




Clinical Skills I

MEDC 113.8

YEAR 1 TERM 1

 **COURSE SYLLABUS**
2020/2021



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

CLINICAL SKILLS I – COURSE OVERVIEW

The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2020-21 Fall Term. However due to pandemic circumstances, the College of Medicine undergraduate education program may need to:

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.

COURSE DESCRIPTION

Learning in Clinical Skills I is designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to the success of this course and all future clinical experiences.

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

OVERALL COURSE OBJECTIVES

By the completion of Clinical Skills I course, students will be expected to:

1. Establish ethical relationships with patients characterized by understanding and empathy.
2. Demonstrate effective communication.
3. Conduct patient-centered interviews that:
 - Obtain a complete Medical History including all components from recommended template.
 - Apply the four dimensions of illness experience – “FIFE” (feelings, ideas, impact on function, expectations).
4. Perform a physical examination on an adult patient, in an orderly, efficient manner, demonstrating respect and sensitivity to patient comfort.
5. Recognize variations of normal during physical examination.
6. Present a concise verbal summary of the patient’s medical history, disease and illness experience, and physical examination findings.
7. Record findings from a completed history and physical examination into an appropriate format and provide an assessment and management plan.

8. Begin to practice clinical reasoning.
9. Demonstrate competence of Scrubbing, Gowning and Gloving for the OR Setting.
10. Exhibit professional behaviors consistently, such as integrity, ethical behavior, respect for and effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments.

COURSE CONTACTS

Course Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca - (306) 966-8124

Course Chair: Dr. Oriana Watt – Oriana.watt@usask.ca

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

COURSE SCHEDULE

The Clinical Skills I Course consists of a variety of activities, including large group lectures & small group CLRC sessions. The schedule will be posted on one45. Please check one45 **DAILY** to ensure the most 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 sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the departmental undergraduate administrators.

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://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

STREAM 1 (GROUPS G-L & GROUPS T-Z) SCHEDULE

Session	Date	Time
Lecture 1 Welcome, Introduction to CS I, Communication Skills I	Monday, August 10, 2020	8:30-12:20
Session 1 Communication Skills I – Interview Simulated Patients	Thursday, August 13, 2020	PM
Lecture 2 Introduction to Patient Centered Care & Medical Write-Up, Oral Presentation, Introduction to PE-A	Monday, August 17, 2020	8:30-12:20
Session 2 Communication Skills I - Interview Simulated Patients	Thursday, August 20, 2020	PM
Session 1 Physical Exam A – General Observations, Vital Signs	Monday, August 24, 2020	AM
Session 3 Communication Skills I - Interview Simulated Patients	Thursday, August 27, 2020	PM
Session 2 Physical Exam A – Hands, Nails, Skin, Hair, Axillary & Upper Limb Lymph Nodes	Monday, August 31, 2020	AM
Session 4 Communication Skills I - Patient Interview & Write-Up	Thursday, September 3, 2020	PM
Session 3 Physical Exam A - Student Skill Assessment	Monday, September 14, 2020	AM
Lecture 3 Introduction to PE-B, Introduction to PE-C	Tuesday, September 15, 2020	1:30-4:20
Session 1 Physical Exam C - Basic Musculoskeletal Exam	Monday, September 21, 2020	AM
Session 1 Physical Exam B - Cardiovascular Exam	Thursday, September 24, 2020	PM
Session 2 Physical Exam B - Respiratory Exam	Thursday, October 1, 2020	PM
Session 2 Physical Exam C - Head & Neck (including cervical lymph nodes)	Monday, October 5, 2020	AM
Session 3 Physical Exam B - Student Skill Assessment & Write-up (2 Students)	Thursday, October 8, 2020	PM
Session 4 Physical Exam B - Student Skill Assessment & Write-up (2 Students)	Thursday, October 15, 2020	PM
Lecture 4 Introduction to Sensitive Exams, Intro to PE-D, Intro to PE-E	Thursday, October 15, 2020	1:30-4:20
Session 3 Physical Exam C - Abdominal Exam	Monday, October 19, 2020	AM
Session 1 Physical Exam E - Neurology Exam (Cranial Nerves)	Thursday, October 22, 2020	PM
Session 4 Physical Exam C - Student Skill Assessment	Monday, October 26, 2020	AM
Session 2 Physical Exam E - Neurology Exam (Motor, Sensory, Reflexes & Coordination)	Thursday, October 29, 2020	PM
Session 1 Physical Exam D – Breast, Male/Female Genitourinary, Rectal Exam	Monday, November 2, 2020	AM
Session 3 Physical Exam E - Student Skill Assessment & Write-up (2 Students)	Thursday, November 5, 2020	PM
Session 4 Physical Exam E - Student Skill Assessment & Write-up (2 Students)	Thursday, November 12, 2020	PM
Lecture 5 Clinical Encounters and Documentation, Putting it all Together, OSCE Preparation	Friday, November 13, 2020	8:30-11:20
Putting It All Together Session	See one45 for specific dates	TBA
Surgical Skills Lab	See one45 for specific dates	TBA
OSCE	Tuesday, December 1, 2020	8:30-12:00

