<table>
<thead>
<tr>
<th>Minimum Teaching Standards Guide for Clinical Teaching for Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Core Requirements for 5th year- medical- students</strong></td>
</tr>
<tr>
<td><strong>Family Medicine Rotation at Jordan University Hospital</strong></td>
</tr>
<tr>
<td><strong>Total duration of the rotation:</strong></td>
</tr>
<tr>
<td><strong>Distribution of the rotation:</strong></td>
</tr>
</tbody>
</table>
| **Objectives:** | 1. Introduce the concept of family medicine as a specialty  
2. Deal efficiently with acute, chronic and psychological diseases  
3. Provide evidence-based comprehensive patient care in the context of family and community (whole person medicine)  
4. Anticipate potential health problems and provide national health maintenance and disease prevention including smoking cessation  
5. Apply relevant communication skills during each consultation and know how to break bad news  
6. Understand counselling and when to conduct it  
7. Recognition of proper doctor-patient relationship and how to deal with difficult patients  
8. Recognize when and how to refer patients  
9. Identify basic elements of medical records and how to document medical encounters |
| **Clinical skills to become proficient in:** | 1. Interviewing skills with focused history and physical examination  
2. Problem-solving skills and generating appropriately-ranked diagnostic possibilities/hypotheses based on probability, seriousness, treatability and novelty.  
3. Interpersonal professional communication skills  
4. Special communication skills with the geriatric patient and breaking bad news  
5. Counselling skills  
6. Patient-centered and management planning skills  
7. Proper documentation of medical encounters |
| Family Medicine Experience: | 1. Setting the scene and identifying implicit reasons behind each consultation  
2. Gaining competence in consultation skills (interviewing, problem-solving, management, holistic approach and doctor-patient relationship)  
3. Dealing with all kinds of clinical presentations and patients  
4. Proper documentation  
5. Team work and application of evidence-based medicine during literature review |
|---|---|
| Evaluation: | • Each student is expected to provide the following:  
1. A seminar during the crash course OR a patient-centered case presentation  
2. Literature review (in a group of 6-7 students)  
3. Log book + covering letters  
• Daily performance in the clinic including: professionalism, knowledge, attitude, and clinical skills.  
• Home works and/or quizzes |
| Organization | 1. Orientation on the first Sunday of each rotation is held at 9:00 am. A package is given to each group. It includes a printed handout of the orientation slides, crash course schedule, calls schedule, log book tables, covering letters template, consultation scheme, objectives for each seminar, and the required references. These are also uploaded on the website.  
2. Students are to attend clinics, seminars, and to have at least one call (after-hours clinic) per rotation.  
3. Students are also attached to preceptors/staff physicians who, in turn, supervise the process of literature review. |
| References | 1. Clinical Method: A General Practice Approach, 3e Robin Fraser, 1999  
2. American Academy Of Family Physicians (aafp.org)  
4. Tutorials in general Practice, 3e Michael Mead, Henry Patterson, 1999  
6. United States Preventive Services Task forces:  
7. Evidence-Based Medicine: How to Practice and Teach EBM. By David L. Sackett  
9. Medical Records. POLICY STATEMENT # 4 -12. Updated in May 2012. College Of Physicians And Surgeons Of Ontario (CPSO)- Canada |

Prepared by Dr. Lana Halaseh, MD, MCFP (COE), AGS, CGS  
Assistant Professor, Consultant Family Physician, Geriatric specialist and Hospitalist  
Program Director of Family Medicine training for medical students  
Faculty member- Middle East Academy for Medicine of Aging (MEAMA)