, Assessment strategy and process  
Resources for each learning outcome  
Theoretical underpinnings with Spiral/process model

ASSESSMENT COMPONENT
Quizzer 1:  Family Medicine terminology  
Guide to elicit information from patient (Case report / assignment)  
Case report / assignment on patients  
Quizzer 2:  History taking skills and terminology  
Exercise: Draw your own Genogram and Ecomap
### 1. LECTURER CONTACT DETAILS

**Name and Surname** | **Tel nr** | **E-mail** | **Office** |
--- | --- | --- | --- |
Ms Mirriam Mogotsi | 521 4314 | mirriam.mogotsi@smu.ac.za | Ubuntu house Dept Family Medicine and Primary Health Care |
Prof Honey Mabuza | 521 4528 / 4583 | honey.mabuza@smu.ac.za | Ubuntu house Dept Family Medicine and Primary Health Care |

Supervisor and tutor in the clinic:

**Facilitator coordinator**

**SUPERVISORY COORDINATOR FOR CLINICS:**
Barnard Debbie (Sister)

**SUPERVISOR MENTOR FACILITATORS AT DR GEORGE MUKHARI, WARD 1 AND WARD 2:**
- Tlhoaele Mita (Sister)
- Nkomo Sylvia (Sister)
- Mario Rantho
- Phedisong 4
- KT Motubatsi

Simulated patients in Skills Centre: as organized by Ms Louise Schweickerdt
Your patient and/or family members present at the bedside

**Course administration (enter marks, arrange transport, book groups and appointments)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel nr</th>
<th>E-mail</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms D Schoeman</td>
<td>(012) 521 3294</td>
<td><a href="mailto:drienie.schoeman@smu.ac.za">drienie.schoeman@smu.ac.za</a></td>
<td>Skills Centre, Basement</td>
</tr>
</tbody>
</table>

Office calls are expected between 7h45 to 16h00 from Monday to Friday. However, **only when it is urgent and absolutely necessary**, you may call from 7h00 but not later than 20h00.

Compiled by MM Mogotsi @ SMU – 5 Jan 2015
2. WELCOME NOTE

Welcome particularly to this block, you are now on your way to become a medical doctor and the skills you will learn in this block will help you to become firstly, a clinically competent doctor one day, and also a trusted and beloved doctor who manages patients comprehensively. Please feel free to contact me and take an appointment if you have any problems during this block. Hope you enjoy this beginning of your medical journey!

3. GENERAL PRINCIPLES AND EDUCATIONAL APPROACH

This block is structured according to the following principles:

- Critical realism: You will be expected to reflect and think critically about the situation in South Africa, your community and culture of origin, and existing health inequalities regarding your perceptions about health and illness.

- Working effectively with others: You will work in small groups on materials development but will need to prove your individual contribution in the group. You will also work with other professionals in the clinic and must display professional conduct in this regard.

- Organising and managing oneself: You will have to manage your time effectively in order to cover the learning material and submit the assignment on time.

- Problem-solving skills: You will understand that disease and illness relate to systems that form a context and is interactive and interdependent.

- Full personal development: You will participate as a responsible citizen in the community when visiting the clinic and will display cultural sensitivity across the range of social context.

- Responsibility and accountability: You will take responsibility of your own learning, if you don't know something or don't understand, then you should ask.
4. IMPORTANCE OF THIS BLOCK

You are important and not just a number in a system, you are urged to treat patients not as mere numbers. You will learn the necessary skills to have a patient-centred approach and to assess and manage patients within their contextual realities. This block will direct your general thinking and perceptions about patient care and clinical practice. This block will form the basis of a number of learning areas you will meet in future.