STREAM 2 (GROUPS A-F & GROUPS M-S) SCHEDULE

Session	Date	Time
Lecture 1 Welcome, Introduction to CS I, Communication Skills I	Monday, August 10, 2020	8:30-12:20
Session 1 Communication Skills I - Interview Simulated Patients	Tuesday, August 11, 2020	PM
Lecture 2 Introduction to Patient Centered Care & Medical Write-Up, Oral Presentation, Introduction to PE-A	Monday, August 17, 2020	8:30-12:20
Session 2 Communication Skills I - Interview Simulated Patients	Tuesday, August 18, 2020	PM
Session 3 Communication Skills I - Interview Simulated Patients	Tuesday, August 25, 2020	PM
Session 1 Physical Exam A - General Observations, Vital Signs	Friday, August 28, 2020	AM
Session 4 Communication Skills I - Patient Interview & Write-Up	Tuesday, September 1, 2020	PM
Session 2 Physical Exam A – Hands, Nails, Skin, Hair, Axillary & Upper Limb Lymph Nodes	Friday, September 4, 2020	AM
Lecture 3 Introduction to PE-B, Introduction to PE-C	Monday, September 15, 2020	1:30-4:20
Session 3 Physical Exam A – Student Skill Assessment	Friday, September 18, 2020	AM
Session 1 Physical Exam B - Cardiovascular Exam	Tuesday, September 22, 2020	PM
Session 1 Physical Exam C - Basic Musculoskeletal Exam	Friday, September 25, 2020	AM
Session 2 Physical Exam B - Respiratory Exam	Tuesday, September 29, 2020	PM
Session 3 Physical Exam B – Student Skill Assessment & Write-Up (2 Students)	Tuesday, October 6, 2020	PM
Session 2 Physical Exam C - Head & Neck (including cervical lymph nodes)	Friday, October 9, 2020	AM
Session 4 Physical Exam B - Student Skill Assessment & Write-Up (2 Students)	Tuesday, October 13, 2020	PM
Lecture 4 Intro to Sensitive Exams, Intro to PE-D, Intro to PE-E	Thursday, October 15, 2020	1:30-4:20
Session 1 Physical Exam E - Neurology Exam (Cranial Nerves)	Tuesday, October 20, 2020	PM
Session 3 Physical Exam C - Abdominal Exam	Friday, October 23, 2020	AM
Session 2 Physical Exam E - Neurology Exam (Motor, Sensory, Reflexes & Coordination)	Friday, October 30, 2020	AM
Session 4 Physical Exam C - Student Skill Assessment	Tuesday, October 27, 2020	PM
Session 3 Physical Exam E - Student Skill Assessment & Write-Up (2 Students)	Tuesday, November 3, 2020	PM
Session 1 Physical Exam D – Breast, Male/Female Genitourinary, Rectal Exam	Friday, November 6, 2020	AM
Session 4 Physical Exam E - Student Skill Assessment & Write-Up (2 Students)	Tuesday, November 10, 2020	PM
Lecture 5 Clinical Encounters and Documentation, Putting it all Together, OSCE Preparation	Friday, November 13, 2020	8:30-11:20
Putting It All Together Session	See one45 for specific dates	TBA
Surgical Skills Lab	See one45 for specific dates	TBA
OSCE	Tuesday, December 1, 2020	1:00-4:30

