Clinical Skills IV

MEDC 223.8
TERM 4 YEAR 2
Clinical Skills IV – Course Overview

COURSE DESCRIPTION

Learning in Clinical Skills IV (Term 4) 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. The course will include the following components, Clinical Scenarios, Focused Interview and Physical Examination and Review Sessions, Discipline-specific patient Encounter Sessions in Endocrinology, Plastic Surgery, Pediatrics, Geriatrics, Reproductive Health (female and continuation of male from term III), Female Sensitive Exam, and Mental Health. When appropriate and possible, sessions will be organized around content students are learning in other courses.

Completion of this course will help you attain elements of your overall undergraduate program objectives (MD Program Objectives).

COURSE OBJECTIVES

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

1. Establish ethical relationships with patients characterized by understanding, trust and empathy (Professional, Communicator)
2. Conduct patient-centred interviews 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 and family context with the patient;
   • 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 (Communicator, Medical Expert, Collaborator).
3. Perform a physical examination relevant to a patient’s presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort (Medical Expert, Professional)
4. Practice clinical reasoning, including tailoring the interview content and physical examination, and integrating investigations to assist with the development of a provisional differential diagnosis (Medical Expert)
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 (Communicator, Medical Expert)
6. Solve or suggest solutions to clinical problems, dilemmas, and challenges suitable for their level of training including advocating for the patient as necessary (Medical Expert, Health Advocate)
7. Demonstrate skill in those procedures taught in Clinical Skills I-IV (Medical Expert)
8. Demonstrate competence in personal time management, such that competing demands are prioritized, requirements are completed as described, and deadlines are met (Manager, Professional)
9. Demonstrate skills in using appropriate evidence-based resources to develop differential diagnoses, investigative and management plans (Scholar)
10. 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 (Professional, Collaborator)

COURSE CONTACTS

Course Director: Dr. Joann Kawchuk – joann.kawchuk@usask.ca
Clinical Skills Courses Chair – Dr. Joanna Smith – Joanna.smith@usask.ca
Administrative Coordinator: Brenda Wruck – brenda.wruck@usask.ca - (306) 966-5354
COURSE SCHEDULE

The Clinical Skills IV Course consists of a variety of activities (including lectures, CLRC sessions, department-based sessions, and ½ day skills specific learning). Your schedule will be posted on One45.

Please check One45 DAILY to ensure that you have the most current schedule information. Schedule is subject to change. Changes to the schedule will be posted to One45. Changes to the schedule may be made up to 48 hours in advance of the scheduled session, if required. If a change is made to the schedule after it has been posted to one45, students will be notified by email as well as the change being made in one45. 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 for their own progress in meeting the broad objectives for the medical program.

COURSE DELIVERY

Students are broken into small groups that they will continue in through the course. Students are advised trades or switch are not permitted as students are expected to stay with their pre-assigned group throughout the term.

Students will learn through a variety of methods, including:

1. Facilitated small group learning sessions with standardized and ward/clinic patients
   - CLRC Sessions/Learning Centre
   - Departmental Discipline Sessions
   - Specific skills training ½ days

2. Independent self-directed learning

COURSE MATERIAL ACCESS

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

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

RESOURCES

Readings/Textbooks

- Learning materials from previous Clinical Skills Courses are valuable references – available at http://sundog.usask.ca/search/r?SEARCH=MEDC+113.8
- Other reading:
REQUIRED MEDICAL INSTRUMENTS

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

- stethoscope
- reflex hammer (Queen’s Square preferred)*
- centimeter ruler
- pen light
- flexible tape measure
- watch with second hand
- lab coat*

*Lab coats can be purchased at:
  - U of S Main Bookstore, Marquis Hall
  - Uniform Choice at: 7A 3110 8th St. E. (306-651-0388)

RECOMMENDED MEDICAL INSTRUMENTS

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

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

CLINICAL LEARNING RESOURCE CENTER (CLRC)

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. You will need to request practice time in advance by emailing: 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 RQHR id badges to access the space. 4 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

FEEDBACK ON STUDENT PERFORMANCE

Student feedback is information regarding student performance that is offered with the express purpose of improving their 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 your clinical sessions. You 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. You 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.

