Dear Student,

This upcoming year (‘15/’16) will see new learning experiences which we are excited to introduce to the Primary Care Clerkship. These activities involve blended learning environments, linking on-line learning with in-clinic learning and problem-based-learning (PBL) group discussion activities. This guide explains the format of these modules.

There are four blended learning modules for the ‘15/’16 year: “Dermatology Primer, Diabetic Foot Exam, Musculoskeletal Exam, and Evidence-Based-Medicine Curriculum” (heretofore known as DP, DFE, ME, and EBM). This guide discusses the general approach of these modules and what is involved in the PBL setting. Please see attached documentation for the specific on-line learning materials and links that you will complete as part of this learning.

General Learning Activities Format (Including learning settings and sequence of activities)

- **Step One**: Initial on-line learning material review. This typically consists of required article reading, online tutorial completion, or video review. See attached separate documents for these links.
- **Step Two**: In-clinic skills practice. In most of the learning modules, students then practice a new skill in clinic (often with documented observation by a preceptor).
- **Step Three**: Dedicated discussion time during a PBL session. Students and their PBL leader review general questions that arise about the topic at hand that day (DP, DFE, ME) as well as questions about exam technique.
- **NOTE**: The PBL portion of the learning modules is not designed to be a setting for practicing exam skills. Rather, it is a setting to review questions from learning materials or from in-clinic skills practice.

Linking of modules to PBL cases (aka- when do I need to prepare and/or do this?)

- The ME and DFE modules will be discussed at only one session each (see below).
- The DP is different from ME and DFE: DP discussion is integrated within each PBL case. In the DP module, students will initially review on-line about nomenclature of skin growths and lesions, as well as background information about skin growths commonly encountered in primary care clinics.
- In PBL case discussions, you will review images of skin growths/lesions/rashes, to discuss differential diagnosis.

Sequence of topics/skills discussion in relation to PBL sessions

The DP, DFE, ME are linked to specific PBL cases. Students have the flexibility to do initial on-line learning and in-clinic skills practice at their own pace prior to these sessions. **However, you need to review the relevant on-line materials and complete the in-clinic skill practice prior to the assigned PBL session.**

Prior to PBL session #1:

- 1\textsuperscript{st}: complete the survey on EBM.
- 2\textsuperscript{nd}: review the on-line powerpoint EBM module.

Prior to PBL Session 2:

- 1\textsuperscript{st}: Review on-line learning materials regarding the diabetic foot exam
• 2nd: Practice the DFE on at least one patient in clinic: NOTE: this can even be on a non-diabetic patient, if needed.
• During PBL Session 2: Review any questions you have related to the Diabetic Foot Exam

Prior to PBL Session 5:
• 1st: Review on-line learning materials regarding the knee and shoulder exam (ME)
• 2nd: practice the knee and shoulder exam on at least one patient at your preceptor’s clinic: this can be on a patient with OR without a current musculoskeletal condition (ie- it could be at a routine physical exam)
• During PBL session 5: Review any questions you have related to the knee or shoulder exams

PBL Sessions 1-5: Dermatology case discussions. Review on-line learning materials regarding dermatology by the start of week 3.

On the following pages you will find the links/learning materials for all topics (DP, DFE, ME, EBM).

Additional information about the EBM module:
As noted above, you will need to complete a survey and review the EBM powerpoint prior to PBL session #1.

The PCC website for this is found here: https://sites.google.com/site/pblpractice4115/

This website provides a visual schematic approach to help classify questions that often arise in point-of-care settings (clinic or small group simulated patient cases). Review this website and its links.

The intent of the website is to help identify useful and efficient evidence-based-resources that you can access during patient care encounters (whether these at your preceptor’s office or in during case discussions with your PBL). Use of this website is purely optional, though you are encouraged to access it as a resource during your clinical work at the preceptor sites. This website may also be highlighted and used in your PBL group settings during case discussions. The website has links through Ebling Library at UW (you will need to log in to access this).

We look forward to working with you this year!

Best regards,

Mark Beamsley
Assistant Clerkship Director
Primary Care Clerkship
End of Clerkship Objectives
At the end of the clerkship, students will be able to:

- Identify knowledge gaps that arise in the course of patient care
- Explain the levels of evidence and strength of recommendations available to guide decision making
- Formulate clinical questions and categorize these as foreground or background
- Acquire an evidence-based answer to clinical questions
- Integrate information searches into clinical care utilizing the most appropriate on-line information resources

Learning Activities:

1. Prior to PBL session 1 students will:
   1\textsuperscript{st} Complete pre-test related to EBM:
   
   \url{https://uwmadison.co1.qualtrics.com/jfe/form/SV_1Xk7EC7w13n7kZD}

   2\textsuperscript{nd}
   - Review power-point of EBM principles and clinical applications:
     \url{https://docs.google.com/presentation/d/1jmxjlrG3HUK4JopvyYaAwhHM9Z1BPRI4PYRpyJgWeY/edit?usp=sharing}
   
   - Familiarize yourself with PCC Finding Information clinical tool website:
     \url{https://sites.google.com/site/pblpractice4115/}

2. Student/PBL Group Activity during PBL Sessions

   - Students and PBL leader can answer questions in “real-time,” using the PCC Finding Information website tool as needed, to help formulate and categorize questions, and identify appropriate information resources.
   - In the final week of the clerkship, repeat the above-listed EBM assessment. Completion of this post-test is required, due by the final Wednesday of the clerkship.

