



## Year 2 Term 2



**UNDERGRADUATE MEDICAL EDUCATION**  
**MEDICINE.USASK.CA**

## LAND ACKNOWLEDGEMENT

*As we gather here today, we acknowledge we are on Treaty 6 and Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.*

## Clinical Skills IV – Course Overview

### COURSE DESCRIPTION

Learning in Clinical Skills IV (Year 2 – Term 2) will enable students to improve their clinical skills, including patient-centered communication and physical examination through a combination of assessment of ‘real-life’ patients and structured learning sessions in a **small group setting**. Students will further develop clinical reasoning skills including development of differential diagnoses, and interpretation of investigations. In addition to history taking and physical examination skills, students will begin to learn the importance and appropriate use of supplemental investigative tools. Ideally, students will move from gathering accurate data, to the process of information integration and eventually be able to provide a logical, appropriate differential diagnosis.

The course will include the following components, **Focused Interview and Physical Examination Sessions (FIPE)**, **Community Patient Learning Experience Sessions (ComPLEx)** in Kidney/Urinary Tract (KUT), Infant, Child and Youth Health, Care of the Older Adult, the Sensitive Exams, **Advanced Communication Skills**, **The Longitudinal Generalist Experience**, and **Skills for Interprofessional Education**. When appropriate and possible, sessions will be organized around content students are learning in other courses.

Completion of this course will contribute to attaining the overall undergraduate program objectives ([Program Learning Objectives](#)).

**Prerequisites:** Successful completion of Clinical Skills III

### OVERALL COURSE OBJECTIVES

On completion of the Clinical Skills IV course, students will be able to:

1. Establish ethical relationships with patients characterized by understanding, trust, and empathy.
2. Demonstrate communication skills in conducting a patient-centered interview that:
  - explore and apply the four dimensions of illness – “FIFE” (feelings, ideas, impact on function, expectations);
  - explore the disease process and relevant past history;
  - explore relevant social, cultural, and family context with the patient;
  - demonstrate awareness of socio-economic determinants of health;
  - reach agreement with patients on the nature of their problems, appropriate goals of treatment, and roles of patient and doctor (and others, as appropriate) in management;
  - apply ethical principles
  - apply principles of cultural safety.
3. Perform a physical examination relevant to a patient’s presenting problems in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort.

4. Demonstrate clinical reasoning; including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis.
5. Present a concise verbal summary of the patient's disease and illness experience, potential differential diagnoses, a brief assessment and management plan, and record the information obtained in an appropriate format.
6. Choose appropriate investigations for a particular clinical presentation.
7. Interpret relevant investigations.
8. Propose possible solutions to clinical problems and challenges suitable for level of training including advocating for the patient as necessary.
9. Demonstrate skill in procedures taught in Clinical Skills.
10. Reflect meaningfully on individual performance, feedback received, and feedback provided to other professionals.
11. Demonstrate competence in personal time management, such that competing demands are prioritized, requirements are completed as described, and deadlines are met.
12. Demonstrate skills in using appropriate evidence-based resources to develop differential diagnoses, investigative, and management plans.
13. Exhibit professional behaviour consistently including: integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.
14. Demonstrate effective intra and interprofessional collaboration.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

<https://elentra.usask.ca/community/ugmecurriculum>

Information on literal descriptors for grading in the College of Medicine at the University of Saskatchewan can be found in the [Pre-Clerkship Student Information Guide](#) – Student Assessment Section.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine has specific policies and procedures for course delivery, exams and assessment that can be found on the [Policies, Procedures and Forms](#) page of the College of Medicine website.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/about/policies/learning-charter.php>

## COURSE CONTACTS

Course Director: Dr. Oriana Watt – [oriana.watt@usask.ca](mailto:oriana.watt@usask.ca)

Clinical Skills Course Chair: Dr. Oriana Watt – [oriana.watt@usask.ca](mailto:oriana.watt@usask.ca)

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Senior Administrative Coordinator Saskatoon: Kyla Denton - [kdd030@usask.ca](mailto:kdd030@usask.ca)

Administrative Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) - (306) 766-0556

Administrative Coordinator Regina: Cass Cozman – [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) – (306) 766-0552

Administrative Assistant: Twyla Downing – [ugme.year2@usask.ca](mailto:ugme.year2@usask.ca) (306) 966-6151

Administrative Officer Regina: Sherry Lindenbach – [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

## **COURSE SCHEDULE**

The Clinical Skills IV Course consists of a variety of activities (including lectures, clinical sessions, department-based sessions, and half day skills specific learning).

All information relating to this course and schedule is available in One45.

Please check One45 **DAILY** to ensure that you have the current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled session. If changes are made to a session that has already been scheduled in One45, the departmental undergraduate administrators will notify affected students directly via email.

Students must stay in their assigned groups (no switching).

## **INDEPENDENT LEARNING**

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare, and practice skills learned as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation, and it is the student's responsibility as an adult learner to adequately prepare for sessions. Lack of preparation may result in the inability to effectively participate in learning activities, which could influence overall assessment.

## **COURSE DELIVERY**

Students will be divided into small groups which will continue throughout the course. Switches or trades are not permitted. Students are expected to stay with their pre-assigned group throughout the term.

Students will learn through a variety of methods, including:

- Facilitated small group learning sessions with simulated and ward/clinic patients
- CLRC/Learning Centre Sessions
- Discipline-specific patient encounter sessions
- Specific Skills Training half days
- Large group sessions
- Independent Self-Directed Learning

- Student-directed small group learning

## CLINICAL LEARNING RESOURCE CENTER (CLRC) AND REGINA LEARNING CENTRE (RLC)

### Saskatoon Site:

The CLRC (2nd floor, E wing, Health Sciences Building) is where several small group sessions are held. The CLRC is available for students to practice clinical skills outside of class time when space is available. Students will need to request practice time in advance by emailing: [clrc\\_scheduling@usask.ca](mailto:clrc_scheduling@usask.ca) or through a Super User.

### Regina Site:

Regina small group learning sessions are held in the Learning Centre. The learning centre is available after hours to the students. They need to use their SHA ID badges to access the space. Four exam rooms are open in the evenings to use. During the day, study and practice space is available, but must be booked through one of the UGME staff. The simulation centre is also available to students after they do an individual orientation session with the simulation staff. Once that orientation is complete, the student's ID badge will allow them access to the space.