DRESS CODE

All sessions require professional dress for clinic.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>SESSIONS</th>
<th>COMPONENTS</th>
<th>SUCCESSFUL COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Scenarios</td>
<td>Dermatology (2 cases) Endo (2 cases) Female Repro (2 cases)</td>
<td>Summative: Case presentation 5% of course mark</td>
<td>“Meeting” or greater in professionalism Pass 70%</td>
</tr>
<tr>
<td>Focused Interview and Physical Exam (FIPE)</td>
<td>Review Female Repro (Gyne procedures, Intrapartum I/II Endo (Thyroid, Diabetic foot) Derm</td>
<td>Review: Formative session feedback (peer and preceptor), summative long case write up (20%), short skills mini-OSCE stations (20%). Female Repro: pre-quiz for each session (Blackboard based) and session participation (15% +5%) Endocrine: Formative session feedback (peer and preceptor) professionalism participation (10%), summative case write-up (20%). Dermatology: Formative session feedback (peer and preceptor) professionalism and participation (10%) 10% of course mark</td>
<td>“Meeting” or greater in professionalism, Pass 60% all individual components. Overall module pass 70%</td>
</tr>
<tr>
<td>Discipline-Specific Patient Encounter (DSPE)</td>
<td>Ultrasound Enhanced Clinical Exam</td>
<td>Formative Assessment throughout session</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>Endocrine Clinic encounter</td>
<td>Formative feedback</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Pediatrics (Review, Newborn)</td>
<td>Summative: assessment of session (7.5%) performance and Case write up (2.5%) 3.5% of course mark</td>
<td>“Meeting” or greater in professionalism Pass 60%</td>
</tr>
<tr>
<td></td>
<td>Urology</td>
<td>Student Performance Assessment completed by the preceptor(s) at the end of session</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>Female Repro Health Gyne models Ward encounter</td>
<td>Pre-test on Blackboard (5%) Case write up of ward encounter (15%) 7% of course mark</td>
<td>“Meeting” or greater in professionalism. Pass 60%</td>
</tr>
<tr>
<td></td>
<td>Sensitive Teaching Associates Female</td>
<td>Formative</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Geriatrics skills day</td>
<td>Summative: Assignment and professionalism (20%) 7% of course mark</td>
<td>“Meeting” or greater in professionalism Pass 60%</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
<td>Formative: Peer and preceptor in session feedback (5%) Summative: Interview skills assessment (30%), Patient write-up (15%) 17.5% of course mark</td>
<td>“Meeting” or greater in professionalism Pass 60%</td>
</tr>
<tr>
<td></td>
<td>Plastics skills ½ day</td>
<td>Formative</td>
<td>Pass/Fail</td>
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DSPE module is worth 35% of course mark Must pass at 60% all individual session components, Overall compiled module pass of 70%
MARK ALLOCATION

Modules 50% (Module mark is weighted according to the following formula: FIPE 10%; Clinical Scenarios 5%; DSPE 35%)
OSCE 40%
Written Final Exam 10%

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

The course has been organized into four modules. Each module has its own assessment component. A summative OSCE (Objective Structured Clinical Examination) and a final written examination will complete your learning for this course.

The requirements for successful completion of the Clinical Skills IV Course are listed below. Please note that students must meet the overall Term IV promotion standards in order to be promoted to Year 3 (see Student Information Guide). Students who are unsuccessful on the course will receive a grade of “F” on their transcripts.

Successful completion of the course requires:

1) A pass in each individual session assessment component of 60% with an overall module pass of 70%
2) In the DSPE module, each discipline section must be successfully passed
3) In the FIPE module, the assessment components must be successfully passed
4) Successful completion of the summative OSCE.
5) Successful completion of the written final examination.
6) Achievement of at least the standard of MEETING EXPECTATIONS for professionalism. *

NOTE: - Students NOT MEETING expectations for professionalism will NOT be deemed to have successfully completed the course, and may be eligible for remediation in consultation with the tutor and/or Module director/ Course director/Year Chair.
Module Failure:
If a student fails a module, he/she will be required to meet with the Module Director to discuss any difficulties. Remediation will be designed by the Module Director and targeted to the failing components. If a student fails two course components or modules, he/she will be required to meet with a course committee made up of at least 3 of the following: Course Director, relevant Section Lead(s), and the Year Chair and/or Assistant Dean Academic (or their designates) to determine the appropriate course of action, which may include course failure. The student will also be invited to have a Student Affairs representative present if desired.

If a student passes one part of the module (e.g. Case Write-Up) and fails another component (e.g. Student Skills Assessment) the module is still considered failed – remediation will be targeted to the failing components. The Module Director in consultation with the Course Chair has discretion to target the remediation at areas considered of educational concern.

Remediation:
Students who do not successfully complete any module, component, or examination will be required to remediate. For each remediation, educational enhancement is offered – timing is dependent on the kind and nature of remediation needed. Remediation assessments may be in a different format than the original end of module assessment. Students who are required to remediate will be contacted by the Course Director or Year 2 Administrative Coordinator and will be required to meet with the course committee (in the case of a Module failure), Course Director and/or Course Chair (and Year Chair as required) to discuss any issues.