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 responsibility of the student as an adult learner to adequately prepare for the sessions. Lack of preparation may result in the student being unable to effectively participate in learning activities and influence their assessment.

COURSE DELIVERY

Students will learn through a variety of methods, including:

- Facilitated small group learning sessions with simulated patients
- Large group sessions
- 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 ICT Services Help Desk (306) 966-2222

REQUIRED MEDICAL INSTRUMENTS

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

- Stethoscope (Littmann Cardiology 4 preferred)
- Watch with second hand
- Lab coat*

* Lab coats can be purchased at:

U of S Main Bookstore, Marquis Hall or Uniform Choice at: 7A 3110 8th St. E. (306) 651-0388

*****Students should be prepared to wear lab coats at all clinical sessions in the CLRC.**

RECOMMENDED MEDICAL INSTRUMENTS

While the above medical instruments are required, it is strongly recommended that students have the following instruments for personal use. The Undergraduate Medical Education (UGME) office is arranging a presentation early in the academic year where students can order these instruments.

- ophthalmoscope/otoscope
- aneroid blood pressure cuff
- tuning fork(s) (128 cps + 512 cps)
- reflex hammer (Queen's Square preferred)
- centimeter ruler
- pen light
- flexible tape measure

COURSE RESOURCES

Textbooks:

Purchasing a clinical examination textbook is strongly recommended. Some suggestions:

Bates' Guide to Physical Examination and History Taking 13th Ed. (Bickley): this text will be referenced to in lectures and is an introductory text to history taking and physical exam skills, with some clinical correlations. Available from the University of Saskatchewan Bookstore:

[https://shop.usask.ca/CourseSearch/?course\[0\]=UOFS,201809,MED,MEDC113,01&](https://shop.usask.ca/CourseSearch/?course[0]=UOFS,201809,MED,MEDC113,01&)

Clinical Examination: A Systematic Guide to Physical Diagnosis 8th Ed., Vol 1 & 2 (Talley and O'Connor): this text is an introductory text to history taking and physical exam skills, and also serves as a reference for clinical correlation with various disease processes. Available from the University of Saskatchewan Bookstore.

Online Resources:

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. 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/>

Bates' Visual Guide to Physical Examination. Available online under Health Sciences Library at:

<http://library.usask.ca/hsl> and/or <http://batesvisualguide.com/>

Clinical Learning Resource Center (CLRC)

The CLRC (2nd floor, E wing, Health Sciences Building) is where the small group sessions are held. Independent learning in the CLRC is not available at this time. Students will be notified if circumstances change. Access to the CLRC will be dependent on physical distancing restrictions from Public Health.

FEEDBACK ON STUDENT PERFORMANCE

Student feedback is information regarding student performance that is offered with the express purpose of improving student 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 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 students with a variety of formal and informal, verbal and written feedback throughout 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 – students will receive formal and informal feedback throughout each module, but do not discount the value of oral feedback and comments.

