



# INTERNATIONAL JOURNAL OF CLINICAL SKILLS



**A Peer Reviewed International Journal for the Advancement of Clinical Skills**  
- *'docendo ac discendo' - 'by teaching and learning'*



In this issue:

Does first aid have a place in the medical curriculum? A survey of medical students

Patients' attitudes to medical student presence within a university hospital setting

Flexor digitorum superficialis absence in the small finger: a tip on screening

# Foreword

**Welcome to the latest edition of the International Journal of Clinical Skills (IJOCS), Volume 7, Issue 1, January 2013.**

When a medical emergency occurs in the pre-hospital environment, there might be an expectation from the general public for medical students to offer assistance with a similar level of competence as qualified doctors. However, the question is raised; do medical students have sufficient training in first aid skills to fulfil the role expected of them? Our colleagues at Queens University Belfast and Ulster Hospital, Northern Ireland, questioned over 500 medical students to identify knowledge of, and attitudes towards, first aid.

Researchers from Oxford University and Brighton & Sussex Medical School, United Kingdom, conduct a research study to identify patients' attitudes towards the presence of medical students within both inpatient and outpatient hospital settings. Does the involvement of medical students have a negative impact on patient satisfaction? Are patients comfortable being examined by medical students? Are patients aware of their right to refuse students' presence? Find out what the evidence shows.

Mr Lyndon Mason, University Hospital of Wales, United Kingdom, provides information on a screening tip for assessing the absence of flexor digitorum superficialis. This interesting technique illustrates the quadriga effect.

This issue also includes a review of Muhammed Akunjee *et al*'s book 'Clinical Skills Explained'. This book aims to explain essential clinical skills and associated rationale, structured into the three main themes of history taking, physical examination and procedures. Tracey Gregory (Lead Consultation Skills Trainer, University of Leicester, United Kingdom) gives her expert analysis of what the book provides for its readers.

As always, your feedback is invaluable for the continued development of the International Journal of Clinical Skills – the only peer reviewed international journal devoted to clinical skills (e-mail: [feedback@ijocs.org](mailto:feedback@ijocs.org)).

**The Executive & Editorial Board**  
International Journal of Clinical Skills

# Executive Board

**Dr Humayun Ayub**  
Editor-in-Chief  
[editor@ijocs.org](mailto:editor@ijocs.org)

**Dr Alison Anderson**  
Executive Editor  
[a.anderson@ijocs.org](mailto:a.anderson@ijocs.org)

**Mrs Sally Richardson**  
Senior Associate Editor  
[s.richardson@ijocs.org](mailto:s.richardson@ijocs.org)

**Mr Keser Ayub**  
Managing Director  
[k.ayub@ijocs.org](mailto:k.ayub@ijocs.org)

**Dr Waseem Ahmed**  
Clinical Skills Lab Editor  
[w.ahmed@ijocs.org](mailto:w.ahmed@ijocs.org)

**Dr Raina Nazar**  
Clinical Skills Editor  
[r.nazar@ijocs.org](mailto:r.nazar@ijocs.org)

**Dr Hind Al Dhaheri**  
Associate Editor  
[h.aldhaheri@ijocs.org](mailto:h.aldhaheri@ijocs.org)



International Journal Of Clinical Skills  
P O Box 56395  
London  
SE1 2UZ  
United Kingdom

E-mail: [info@ijocs.org](mailto:info@ijocs.org)  
Web: [www.ijocs.org](http://www.ijocs.org)  
Tel: +44 (0) 845 0920 114  
Fax: +44 (0) 845 0920 115

Published by Hampton Bond

# Contents

The Executive Board Members	1
Foreword	1
The Editorial Board	2

## Original Research

Does first aid have a place in the medical curriculum? A survey of medical students - <b>Rebecca Gibson</b>	3
Patients' attitudes to medical student presence within a university hospital setting - <b>Nicola Read</b>	8

## Review

Flexor digitorum superficialis absence in the small finger: a tip on screening - <b>Lyndon Mason</b>	14
--	----

<b>Book Review</b>	16
--------------------	----

# Editorial Board for the International Journal of Clinical Skills

**Dr Ali H M Abdallah MB BS**

Family Medicine  
Dubai Health Authority (DHA)  
United Arab Emirates (UAE)

**Mr Henry O Andrews FRCS(Eng) FRCS(Ire)  
FRCS(Urol) FEBU MBA**

Consultant Urological & Laparoscopic Surgeon  
Department of Urology  
Milton Keynes General Hospital, UK

**Dr Peter J M Barton MBChB FRCGP MBA  
DCH FHEA**

Director of Clinical and Communication Skills  
Chair of Assessment Working Group  
Medical School  
University of Glasgow, UK

