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Mission Statement for the Clinical Tutorials Course:

The mission of this course is to allow second year medical students to begin to integrate basic science knowledge, preclinical training, and history and physical skills to prepare them for third year clinical clerkships. This includes practical application of acquired knowledge and skills with six real-life patients. Students are expected to be able to complete a thorough history and physical, including eliciting a chief complaint, a pertinent review of systems, and most likely diagnoses. They are also expected to demonstrate strong interpersonal skills and professionalism by development of rapport with patients and families as well as hospital staff and colleagues. Students are expected to present and intelligently discuss their six cases in a small group setting in a manner that demonstrates their understanding of the clinical significance of their findings, thought processes in development of differential diagnoses, and understanding of pathophysiologic mechanisms.
# Clinical Tutorials Syllabus

**Edited 1/21/15**

## Clinical Tutorials Course Staff

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CLINICAL TUTORIALS COURSE LEARNING OBJECTIVES:

Learning Objectives for Rotations

Rotation 1: Foundations

- Student is competent in identifying and documenting chief complaint
- Student is competent in completing a thorough collection of data from a complete history and physical exam
- In their oral presentations, the student is able to appropriately and systematically identify, organize, and assign relevant data from H&P into:
  - Chief Complaint
  - History of Present Illness
  - Review of Systems
  - Past Medical History
  - Social History
- In their written documentation of patient cases, the student is able to appropriately and systematically identify, organize, and assign relevant data from H&P into:
  - Chief Complaint
  - History of Present Illness
  - Review of Systems
  - Past Medical History
  - Social History
- Student is able to construct a basic problem list based upon information collected from H&P
- Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Rotation 2: Interpreting and Integrating Evidence

- Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
- Student is able to construct a systematic and comprehensive problem list based upon information collected from History & Physical Exam.
- Student is able to articulate a Bio-Psycho-Social assessment and discussion of the patient related to their chief complaint and other relevant factors in their medical history.
- Student is able to construct and rank a differential diagnosis for the patient supported by evidence documented in the HPI and from the remainder of the H&P.
- Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
- Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Rotation 3: Communicating and Preparing for the Wards

- Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate an organized and accurate assessment of the patient.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate a basic treatment plan for the patient; emphasis is on appropriate therapeutic regimens, but not dosing.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.
• Students will gain experience in consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.
• Students will gain experience in consolidating and prioritizing history and physical exam data into a SOAP note.

**Learning Objectives for Specialty Days**

**Emergency Medicine Specialty Day**
- The student will be able to demonstrate familiarity with the major content and organization of a focused interview among Emergency Department patients.
- The student will be able to produce a differential diagnosis (1st and 2nd most likely) for an observed patient in the emergency department.
- The student will be able to demonstrate familiarity with treatment options with regards to the patient’s differential diagnosis.
- The student will be able to identify clinical considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
- The student will be able to identify ethical considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
- The student will be able to identify personal or social considerations that arise in working with/caring for an acute adult population being treated in the emergency department.
- The Student will be able to write a SOAP note used in emergency medicine.

**Psychiatric Medicine Specialty Day**
- The student will be able to demonstrate familiarity with the major content and organization of the psychiatric patient interview.
- The student will be able to demonstrate a basic ability to interpret a patient’s clinical presentation and interview responses using psychiatric clinical terms.
- The student will be able to demonstrate a basic ability to apply relevant psychiatric clinical terms that describe the presentation of the patient within the mental status exam.
- The student will be able to identify clinical considerations (diagnosis, treatment, ) that arise in working with/caring for an adult inpatient psychiatric population.
- The student will be able to identify ethical considerations that arise in working with/caring for an adult inpatient psychiatric population.
- The student will be able to identify personal considerations that arise in working with/caring for an adult inpatient psychiatric population.
- The student will be able to identify and organize information from the psychiatric interview into the core elements of a psychiatric SOAP note.
- The Student will be able to write a psychiatric SOAP note.
Rotation Schedules and Student Assignments:

Please consult course website for updated postings regarding this information
Course Requirements:

I. Writing Assignments:
A) You will submit a total of 6 full History and Physical Exam write-ups for the six new patients you see during the three rotations. All patient write-ups need to be de-identified by the student before being presented and submitted to the tutor. Further information about these write-ups, along with an example, is provided on the course website under "Student Resources and Forms".