COURSE ASSESSMENT OVERVIEW

MODULE	COMPONENTS	SUCCESSFUL COMPLETION
Communication Skills I	Professional Department and Observed Skills (see Communication Skills I: Student Skills Assessment Form).	Pass**
	Medical Write-up (see Medical Write-up Assessment Form) <ul style="list-style-type: none"> • Due Date: Must be submitted by 23:59 hrs on BBLearn within 7 calendar days following student's final session. 	Pass**
Physical Examination A & Physical Examination C <i>These are separate modules for evaluation purposes.</i>	Professional Department and Preparation & Observed Skills (see Physical Exam A & C: Student Skills Assessment Form).	Pass**
	Weekly Checklist Skills (see weekly physical examination checklists) MUST be completed on one45 by the tutor at the end of each session.	Completion*
Physical Examination B & Physical Examination E <i>These are separate modules for evaluation purposes.</i>	Professional Department and Preparation & Observed Skills (see Physical Exam B & E: Student Skills Assessment Form).	Pass**
	Weekly Checklist Skills (see weekly physical examination checklists) MUST be completed on one45 by the tutor at the end of each session.	Completion*
	Medical Write-up (see Medical Write-up Assessment Form). <ul style="list-style-type: none"> • PE.B Due Date: Must be submitted by 23:59 hrs on BBLearn within 7 calendar days following student's final session. • PE.E Due Date: Must be submitted by 23:59 hrs on BBLearn within 7 calendar days following student's final session. 	Pass**
Physical Examination D	Attendance with professional behavior.	Completion*
Putting it All Together Individual Session	Checklist Skills MUST be completed on one45 by the tutor at the end of the session.	Completion*
Surgical Skills Labs One separate session: -Scrubbing, Gowning and Gloving in the OR Setting	<i>Please see one45 for your scheduled session</i>	Completion*
Objective Structured Clinical Examination (OSCE)	Formative OSCE. Can cover ALL/ANY components of Clinical Skills I.	Attendance with professional behavior.
OVERALL COURSE	ALL MODULES MUST BE SUCCESSFULLY COMPLETED and PASSED.	ALL PASS/FAIL

Attendance is required for all small group sessions.

All write-ups must be completed and submitted individually, not in pairs/groups.

* *Completion* - entails attendance at all mandatory sessions and demonstration of skills required in the weekly checklists.

** *Pass* - student must achieve *Meets Expectations or Greater* in the final week Student Skills Assessment Form and required Medical Write-ups.

A MODULE FAIL is defined as 1 or more *Below Expectations* on the final week Student Skills Assessment Form or Medical Write-Up, or *Non-Completion* of any component.

In order to provide students 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.

EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may 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 on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For the purposes of promotion, students must successfully complete the following:

1. OSCE: Completion of the formative OSCE
2. Course Modules: Successful completion of all seven course modules as outlined in the assessment overview.

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/index.php>), with conservative professional attire. It is expected that students have lab coats available at all small group CLRC 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.

MODULE FAILURE

If a student passes one component of the module (i.e. Medical Write-up) and fails another component (i.e. 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 Director has discretion to target the remediation at areas considered of educational concern.

REMIEDIATION

1. In the event of a failure of a course module, a student may be offered remediation and supplemental assessment.
2. Upon failure of a course module, students will meet with the module or course director and academic support specialist to devise a learning plan if remediation is being offered. The course director, in consultation with the academic support specialist, will determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional assignments, assigned readings, and meetings with the module/course director and/or other mentors.
3. After completion of remediation, a supplemental assessment will be offered. The Course Director will determine the specific type of supplemental assessment, which may be in a different format than the original assessment. Remediation and supplemental assessment will typically be offered during the term, however remediation and supplemental assessment for components failed later in the term will be offered in January of the following term
4. Failure of a supplemental assessment for the first time may result in a second remediation being offered for that module. If the second supplemental assessment is not successfully completed, this will result in automatic failure of the course. No more than two supplemental assessments will be offered.
5. If a student fails a second module, he/she will meet with a committee made up of at least two of the Course Director, Module Director, the Year One Chair or Assistant Dean Academic (or their designates) to determine the appropriate remediation and supplemental assessment. This meeting may not apply if a failure of an additional course component is identified after the end of term.
6. A third failure (which may include a module, a supplemental assessment, or failure of the OSCE due to professionalism) regardless of successful remediation of the previous two failures, will result in automatic failure of the course.