As a graduate at the SMHSU, you must be able to:

- To actively learn and experience the context of the patient.
- Make the care of their patients their first concern.
- Communicate effectively and sensitively with patients and their relatives.
- Acquire from the individual patient the necessary information.
- Be able to take a basic history of biopsychosocial (physical, psychological and social) aspects of their lives using written guidelines.
- Suggesting cost-effective biopsychosocial management plans for the care of patients with common conditions.
- Recognize personal limitations and seek help appropriately.
- Continue their own professional development by self directed learning with an approach based on curiosity.
- Act within a legal and ethical framework.
- Progressively function effectively as a member of the health care team in South Africa.
5. LEARNING MATERIALS, Prescribed and recommended text

You will have to make your own class notes based on lectures. It is good practice to invest in buying the prescribed books because in subsequent clinical years you will refer to them again.

You will have to use the following prescribed books in order to complete all your assignments and prepare for class, and study for tests and the examination.

- Talley NJ and O’Connor, S. Clinical examination, a systematic guide to physical diagnosis. Elsevier.

Recommended books to read to enhance your understanding and learning are:

  ** This book is on the reserve shelve at the library.

Other sources of information:

- Credible newspapers reporting on events in the world, e.g. technology, natural disasters, socio-political events, community news etc.
- Watch news on TV.
6. CLINICAL EQUIPMENT NEEDED
(EVERY STUDENT MUST BUY OWN EQUIPMENTS. THESE MUST BE BROUGHT TO THE SKILLS CENTRE AND THE CLINICS.)

- N95 Facial mask.
- White Laboratory coat.
- Watch that indicate also the seconds or Watch with a timer.
- Stethoscope of reasonable quality (adult).
- Sphygmomanometer (BP apparatus).
- Thermometer.

7. ASSIGNMENTS and ASSESSMENT TASKS WEIGHTING

All the tasks and/or assignments are compulsory and will contribute towards your final mark for the block. Assignments are specified in the form of activities. You will come across the following icons to guide you in terms of the type of assignment:

<table>
<thead>
<tr>
<th>Group assignments</th>
<th>Individual assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-class activities</td>
<td>In-class activities</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Self-study</td>
</tr>
<tr>
<td>Test. Do you know it? / Can you do it?</td>
<td>Peer assessment and Assistance</td>
</tr>
</tbody>
</table>
** vous êtes attendu à chaque classe. Les absences doivent être justifiées à l’ordre du jour.

- La participation maladroite et l’attitude (selon les notes du facilitateur) maximum -20

** Important NOTE: **
Vous êtes obligé de soumettre tous les composants de l’évaluation de ce bloc. En cas de non-soumission, vous recevrez un résultat “complexe incomplet ”, qui aboutira à votre exclusion dans le minimum subordonné requis pour passer ce bloc clinique.

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# 9. CLINICAL BLOCK OUTLINE

## Week / Session ONE (1): 08h00-13h00: Skills Centre

**What you must do:**
- Defining Family Medicine
- Defining different management levels of care: primary, secondary, tertiary
- Family Medicine Bio-ethics
- Principles of Family Medicine
- Bio-psycho-social approach

Prepare and read chapters in Mash before the session starts
- Introduction pages
- Chapters 1, 4 and 12

Attend the session and participate in discussions

## Week / Session TWO (2): 08h00-12h00: Skills Centre

12h00 - 15h00: Wards 1 and 2

**What you must do:**
- General Principles of History taking
- The 3-stage assessment
- Genogram and ecomap
- Simulated Patient role plays

Prepare and read chapter in Mash and Tally/O’Connor before the session starts
- Chapters 2 and 3 (Mash)
- Chapter 1 and 2, and Appendix I and II (Tally and O’Connor)

(If you want to go the extra mile and excel as student, you can also read chapter 7 of Mash, but we will not ask question during the first year end of block test on chapter 7)

Participate in the role-plays: Be the best doctor you can be!

Interview/clerk patient in the wards under supervision

Work in pairs:
- Obtain consent from patient
- Take history from patient
- Observe patient and vital signs
- Discuss patient with supervisor

Work as individual:
- Obtain witness report from supervisor
- Get log sheet signed
- Write up the patient case record
- Submit the above with declaration of individual work by Wednesday of week 3.

