

**Longitudinal Course Fundamentals of Medical Skills (FMS)**

**Clinical and Practical Skills**

**32x10 students in a single group with one moderator during one academic year**

**First academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Time</b>
<b>Beginning of the life – Birth</b>	Seminar room	Movie presenting birth, 15 minutes, followed by the discussion on the topics: life, breathing, heart, circulation, skin, senses, digestion, kidneys.	INTRODUCTION 13:15-14 14-15:30
<b>Self-protection in the medical environment</b>	Hospital ward	Moderator demonstrates, students practice hand washing, disinfection, medical gloves, facial masks, eye protection. What does it mean clean, and what is sterile?	14-15:30
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	14-15:30
<b>Sudden loss of consciousness in the tram car</b>	Clinical skills lab	Following short scenario presenting 55-year-old male suffering from sudden loss of consciousness in the cable car moderator presents basic life support algorithm with emphasis on early call for help. Students practice algorithm on the BLS model.	14-15:30
<b>Sudden loss of consciousness on the football playground</b>	Clinical skills lab	Following two short movie clips about football players with sudden loss of consciousness on the football playground moderator explains term sudden cardiac death and ventricular fibrillation. ECG demonstration of normal sinus rhythm and ventricular fibrillation with emphasis on checking the pulse. Student practice on each other measurements of body height, body weight, blood pressure, heart rate, respiratory rate and axillary temperature and calculate body mass index.	14-15:30
<b>Drawing blood</b>	Clinical skills lab	Moderator presents on clinical skills model the technique of drawing blood. Students practice on the model.	14-15:30
<b>End of the life – Death caused by bleeding</b>	Seminar room	Movie presenting non-survivor of the car accident who bleeds to deaths in the ER. Discussion on mechanisms of the end of life, students discuss their attitude towards CPR and their reflections about reactions of the medical team seen on the movie.	14-15:30
<b>Exam</b>	Clinical skills lab	3xOSCE stations: Hand washing, Blood pressure measuring, Basic life support (BLS)	45 minutes

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**30 x 10 students in single group with one moderator during one academic year**

**Second academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Hours</b>
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	<b>INTRODUCTION 14,00-14,45 Sisters of Charity Main Lecture Hall</b>
<b>Drugs and medications</b>	Hospital ward	Moderator demonstrates different types of drugs, pills, capsules, syrup, suppository, skin patch, injection, drips. Students practice management of ampoules and infusions, set intravenous lines and drips on manikins.	15-16:30
<b>Injections and infusions</b>	Clinical skills lab	Subcutaneous, intramuscular, intravenous injections, intravenous lines on manikins.	15-16:30
<b>Sweet, hungry, and thirsty tachypneic medical student</b>	Clinical skills lab	Scenario: 20-year-old medical student with 3P symptoms for 6 weeks. Discussion: acidosis&alcalosis; diabetic ketoacidosis (DKA); metabolic coma; compensatory mechanism. Student practice on each other measurement of blood sugar level and FEV1.	15-16:30
<b>Lines, tubes, and catheters in body cavities</b>	Clinical skills lab	Urinary catheter insertion on female/male manikins. Urine analysis.	15-16:30
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	15-16:30
<b>Lines, tubes, and catheters in body cavities</b>	Clinical skills lab	Physiological pathways of air and food. Disruption of normal physiological mechanisms. Oropharyngeal tube, endotracheal tube, nasogastric tube insertion and feeding on manikins.	15-16:30
<b>Exam</b>	Clinical skills lab	Intravenous line insertion; intramuscular injection; nasogastric tube feeding.	45 minutes

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**Third academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Hours</b>
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	<b>INTRODUCTION 14,15-15,00 Sisters of Charity Main Lecture Hall First lecture 15-16:30</b>
<b>Sudden loss of consciousness in the post office</b>	Clinical skills lab	Following a short scenario presenting 55-year-old male suffering from sudden loss of consciousness in the post office moderator presents basic life support algorithm with emphasis on early call for help. Students practice algorithm on the BLS model plus AED.	15-16:30
<b>Careless passage through the glass door</b>	Clinical skills lab	Following a short scenario presenting 25-year-old male suffering from multiple injuries moderator presents basic trauma life support algorithm with emphasis on stopping the bleeding. Students practice algorithm on the BLS model and each other.	15-16:30
<b>Triple back flip during the skiing vacation</b>	Clinical skills lab	Following a short scenario presenting 20-year-old male suffering from multiple injuries on skiing moderator presents basic trauma life support algorithm with emphasis on immobilization and transport to the hospital. Students practice algorithm on the BLS model and each other	15-16:30
<b>Unfortunate motorcycle ride</b>	Clinical skills lab	Following a short scenario presenting 20-year-old male suffering from multiple head and cervical spine injuries moderator presents basic trauma life support algorithm with emphasis on head and neck immobilization. Students practice algorithm on the BLS model and each other	15-16:30
<b>And ....now! Meet my patient!</b>	Hospital ward	Students present their patients.	15-16:30
<b>Meet my artificial kidney</b>	Dialysis department	Students meet chronic dialysis patients.	15-16:30
<b>Exam</b>	Clinical skills lab	3 BTLS OSCE stations	45 min