COURSE FAILURE

An overall course failure will result from:

1. Failure of any two supplemental assessments (whether failure of two separate module supplementals or failure of two supplemental assessments within a single module).
2. Failure of three modules (even if successful in two supplemental assessments in previously failed modules); and
3. Failure of two modules and failure to complete the OSCE/ failure of OSCE due to professionalism (even if successful in two supplemental assessments in previously failed modules).

Further decisions regarding academic outcomes will be adjudicated by the Term I Promotions Committee and the Student Academic Management Committee.

EXAM REVIEW

Time has been built into the curriculum for post examination reviews. During these sessions Directors or Chairs will clarify key concepts where misunderstanding was apparent. Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy. It is expected that students will attend all small group sessions unless absence is unavoidable.

How is Attendance Documented?

At the completion of every session the student's preceptor will log into one45 and review/complete the session checklist with the student, which tracks attendance and ensures all material from the session was completed.

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 module director 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. 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 I 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.

COURSE EVALUATION AND QUALITY IMPROVEMENT

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

1. The objectives and structure of the large group lectures and course package have been reviewed and modified.
2. Enhanced tutor orientations with an emphasis on standardization of physical exam techniques.
3. There will continue to be a formative individual session near the end of term to allow students to complete a comprehensive history and physical examination, with an emphasis on review and practice of skills prior to the OSCE, as pandemic circumstances permit.
4. There will continue to be more emphasis on history taking stations in the OSCE, to better prepare students for subsequent OSCEs in later Clinical Skills courses.
5. The Course Director will work with students who have problems with the formative OSCE and offer supplemental learning sessions targeted to address individual learning needs.

COURSE MODULES

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

Communication Skills I

MODULE CONTACTS

Module Director: Dr. Samantha Holbird – Samantha.holbird@gmail.com

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop the basic communication skills needed for patient-centered care. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: Remote Delivery Via WebEx

Duration: 4 Sessions

MODULE OBJECTIVES

By the completion of this module, the student will be expected to:

1. Demonstrate effective communication.
2. Conduct respectful, patient-centered interviews.
3. Present a concise verbal summary of the patient's medical history, and disease and illness experience.
4. Document the patient's information in a medical write up.
5. Demonstrate professionalism in interactions with patients, peers, and preceptors.

MODULE ASSESSMENT

Student Skills Assessment & Write-up. Refer to Course Assessment Overview table on page 8. See Communication Skills I module package for checklists and rubrics.

Physical Exam A

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate:
 - a. vital signs, physical measurements (including height, weight, respirations, pulse, temperature, blood pressure, oxygen saturation, Body Mass Index, waist circumference), general observations
 - b. examination of skin and hair, hands, nails and clubbing, upper limb lymph nodes
2. Define normal adult values for vital signs and physical measurements.
3. Explain the basic anatomy and physiology relevant to the vital signs.
4. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam A module package for checklists.

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the anatomical landmarks relevant to the precordial and respiratory examinations.
2. Describe the physiology of cardiac cycle and jugular venous pressure (JVP).
3. Demonstrate the physical examination of the cardiovascular and respiratory systems, including arterial pulses, JVP, precordial examination, peripheral vascular examination and respiratory examination.
4. Assess the characteristics of pulses, heart sounds and breath sounds.
5. Determine whether neck pulsation is carotid or jugular, including demonstrating abdominojugular reflux.
6. Perform on a simulated patient a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach, and complete a written report of the findings.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam B module package for checklists and rubrics.

Physical Exam C

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC (as pandemic circumstances permit)

Duration: 4 Sessions

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate the examination of the musculoskeletal system including: mobility, surface anatomy, palpation, range of motion, and functional assessment.
2. Demonstrate the examination of the head and neck including head and neck lymphatics (excluding cranial nerves).
3. Demonstrate the examination of the abdomen and inguinal region including: inguinal and femoral lymphatics, surface anatomy, inspection, auscultation, percussion, and palpation, assessment for ascites, hepatomegaly, and splenomegaly.
4. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam C module package for checklists.