## Week / Session THREE (3): 08h00-12h00: Skills Centre

12h00-14h00: Practice skills and OSCE

**What you must do:**
- Principles of Physical examination
- Introduction to Prevention and Health Promotion
- Introduction to Extended programme on immunization
- Infection control
- Hand washing practical

Prepare and read chapter in Mash and Tally/O’Connor before the session starts
- Chapters 5 (Mash)
- Chapter 3 and appendix I and II (Tally and O’Connor)

Practice the correct hand washing technique and doing of gloves

Participate in the OSCE (assessment) and obtain a pass mark

## Week / Session FOUR (4): 08h00-12h00: Skills Centre

**What you must do:**
- Reflection on your learning gaps and revision
- Evaluation of the block
- Test

- Study all the prescribed chapters for the test
- Reflect on what you don’t understand and come ask the facilitator to clarify during the revision 30minutes – hour
- Write the test
- Evaluate the block
Assessments component:

The following tasks must be completed and submitted in order to obtain a mark for the block. Your mark can be negatively influenced by non-attendance, late submission, plagiarism and poor attitude.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NATURE</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic visit</td>
<td>Communication and clinical skills and professionalism</td>
<td>Feedback on behaviour</td>
</tr>
<tr>
<td>Class participation</td>
<td>Hand washing, gloving and masking</td>
<td>20</td>
</tr>
<tr>
<td>Quizzers</td>
<td>Quizzer 1: Family Medicine terminology</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td>Quizzer 2: History taking skills and terminology</td>
<td>No mark</td>
</tr>
<tr>
<td>Case report / assignm ent</td>
<td>Levels of care, primary, secondary and tertiary</td>
<td>5 marks</td>
</tr>
<tr>
<td></td>
<td>Genogram and Eco map and narrative</td>
<td>5 Marks</td>
</tr>
<tr>
<td></td>
<td>Clinical assessment and management</td>
<td>10 Marks</td>
</tr>
<tr>
<td></td>
<td>Individual assessment and management</td>
<td>10 Marks</td>
</tr>
<tr>
<td></td>
<td>Contextual assessment and management</td>
<td>10 Marks</td>
</tr>
<tr>
<td></td>
<td>Principles of family medicine – application</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Additional</td>
<td>Logical integrated presentation Critical thinking overall</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Test</td>
<td>End of block test</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL BLOCK MARK</td>
<td></td>
<td>......../100</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>-----------%</td>
</tr>
</tbody>
</table>
Preparation Quizzer 1 - Friday session 1:  Family Medicine terminology


Reflect on what you know about the effect of disease on the patient and his/her social context:

_________________________________________________________________________
_________________________________________________________________________

Why do you think is the Three Stage Assessment the ideal clinical assessment tool?

_________________________________________________________________________
_________________________________________________________________________

Define or describe the following terms and concepts:

Disease:
_________________________________________________________________________
_________________________________________________________________________

Illness:
_________________________________________________________________________
_________________________________________________________________________

Labelling and stigma:
_________________________________________________________________________
_________________________________________________________________________

Socio-political:
_________________________________________________________________________
_________________________________________________________________________

Sick role behaviour:
_________________________________________________________________________
_________________________________________________________________________

Health belief:
Possible reasons for inequality in health:
_________________________________________________________________________
_________________________________________________________________________

Reasons for presenting for health care:
_________________________________________________________________________
_________________________________________________________________________

Write your answers in the spaces provided above and hand in your page in the box provided as you enter the class.

Surname and Initials:_________________________Student number:______________

Cell nr:_________________________E-mail:____________________________________

Mark obtained:_____________/7

Compiled by MM Mogotsi @ SMU – 5 Jan 2015
Group assignments

Use the following guide to elicit information from the patient in order to do your case report/assignment:

This covers the interview with the patient and reflects information you elicited and your personal assessment of the patient. You will then use this information to do your case report/assignment.