B) In addition to these full write-ups, you will also submit one soap note based upon one of the above patients.

II. Independent Learning Objectives:
For most sessions in each rotation, you will be asked to prepare and present an independent learning topic. This topic may be assigned to you by your tutor or selected by you in consultation with your tutor at the end of each of your sessions. You are expected to research and prepare a brief presentation on your assigned learning issue for these tutorial sessions. You tutor may decide to require a brief handout for your colleagues.

Learning issues are designed to clarify and resolve questions with regard to any of the following:

a) pathophysiological foundations of a patient’s condition,
b) unobtained data that is available upon further follow-up with the patient or elsewhere in the medical record,
c) current standards of diagnostic and/or treatment, or broader demographic, epidemiological, or
d) socio-political dimensions of the patient’s presenting illness(es) or its management.

III. Preparation, Attendance, and Participation in all Tutorial Activities
Preparation, attendance, and participation are required for Clinical Tutorials. Participation is a substantial component of students’ grades, and attendance will be taken at all sessions. You are required to attend:

• all scheduled tutorial sessions,
• specialty days,
• OSCE days, and
• the difficult patient day.

As matters of professional comportment, subject to inclusion in grading, students are expected to a) attend all sessions, b) to arrive on time, c) to remain until the sessions are over, and d) to prepare for and participate fully in discussions and other activities. Failure to meet these professional standards may result in a failing grade.

A NOTE ON MISSED SESSIONS:
You are required to attend all Clinical Tutorial Activities. For absences owing to unavoidable illnesses, we require you to notify your tutor, Ron Brewer, and Debbie Deedrich of absences. Any student who anticipates absences should consult well in advance with Ron Brewer. The time and effort required for remediation will be commensurate with the duration of the absences.

IV. Other Professional Activities:
These additional activities include the completion and timely submission of all writing assignments, self evaluations, peer evaluations, and tutor assessments to your tutors and course administrators. You will not receive a grade for the course if all course materials are not turned into Ron Brewer and/or Debbie Deedrich in a timely manner.
Grading:
You will receive a single course grade in Tutorials. The grade will represent your cumulative work in three group rotations, exercises related to OSCEs, difficult patient day, and specialty days, and faculty/staff evaluations.

Your overall grade is determined by assessing your tutorial performance as follows:

**Rotation 1 (20%)**
- Writing Assignments, independent learning issues, presentation/participation
- Tutor Narrative Assessment

**Rotation 2 (20%)**
- Writing Assignments, independent learning issues, presentation/participation
- Tutor Narrative Assessment

**Rotation 3 (20%)**
- Writing Assignments, independent learning issues, presentation/participation
- Tutor Narrative Assessment

**Formative Evaluation and Professional Development (10%)**
- Preparation, attendance and participation at all tutorial activities
- Completion of peer evaluations and self-evaluations
- Professional interactions with faculty, hospital staff, and patients
- Timely submission of write-ups and evaluations to tutors and staff
- Responsiveness to feedback from first two OSCE sessions and difficult Patient day

**Objective Structured Clinical Exam Assessment (OSCE) (30%)**
- Performance on focused interviews with standardized patients during third OSCE

You will receive more information about the three scheduled OSCE sessions from Diane Corsaro at a special orientation for OSCEs.

Grade Categories:
The following grades will be used in the Clinical Tutorial program:

**Outstanding**
Outstanding performance in all areas of tutorial objectives; demonstrates a high level of integration between HxPxDx skills, fund of knowledge and clinical sophistication. Student exceeds expectations of faculty for a second year student and performs consistently above stated criteria of performance.

**Advanced**
Student demonstrates outstanding performance in some of the clinical tutorial areas of evaluation. Overall performance is above average with no observed weaknesses.

**Proficient**
Meets faculty expectations of a second year medical student in the UICOM-UC Clinical Tutorial program. Demonstrates competency of all objectives with no striking performance deficits. The student has a good fund of knowledge and is able to draw upon it for the satisfactory resolution of clinical problems. Shows adequate clinical assessment skills. Continued growth in clinical competence is expected.

**Unsatisfactory**
Unsatisfactory performance in a number of clinical tutorial objectives or gross incompetence in single area of evaluation. Remediation may be prescribed by the course director and the Clinical
Tutorial staff based on the evaluations from tutors or other faculty and staff assessments. Typically remedial work with not be accomplished during the course of the Clinical Tutorial program unless explicitly negotiated with the Tutorial Course Director. Should the student contest the proposed remediation, he/she has the right to appeal the decision through proper school authorities. Acts of unethical, illegal or other behavior contrary to the rules of conduct for a student at the University of Illinois and the College of Medicine also apply to this grade category.