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**Fourth academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Hours</b>
<b>Injections and infusions</b>	Clinical skills lab	Subcutaneous, intramuscular, intravenous injections, intravenous lines on manikins.	INTRODUCTION 14:45-15,15 15:15-16,45
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	15:30-17
<b>Drowning victim on Jarun lake I</b>	Clinical skills lab	Scenario includes: BLS, ALS, defibrillation, securing airway and establishing iv line.	15:30-17
<b>Drowning victim on Jarun lake II</b>	Clinical skills lab	Students practice BLS, ALS, defibrillation, securing airway and establishing iv line.	15:30-17
<b>Rhythm is important!</b>	Clinical skills lab	Monitoring of the heart rhythm	15:30-17
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	15:30-17
<b>Panic on Kupa trip</b>	Clinical skills lab	Scenario of the anaphylactic shock following hornet bite. Anaphylactic shock treatment algorithm.	15:30-17
<b>Exam</b>	Clinical skills lab	ALS, defibrillation, securing airway and establishing iv line	45 minutes

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**Fifth academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Hours</b>
<b>Child with high fever and diarrhea</b>	Clinical skills lab	Pediatric scenario on child with high fever and diarrhea complicating with febrile convulsions.	INTRODUCTION 14:15-15 15-16:30
<b>Work in the institution for children with special needs (Stančić, Bistra)</b>	Children hospital	Taking care for children with special needs	<b>09-14 AM</b>
<b>Meet my patient</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patients tests that are needed and suggest several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment.	15-16:30
<b>Aspiration of the foreign body</b>	Clinical skills lab	Pediatric scenario on the child with aspiration of a small toy. Students practice FBAO algorithm.	15-16:30
<b>Critically ill patient with no visible peripheral veins What now???</b>	Clinical skills lab	Student s practice intraosseal application of the drugs and central line catheters insertion on the manikins.	15-16:30
<b>Reading EKG is an important skill</b>	Seminar room	EKG readings	15-16:30
<b>Young female with a suicide note</b>	Clinical skills lab	Scenario of a 22-year-old female found unconscious in her home with suicide note.	15-16:30
<b>Exam</b>	Clinical skills lab	3 OSCE stations FBAO, EKG, airway management	45 minutes

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**Sixth academic year**

<b>Title</b>	<b>Room</b>	<b>Content description</b>	<b>Hours</b>
<b>1 Baby is born!</b>	Clinical skills lab	MamaNatalie birth simulator NeoNatalie model newborn simulator	Introduction 27.10.2023. 11 AM 11-11:45 Room 7
<b>2 Out of hospital emergency patient management</b>	Clinical skills lab	Diagnostic algorithm, treatment, oxygenation, BLS, ALS, ABC+D 1.) Acute pulmonary edema, mitral regurgitation 2.) Prolonged severe asthma attack, artificial ventilation in out of hospital environment 3.) Hypertensive crisis, aortic stenosis	15-16:30
<b>3 In hospital emergency patient management</b>	Clinical skills lab	Diagnostic algorithm, treatment, oxygenation BLS, ALS, ABC+D 1.) Acute myocardial infarction of anterior heart wall, VT, VF, AED, manual defibrillator 2.) Symptomatic bradycardia 3.) Acute digoxin intoxication in acute viral diarrhea	15-16:30
<b>4 Resuscitation in next decade (4C)</b>	Clinical skills lab	4C : Cardiovert/defibrillate, Cardio cerebral resus, Cooling, Catheterization 1.) Dancing on the rain (lightening) 2.) Electrical current injury	15-16:30
<b>5 Out of hospital trauma patient management</b>	Clinical skills lab	1.) Car crash 2.) Fire on the island 3.) Fall from the height	15-16:30
<b>6 Meet my patient 1</b>	Hospital ward	1.) Young postman with epileptic seizures 2.) Diabetic with fever and back pain 3.) Confused, agitated, febrile student with suspicion on drug abuse	15-16:30
<b>7 Meet my patient 2</b>	Hospital ward	Moderator talks with his patient in front of the students. He runs patient history, physical examination, talks about differential diagnosis, explains to the patient's tests that are needed and suggests several treatment modalities. Moderator and the patient decide together about the procedures and the future treatment	15-16:30
<b>Exam</b>	Clinical skills lab	3 scenarios	45 minutes