**\*Access to clinical learning spaces in Saskatoon and Regina outside of class time is dependent on when space is available.**

## COURSE MATERIALS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents are posted on One45 and Canvas.

If you have difficulty accessing your account, please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-4817.

## MEDICAL INSTRUMENTS

### Required Medical Instruments

These required medical instruments must be purchased before the commencement of the school year:

- stethoscope (Littmann Cardiology IV preferred\*)
- reflex hammer (Queen's Square preferred)
- centimeter ruler
- pen light
- flexible tape measure
- watch with second hand or digital second display (analogue preferred)
- white College of Medicine lab coat\*\*

\*Features of the Littmann Cardiology IV stethoscope making it a good option for medical students: Adult and pediatric dual heads with tunable diaphragms allows optimal acoustics when examining adults and children, converts easily to bell, convertible earpieces to optimize comfort, and latex free.

\*\*If you prefer to use a standard white lab coat for clinical use, please purchase separately from U of S Main Bookstore, Marquis Hal or Uniform Choice at: 7A 3110 8th St. E. (306-651-0388)

**Note: Students should be prepared to wear lab coats at all clinical sessions.**

PLEASE BRING ALL NECESSARY EQUIPMENT TO SESSIONS. PRECEPTORS WILL NOT PROVIDE STETHOSCOPES, PEN LIGHTS, REFLEX HAMMERS, ETC. FOR YOU TO USE.

### **Recommended Medical Instruments**

While the above medical instruments are required, it is strongly recommended that students have the following instruments for personal use.

- tuning fork(s) (128 cps + 512 cps)
- ophthalmoscope/otoscope
- aneroid blood pressure cuff

### **RESOURCES**

1. **Required Textbook:** Bates Guide to Physical Examination and History Taking 13<sup>th</sup> Edition, Lippincott Williams & Wilkins, 2025.
2. Bates' Visual Guide to Physical Examination. Available online under Health Sciences Library at: [https://usask.primo.exlibrisgroup.com/permalink/01USASK\\_INST/7h8g5m/alma99737844409201](https://usask.primo.exlibrisgroup.com/permalink/01USASK_INST/7h8g5m/alma99737844409201)
3. Other Reading:
  - **The Edmonton Manual: Approach to the OSCE 7<sup>th</sup> Edition, Editors-in-chief Turner and Raghuram, 2021 (Strongly Recommended)**
  - Clinical Examination: A systematic guide to the physical diagnosis 10<sup>th</sup> Edition, N.J. Talley, S. O'Connor.

Textbooks are available online from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

### **Undergraduate Diagnostic Imaging Fundamentals E-Book**

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. <https://openpress.usask.ca/undergradimaging>

Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

<https://openpress.usask.ca/undergradimaging/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/>

### **PROFESSIONALISM**

Successful completion of all modules and OSCE requires students to meet expectations regarding professionalism. This includes professional attitudes towards simulated patients, peers, and tutors, as well as adherence to dress code policy (<https://medicine.usask.ca/policies/dress-code-policy.php>), with conservative professional attire. It is expected that students have lab coats available at all Clinical Skills sessions, and their use will be at the discretion of tutors/preceptors. Note the following excerpt from the Student Guide:

*Your physical appearance should engender respect from your patients and colleagues. You should, therefore, maintain a neat, clean and 'appropriate' style of dress. This should take into consideration the fact that your patients will likely come from all age groups and walks of life. Your goal is to present a pleasant and professional appearance, one that promotes patient confidence and comfort. Students should consider how their appearance may affect their patients' perceptions of them as future doctors and use this as a guide when choosing attire.*

## **FEEDBACK ON STUDENT PERFORMANCE**

Student feedback is information regarding student performance that is offered with the express purpose of improving learning and future performance. It is considered one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007).

Clinical Skills courses are the practice arenas to develop and hone your medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and peer feedback are all part of this course. Course tutors will provide you with a variety of formal and informal, verbal and written feedback throughout the clinical sessions. Students will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. Students should also be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – you will receive formal and informal feedback throughout each module, but do not discount the value of oral feedback and comments.

## COURSE ASSESSMENT OVERVIEW

Module	In-Module Assessments	Due Date/ Session Title 7 Days following session <sup>1</sup> Completed by tutor after session <sup>2</sup>	Module Weight
<b>Focused Interview and Physical Exam Sessions (FIPE)</b>	Review Session: Assessment during session Long Case Write-Up	Formative FIPE Review Session <sup>1</sup>	n/a PASS
	KUT SIM Session KUT Clinical Cases	Formative Formative	n/a n/a
	Women's Health Direct Performance Assessment	Women's Health Sessions <sup>2</sup>	PASS
	Women's Health Direct Performance Assessment	Women's Health FIPE Cases <sup>2</sup>	PASS
	Women's Health Clinical Cases	Formative	n/a
	Multi-system Complex Care History & Physical Exam Sessions Direct Performance Assessment Case Write-Up	Formative MSCC Clinical Cases <sup>2</sup> MSCC Clinical Cases <sup>1</sup>	n/a PASS PASS
	Ultrasound Enhanced Clinical Exam	Formative	n/a
<b>Advanced Communication Skills (ACS) IV</b>	Entrustable Professional Activity (EPA) 9 During Sessions	Formative Each Comm Skills Session <sup>2</sup>	n/a
	Feedback Assessment	Each Comm Skills Session <sup>2</sup>	PASS
	Video Assignment	Second Comm Skills Session <sup>1</sup>	PASS
	ACS OSCE	<b>April 23, 2026</b>	PASS
<b>Interprofessional Education (IPE) Selective Experience</b>	Will vary depending on selective experience (see One45)	Will vary depending on selective experience (see One45)	PASS
<b>Community Patient Learning Experience (COMPEX)</b>	KUT - Urology Session KUT - Nephrology Session	Formative Formative	n/a n/a
	Infant, Child, and Youth Health Direct Performance Assessment	Review Session <sup>2</sup>	PASS
	Newborn Session Direct Performance Assessment	Newborn Session <sup>2</sup>	PASS
	Sensitive Exam Teaching Associates Program – Breast and Gynecological Exams	Formative	n/a
	Sensitive Exam Teaching Associates Program – Urogenital and Rectal Exams	Formative	n/a
	Care of Older Adults Experience	Formative	n/a
<b>Longitudinal Generalist Experience</b>	Formative feedback assessment throughout the sessions	<b>Formative</b>	Formative
<b>OSCE</b>	Summative OSCE Content covered CSI-CSIV	<b>May 13, 2026</b> Supplemental June 11, 2026 if required	100%

\*PASS – Satisfactory completion of assignment, sufficiently meeting objectives on applicable rubric, and/or a minimum of 70%. Students must also meet all expectations of professionalism across all modules and sessions of the course.