**Incomplete**
A deferred grade indicates that the student has not completed all requirements for the Clinical Tutorial program. Components must be completed before a grade is issued. If this grade is assigned, a description of activities will be identified by Administration/faculty along with dates, length of time and location.
Student Evaluations Completed by Tutors

You will receive both written and verbal evaluations from each of your tutors that take the form of:

1. **Tutor Written Feedback on Student Write-Ups** – All patient write-ups need to be de-identified by the student before being presented and submitted to the tutor. The graded/evaluated patient write-up will be evaluated for completeness, organization, and against the relevant learning objectives for each rotation. The tutor should return the evaluated write-up to the student by the following session. The original, graded evaluation should then be turned into Debbie Deedrich to be placed in the student’s individual file within one week of the student receiving it from the tutor.

2. **Mid-point Written Evaluations** – Each student will obtain a mid-rotation evaluation card from Debbie that is to be turned into the tutor at the beginning of each rotation. The tutor will complete the mid-point evaluation and return it to the student. The student must return the completed evaluation to Debbie within one week to then be placed in the individual student file.

3. **Final Verbal and Written Evaluations** – By the final/10th session, the clinical tutor will meet with each student individually to provide them with two written evaluations.
Guidelines for Student Case Presentations

Daily Agenda (suggested)
Generally, each tutorial session should be of approximately two hours duration. Time
commitments above and beyond the two hour session minimum requirements should be
negotiated within each tutorial group.

1. Group convenes
2. Old business/learning issue discussion (10-15 minutes)
3. Case presentation/clinical simulation and discussion (90-110 minutes)
4. Assignment of learning Issue topics for next session (5 minutes)
5. Adjourn

Student Roles in Case Presentations

Presenter:
Each student is required to obtain and prepare two new written patient histories and physical
examinations for each rotation as specified in the Tutorials Rotation Schedule. These presentations
and write ups must be based upon the completion of a history and physical exam of a new patient
for each assigned presentation date. Additional briefer presentations are asked of students in the
second half of the 3rd rotation; these presentations can be based upon either a new patient or the
revision and consolidation of the H&P and write up from any of the six new patients presented in
earlier rotations.
Students are expected to make their case presentations to the tutor and colleagues a valuable and
engaging learning experience for all participants.

Each patient write-up must be submitted to the tutor at the end of the student's assigned
presentation day. In cases of significant problems with the student's submitted write-up, the tutor
may request revisions from students. Tutors should ensure that the student has appropriate
written and/or verbal feedback on how to make the required revisions.

Scribe:
The scribe is a non-presenting group member, and is the recorder of all important aspects of group
discussion for a given case presentation. Important aspects of the group discussion are typically
defined as follows:

1) pertinent positive and negative findings as organized around clinically relevant categories
   (CC, HPI, ROS, etc) and derived from the patient history and physical exam, inclusive of the
   medical record.
2) Student contributions to a working problem list, differential diagnosis, and/or assessment
   and treatment plan as appropriate and specified in the curricular objectives for each
   rotation.

Each student must be appointed to serve as scribe for a minimum of two sessions within each
rotation. Use of the chalk board or white board is strongly encouraged in order to make information
visible and accessible through out the session.

Participants:
Students are required to actively participate in all scheduled tutorial sessions as a presenter, scribe,
or discussant. Students are expected to participate in specified group and individual evaluation
activities; to share knowledge and relevant experiences; to actively discuss case presentations; and
ask relevant, focused questions that seek to clarify and/or advance the discussion. Students are also expected to contribute to a professional, supportive, and collegial group atmosphere and dynamic.