Course Failure:
Students who have failed 3 course components (summative or professionalism assessments) will be considered unsuccessful in the Clinical Skills IV Course and will NOT be offered additional remediation and supplemental assessment by Module and Course Director. This includes failure of any module component (as outlined above), module remediation, OSCE or written examination (For example two failed modules successfully remediated plus a failed OSCE)

Further decisions regarding academic outcomes will be adjudicated by the Year 2 Term IV Promotions Committee and the Undergraduate Education Committee.

ATTENDANCE
See Student Information Guide for the general policy.

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

Who should you contact in case of an absence?
Illness or family emergencies or compassionate reasons – Prior to the absence, or as soon as possible after the absence, a student must notify (1) his/her preceptor for the clinical or small group session and; (2) Brenda Wruck via email (brenda.wruck@usask.ca), written note (B526, Health Sciences Building), or phone (306-966-5354) for Regina students contact Christa Kaytor via email (Christa.Kaytor@rqhealth.ca), (306) 766-3157 with reasons for each missed session. Such notification should occur before the session in question, whenever circumstances permit.

Unexplained absences and/or other unprofessional conduct is grounds for an informal/formal breach of professionalism and could result in failure of the course.

What are the implications of being absent?
When students have absences for other reasons for which they have received prior approval, they will not be assessed negatively in terms of professionalism. Students should request guidance from their preceptor on how to independently make up any material missed. Sessions will not be rescheduled and additional sessions will not be offered in order to make up missed material, except in the situation of a documented unavoidable absence due to illness. It is the responsibility of the student to ensure he/she meets all the requirements of the module.

Students should be aware that professionalism is being assessed in every Clinical Skills IV session. Lateness or absences without appropriate notification/approval will likely result in marks reduced for poor professional behavior and may result in an informal or formal breach of professionalism report. Unapproved absences may result in failure of a module or the entire course.
IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for your success in medical school. To avoid duplication and ensure clarity, please refer to the Student Information Guide for the following policies and information:

COLLEGE OF MEDICINE CONTACTS

ATTENDANCE POLICY

PROFESSIONALISM POLICY

ACADEMIC INTEGRITY POLICY

EXAMINATION POLICIES AND EXAMINATIONS WITH DISABILITIES SERVICES FOR STUDENTS (DSS)

LIST OF IMPORTANT DATES

OFFICE OF STUDENT AND RESIDENT AFFAIRS

COMMUNICATION TOOLS

GUIDELINES FOR PROVIDING FEEDBACK

EVALUATIONS

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.

Clinical Scenarios

Clinical Scenario Sessions

Module Director: Dr. Joann Kawchuk - joann.kawchuk@usask.ca (306) 655-1183

Administrative Coordinator: Brenda Wruck – brenda.wruck@usask.ca (306) 966-5354

Alexis Berezowski – alexis.berezowski@rqhealth.ca (306) 766-0556

Administrative Assistant - Kimberly Basque – kimberly.basque@usask.ca (306) 966-6151

Description: During these sessions, students will be presented with a clinical problem by a simulated or standardized patient. The student is expected to perform an appropriate interview and examination, including special testing, then discuss potential differential diagnosis and (when relevant) management with clinician preceptors. Preceptors can be from any discipline. Different clinical scenarios will focus on demonstration of specific interviewing and physical examination skills. Sessions will emphasis 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)

Duration: 3 sessions, 2 hours each

Objectives: By the completion of the Clinical Scenario Sessions, students will be able to:

1. Effectively perform a patient-centred interview relevant to common presenting complaints, including exploring the illness experience (“FIFE”: feelings, ideas, impacts on function, expectations). (Medical Expert, Communicator)

2. Effectively and sensitively perform physical examinations relevant to common presenting complaints. (Medical Expert, Professional)

3. Compare and contrast possible differential diagnoses for common presenting complaints, based on concurrent and/or previous course material. (Medical Expert)

4. Propose preliminary differential diagnoses for common clinical presentations. (Medical Expert)

5. Propose preliminary management plans, including any appropriate initial investigations and/or treatment for common clinical presentations. (Medical Expert, Manager)
6. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptor (Communicator)

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 (Professional, Collaborator)

**Formative Assessment:** will occur throughout the module during SP encounters and debriefing, and will additionally be provided by the Formative Assessment form completed following each clinical scenario session by tutor.

**Summative Assessment:** Students will be assessed at the end of the group of sessions using the Summative Assessment form (derived from the form used during each session), which is to be completed online on One45.

**Pass Mark:** 70%

**Successful Completion of module:** Students must pass the module assessment and achieve the standard of MEETS EXPECTATIONS or higher for professionalism.