## OSCE NOTES

The OSCE assessment is the summative assessment of the CS IV course content. It may include any/all the content from CS IV. Recognizing that Clinical Skills courses build upon each other, core concepts from prior Clinical Skills courses and elements of communication skills may also be included.

The OSCE pass mark will be set at the total OSCE score level using a criterion referenced standard such that a passing candidate is determined to be acceptably competent to progress within the curriculum. Cut scores, thus determined, will be adjusted to a pass mark of 70%.

In the setting of remediation and review of student performance, the OSCE is considered a special form of examination, and as such, copies of the OSCE checklists are not available for review by students.

In order to provide students with more individualized feedback following the OSCE(s), students will receive individual feedback sheets that will detail the student's progress towards achievement of their Clinical Skills course objectives.

## WRITTEN COURSE ASSESSMENT COMPONENTS

Course components including written assessments (e.g., Case write-ups, Reflective Journaling Assignment, etc.) are due at 23:59 SK time\*, **SEVEN (7) DAYS following the clinical encounter**, unless advised otherwise by the UGME office. **Respect for due dates is a component of professionalism and is assessed as such.**

**Although the sessions may involve group work, students are expected to complete their own written assignments individually.**

It is the student's responsibility to ensure assignments are successfully submitted prior to the deadline. Canvas returns a note confirming assignments were successfully uploaded.

\* Note: Canvas routinely updates their systems on certain Wednesday evenings. In the event Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

## EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances in which examinations during this course might be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

## RUBRICS

Where applicable, rubrics for all assignments will be posted in Canvas for the relevant session.

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

### Completion

In order to successfully complete the course for the purposes of promotion, students must complete all assessments and be successful in all components listed below:

1. OSCE: Successful completion of the end-of term summative OSCE achieving a pass as determined by criterion referenced standard setting.

2. ACS OSCE: Successful completion of the ACS OSCE achieving a pass as determined by criterion referenced standard setting.
3. In-Module pass/fail Assessments: Students must not fail more than 2 pass/fail assignments or assessments throughout all the modules.
4. Meet the requirements for professionalism.

### **Remediation**

Students who do not meet the criteria for successful completion of ONE of the above components will be eligible for remediation.

### **Course Failure**

A student can be unsuccessful in the course for the below reasons:

- a. Being unsuccessful in any TWO components required for successful course completion
- b. Being deemed unsuccessful for professionalism. This includes, but is not limited to, submission of late assignments.
- c. Being unsuccessful in a supplemental assessment.

Students not promoted as a result of being unsuccessful in the course will receive a grade of "F" on their transcript.

### **Remediation and Supplemental Assessment Information:**

1. Students who have met the above-described criteria for remediation will be offered remediation and supplemental assessment unless they have met the criteria for course failure.
2. The remediation timeline will begin once the student has been notified of failure in a module or course. Students eligible for remediation will be contacted by the course/module director and the academic support team to meet, discuss remediation and supplemental assessment, and develop a learning plan. The learning plan will be developed between the student, course/module director(s), and the academic support team. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the course/module director(s) or designate. This plan will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment.
3. The course/module director(s), in consultation with the assessment team, will determine the specific type, format, and content of the supplemental assessment(s). This may be in a different format from the original assessment.
4. Supplemental Examination Timelines:
  - a. Supplemental exams will only be scheduled after the final exam period. Students required to remediate modules will be informed of the specific supplemental examination dates.
  - b. If students have supplemental exams in more than one module or course, adjustments may be made to the supplemental exam schedule by the year chair in coordination with course/module director(s).
  - c. Supplemental assessments will be scheduled by the UGME office. Supplemental assessments will only be offered on scheduled dates barring exceptional circumstances. In cases of exceptional circumstances, students should follow the Deferred Exam Procedure to request adjustment of supplemental exam dates.
  - d. Students must be available in an appropriate site until the remediation process and supplemental assessment is complete. It is strongly recommended that any travel be carefully planned with this

in mind, including researching cancellation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case-by-case basis by the Program Manager of UGME, the Academic Director, and Associate Dean of UGME. Exceptions to this policy will be rare and granted under only very special circumstances.

5. A maximum of one (1) supplemental assessment per failed component will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental assessment will be deemed unsuccessful in the course.
6. Should a student meet the criteria to no longer be eligible for supplemental assessment during the remediation period, remediation can continue. However, no further supplemental assessment will be allowed.
7. Recommendations for promotion, remediation, and supplemental assessment are made by the Year Promotions Committee. Decisions regarding promotion, remediation, and supplemental assessment are adjudicated by the Student Academic Management Committee.
8. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (in most cases a 70%).
9. Students failing to meet professional expectations in the course should anticipate a meeting with the course/module directors and/or year chair to discuss the concern. This may result in associated documentation as per the UGME Procedures for Concerns with Medical Student Professional Behavior. This may result in academic penalties which will be communicated to the student in the meeting and in writing following the meeting.

## ATTENDANCE

### What are the expectations for attendance in Clinical Skills IV?

It is expected that students will attend all sessions unless absence is unavoidable.

Attendance at small group sessions is mandatory. (See One45)

Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy](#).

### How is attendance documented?

At the completion of every session, your preceptor will log into One45 and review/complete the session checklist with you which tracks attendance and ensures all material from the session was completed.

For the Saskatoon Surgery ComPLEx sessions, attendance and formative assessment will be tracked with paper forms that need to be handed into the Undergraduate Surgery Office (B413 HSB), faxed to (306) 966-2288 or scanned and emailed to [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) within ONE week of the completed session.)

If a student must be absent, they should contact their course administrative support person in the UGME **as soon as possible** and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

Students should also contact the preceptor for the clinical or small group session.

### What are the implications of being absent?

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see [Pre-Clerkship Attendance and Absence Policy](#)) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

Students should be aware that professionalism is being assessed in every Clinical Skills session. Lateness or absences without appropriate notification/approval will likely result in low performance grading for professional behavior and may result in an informal discussion with documentation or completions of a

professionalism report (see [Procedures for Concerns with Medical Student Professional Behaviour](#)). Unapproved absences may result in failure of a module or the entire course.