**Dr Jonathan Bath MB BS BSc (Hons)**

Department of Surgery  
Ronald Reagan UCLA Medical Center  
Los Angeles  
United States of America (USA)

**Dr Khaled Al Beraiki MB BS**

Forensic Medicine  
Klinikum Der Universität zu Köln  
Institut für Rechtsmedizin  
University of Köln  
Germany

**Professor Chris Butler BA MBChB DCH  
FRCGP MD**

Professor of Primary Care Medicine  
Head of Department of Primary Care and Public  
Health  
Cardiff University, UK

**Dr Aidan Byrne MSc MD MRCP FRCA  
ILTM FAcadM**

Interim Director of Clinical Skills and Simulation  
School of Medicine  
Cardiff University, UK

**Dr Dason E Evans MBBS MHPE FHEA**

Honorary Senior Lecturer in Medical Education  
Barts and the London, Queen Mary's School of  
Medicine and Dentistry  
University of London, UK

**Mrs Carol Fordham-Clarke BSc (Hons)  
RGN Dip Nurse Ed**

Lecturer and OSCE Co-ordinator  
Florence Nightingale School of Nursing &  
Midwifery  
King's College London, UK

**Dr Elaine Gill PhD BA (Hons) RHV RGN  
Cert Couns**

Head of Clinical Communication  
The Chantler Clinical Skills Centre  
Guy's, King's and St Thomas' Medical School  
King's College London, UK

**Dr Glenn H Griffin MSc MEd MD FCFPC  
FAAFP**

Family Physician Active Staff  
Trenton Memorial Hospital  
Trenton, Ontario  
Canada

**Dr Faith Hill BA PGCE MA(Ed) PhD**

Director of Medical Education Division  
School of Medicine  
University of Southampton, UK

**Dr Jean S Ker BSc (Med Sci) MB ChB  
DRCOG MRCGP MD Dundee FRCGP  
FRCPE (Hon)**

Director of Clinical Skills Centre  
University of Dundee Clinical Skills Centre  
Ninewells Hospital & Medical School  
University of Dundee, UK

**Dr Lisetta Lovett BSc DHMSA MBBS  
FRCPsych**

Senior Lecturer and Consultant Psychiatrist  
Clinical Education Centre  
Keele Undergraduate Medical School  
Keele University, UK

**Miss Martina Mehring, Physician**

Assistenzärztin Anästhesie  
Marienkrankenhaus  
Frankfurt  
Germany

**Professor Maggie Nicol BSc (Hons) MSc  
PGDipEd RGN**

Professor of Clinical Skills & CETL Director  
School of Community & Health Sciences  
City University London, UK

**Dr Vinod Patel BSc (Hons) MD FRCP  
MRCGP DRCOG**

Associate Professor (Reader) in Clinical Skills  
Institute of Clinical Education  
Warwick Medical School  
University of Warwick, UK

**Miss Anne Pegram MPhil PGCE(A) BSc RN**

Lecturer  
Department of Acute Adult Nursing  
Florence Nightingale School of Nursing  
King's College London, UK

**Dr Abdul Rashid Abdul Kader MD (UKM)**

Emergency Medicine  
Universiti Kebangsaan Malaysia (UKM) Medical  
Center  
Kuala Lumpur  
Malaysia

**Professor Trudie E Roberts BSc (Hons) MB  
ChB PhD FRCP**

Director – Leeds Institute of Medical Education  
University of Leeds, UK

**Dr Robyn Saw FRACS MS**

Surgeon  
Sydney Melanoma Unit  
Royal Prince Alfred Hospital  
Australia

**Dr Mohamed Omar Sherif MBBS Dip  
Derm MD (Derm)**

Specialist in Dermatology  
Al Ain Hospital  
Health Authority - Abu Dhabi  
United Arab Emirates (UAE)

**Professor John Spencer MB ChB FRCGP**

School of Medical Sciences Education  
Development  
Newcastle University, UK

**Professor Patsy A Stark PhD BA (Hons) RN  
RM FHEA**

Professor of Clinical Medical Education and  
Director of Clinical Skills  
University of Leeds and Leeds Teaching Hospitals  
Trust, UK

**Professor Val Wass BSc MRCP FRCGP  
MHPE PhD**

Head of Keele Medical School  
Keele University, UK

## Disclaimer & Information

Visit the International Journal of Clinical Skills (IJOCS) at [www.ijocs.org](http://www.ijocs.org)

Whilst every effort has been made to ensure the accuracy of information within the IJOCS, no responsibility for damage, loss or injury whatsoever to any person acting or refraining from action as a result of information contained within the IJOCS (all formats), or associated publications (including letters, e-mails, supplements), can be accepted by those involved in its publication, including but not limited to contributors, authors, editors, managers, designers, publishers and illustrators.