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**Focused Interview & Physical Exam**

**Focused Interview & Physical Exam Sessions**

**Module Director:** Dr. Joann Kawchuk joann.kawchuk.usask.ca – (306) 655-1183

**Administrative Coordinator:** Brenda Wruck brenda.wruck@usask.ca – (306)-966-5354

**Administrative Assistant:** Kimberly Basque kimberly.basque@usask.ca – (306) 966-6151

**MODULE DESCRIPTION**

The aim of these sessions is to review the history taking and physical examination skills learned last terms in 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. The course is designed to complement concurrent learning in other courses, and develop clinical reasoning processes.

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

**MODULE OUTLINE**

One preceptor with a small group of 4 students and a standardized patient (SP)

6 Sessions – 2 hours each to learn and practice the focused history and physical exam of the following

- Review of systems to date (3 hour session)
  - Chronic disease follow up (cardio-resp disease)
  - Follow up post-op patient
  - Essential clinical skills interpretation
- Endocrine (2 hour session)
  - Thyroid disease
  - Approach to Diabetic foot
- Dermatology (2 hour)
  - Rash
  - Skin lesion
- Female Repro (3 x 2 hour sessions)
  - Gynecological procedures
  - Intrapartum I management
  - Intrapartum II management
**MODULE SCHEDULE**

**Session One** – Review to date

**Session Two** – Endocrine FIPE

**Session Three** – Dermatology FIPE

**Session Four** – Gyne Procedures

**Session Five** – Intrapartum I management

**Session Six** – Intrapartum II management

**MODULE OBJECTIVES**

By the completion of focused interview and physical exam sessions, students working with standardized patients will be expected to:

1. Demonstrate and report an appropriate **patient-centered focused history** for Endocrinology, Dermatology, Female Reproductive health, and previously introduced systems (Medical Expert, Communicator).

2. Demonstrate **specific physical examination techniques** relevant to the Endocrine, Dermatologic and Female Reproductive health assessment, along with previously introduced skills of examination in Clinical Skills I-III (Medical Expert).

3. Identify **aspects of the history and physical exam findings that might be expected in some common diseases** of the Endocrinology, Dermatology and Female Reproductive health (Medical Expert).

4. Incorporate key investigations relevant to patient presentations (Medical Expert)

5. 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 (Professional, Collaborator)

**MODULE ASSESSMENT**

**Formative Assessment:**

This will occur on an ongoing basis throughout the sessions, and additionally will be provided at the end of each review session via the Student Assessment Checklists (attached), which are to be completed on-line on One45, and also serve to document attendance. Student Assessment Checklists are designed to be used for formative feedback and to inform the final summative assessment.

**Summative Assessment:** The summative assessment components. Each is to be completed online on Blackboard or One45:

1. Students will submit a written case report following **long case review** session and **endocrine session** marked by the tutor according to the assessment rubric provided. (review long case 20%, Endocrine case 20%) **40%**

2. Students will be observed by the tutor while performing review short skills stations. (4 stations 5% per station) **20%**

3. Students will complete a pre-session online Blackboard quiz prior to each **female repro encounter**, based on pre-reading. (3 sessions 5% per quiz), and session professionalism across three female repro sessions (5%) **20%**

4. Professionalism in session assessment informed from formative assessment student checklists, standardized patient and peer feedback. (derm 2 sessions each 5%, endocrine 2 sessions each 5%) **20%**
Successful Completion of module:
Students must:

- Successfully pass all section assessments as described above at 60% pass mark for each section component.
- Achieve a module average mark of 70%.
- Achieve at least the standard of MEETING EXPECTATIONS for professionalism.

*NOTE:* - Students NOT MEETING expectations for professionalism will not be deemed to have successfully completed the module, and will be remediated in consultation with the tutor and module director.

Clinician Performed Ultrasound

**Module Director:** Dr. Paul Olszynski – pao292@mail.usask.ca

**Administrative Coordinator:** Brenda Wruck brenda.wruck@usask.ca – (306)-966-5354

Brenda Wruck brenda.wruck@usask.ca – (306)-966-5354

**Administrative Assistant:** Kimberly Basque kimberly.basque@usask.ca - (306) 966-6151

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

**Description:** During term IV students will review and practice previously introduced content over the Clinician Performed Ultrasound. Students follow session learning map with facilitator oversight as provided on One45