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

MODULE DESCRIPTION

During this session, students will practice physical examination skills on models. Students will work in small groups with a clinician preceptor. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC (as pandemic circumstances permit)

Duration: 1 Session

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient and models will be expected to:

1. Describe steps taken to provide patient comfort: use of chaperone, effective communication, principles of sensitive practice.
2. Describe the relevant anatomy of: the breast, female and male genitourinary systems (including prostate), female rectum and male rectum.
3. Demonstrate examination of the female breast.
4. Demonstrate male genitourinary examination.
5. Demonstrate female genitourinary examination.
6. Demonstrate rectal examination.

MODULE ASSESSMENT

Completion of module. Refer to Course Assessment Overview table on page 8.

Physical Exam E

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – 306-966-5354

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the relevant anatomy and function related to examination of the nervous system.
2. Demonstrate the examination of the neurological system including: level of consciousness, higher cortical functioning, cranial nerves, motor, reflexes, coordination and gait.
3. Perform on a simulated patient a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach; and complete a written report of the findings.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam E module package for checklists and rubrics.

Putting It All Together Individual Session

SESSION CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

SESSION DESCRIPTION

During this formative session, which occurs toward the end of the Clinical Skills I course, students will conduct a comprehensive patient centered interview and organized physical examination and provide a concise verbal summary of the patient's medical history including disease and illness experience and physical examination findings. Students will work individually with a clinician preceptor and simulated patient.

Location: CLRC (as pandemic circumstances permit)

Duration: 1 Session

SESSION OBJECTIVES

By the completion of this session, students, working with a simulated patient, will be expected to:

1. Conduct a comprehensive patient centered interview and organized physical examination.
2. Present a concise verbal summary of the patient's medical history including disease and illness experience and physical examination findings.

SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table on page 8.

Surgical Skills Labs

Scrubbing, Gowning and Gloving in the OR Setting

SESSION CONTACTS

Session Lead: Bernie Cruikshank

Administrative Assistant: Anna Taruc – surgery.preclerkship@usask.ca (306) 966-5668

Location of Sessions: OR – RUH Room G124

SESSION DESCRIPTION

This tutorial, in conjunction with a video that is to be viewed before the session, consists of practicing the skills needed to scrub, and perform independent gowning and gloving in preparation for scrubbing into a surgical case in the OR. Students will watch a demo and then perform the skills themselves. In addition, students will see some common instrumentation used in the OR.

Location: RUH OR, Ground Floor (as pandemic circumstances permit)

Duration: 1 Session - 2 hours

Groups: Stay with whole group of 4 for this session.

SESSION OBJECTIVES

By the completion of the Scrubbing, Gowning, and Gloving in the OR Setting session students will be able to:

1. Perform a traditional soap and water hand scrub
2. Perform a waterless hand preparation
3. Demonstrate ability to independently put on surgical gown and gloves
4. Identify some basic surgical instrumentation
5. Identify OR etiquette and expected practices when in the OR setting

SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table on page 8.

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

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 syllabus¹.

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 Educational Consultant 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.

¹ Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

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.

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Blackboard site under Course Materials. However, each lecturer reserves the right to choose whether or not 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 UME 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, in order 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.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, 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 (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or (306) 966-8817.

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS>). Students should also be familiar with the Procedures for Concerns with Medical Student Professional Behaviour which speak to the professional standards of the College of Medicine UME program and the interface with academic activities.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You 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 - [https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial\[RA1\]](https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial[RA1])

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

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 the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, www.students.usask.ca/aes or contact AES at (306) 966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

STUDENT SUPPORTS

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:

COM Student Affairs Coordinator, Edith Conacher at edith.conacher@usask.ca or (306) 966-4751

COM and the School of Rehabilitation Science Coordinator, Bev Digout at bev.digout@usask.ca or (306) 966-8224

Administrative Assistant, Chelsea Malkowich at chelsea.malkowich@usask.ca or (306) 966-7331

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing 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>).

ABORIGINAL STUDENTS CENTRE

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal 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 also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.