1. **History taking:** Ask the following questions to the patient:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet the staff members and the patient and explain to the patient that you wish to talk to him/her in order to have a better understanding of how illness affects a patient.</td>
<td></td>
</tr>
<tr>
<td>What is the patient’s hospital classification?</td>
<td></td>
</tr>
<tr>
<td>Chief complaint(s) (usually the reason for the patient to consult)</td>
<td></td>
</tr>
<tr>
<td>- When did the symptom(s) start?</td>
<td></td>
</tr>
<tr>
<td>- How often does it occur? (Frequency)</td>
<td></td>
</tr>
<tr>
<td>- How long does the symptom last? (Duration) Did the problem started suddenly/gradually?</td>
<td></td>
</tr>
<tr>
<td>What do (did) you do when it starts? (Setting)</td>
<td></td>
</tr>
<tr>
<td>- Show me exactly where is the pain/discomfort? (Location)</td>
<td></td>
</tr>
<tr>
<td>- Is it in one place or does it spread to other places?</td>
<td></td>
</tr>
<tr>
<td>Describe the sign or symptom OR What does it feel like? (Character)</td>
<td></td>
</tr>
<tr>
<td>- How bad is it? (Intensity / Severity)</td>
<td></td>
</tr>
<tr>
<td>- What can the patient not do now, that s/he could do before? (loss of function) AND/OR Scale (0-10 where 0=no pain and 10=worst you ever had)</td>
<td></td>
</tr>
<tr>
<td>- What makes it better? (Relieving factors)</td>
<td></td>
</tr>
<tr>
<td>- What makes it worse? (Aggravating or relieving factors)</td>
<td></td>
</tr>
<tr>
<td>- How is it altered by…? (modifying factors)</td>
<td></td>
</tr>
<tr>
<td>- How does it affect you daily life? (people, mood, job, leisure, social life and sexual activity)</td>
<td></td>
</tr>
<tr>
<td>- What the patient do to make it better? If patient used something (medicine, rub-rub, muti etc) to make it better, ask:</td>
<td></td>
</tr>
<tr>
<td>- What did he/she use?</td>
<td></td>
</tr>
<tr>
<td>- How much?</td>
<td></td>
</tr>
<tr>
<td>- How often?</td>
<td></td>
</tr>
<tr>
<td>- Who recommended it?</td>
<td></td>
</tr>
</tbody>
</table>
- What else do you experience? OR
- Any other problem you experience in the body? (Review of systems. If female, you must know the last date of menstruation; how regular it is; any pregnancies; and contraceptive use)

(At a minimum you need to know about Changes in bowel movement, passing of urine, fever, coughing, sleep and appetite (weight gain/loss))

- How was your health before?

- Were you in hospital before? (Reason e.g. surgery)

- Any accidents in the past? Any injuries? (If yes, ask for detail of injuries the patient sustained)

- Allergies?

- What do you think caused this? OR What are your thoughts about this? (This is an Individual Assessment aspect and elicit ideas and health beliefs)

- How do you think the doctor can help you? (Expectation)

- What does the symptom/disease mean to you? (Elicit concerns, fears and ideas)

- What do you do on a daily basis? Follow up with questions to elicit level of education, employment, leisure, nature of job, income and stressors. Use info for ecomap.

- With whom do you share a household? (You want to know the family context, diseases that run in the family and relationships) Also use info for genogram.

- Tell me about the area where you spend most of your time? (work/live)

- Elicit the housing, electricity, water, pollutants, allergen risk etc.

- What is the nature of your monthly income?
Tell me about your (and your family) habits (Eating habits, exercise, smoking and alcohol /drug consumption)

Important to know: What? How often? How much? Since when?

Is there anything else that you think I must know about your health and well-being?

Thank the patient for his/her co-operation and wish him/her well and a speedy recovery.

THANK THE NURSES WHEN YOU LEAVE THE WARD.

Individual assignments | Out-of-class activities
--- | ---
**CASE REPORT/ ASSIGNMENT on patient consulted in Ward1 or 2 in DGMH.**

Use the information you obtained from the patient, in the hospital; do reflective thinking and read and only then apply your new knowledge and compile the following report.