**Duration:** 1 Sessions, 2 hours

**Objectives:** By the end of the session, students will be review:

1. Demonstrate basic probe handling and early sonographic skill development (Medical Expert)
2. Demonstrate basic understanding of probe and ultrasound physics (Medical Expert)
3. Exhibit professional behaviors as outlined in module objectives (Professional, Communicator).
4. Describe test performance, operator dependence, safety and limitations of each indication (Medical Expert)
5. Generate appropriate ultrasound images for the following 3 indications (Medical Expert):

   a. Assessment for Pericardial Effusion
      i. Review pertinent anatomy in the thoracic cavity.
      ii. Identify the anatomic landmark used to orient subxiphoid ultrasound assessment of the heart.
      iii. Identify the sonographic landmark used to visualize the area of interest during subxiphoid ultrasound assessment of the heart.
      iv. Describe the area of interest visible during subxiphoid ultrasound assessment of the heart.
      v. Briefly describe the technique used in subxiphoid ultrasound assessment of the heart.
      vi. Describe two major indications for bedside ultrasound assessment of the heart.
      vii. Describe how to distinguish between a small pericardial effusion and epicardial fat during subxiphoid ultrasound assessment of the heart.
      viii. Recognize other commonly used acoustic windows applied during ultrasound assessment of the heart.
      ix. Briefly review a scenario demonstrating clinical application of bedside cardiac ultrasound.

   b. Assessment for Pleural Effusion
      i. Describe pertinent anatomy in the thoracic cavity.
      ii. Identify the anatomic landmarks used to orient ultrasound assessment of the lungs and pleura.
      iii. Identify the sonographic landmarks used to visualize the areas of interest during ultrasound assessment of the lungs and pleura.
      iv. Describe the areas of interest visible during ultrasound assessment of the lungs and pleura.
      v. Briefly describe the technique used in ultrasound assessment of the lungs and pleura.
vi. Understand the value of a focused clinical question in the context of ultrasound assessment of the lungs and pleura.

vii. Briefly review a scenario demonstrating clinical application of bedside lung and pleura ultrasound.

c. Assessment for Free Fluid in the Abdomen
   i. Describe the main objectives of this assessment in specific contexts (trauma, abdominal pain, liver disease).
   ii. Review pertinent anatomy in the abdominal cavity.
   iii. Identify the anatomic landmarks used to orient the assessment of free fluid in the abdomen.
   iv. Identify the sonographic landmarks used to visualize the areas of interest during this set of scans.
   v. Describe the areas of interest visible during these scans.
   vi. Briefly describe the technique used during the assessment for free fluid in the abdomen.
   vii. Explain three major limitations of this assessment in the relevant contexts (trauma, abdominal pain).
   viii. Briefly review a scenario demonstrating clinical application of the assessment for free fluid in the abdomen.

d. Assessment for Obstructive Uropathy
   Objectives:
   i. Review pertinent anatomy in the abdomen and pelvis.
   ii. Identify the anatomic landmark used to orient ultrasound assessment of the kidney and bladder.
   iii. Identify the sonographic landmark used to visualize the area of interest during ultrasound assessment of the kidney and bladder.
   iv. Briefly describe the technique used during ultrasound assessment of the kidneys and bladder.
   v. Describe two major indications for bedside ultrasound assessment of the renal system.
   vi. Recognize other commonly used acoustic windows applied during ultrasound assessment of the kidneys.
   vii. Describe the appearance of hydronephrosis ranging from mild-severe.
   viii. Estimate bladder volume based on sonographic measurement.
   ix. Interpret images of the renal system and recognize normal from abnormal findings.
   x. Briefly review a scenario demonstrating clinical application of bedside renal ultrasound.

Formative Assessment: This will occur on an ongoing basis throughout the session.

Summative Assessment: Pass/Fail

**Discipline Specific Patient Encounter Modules**

**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.

**Objectives:** By the completion of their Discipline-Specific Patient Encounter sessions, students be able to:

1. Conduct patient-centred interviews relevant to patients’ presenting concerns and the clinical setting (Communicator, Medical Expert, Collaborator).
2. Perform physical examinations relevant to patients’ presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort (Medical Expert, Professional).
3. Practice clinical reasoning, including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis (Medical Expert).
4. Suggest appropriate preliminary diagnostic investigations and management plan (Medical Expert, Manager).
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 (Communicator, Medical Expert)

6. 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 (Professional, Collaborator)

Pediatrics

Section Lead: Dr. Janna Brusky jdb068@mail.usask.ca - (306) 844-1226

Administrative Assistant: Tara Duxbury tara.duxbury@usask.ca – (306) 844-1271

Description: Students will participate in clinical assessment of real patients in a variety of pediatric clinical settings. The 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.

Location: See One45

Duration: 2 Sessions - 3 hours each

Objectives: By the completion of the Pediatrics Patient Encounter sessions students will be able to:

1. Describe how to obtain a patient-centred pediatric history in a variety of clinical settings (Medical Expert, Communicator)

2. Demonstrate elements required in a complete pediatric physical examination (Medical Expert)

3. Recognize how the information gathered from the history and the physical examination contributes to the assessment of the presenting problem including the most likely diagnosis and a differential diagnosis in their small groups (Medical Expert, Collaborator, Communicator)

4. 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 (Professional, Collaborator)

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

Summative Assessment: Student Performance Assessment Pass 60%

Students will have three assessments in pediatrics in clinical skills IV. At the end of each session (2%), the preceptor will complete a summative Assessment Form for each student. The Assessment Forms will provide an evaluation of the student’s history taking, physical examination skills, ability to recognize the contribution of the information gathered to the assessment of the presenting problem and professionalism. Following the Review session students will be expected to complete a patient write up (1.5%) for preceptor marking. Each component of assessment will contribute equally to the performance. (10% DSPE module), and 3.5% of total course mark

Successful Completion of section:

- Successfully pass all section assessments as described above at 60% pass mark for each section component.