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material.

## **Participation**

Activities in this course will include small group discussions and collaborations. It is important that you participate to the best of your ability for your classmates and to get the most out of this class.

### **What to do if your tutor does not arrive for a scheduled session**

If the tutor does not arrive for a scheduled session:

- verify session details on One45 as last-minute changes are occasionally necessary.
- contact the course administrative support person in the UGME as soon as possible (See the contact list at the beginning of the syllabus or check your Canvas course) who will contact the Module Director and Administrative Assistant for the relevant module.
- if the session is scheduled in the CLRC, please also advise the CLRC staff, as they may also be able to assist in contacting the tutor.

They will attempt to contact the scheduled tutor or an alternate and if unable to make arrangements, the session will be rescheduled. Rescheduling is difficult due to very full schedules, so every attempt will be made to deliver the session as scheduled.

## **COURSE EVALUATIONS QUALITY IMPROVEMENT**

The following changes reflect course quality review recommendations and student feedback:

1. Addition of the Longitudinal Generalist Experience.
2. Reduced the overall number of assessments and changing the course to P/F allowing for fewer high stakes assessments
3. Complete change in the IPE curriculum

## COURSE MODULES

The modules are designed to allow skill development by systems. By the end of this course, you will begin to integrate the information learned in each separate module into a comprehensive patient assessment.

## Focused Interview & Physical Exam (FIPE)

### MODULE CONTACTS

Module Director: Dr. Oriana Watt – [oriana.watt@usask.ca](mailto:oriana.watt@usask.ca)

Senior Coordinator Saskatoon: Kyla Denton - [kdd030@usask.ca](mailto:kdd030@usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald – [Sonja.macdonald@usask.ca](mailto:Sonja.macdonald@usask.ca) - (306)-966-5354

Administrative Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) – (306) 766-0556

Administrative Assistant: Twyla Downing - [ugme.year2@usask.ca](mailto:ugme.year2@usask.ca) (306) 966-6151

### MODULE DESCRIPTION

The aim of these sessions is to review the history taking and physical examination skills learned in previous terms of Clinical Skills and build on them to develop a focused patient-centered history and physical examination for the relevant system. Historical features and findings typical of common pathologies will be identified, as will special examination techniques for the designated system. In some sessions, students will be presented with a clinical problem by a simulated patient. The student is expected to perform an appropriate interview and/or examination, including special testing, then discuss potential differential diagnosis and (when relevant) management with clinician preceptors. The module is designed to complement concurrent learning in other courses and develop clinical reasoning processes. Sessions will emphasize feedback on clinical reasoning skills at a level appropriate for the learners. In term IV, the content will build on the previous information.

**Location:** CLRC (Saskatoon); Learning Centre (Regina)

### MODULE OBJECTIVES

By the completion of this module, students working with simulated patients will be able to:

1. Demonstrate an appropriate patient-centered focused history for Women's Health, KUT, Multisystem Complex Care and previously introduced systems.
2. Demonstrate specific physical examination techniques relevant to the Women's Health, KUT and Multisystem Complex Care assessments, along with previously introduced skills of examination in Clinical Skills I-III.
3. Identify aspects of the history and physical exam findings that might be expected in some common Women's Health, KUT and Multisystem Complex Care presentations.
4. Utilize effective patient centered communication skills during data gathering and information sharing.

5. Propose management plans, including any appropriate initial investigations and/or treatment for common clinical presentations
6. Generate differential diagnoses for common clinical presentations.
7. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptors.
8. Write a case report summary.
9. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

**\*\* SPECIFIC SESSION OBJECTIVES CAN BE FOUND ON One45 PRIOR TO EACH SESSION**

## **MODULE OUTLINE**

### **Review of Systems to Date**

- Chronic Disease Follow Up (Cardio-Resp Disease)
- Follow Up Post-Op Patient
- Essential Clinical Skills Interpretation

### **Female Repro**

- Gynecological Procedures/Pelvic Exam
- Intrapartum Management
- Postmenopausal Bleeding
- Bleeding in Pregnancy
- Women's Health Clinical Cases

### **Nephrology/Urology**

- Proteinuria
- Dysuria

### **Multisystem Complex Care**

- Diabetic Foot Exam
- Glucose Abnormality
- Fatigue
- Shortness of Breath

### **Ultrasound Enhanced Clinical Exam**

## Clinician Performed Ultrasound (POCUS) Module

### MODULE CONTACTS

Lead: Dr. Linden Kolbenson- [linden.kolbenson@usask.ca](mailto:linden.kolbenson@usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald [-sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306)-966-5354

Administrative Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) - (306) 766-

0556 Administrative Assistant: Twyla Downing – [ugme.year2@usask.ca](mailto:ugme.year2@usask.ca) (306) 966-6151

Location: CLRC (Saskatoon) / Dilawri Simulation Centre (Regina)

Duration: 1 session, 2 hours

### MODULE DESCRIPTION

Point-of-care ultrasonography (POCUS) is defined as the acquisition, interpretation, and clinical integration of ultrasonographic imaging performed by a treating clinician at the patient's bedside. POCUS is an inclusive term; it is not limited to any specialty, protocol, or organ system.

In Clinical Skills IV, we will introduce trainees to using POCUS when assessing patients with symptoms of obstructive uropathy. We will also offer a review session covering all POCUS applications taught throughout Clinical Skills I-IV.

### MODULE OBJECTIVES

By the end of the session, students will be able to:

- 1) Generate appropriate ultrasound images for the following indications:
  - i) scanning for hydronephrosis

In patients with suspected renal colic:

- ii) scanning for ureteric jets and UPJ/UVJ stones
- iii) scanning for bladder volume

In patients with suspected urinary obstructions:

- 2) Demonstrate basic probe handling and early sonographic skill development.
- 3) Demonstrate basic understanding of probe and ultrasound physics.
- 4) Describe test performance, operator dependence, safety and limitations of each indication.
- 5) Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

Formative feedback will be provided at every hand-on scanning session. The course OSCE may include a station where scanning for evidence of obstructive uropathy is included.

### MODULE CONTACTS

Module Lead: Dr. Taegen Fitch – [taegen.fitch@saskhealthauthority.ca](mailto:taegen.fitch@saskhealthauthority.ca) - (306) 966-5354

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Administrative Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) - (306) 766-0556

Administrative Assistant: Twyla Downing – [ugme.year2@usask.ca](mailto:ugme.year2@usask.ca) – (306) 966-6151

### MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop more advanced and more challenging communication skills needed for patient-centered care.