**Presenting Learning Issues:**
By assignment from or consultation with the tutor, students are required to research and prepare brief learning issues for tutorial sessions. These issues are designed to clarify and resolve questions with regard to any of the following: pathophysiological foundations of a patient’s condition, unobtained data that is available upon further follow-up with the patient or elsewhere in the medical record, current standards of diagnostic and/or treatment, or broader demographic, epidemiological, or socio-political dimensions of the patient’s presenting illness(es). Students may be required to perform selected abbreviated literature reviews designated to elaborate upon the assigned learning issues. In general, learning issues will be formulated by all tutorial participants, but the tutor will make the designation and assignment of learning issues to individual students.
Tutorials 2015  
Rotation 1: Foundations  

Sessions for 1st Patient Presentations (2 hr student presentations)  
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day  

Objectives for student presentations and write-up for 1st patient:  
Tutor evaluation of student work should help the student develop the following competencies:  
• Student is able to identify and document a strong chief complaint.  
• Student is able to conduct and document a thorough collection of data from a complete patient history and physical exam.  
• Student is able to assign and organize most data from the History & Physical Exam data into appropriate categories and components of the presentation and write-up.  
• Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.  
• Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.  

**COMPLETE MID-POINT EVALUATIONS**  

Sessions for 2nd Patient Presentations (1 hour student presentations)  
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day  

Objectives for student presentations and write-up for 2nd patient:  
Tutor evaluation of student work should help the student develop the following competencies:  
• Student is competent in identifying and documenting chief complaint.  
• Student is competent in completing a thorough collection of data from a complete history and physical exam.  
• Student is able to appropriately and systematically identify, organize, and assign relevant data from H&P into:  
  o Chief Complaint  
  o History of Present Illness  
  o Review of Systems  
  o Past Medical History  
  o Social History  
• Student is able to construct a basic problem list based upon information collected from H&P.  
• Student is able to identify relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.  
• Student demonstrates the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.  

**COMPLETE FINAL EVALUATIONS**
Rotation 2: Interpreting and Integrating Evidence

Sessions for 3rd Patient Presentations (1.5 hr student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 3rd patient:

• Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
• Student is able to construct a systematic and comprehensive problem list based upon information collected from History & Physical Exam.
• Student is able to articulate a Bio-Psycho-Social discussion of the patient related to their chief complaint.
• Student is able to construct a differential diagnosis (4-5 Dx) for the patient.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

**COMPLETE MID-POINT EVALUATIONS**

Sessions for 4th Patient Presentations (45 min student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 4th patient:

• Student is able to use and integrate lab data and other information such as from the electronic medical record (as determined by site assignment) in the student’s evaluation and write-up.
• Student is able to construct a systematic and comprehensive problem list based upon information collected from H&P.
• Student is able to articulate a Bio-Psycho-Social assessment and discussion of the patient related to their chief complaint and other relevant factors in their medical history.
• Student is able to construct and rank a differential diagnosis (6-8 Dx) for the patient supported by evidence documented in the HPI and from the remainder of the H&P.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

**COMPLETE FINAL EVALUATIONS**
Rotation 3: Communicating and Preparing for the Wards

Sessions for 5th Patient Presentations (1 hr student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 5th patient:
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate an organized and accurate assessment of the patient.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate a basic treatment plan for the patient; emphasis is on appropriate therapeutic regimens, but not dosing.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

**COMPLETE MID-POINT EVALUATIONS**

Sessions for 6th Patient Presentations (30 min student presentations)
Writing Assignment: each student will submit a full H&P write-up of the patient they present on their assigned day

Objectives for student presentations and write-up for 6th patient:
• Students will gain experience in consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate an organized and accurate assessment of the patient.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate a basic treatment plan for the patient; emphasis is on appropriate therapeutic regimens, but not dosing.
• Student is competent in identifying relevant questions/topics based upon the case presentation for which they can complete independent inquiry to augment and/or clarify their knowledge.
• Student is competent in the ability to research and teach others about their assigned learning issue in a manner that is concise and at an appropriate level for second year medical students.

Sessions for Short Presentations and SOAP Notes (15 minute and 5 minute student presentations)
Writing Assignment: each student will submit 1 SOAP note for one of the above presentations on their assigned day

Objectives for student presentations and write-up for the SOAP note:
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to formulate an organized and accurate assessment of the patient.
• Student is able to integrate information from the H&P, Differential Dx, and Problem List to **formulate a basic treatment plan for the patient**; emphasis is on appropriate therapeutic regimens, but not dosing.

• Students will gain experience in **consolidating and prioritizing history and physical exam data into a presentation format that could be employed in clinical rounds.**

• Students will gain experience in **consolidating and prioritizing history and physical exam data into a SOAP note.**

**COMPLETE FINAL EVALUATIONS**
Guidelines for Write-ups and Soap Notes

*Please consult course website for information and examples.*