Achieve at least the standard of MEETING EXPECTATIONS for professionalism.
ENDOCRINOLOGY

**Section Lead:** Niels Koehncke – niels.koehncke@usask.ca

**Administrative Assistant:** Jodie Doucette – Jodie.doucette@usask.ca – (306) 844-1153

**Description:** During the session, students will be exposed to a patient with an endocrine concern, refine their basic clinical skills and become increasingly proficient at establishing diagnoses and planning therapeutic intervention. Because of the degree of student/patient interaction during this module, the values and attitudes pertaining to the physician/patient relationship will also be stressed.

During this discipline specific patient encounter on the ward or clinic, students will continue to build on skills and knowledge, highlighting important and common aspects of endocrine diseases. Thyroid and diabetes presentations are common endocrinological issues and will be emphasized in the session.

**Location:** See One45

**Duration:** 1 Sessions, 3 hours

**Objectives:** Given a patient presenting with endocrinological concerns, the learner will be able to:

1. Conduct patient-centred interviews relevant to patients’ presenting concerns and the clinical setting (Communicator, Medical Expert, Collaborator).
2. Perform physical examinations relevant to patients’ presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort (Medical Expert, Professional)
3. Practice clinical reasoning, including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis (Medical Expert)
4. Suggest appropriate preliminary diagnostic investigations and management plan (Medical Expert, Manager)
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 (Communicator, Medical Expert)
6. 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 (Professional, Collaborator)

**Formative Assessment:**

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

**Successful Completion of section:**

PASS/FAIL

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**Female Reproduction**

**Section Lead:** Dr. Anita Agrawal – a.agrawal@usask.ca – (306) 844-1169

**Administrative Assistant:** Melissa Pardy – melissa.pardy@usask.ca – (306) 844-1023

**Description:** Students will be exposed to two sessions in this module. The first will be introduction of the female physical examination, and the second a ward/clinic encounter of a patient with a gynecological presentation. Throughout this module, the principles of professionalism will be continually emphasized. At all times, the dignity, and comfort of the patient should be acknowledged and respected. The clinician should constantly strive to interact with the patient in an honest, forthright, yet compassionate manner.

**Location:** See Specific Session for Location

**Duration:** 2 x 2 hour sessions
Objectives:

**Session:** Gynecologic History encounter

1. Demonstrate a patient-centered, focused gynecologic history from a postoperative patient on the ward.  
   (Medical Expert; Communicator; Professional)
2. Summarize and verbally report a patient history to the preceptor using medically appropriate language.  
   (Medical Expert; Communicator)
3. 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 (Professional)

**Session:** Pelvic Examination Teaching

1. Demonstrate a complete pelvic examination on a model, including appropriate patient positioning; inspection 
   of the external genitalia; visualization of the internal anatomy with the speculum; and performance of a 
   bimanual examination. (Medical Expert)
2. Describe, using standard terminology, the appearance of the cervix, any abnormalities; the size, position and 
   mobility of the uterus; the presence and location of any unusual masses; and the presence or absence of 
   palpable ovaries. (Medical Expert; Communicator)
3. 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 (Professional)

**Assessment:** Summative: pre-session Blackboard quiz for Pelvic Examination session (2%), Case write-up of history 
encounter (5%) (Worth 20% of DSPE module mark) 7% total course mark.

**Successful Completion of section:**

- Successfully pass all section assessments as described above at 60% pass mark for each section component.
- Achieve at least the standard of MEETING EXPECTATIONS for professionalism.

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**Sensitive Exam Teaching Associates: Female**

**Section Lead:** Dr. Randi Ramunno – randi.ramunno@usask.ca – (306) 551-4384

**Administrative Assistant:** Brenda Wruck – brenda.wruck@usask.ca – (306) 966-5354

**Description:** Throughout this module, the principles of professionalism will be continually emphasized. At all times, the 
dignity, and comfort of the patient should be acknowledged and respected. The clinician should constantly strive to 
interact with the patient in an honest, forthright, yet compassionate manner.