### MODULE OBJECTIVES

By the end of this module, the student will be able to:

1. Conduct effective patient centered interviews.
2. Demonstrate patient-centered communication skills in specific situations including:
  - Obtaining consent for medical procedures
  - Acquiring a sexual history
  - Gender identity and sexual orientation
  - Breaking bad news
  - Dealing with anger
  - Disclosing error
  - Culturally safe communication
  - Advanced care directives and end of life decisions including the ethics of
  - Identifying patients with low health literacy and appropriately engaging them
  - Communication through language barriers
  - Elder abuse
3. Apply ethical principles in interview settings.
4. Exhibit professional behaviours consistently, including integrity; effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments.

### COMMUNICATION SKILLS ASSESSMENT AND SUCCESSFUL COMPLETION OF MODULE

#### Formative Assessment:

1. Will occur on an ongoing basis throughout sessions.
2. Student performance will be assessed by EPA #9 (Communicate in Difficult Situations), to be completed by MD tutors during or immediately after each small group session.

#### Summative Assessment:

Small group session assessments:



- Student feedback assessments – Student feedback provided during each small group session will be assessed after each session (Pass = 70% overall)
- Video Assignment – due 7 days after video is available on Canvas (Pass = 70%)

**ACS OSCE – Must pass:**

- Advanced Communication OSCE: Students do not need to pass each individual OSCE station, but must pass the OSCE as a whole (Pass = 70% overall)

### MODULE CONTACTS

**Module Director:** Dr. Oriana Watt – [oriana.watt@usask.ca](mailto:oriana.watt@usask.ca)

### MODULE DESCRIPTION

During these sessions, students will participate in clinical assessment of real patients in a variety of clinical settings. This will include obtaining an accurate and relevant history and physical examination, presenting a differential diagnosis, formulating a plan for diagnostic interventions and beginning to formulate a management plan. Students will work in small groups with a clinician preceptor. Objectives related to patient-centeredness and professionalism apply to all sessions as outlined in the course objectives.

**Location:** See One45 for your specific schedule. Times and locations will vary. Check regularly for changes as changes can occur up to 48 hours in advance of the session. If changes are made within 48 hours of the session, you will be contacted directly by the module coordinator or administrative assistant.

***Dress Code: All sessions require professional attire for clinic/hospital setting.***

### MODULE OBJECTIVES

By the completion of their ComPLEX sessions, students will be able to:

1. Conduct patient-centered interviews relevant to patients' presenting concerns and the clinical setting.
2. Perform physical examinations relevant to patients' presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort.
3. Practice clinical reasoning, including tailoring the interview content and physical examination, to assist with the development of a provisional differential diagnosis.
4. Suggest appropriate preliminary diagnostic investigations and management plan.
5. Present a concise verbal summary of the patient's disease and illness experience, potential differential diagnoses, attempt to provide a brief assessment and management plan, and record the information obtained in an appropriate format as required.
6. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## **SECTION CONTACTS**

Section Lead: Dr. Rupesh Chawla – [rupesh.chawla@saskhealthauthority.ca](mailto:rupesh.chawla@saskhealthauthority.ca) – (306) 844-1271

Administrative Assistant: Cammie Morgan – [cammie.morgan@saskhealthauthority.ca](mailto:cammie.morgan@saskhealthauthority.ca) - (306) 844-1274

Administrative Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) – (306) 766-0556

## **SESSION DESCRIPTION**

Students will participate in the clinical assessment of real patients in a variety of pediatric clinical settings. Students will continue to refine an approach to the pediatric history and physical examination and gain practice integrating information from the history and physical examination in order to generate differential diagnoses and a management plan. In this term, students will be introduced to the newborn examination. Students will work in small groups with a clinician preceptor.

### **Newborn Physical Exam Session**

#### **SESSION DESCRIPTION**

This session is designed to expose the student to neonates and gain proficiency in the newborn exam.

#### **SESSION OBJECTIVES**

By the completion of the newborn exam session, the student will be able to:

1. Examine a neonatal patient for dysmorphic features.
2. Examine the skull shape, palpate sutures and examine the infant's fontanelle.
3. Perform an examination for red reflexes.
4. Perform a cardiac, respiratory and abdominal examination.
5. Examine the neonatal genitalia in a male and female.
6. Perform a hip examination for investigation of developmental hip dysplasia.
7. Inspect a neonatal spine and describe the indications for spinal imaging to rule out spina bifida.
8. Perform a neonatal neurological examination and describe when primitive reflexes are expected to resolve.
9. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### **Pediatric Review Session**

#### **SESSION DESCRIPTION**

This session is designed to integrate knowledge gained in the prior pediatric encounters into a full pediatric history and physical examination.

#### **SESSION OBJECTIVES**

By the completion of this session, students will be able to:

1. Obtain a relevant history of a patient's presenting illness as well as full past medical history, family history, and social history.
2. Perform a full physical examination on a pediatric patient.
3. Verbally present the patient's history and physical findings and participate in generating a differential diagnosis and treatment plan.
4. Document the patient encounter using language and formatting appropriate for a medical record.
5. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## Sensitive Exam Teaching Associates Program – Breast and Gynecological Examinations

### SECTION CONTACTS

Section Lead: Dr. Randi Ramunno - [randi.ramunno@usask.ca](mailto:randi.ramunno@usask.ca)

Site Coordinator Regina: Dr. Joan Hamilton – [joanlarsen@gmail.com](mailto:joanlarsen@gmail.com) and Dr. Taegen Fitch – [taegenfitch@gmail.com](mailto:taegenfitch@gmail.com)

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-9665354

Administrative Coordinator Regina: Kayla Trevena – [kayla.trevena@saskhealthauthority.ca](mailto:kayla.trevena@saskhealthauthority.ca) – (306) 766-0632

### SESSION DESCRIPTION

Through a clinical teaching session with a trained Sensitive Exam Teaching Associate, medical students will learn how to examine breast and gynecological anatomy in a thorough and sensitive manner. Students will also be expected to answer self-reflection and awareness questions as well as provide feedback on the Associate.