Always follow the guidelines issued by the appropriate authorities in the country in which you are practicing and the manufacturers of specific products. Medical knowledge is constantly changing and whilst the authors have ensured that all advice, recipes, formulas, instructions, applications, dosages and practices are based on current indications, there may be specific differences between communities. The IJOCS advises readers to confirm the information, especially with regard to drug usage, with current standards of practice.

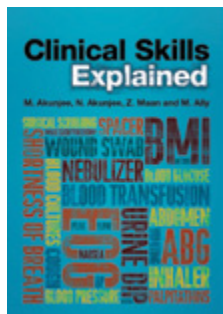
International Journal of Clinical Skills (IJOCS) and associated artwork are registered trademarks of the Journal. IJOCS is registered with the British Library, print ISSN 1753-0431 & online ISSN 1753-044X. No part of IJOCS, or its additional publications, may be reproduced or transmitted, in any form or by any means, without permission. The International Journal of Clinical Skills thanks you for your co-operation.

The International Journal of Clinical Skills (IJOCS) is a trading name of SkillsClinic Limited a Company registered in England & Wales. Company Registration No. 6310040. VAT number 912180948. IJOCS abides by the Data Protection Act 1998 Registration Number Z1027439. This Journal is printed on paper as defined by ISO 9706 standard, acid free paper.

© International Journal of Clinical Skills



# Book Review: Clinical Skills Explained



## Clinical Skills Explained

By Muhammed Akunjee, Nazmul Akunjee, Zeshaan Maan and Mina Ally  
1st Edition  
Scion Publishing  
ISBN 9781904842781

The aim of this book is to provide a text which explains essential clinical skills and procedures that doctors utilise on a regular basis, and clarify the rationale behind each task. With a philosophy that there is more to learning clinical skills than following checklists, this book offers students a clear, concise manual from which they can learn clinical skills and procedures in a systematic manner, whilst developing an understanding of not only what they need to do and why they need to do it, but also learn to apply key elements of theory to patient presentation and examination findings to generate differential diagnoses.

The book is sensibly structured into three main sections: history taking, physical examination and procedures. The chapters within each section follow the same format; this, along with the manner in which the text is written, makes the book easy to read and understand.

Students will appreciate the structure of the history taking section. Instead of adopting a systems based approach, each chapter deals with a common clinical presentation. Students are guided through the key elements of history taking for each presentation. The important questions to ask are clearly stated, along with how to interpret the range of responses that the patient may give.

The physical examination section takes students through a range of common examinations. Each chapter begins with a brief revision of anatomy before moving on to comprehensively explain each examination. Again, the systematic, well structured format will help students not only understand how to perform each examination, but also why they do it and what the findings may mean. The procedures section is similarly structured; each chapter begins by revisiting essential background information before taking the reader through each procedure step by step.

Throughout the book, the authors offer useful summary boxes, including 'questions to ask', 'top tips' and 'differential diagnosis'. The presentation of key information in this manner provides the reader with useful revision aids in an easy to access format.

The majority of the chapters finish with common clinical scenarios that students can work through. These are useful in helping students to assess their understanding of the topic and prepare for examinations. Whilst answers to the scenarios can be found at the back of the book, it might have been more helpful to offer these in greater detail. For example, the scenarios offered in the history taking chapters ask students to consider the possible differential diagnoses, the key features they would look for and what questions they would ask to refine or confirm their diagnosis. The answer to each case offers the diagnosis only and does not detail key features and further questions; this information would serve to enhance the text and support a deeper understanding of presentation and diagnosis.

This book will be extremely useful for students in the early stages of their training. By integrating clinical skills information with core basic scientific knowledge, it allows students to apply theory to practice as they develop essential clinical skills and basic problem solving skills.

Review by:  
**Mrs Tracey Gregory**  
**BSc (Hons), MA, PG Cert Ed**  
Lead Consultation Skills Trainer  
Leicester Medical School  
The University of Leicester  
Leicester, United Kingdom

**You wouldn't  
choose a tree surgeon  
to remove your tonsils!!**

For all your booklet  
printing requirements,  
consult the specialists at RCS.

**0800 328 5064**  
or visit [www.rcs.plc.uk](http://www.rcs.plc.uk)

Proud to be printers of the  
International Journal of Clinical Skills

If you would like to subscribe to IJOCS,  
please contact [subscription@ijocs.org](mailto:subscription@ijocs.org)

# INTERNATIONAL JOURNAL OF CLINICAL SKILLS



If you wish to submit material for  
publication, please email [info@ijocs.org](mailto:info@ijocs.org)