**Location:** See Specific Session for Location

**Duration:** 2 hour 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 (Communicator, Medical Expert)
2. Demonstrate appropriate vernacular and terminology when communicating with the patient during a sensitive 
   physical examination (Medical Expert, Communicator)
3. Employ special techniques to enhance relaxation and decrease patient anxiety during a sensitive examination 
   (Communicator, Professionalism)
4. Appreciate the importance of patient comfort and sensitivity during sensitive examinations. (Professionalism)
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 scent free environment;
and responsibility through punctual, regular attendance and timely completion of assignments (Professional, Collaborator)

6. Demonstrate specific physical examination techniques relevant to the Female Reproductive System (Medical Expert)

7. Identify normal, variations of normal and abnormal findings in relation to the Female Reproductive System (Medical Expert)

8. Teach patient how to perform breast self-examination techniques (Collaborator, Communicator)

Formative Assessment:

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

Successful Completion of section:

PASS/FAIL

Urology Sessions

Session Lead: Dr. Trustin Domes – trustin.domes@usask.ca – (306) 844-1332

Administrative Assistant: Renee Ryan – renee.ryan@usask.ca – (306) 966-5668

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 focusing on relative anatomy, clinical signs and physical examination techniques, simulation training on mannequins (introducing the digital rectal examination and male genital examination), and a small group interactive session highlighting clinical cases covering the MCCQE clinical competency areas.

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. Therefore, a schedule will be posted and updated as new clinics become available, and students will be expected to sign up for a clinic day that suites 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.

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.

Location: Google self-schedule

Duration: 1 Sessions - 3 hours each

Objectives: By the end of the Urology Clinical Skills sessions, students will be expected to:

1. Obtain a focused urological history of a patient presenting with the following clinical conditions: hematuria, scrotal mass and/or pain, LUTS, upper and lower urinary tract obstruction (Medical Expert, Communicator)

2. 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) (Medical Expert)

3. Demonstrate the physical examination of the abdomen, male genitalia and digital rectal exam on a model and/or patient (Medical Expert, Communicator, Professional)
4. Demonstrate the technique for eliciting costo-vertebral angle tenderness and ballottement of a renal mass (Medical Expert)
5. Describe the anatomic arrangement of the scrotal structures (Medical Expert)
6. Demonstrate the technique and describe the importance of transilluminating a scrotal mass (Medical Expert)
7. Explain the value of examining the man in both the upright and supine position during a genital examination (Medical Expert)
8. Know the varicocele grading system (preclinical, clinical grade 1, 2, 3) and the clinical significance of an isolated right-sided varicocele (Medical Expert)
9. Describe the clinical anatomy of the prostate and list potential findings that could be obtained during the digital rectal examination (Medical Expert)
10. Appreciate the importance of patient sensitivity surrounding sensitive examinations (DRE, genitourinary examination) and develop possible methods to decrease patient anxiety during these examinations (Communicator, Professional)
11. Interpret the results of the urinalysis, in particular the definition of microscopic hematuria and the findings on urinalysis suggestive of a urinary tract infection (Medical Expert)
12. Be aware of the prostate-specific antigen (PSA) test and its limitations in the screening for prostate cancer (Medical Expert)
13. 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 (Medical Expert, Communicator)
14. Demonstrate appropriate professionalism, including: punctuality, proper dress and presentation, honesty, integrity and respect for patients, health team members and colleagues (Professional)

Formative Assessment: This will occur on an ongoing basis throughout the session.

Summative Assessment: Pass/Fail

Mental Health

Session Lead: Dr. Vern Bennett- vern.bennett@usask.ca – (306) 844-1077
Administrative Assistant: Holly Moldon – holly.moldon@saskatoonhealthregion.ca – (306) 844-1312

Description: This module provides 24 hours of student contact time spanning approximately four weeks. The module is delivered in a clinical environment providing an experiential learning opportunity. Students directly interview patients, under the supervision of a tutor, that have psychiatric diagnoses. The intensiveness of the module allows for rapid skill acquisition, challenges the student to reflect on personal attitudes and the culture bound nature of stigma, and the key role as physician in facilitating understanding within a genuine empathic approach to the patient.

During the clinical sessions, each student will have the opportunity to complete at least two clinical patient interviews, supervised by the tutor and in the presence of their peers. Each Interview is approximately 45 minutes.

Following the interview, 20-30 minutes is devoted to reviewing the patient presentation, providing interview feedback by peers and tutor

Location: see ONE45

Duration: 2 hour sessions

Objectives:
1. Describe the elements of the Mental Status Exam
2. Demonstrate the essential elements of a psychiatric interview on real patients presenting with a variety of psychiatric symptoms
3. Assess and interpret findings of a patient with mental illness.

4. Propose (an accurate) a diagnosis and differential for a patient presenting with mental illness symptoms

5. Demonstrate the key role as a physician in reducing stigma by facilitating a culture that seeks understanding of mental illness.