### SESSION OBJECTIVES

By the completion of the SETA sessions, students will be able to:

1. Obtain verbal consent from the patient to perform a sensitive physical exam.
2. Demonstrate appropriate language and terminology when communicating with the patient during a sensitive physical examination.
3. Employ special techniques to enhance relaxation and decrease patient anxiety during a sensitive examination including appropriate draping and positioning.
4. Demonstrate attention to patient comfort during sensitive examinations.
5. Demonstrate specific physical examination techniques relevant to breast and gynecological anatomy.
6. Identify normal, variations of normal and abnormal findings in relation to breast and gynecological anatomy.
7. Exhibit professional behaviors consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## **KUT - Internal Medicine**

### **SECTION CONTACTS**

Section Lead: Dr. Nassrein Hussein - [nassrein.hussein@saskatoonhealthregion.ca](mailto:nassrein.hussein@saskatoonhealthregion.ca) – (306)

955-5433 Administrative Assistant: Angela Kuffner - [angela.kuffner@usask.ca](mailto:angela.kuffner@usask.ca) – (306) 844-1153

Pre-Clerkship Coordinator (Regina): Cass Cozman [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) – (306) 7660552

### **SECTION DESCRIPTION**

During these three-hour sessions, students will refine their clinical skills and become increasingly proficient at establishing diagnoses and planning therapeutic intervention. Due to the degree of student/patient interaction during this module, the values and attitudes pertaining to the physician/patient relationship will also be stressed.

**LOCATION: STUDENT SESSIONS WILL BE POSTED ON ONE45**

## KUT - Surgery

### SECTION CONTACTS

Section Lead: Dr. Garson Chan

Administrative Assistant: Kerri Dewar – [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) (306) 966-5668

Pre-Clerkship Coordinator (Regina): Cass Cozman- [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) – (306) 766-0552

### SECTION DESCRIPTION

Through a combination of an introductory lecture, core teaching module and urological patient clinical encounters, the medical student will be exposed to and gain knowledge and skills in the following MCCQE clinical competency Areas:

- Hematuria (gross and microscopic)
- Scrotal masses and pain
- Lower urinary tract symptoms (LUTS)
- Upper urinary tract obstruction
- Lower urinary tract obstruction

The introductory lecture and core teaching module will focus on relative anatomy, clinical signs and physical examination techniques, and simulation training on mannequins (introducing the digital rectal examination and male genital examination).

In Saskatoon, the urological patient clinical encounters (discipline-specific physical examination session) will be scheduled based on the availability of the urologists to accommodate learners in the clinic, as the number of available clinics fluctuates week to week. An online schedule will be posted and updated as new clinics become available and can be accessed at [www.signupgenius.com/go/20f054eada72caafb6-20162](http://www.signupgenius.com/go/20f054eada72caafb6-20162). It is the student's responsibility to sign up for a clinic day that suits their schedule (on a first-come, first-serve basis). Available clinics will be on Monday afternoons, Tuesday mornings, Thursday mornings and Friday afternoons, depending on the week. Please check the schedule regularly for updates. **If an available clinic has not been signed up for within ten days of it occurring, we will randomly assign a student to the clinic in order to maximize the schedule, as these clinic spots are limited.**

Additional learning opportunities may arise in other areas of urology, depending on the different patient presentations that may arise during the student's clinical encounter.

### SESSION OBJECTIVES

By the completion of this session, students will be able to:

1. Conduct patient-centred interviews relevant to patients' presenting concerns and the clinical setting.
2. Obtain a focused patient-centered urological history of a patient presenting with the following clinical conditions: hematuria, scrotal mass and/or pain, LUTS, upper and lower urinary tract obstruction
3. Perform physical examinations relevant to patients' presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort
4. Practice clinical reasoning, including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis
5. Suggest appropriate preliminary diagnostic investigations and management plan

6. Present a concise verbal summary of the patient's disease and illness experience, potential differential diagnoses, attempt to provide a brief assessment and management plan, and record the information obtained in an appropriate format as required
7. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire, awareness of necessity for scent free environment; and responsibility through punctual, regular attendance and timely completion of assignments
8. List the different lower urinary tract symptoms and describe their clinical significance as they pertain to neurogenic, non-neurogenic and idiopathic causes (frequency, urgency, nocturia, dysuria, weak urinary stream, intermittency, hesitancy, straining and incomplete bladder emptying)
9. Demonstrate the physical examination of the abdomen, male genitalia and digital rectal exam on a model and/or patient
10. Demonstrate the technique for eliciting costo-vertebral angle tenderness and ballottement of a renal mass
11. Describe the anatomic arrangement of the scrotal structures
12. Demonstrate the technique and describe the importance of transilluminating a scrotal mass
13. Explain the value of examining the man in both the upright and supine position during a genital examination
14. Know the varicocele grading system (preclinical, clinical grade 1, 2, 3) and the clinical significance of an isolated right-sided varicocele
15. Describe the clinical anatomy of the prostate and list potential findings that could be obtained during the digital rectal examination
16. Appreciate the importance of patient sensitivity surrounding sensitive examinations (DRE, genitourinary examination) and develop possible methods to decrease patient anxiety during these examinations
17. Interpret the results of the urinalysis, in particular the definition of microscopic hematuria and the findings on urinalysis suggestive of a urinary tract infection
18. Recognize the prostate-specific antigen (PSA) test and its limitations in the screening for prostate cancer
19. Present a brief and well-organized differential diagnosis for a patient presenting with the following clinical conditions: hematuria, scrotal mass and/or pain, LUTS, upper and lower urinary tract obstruction
20. Demonstrate the physical examination of the abdomen, male genitalia and digital rectal exam on a model and/or patient

**LOCATION:** Student sessions will be posted on One45.

**Prior Knowledge and Preparation:**

Students are expected to review relevant objectives from the Clinical Skills I, II and III courses, pertaining to the abdominal examination, posted in One45 prior to the urology sessions.

Students should also read the paper by Shirley & Brewster (2011) entitled Expert review: The digital rectal exam from *The Journal of Clinical Examination*, 11, 1-12. Available online at:

[http://www.thejce.com/journals/11/expert\\_review-PR\\_examination.pdf](http://www.thejce.com/journals/11/expert_review-PR_examination.pdf)



## Sensitive Exam Teaching Associates Program – Urogenital and Rectal Component

### SECTION CONTACTS

Section Lead: Dr. Randi Ramunno - [randi.ramunno@usask.ca](mailto:randi.ramunno@usask.ca) (306) 966-5354

Regina Section Lead: Dr. Matt Bear – [mkb467@mail.usask.ca](mailto:mkb467@mail.usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator (Regina): Kayla Trevena - [kayla.trevena@saskhealthauthority.ca](mailto:kayla.trevena@saskhealthauthority.ca) – (306) 766- 0632

### SECTION DESCRIPTION

Through a clinical teaching session with a trained Sensitive Exam Teaching Associate, medical students will learn how to examine the genitourinary system in a thorough and sensitive manner. Students will also be expected to answer self-reflection and awareness questions as well as provide feedback on the Associate.

