

EXEMPLARY COURSE STRUCTURE

Part 1 – Day 1

- Welcome and introduction to the course instructors
- Student introductions (In groups of two, students interview and then introduce each other (name, age, place of birth, why [Berlin], why learning [language], hobbies, interest in which medical specialties?) (10 min)
- Expectations for the course: Students are quickly asked what their expectations are of the course, going around in a circle. This is to tailor the course to meet any special medical interests (eg. when lots of students are interested in surgery go through the names of the surgical equipment). (5 min)
- Introduction to course contents and handing out of course materials
- Materials: Photocopied and bound script, BBC article about Doctor's slang as an ice-breaker and something a little interesting to read later on in the day/in the break (<http://news.bbc.co.uk/2/hi/3159813.stm>)

“Beautiful Anatomy”

Class is divided into two groups. The outline of one person is traced and one group is responsible for drawing and labeling all of the internal organs, the other one is responsible for the body parts on the outside. Drawings are pinned up and presented to the other group. (30 min)



Taking a medical history I

- Brainstorming: students divide up into groups corresponding to those in the medical history: chief complaint (CC), history of the present illness (HOPI), pain, vegetative ROS (Review of Symptoms) questions, PMH (past medical history) allergies/medications/hospitalizations, PMH social history/family history and make small cards with questions for their area.
- Each group presents their “taking a medical history questions” and pins the cards on a pin board as a reference for the rest of the day. (30 min)
- Other students then make corrections and discuss. (15 min)

Break (10 min)

Taking a medical history II

One tutor plays a patient with an imaginary medical condition integrating all fields, the other is in charge of organizing the questions – the group has to find out the diagnosis by asking questions (going around in a circle) (20 min)

Acronyms & Abbreviations

- Materials: Handout to take home. Each day one column is reviewed and read out aloud with the class – then the ‘Acronym game’ is played.
- The group is divided into 2. The two groups line up in front of the table: the acronyms are written on cards. The two students from each team at the front of the line have to guess what the abbreviation stands for as quickly as possible as soon as the card is turned over. Whoever knows it (or thinks they know it) grabs the ball in the middle of the table and says the full medical term (15 min)

“What should I put in my Bag?”

We have a bag full of medical equipment (including a stethoscope, bandages, syringe, needles etc.) and this is passed around in a circle. Each student takes one item out of the bag and says, ‘I am packing my medical and am taking..... with me’. The students repeat the items from the other students first and then say theirs. (20 min)

Written clinical case: Case 1

Patient with brain metastases after breast cancer. Each student gets a copy of the case and reads 2 sentences (going around in a circle). Aim is to practice and learn the abbreviations in written cases and expand vocabulary (15 min).

Breakfast planning (10 min)

Feedback (positive/negative points? Special interests?) (10 min)

Part I – Day 2

Breakfast (30 min)

Small game: “Who am I?”

One student is chosen. The other students think of a body part/person who works in a hospital/an illness and the chosen student has to stick this card on his forehead without looking. The chosen student has to ask questions in order to find out what he/she is.



“What should I put in my bag?”

Revision (20 min)

Review of the “taking a medical history” exercise

Group interview

Class is divided into two groups, each group has a separate room. Questions are asked going around in a circle, diagnosis should be made and then students find a partner from the other group and present the cases to each other (30 min)

Physical examination exercise

- Brainstorming: specific questions asked during a physical examination (same procedure as for “taking a medical history”, division in body parts) (20 min)

Break (10 min)

- In their groups of 3 students present their area to the class in the form of a presentation: anamnesis and physical examination (patient, doctor and writer), during the presentation the writer pins questions to the board. (8 min each = 50 min)

Acronyms & Abbreviations game

(see above) (20 min)

Break (10 min)

Ball game to review physical examination commands

The thrower gives the command, the catcher obeys. (20 min)

"Once upon a time..."

The participants sit in circle around an empty space. Each student writes down three words, each word on a card. The tutor begins a story set in a medical field. For example "Just yesterday, I was passing by the emergency room, and I saw something incredible: indeed the nurse from the 2nd floor got married to the new Cardiologist this summer, and she was clinging to his scrubs and playing with his stethoscope, obviously ignoring that white faced patient in the corner of the waiting room..." When a student has a card, which would fit into the story, he stands up, shows it to the others and continues the story for three full sentences. For the previous example, if the card used depicted a bandage, the story could continue with „He seemed to have suffered of blood-loss, because even now, his bandages were soaked in blood. Luckily, a medical student passing by noticed him, and asked if he was in pain. The patient nodded, visibly in discomfort, and gave him a weak smile". Once the 3 sentences have been told, the card can be thrown into the middle of the circle. The goal is to get rid of all the cards. (30 min)

Written clinical case: Case 2 (15 min) - Anaphylaxis

Acronym game (15 min)

Feedback

Overview for the next weekend

Part 2 (with simulation patients) – Day 1

- Introduction to SP and explanation of procedures: each student has 30 min in order to take the medical history of 3 simulation patients with different clinical cases.
- Review of the “taking a medical history” exercise
- Medical group-interview (1 tutor plays imaginary medical problem) – one question per student, going around in a circle (30 min)
- During the individual “taking of a medical history” exercises with SP, various games that are easy to catch up on when people are coming and going are played, for example
 - Presentation: overview Healthcare system in England/America (10 min)
 - Presentation: hospital personnel (pin all words up on small cards so the people who were with the SPs can catch up)
 - Presentation: common vocabulary for common diseases/illnesses (example: What Chickenpox is called in German, how to name a blood pressure cuff etc.) (15 min)
 - Specific vocabulary for gynaecological/urological examinations
 - Qualities of pain
 - Surgical instruments (picture cards and pictures on laptop)
 - “Emergency Play” (15 min)

- Abbreviations (15 min)
- “Draw a Hospital” (15 min)
- At the end of the time with the SPs: presentation discussion of the cases, and feedback from BOTH sides, what the students did well/not so well etc.
- Written clinical case: Case 3 (15 min) – Rhabdomyolysis
- Acronym game (15 min)

Part 2 (with simulation patients) Saturday

- Breakfast with native speakers (simulation patients are invited)
(alternative: Episode of Emergency room with questions and discussion, small games...)
- Like on Friday, each student has 30 min in order to take the medical history of 3 would-be patients with different clinical cases. During the individual “taking of a medical history” exercises with SP, various games that are easy to catch up on when people are coming and going are played. (2 hours)
- Vocabulary marathon (10 min) – tutor writes a word on the board and the students have 5 minutes to think of all the words they can that have to do with the word the tutor chose (eg. if ‘liver’ was the chosen word students would write down things like: ‘detoxification’, ‘enzymes’, ‘cirrhosis’ etc). The student with the most unique words wins.
- PCR (Patient Care Report) examples (15 min)
- Memory: each student writes down 5 words in German and English. All cards are turned over and mixed, the aim is to find the corresponding German and English word.
- CV and Application Letter Training (preferably in a small group of 9-10 Students) (20 min)
- Written clinical case: Case 4 (15 min)
- Acronym game (15 min)
- Feedback (15 min)
- Evaluations and certificates (10 min)