6. Develop and improve interpersonal communication skills with patients and colleagues, including providing and receiving peer feedback

7. Present in oral and written format, a concise summary of a mental health assessment for a real patient

8. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments (Professional, Collaborator)

**Formative Assessment:** This will occur with peer and faculty feedback based upon template.

**Summative Assessment:** Interview performance and group participation (12.5%), Written case write-up (5.5%). (50% DSPE module mark). **17.5% total course mark**

**Successful Completion of section:**

- Successfully pass all section assessments as described above at 60% pass mark for each section component.
- Achieve at least the standard of MEETING EXPECTATIONS for professionalism.

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**Plastics Skills Day**

**Session Lead:** Dr. Geethan Chandran drgeethanchandran@gmail.com

**Administrative Assistant:** Renee Ryan –renee.ryan@usask.ca – (306) 966-5668

**Description:** Student will experience preceptor led small group sessions with hands on practice in skills outlined in the session objectives. Students will be using models and each other to develop their skills during the sessions. Plastic and Reconstructive Surgery is a very broadly based discipline. Your time with us will serve as an introduction rather than a comprehensive summary. A brief overview of the origin of this area of surgery as well as the various fields within will be presented during a short didactic session. The anatomy and physical examination of the hand and a brief overview of two common hand conditions, carpal tunnel and trigger finger, will be covered before the patient assessments.

**Location:** CLRC/ Learning center

**Duration:** 3 hour skills station rotation

**Objectives:**

1. Perform a complete hand exam including special tests (e.g. Tinel’s sign, Phalen’s test) pertaining to hand conditions (Medical Expert)
2. Interpret and present a hand X-ray and describe features of a hand fracture
3. Perform common hand splints (Medical Expert)
4. Describe clinical features of Dupuytren’s Contracture, Carpal Tunnel Syndrome and Stenosing Tenosynovitis on a patient (Medical Expert)
5. Perform a complete facial exam as it pertains to facial fractures/injuries (Medical Expert)
6. Review local anesthetic toxicity/pharmacology and perform a digital block (Medical Expert)
7. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments (Professional, Collaborator)

**Formative Assessment:** Feedback throughout the sessions.

**Summative Assessment:** Pass/Fail
Geriatrics Skills Day

Session Lead: Dr. Jenny Basran jenny.basran@saskatoonhealthregion.ca
Administrative Assistant: Joanne Chmil-Joanne.Chmil@saskatoonhealthregion.ca
Alexis Berezowski alexis.berezowski@rqhealth.ca – (306) 766-0556

Description: “Geriatric Syndrome” is used to describe the unique features of common health conditions in older people who do not fit into discrete disease categories, such as delirium, falls, and frailty. Geriatric syndromes are highly prevalent in older adults, particularly the rapidly growing over 80 years old cohort, and can have substantial effect on quality of life and disability. Multiple underlying factors, involving multiple organ systems, tend to contribute to geriatric syndromes. Often, the primary symptom is not related to the specific pathological condition underlying the change in health status. For example, when an infection affecting the urinary tract causes delirium, it is the change in neural function in the form of cognitive and behavioural change that permits the diagnosis of delirium and determines many functional outcomes. Because these syndromes cross organ systems and transcend discipline-based boundaries, they challenge the traditional ways of planning and delivering clinical care. Recently, practicing physicians, across the spectrum of health care, have stated the biggest challenge they face now is their limited ability and training to manage multiple chronic diseases in an aging population. The aim of this module is to introduce the student to these syndromes and other common conditions in older adults and help them develop an approach to these challenging geriatric patients.

Students will receive an overview of a complete geriatric assessment. In a small group format student will rotate through skill stations highlighting mobility assessment, polypharmacy, cognitive impairment, and functional home assessment. The multidisciplinary team approach will be emphasized.

Location: see One45 for details

Duration: 1 Session - 8 hours

Objectives:

1. Demonstrate and practice a Timed Up and Go test
2. Discuss falls and how fear of falling factors into patient health and social functioning
3. Demonstrate a geriatric history, including an approach to common presentations of patients with polypharmacy issues.
4. Differentiate example of cognitive impairment (specifically differentiating dementia, delirium and depression) and practice how to use brief screening tools (MMSE, Clock, and MOCA) on “patients”
5. Discuss home functional assessment, transitional care and aids to recreational functioning
6. Discuss patient transfer and aging

Formative Assessment: In session ongoing feedback.

Summative Assessment: Performance assessment assignment and professionalism (20% of DSPE module mark) 7% of total course mark

Successful Completion of section:

- Successfully pass all section assessments as described above at 60% pass mark for each section component.
- Achieve at least the standard of MEETING EXPECTATIONS for professionalism.