3. Individual Student learning and practice in clinic

Use the Finding Information website as needed, to help answer clinical questions
Primary Care Clerkship
Diabetic Foot Exam Module
Student Guide

End of Clerkship Objectives:

1. Explain the importance of the diabetic foot exam
2. Describe the key components of a diabetic foot exam
3. Be able to perform an appropriate diabetic foot exam and recognize key findings
4. Describe how the exam is incorporated into primary care practice (such as how often is exam done, who performs the exam, how it is recorded in the medical record, and how normal and abnormal results could affect further work-up and management of the patient with diabetes).

Learning Activities:

1. Individual Student Out of Class Preparatory Learning Prior to PBL Session 2
   - Read ADA guide on Preventive Foot Care
   - View online video of foot exam (view only minutes 6:12-12:25).
2. Individual Student In-Clinic Skills Practice to be Completed Prior to PBL Session 2
   - Practice diabetic foot exam on at least one patient at a preceptor clinic (this can be performed on a non-diabetic patient, if needed).
   - Have this exam documented on the required skills checklist for PCC.
3. PBL discussion follow up at 2
   Be prepared to discuss questions about diabetic foot exam indications, technique, findings.

Resources:

- ADA guide on Preventive Foot Care
  [http://care.diabetesjournals.org/content/27/suppl_1/s63.full](http://care.diabetesjournals.org/content/27/suppl_1/s63.full)
- Online video of foot exam (view only minutes 6:12-12:25).
  [https://www.youtube.com/watch?v=XaBMJXASzf8](https://www.youtube.com/watch?v=XaBMJXASzf8)
  - Note: a “PadNet” (a proprietary device shown in video) is a peripheral artery screening tool that some clinicians use instead of calculating ankle: brachial indices manually.
Primary Care Clerkship
Knee and Shoulder Exam Module (aka Musculoskeletal Exam)
Student Guide

End of Clerkship Objectives
5. Describe the essential basic exam components for any painful joint
6. Explain the special test maneuvers specific to the knee and shoulder and the significance of these tests
7. Be able to perform an appropriate knee and shoulder exam

Learning Activities:
1. Individual Student Out of Class Preparatory Learning Prior to PBL Session 5.
   - Read articles on knee exam and shoulder exam
   - View online videos of knee and shoulder exams as well as Thessaly knee exam video

2. Individual Student In-Clinic Skills Practice to be Completed Prior to PBL Session 5
   - Practice knee and shoulder exam with at least one patient in clinic prior to PBL session 5. This can be on a patient with OR without a current musculoskeletal condition (ie- it could be at a routine physical exam)

3. At PBL Session 5
   Be prepared to discuss questions about knee and shoulder exam indications, techniques, findings.

Learning Resources:
- Knee exam and shoulder exam articles

- Online videos of knee and shoulder exams, as well as Thessaly knee exam video:
  - Knee general exam: https://www.youtube.com/watch?v=eRPvoNe9Aho
  - Review Knee Thessaly exam video: this is embedded in AAFP knee article: http://www.aafp.org/afp/2012/0201/p247.html
  - Shoulder: https://www.youtube.com/watch?v=VSRlbzZjJU8
Clerkship Objectives:

8. Describe a skin lesion using appropriate medical terminology.
9. Utilize on-line and text resources to identify common skin lesions including:
   - Actinic keratosis
   - Seborrheic keratosis
   - Keratoacanthoma
   - Melanoma
   - Squamous cell carcinoma
   - Basal cell carcinoma
   - Warts
   - Inclusion cysts

Learning Activities:

Prior to 3rd PBL Session:
- Complete on-line module “Primary Care Dermatology Nomenclature of Skin Lesions”.
- Complete online modules “Skinsight” relating to melanoma, squamous cell skin cancer, basal cell cancer, atypical nevi, and seborrheic keratoses.

PBL discussions at sessions 1, 2, 4, 5
- Be prepared to review images of skin growths, lesions, rashes in simulated clinical cases and discuss differential diagnosis.

Resources:

“Primary Care Dermatology Nomenclature of Skin Lesions”
http://www.pediatrics.wisc.edu/education/derm/text.html

http://www.dermatlas.net/