Specific objectives are outlined below.

**LOCATION:** Sessions will occur in the CLRC (Saskatoon) and the Learning Centre (Regina) with specific student schedules posted on One45

### SECTION OBJECTIVES

By the completion of the Sensitive Exam Teaching Associates Program, students will be expected to:

1. Obtain verbal consent from the patient to perform a sensitive physical examination.
2. Demonstrate appropriate vernacular and terminology when communicating with the patient during a sensitive physical examination.
3. Employ special techniques to enhance relaxation and decrease patient anxiety during a sensitive examination.
4. Appreciate the importance of patient comfort and sensitivity during sensitive examinations.
5. Exhibit professional behaviors consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire, awareness of necessity for a scent-free environment; and responsibility through punctual, regular attendance and timely completion of assignments.
6. Demonstrate specific physical examination techniques relevant to the Genitourinary System including:
  - a. Retraction of the foreskin and visualization of the glans
  - b. Visual inspection of the anus, penis and scrotum
  - c. Identification of the urethral meatus
  - d. Palpation of the testes
  - e. Palpation of the epididymis and spermatic cord
  - f. Examination and palpation for inguinal hernias
  - g. Performance of a digital rectal examination
7. Teach patient testicular self-examination techniques.

### Prior Knowledge and Preparation:

Students are expected to review relevant objectives pertaining to the genitourinary examination from the first year Clinical Skills I and II courses, as well as the Urology component of the Clinical Skills IV module.

### SECTION READING AND RESOURCES

Bickley, L. S., & Szilagyi, P.G. Male Genitalia and Hernias, The Anus, Rectum and Prostate. *Bates' Guide to Physical Examination and History Taking* (11th ed.) 2013. Philadelphia, PA: Lippincott, Williams & Wilkins

Shirley A, Brewster S. Expert Review: The Digital Rectal Examination.

Information regarding testicular examinations and self-examinations can be found at the following links.

<https://www.healthlinkbc.ca/healthwise/testicular-examination-and-testicular-self-examination>

<https://www.testicularcancer.ngo/selfexamination-guide>

<https://myhealth.alberta.ca/Health/pages/conditions.aspx?hwid=zm6155>

## Care of Older Adults

### SECTION CONTACTS

Session Lead: Dr. Oriana Watt – [Oriana.watt@usask.ca](mailto:Oriana.watt@usask.ca)

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald - [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306)-9665354

Administrative Coordinator Regina: Cass Cozman – [Cassandra.cozman@saskhealthauthority.ca](mailto:Cassandra.cozman@saskhealthauthority.ca) – (306) 766-0552

### SESSION DESCRIPTION

Students will visit a site that provides Care of Older Adults in order to explore models of care available in the community. They will interview a site administrator during the visit. There will be a session in Foundations complementing the site visit.

### SESSION OBJECTIVES

By the completion of the Care of Older Adults section, students will be expected to:

- 1) Define activities of daily living.
- 2) Discuss site criteria requirements and services for level or model of care.
- 3) Identify challenges, including socio-economic factors, for seniors in their level or model of care.
- 4) Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

#### Formative Assessment:

During each session the students will receive verbal formative feedback on their history taking and physical examination skills.

## Interprofessional Team Skills Module

### Interprofessional Education (IPE) Selective Experience

#### MODULE CONTACTS

Module Director: Sean Polreis – [sean.polreis@usask.ca](mailto:sean.polreis@usask.ca) – (306) 966-1311

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Randi Bodas – [randi.bodas@saskhealthauthority.ca](mailto:randi.bodas@saskhealthauthority.ca) – (306) 766-0546

#### MODULE DESCRIPTION

In this interprofessional selective experience, students will have the opportunity to interact and collaborate with either students or professionals from different health disciplines. A variety of experiences/activities have been created. All experiences will incorporate learning objectives derived from the key components of the National Competency Framework, established by the Canadian Interprofessional Health Collaborative (CIHC). The dates of each student's activity, amount of independent learning time, assignment, & assignment due date will vary depending on your specific experience. Please see One45 for these details as well as a description of your interprofessional selective activity.

#### MODULE OBJECTIVES/COMPETENCIES

##### COMPETENCY

Demonstrate effective intra and interprofessional collaboration.

##### 1. Role Clarification & Negotiation:

- Assess how you used other group members' skills & knowledge through the consultation to care for the patient.
- Describe how other health care professionals (currently not on the team) could contribute to the care of the patient.

##### 2. Team Functioning:

- Describe how the use of effective group processes contributes to patient care.

3. Team Communication:

- . Describe how elements of effective team communication improves team function.

4. Collaborative Leadership

- . Describe leadership and decision-making behaviours that are likely to contribute to group effectiveness.

5. Relationship-Focused Care/Services

- . Determine useful communication approaches based on an understanding of the patient/family and their context and the implications for management.

6. Team Differences/Disagreements Processing

- . Describe steps and strategies for team disagreements processing within interprofessional groups.

### ASSESSMENT

Each IPE Selective Experience will have its own assessment & associated due date. Please see One45 for details for your IPE Selective Experience.

*\*Note: Due to the nature of assignment submission late assignments will not be subject to academic consequences associated with the 72-hour deadline as outlined in the assignment submission policy. Non-submission of assignments may result in consequences via the professionalism policy. This is an exception to the assignment submission policy as approved by Curriculum Committee.*

## Longitudinal Generalist Experience

### MODULE CONTACTS

Module Lead: Dr. Carla Holinaty (carla.holinaty@usask.ca)

Administrative Assistant: Tracy Lewis (dafm.ugme.saskatoon@usask.ca) Office: 306-655-4211

Regina Site Pre-Clerkship Coordinator: Randi Bodas - randi.bodas@saskhealthauthority.ca (306) 766-3776

### MODULE DESCRIPTION

The Longitudinal Generalist Experience aims to provide Year 2 students with early exposure to the dynamic field of generalism in medicine. The majority of students will continue to be placed with a family physician to explore generalism in the field of family medicine. A minority of students will also continue with general surgery for their generalist experience. Each pair of students will have two three-hour sessions in Term 2. This will generally be with the same preceptor, as the aim is to provide a longitudinal experience. These are not meant to be shadowing sessions, but rather, students are expected to be active participants in patient care, especially as their skills develop throughout the year. Students will work on integrating history, vital signs, and physical exam findings to generate an appropriate differential diagnosis. Assessment for the Longitudinal Generalist Experience is formative with verbal feedback provided to students throughout the sessions. The focus of these longitudinal sessions is to provide students with early exposure to physicians who offer generalist care, and to provide an opportunity to develop their skills in a real clinical environment.