1. **Health system and administrative issues**
   1.1 What does the patient’s hospital coding mean?
   1.2 What route did the patient follow to come to the hospital?
   1.3 When the patient goes home, who will do his/her clinical follow-up?

2. **Family and contextual background coding:**
   2.1 Patient – family three generational genogram and narrative description.
   2.2 Patient ecomap and narrative description.

3. **Assessment of the patient:**
   The assessment of the patient is done IN THIS FORMAT as a three-stage assessment and management

<table>
<thead>
<tr>
<th>CLINICAL</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL</td>
<td>CONTEXTUAL</td>
</tr>
</tbody>
</table>

3.1 **Clinical:**
   3.1.1 Signs and symptoms – nature and cause as patient understands and describes it, Use the attributes of the symptom to describe it.
   3.1.2 In addition, what you as a doctor read about the diagnosis (short definition/description and short aetiology).
   3.1.3 Physical threats to health as identified by the student
   3.1.4 Copy the treatment and tests (Management) / investigations in the file and EXPLAIN the treatment.

3.2 **Individual:**
   3.2.1 Describe the individual aspect of patient regarding the disease.
   3.2.2 It is important to add your personal observations and perceptions.
   3.2.3 Elicit Health beliefs regarding this disease or an illness?
   3.2.4 Any psycho-emotional threats to health and any traumatic incidents the past 13 months as identified by YOU?
   3.2.5 Make suggestions on all the aspects of the individual management of the patient
3.3 **Contextual:**

3.3.1 Identify psycho-social threats the patient may experience

3.3.2 Identify socio-economical threats, and/or socio-political threats which in your opinion can be a threat to the patient's health.

3.3.3 How does the patient's illness/disease affect the family OR for a similar disease and why?

3.3.4 What other contextual factors contribute to the patient's illness experience/ health behaviour? (This includes housing, sanitation, water, pollution, welfare system, government, employment, paid sick leave, legislation, culture and stigma, etc)

3.4 On all the aspects of the contextual management of the patient.

4. Apply three principles of family medicine on the care of your patient.

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**Individual before class Preparation Quizzer 2 for Friday session 3:**

**History taking skills and terminology**

Read Tally and O’ Conner (2013) 7th Edition Chapter 1, 2, 3.

Complete Chapter 1, 2 and of Tally and O’ Conner (2013) and reflect on your personal history taking style.

**Question that should be asked about most symptoms in your history taking.**

**Define the following concepts and provide explanation where is required**

**Rapport:**

_________________________________________________________________________
_________________________________________________________________________

**Personal history taking:**

_________________________________________________________________________

**Physical examination:**

_________________________________________________________________________

**Why is it important to ask the patient about previous illness?**

_________________________________________________________________________

**Why Cross-cultural history taking is important?**

_________________________________________________________________________

Write your answers in the spaces provided above and hand in your page in the box provided as you enter the class.

Surname and Initials: ______________________ Student number: ________________

Cell phone number: ________________ E-mail: ____________________________

Mark obtained........ / 7. Assessor: ____________________________
Exercise for SESSION 1:  Draw your own GENOGRAM and ECOMAP

Reflection sheet on the Family Medicine block:

Please complete at the end of the block. What did I find interesting?
_________________________________________________________________________
_________________________________________________________________________

What did I find boring?
_________________________________________________________________________

What did I learn?
_________________________________________________________________________

What will I do next time to improve my understanding?
_________________________________________________________________________

What were the most important things I have learnt from this block?
_________________________________________________________________________

How do I feel about the feedback (during and after the session) from my friends and the facilitator?
_________________________________________________________________________
_________________________________________________________________________

How and where will I use my skill as a medical student during the rest of this year the next years?
_________________________________________________________________________
_________________________________________________________________________

Any additional comments from the evaluator / examiner
_________________________________________________________________________
_________________________________________________________________________

Examiner: ____________________________  Initials and Surname  Signature  Date

Compiled by MM Mogotsi @ SMU – 5 Jan 2015