**LOCATION:** Please check your One45 schedule

**DURATION:** 4 Sessions total (Term 1 & 2), 3 hours each

**GROUPS:** Students attend sessions in groups of 2. Please check your One45 schedule.

### MODULE OBJECTIVES

By the completion of the Longitudinal Generalist Experience, the students will be able to:

Clinical Skills IV:

1. Continue to explore healthcare/patient relationships in primary care through early exposure to clinical settings.
2. Conduct a patient centered interview including:
  - a. Eliciting the patient's experience of illness (FIFE)
  - b. Practicing shared decision making
  - c. Finding common ground in a physician patient relationship
  - d. Considering a patient's personal history and context.

3. Demonstrate effective communication skills, such as: the appropriate use of open and closed-ended questions, active listening, paraphrasing and use of non-verbal indicators.
4. Recognize the social determinants of health (house, SES, social network, education, work, culture, environment) when interviewing a patient.
5. Perform a focused physical exam appropriate to the student's level of training.
6. Acquire and interpret a full set of vital signs.
7. Create a problem list after conducting a history and physical exam.
8. Recognize preventative measures (screening or intervention, primary or secondary) that could benefit a patient.
9. Formulate a written patient care plan in the form of subjective, objectives, assessment, plan (SOAP) note.
10. Demonstrate evidence-based clinical decision making by formulating a clinical question using the PICO format and answering that question using appropriate resources for a specific patient.
11. Reflect honestly on their development as a physician and identify their personal learning needs
12. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

**Formative Assessment:** This will occur on an ongoing basis throughout the sessions. Verbal feedback will be provided by preceptors throughout the sessions.

**Summative Assessment:** Formative Assessment only

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

The following information is extremely important for your success in medical school. Please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

### **UGME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

### **NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT**

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

### **TECHNICAL STANDARDS – ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR THE STUDY OF MEDICINE**

<https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms> OFFICE OF STUDENT AFFAIRS

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified).

All due dates or timelines for assignment submission are published in the student course syllabus<sup>1</sup>.



A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

**All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline.** All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

Note: Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

## CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at [www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)

## PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

## RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

## REQUIRED VIDEO USE

At times in this course, you may be required to have your video on during video conferencing sessions, to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

## USE OF TECHNOLOGY\*

If you prefer to take notes on your devices, please make sure that the volume is off and avoid doing anything that may be a distraction for those around you. If you receive a phone call, refrain from answering it. If you must answer it, please step outside to do so.

Prohibited Devices: The following devices are not permitted in any UGME learning environment, including classrooms, clinical settings, and all examinations:

- AI-enabled glasses
- Smartwatches
- Smart jewelry
- Smart lenses
- Any similar smart or AI-enabled technology

Social Media Use: UGME does not endorse or permit social media content creation in any university or clinical setting. Under no circumstances should patient privacy or confidentiality be compromised.

Any breach of academic integrity related to the use of these technologies will result in serious consequences, in accordance with the College of Medicine and University of Saskatchewan academic misconduct policies. Such conduct will also result in a major or critical professionalism concern being reported.

If you require support with accommodations related to computer use, IT needs, or exam technologies, please connect with OSA.

\*Please refer to the Technology Policy on the UGME website which will continue to be updated in this rapidly evolving field.

## COPYRIGHT

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

**You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or (306) 966-8817.

## INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>).

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

Assignments in this course are designed to support your learning and professional development, and the work you submit should demonstrate your own knowledge and understanding of the subject matter. Artificial intelligence text generator tools (also known as large language models, such as ChatGPT or similar), are not permitted to be used in any assessments for this course, unless permission is explicitly given in the assessment instructions that these tools may be used. Any unauthorized use of such tools is considered academic misconduct.

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct of self-plagiarism.

There is also a policy for the use of AI by faculty to help ensure accuracy, fairness, and ethical compliance for details please refer to the Policies page of the UGME website as this is a quickly moving area and the policy will continue to be updated.

### **ACCESS and EQUITY INFORMATION**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office. Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general,

students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations. Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/accessequity-services.php>, or email [aes@usask.ca](mailto:aes@usask.ca).

## STUDENT SUPPORTS

### College of Medicine, Academic Support Team

Academic Support Administration Office – [med.academicssupport@usask.ca](mailto:med.academicssupport@usask.ca)

Academic Support Specialist: Dr. Ayesha Iqbal – [ayesha.iqbal@usask.ca](mailto:ayesha.iqbal@usask.ca)

Academic Support Coordinator: Meghan Nelson – [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca)

### College of Medicine, Office of Student Affairs

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact:

Student Affairs Coordinator Saskatoon, Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

Student Affairs Administrator Saskatoon, TBD

Student Affairs Coordinator Regina, Sue Schmidt - [sue.schmidt@saskhealthauthority.ca](mailto:sue.schmidt@saskhealthauthority.ca) or (306) 766-0620

Student Affairs Coordinator & OCAM Coordinator, Saba Khan – [saba.khan@saskhealthauthority.ca](mailto:saba.khan@saskhealthauthority.ca) or (306) 766-0527

Student Affairs Site Director Prince Albert, Dr. Romy Moodliar – [romym@hotmail.com](mailto:romym@hotmail.com) or (306) 953-1688

Director, Student Services, Dr. Ginger Ruddy – [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) or (306) 966-7275

### Academic Help for Students

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), [book 1-1 appointments](#) or hire a subject tutor through the [USask Tutoring Network](#).

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) at the Saskatoon campus.

SHA Library: <https://saskhealthauthority.libguides.com/home>

### **Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

### **Financial Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

### **GORDON OAKES RED BEAR STUDENT CENTRE**

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbsc.php>

### **INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.