



Core Clinical Rotations

MEDC 307.50
Year 3

❖ **Course Syllabus**
2021/22 (Class of 2023)



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

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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.

MEDC 307.5 – CORE CLINICAL ROTATIONS

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 2021-22 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.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the [College of Medicine website](#).

COURSE DESCRIPTION

The clinical clerkship allows students to apply basic knowledge and skills acquired in the first 2 years of medical school, in the clinical setting.

Students will work under the supervision of clinical faculty and other health care providers to care for patients.

All students will experience a broad range of clinical exposure, including a mandatory minimum of four weeks of clinical training in a rural community.

Students will be assigned to clinical units participating in the care of patients and will care for patients in the office, clinic, or hospitals under the direct supervision of faculty and residents.

Students will have the opportunity to take graduated responsibility for patient care in a supportive setting where a balance will be established between time for service and learning.

Students will have the chance to follow patients over time, and in different settings, thus experiencing relationship and responsibility of care.

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 this course, students will be expected to:

Medical Expert

1. Distinguish between normal and abnormal human development, structure, and function.
2. Utilize evidence-informed principles to screen and monitor the healthy and at-risk individuals.
3. Actively participate in patient encounters for health promotion/screening.
4. Develop care strategies for patients at risk.
5. Discuss the pathophysiology, epidemiology, natural history, clinical presentation and prognosis of common and/or important acute and chronic diseases.
6. Conduct patient-centered interviews to elicit information effectively.
7. Perform an appropriate and focused physical examination, or mental status exam that minimizes patient discomfort and allows for the detection and interpretation of positive and negative findings.
8. Develop initial working diagnostic hypotheses based upon history and physical examination findings.
9. Develop a differential diagnosis and final presumptive diagnosis through clinical reasoning and integration of clinical information.
10. Select and interpret appropriate diagnostic tests (laboratory, imaging, electrophysiologic and other modalities) using evidence-informed decision-making principles, patient and family preferences and risk tolerance.
11. Revise and re-evaluate a presumptive diagnosis and/or management plan based on new information and/or response to treatment.
12. Perform basic procedural skills relevant to clinical care.
13. Develop and apply an appropriate patient-centered and evidence-informed management plan, including (where appropriate) pharmacologic and/or non-pharmacologic strategies, multidisciplinary care, patient self-management, and ensuring adequate follow up.
14. Develop and apply appropriate skills for triage and immediate intervention in acute and life-threatening situations.
15. Develop and apply appropriate skills to prevent harm in patients (e.g. correct ID, allergies, etc.).
16. Demonstrate continuity of care by following patients through time, and in different clinical settings.

Communicator

1. Demonstrate the skills and attitudes necessary to communicate with patients and families in a respectful, culturally-competent and sensitive manner.

2. Share patient information with other providers in a manner that ensures relevancy, timeliness, and security.
3. Compose clear, accurate, and appropriate records of clinical encounters.

Collaborator

1. Participate effectively and appropriately as part of a multi-professional healthcare team.
2. Recognize and respect the diversity of roles and responsibilities of other healthcare professionals involved in the care of patients.
3. Enlist appropriate assistance and/or ensure transfer of care to an appropriate caregiver according to relevant ethical principles and policies.

Leader

1. Utilize best practice and appropriate resources when making healthcare decisions.
2. Utilize appropriate information technology to improve the care of patients.
3. Manage workload effectively.

Health Advocate

1. Demonstrate an awareness of cultural and socio-economic issues that impact patient and population health.
2. Recognize and advocate for the needs of patients, families, communities, and populations in all areas that affect health and well-being.
3. Using ethical principles, assist patients in their understanding of the risks and benefits of accepting or refusing suggested therapeutic interventions.

Scholar

1. Utilize appropriate research appraisal strategies to aid in evidence-informed clinical decision making.
2. Demonstrate self-directed learning by implementing an effective personal learning strategy to obtain the requisite medical expert knowledge necessary to provide patient care.
3. Identify the principles of quality improvement and relate these to patient care and safety.
4. Provide education to others, including colleagues, patients, families, and other members of the health care team.

Professional

1. Demonstrate professional behaviors through punctuality, appropriate attire, and respectful attitudes to patients, families, and other health care providers.
2. Recognize and be sensitive to personal biases.
3. Protect patient confidentiality, privacy and autonomy.
4. Participate in obtaining informed consent.
5. Participate in the care of patients in a culturally safe and respectful manner.

6. Recognize gender and cultural biases that exist personally, in others, and in the health care system.
7. Maintain written records securely, with the understanding that these are legal documents.

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

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

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

Administrative Coordinators

Saskatoon Site: Carolyn Blushke – carolyn.blushke@usask.ca, (306) 966-7693 fax (306) 966-2601

Regina Site: Annie Ethier – annie.ethier@saskhealthauthority.ca, (306) 766-4890 fax (306) 766-4833

Prince Albert Site: Nicole Toutant – nicole.toutant@usask.ca, (306) 765-6787 fax (306) 765-6783

Administrative Assistants

Saskatoon Site: Tangy Epp – tangy.epp@usask.ca – (306) 966-8828

Regina Site: Jeanette Bellavance – Jeanette.bellavance@saskhealthauthority.ca, (306) 766-0558 fax (306) 766-0538

COURSE SCHEDULE

The course consists of seven 6-week blocks (Anesthesia & Emergency Medicine, Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, and Surgery).

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 most current objectives.

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

INDEPENDENT LEARNING

Please note, students are encouraged and expected to enhance and expand their knowledge of core rotation objectives through self-directed learning, consistent with your Pre-Clerkship Self-Directed Learning activity. This can be done through an identification, analysis and synthesis of credible information sources, a sharing of knowledge with peers and/or instructors, an application of new

knowledge within the core rotations, and seeking out feedback from their peers and instructors regarding their new knowledge and skills.

COURSE DELIVERY

Students will learn through a variety of methods including:

- Interactive small-group learning sessions
- Independent self-directed reading and exercises
- In-patient and out-patient exposures
- Simulation sessions

COURSE MATERIAL ACCESS

Course materials are available in one45. The syllabus, forms, and other useful documents will be posted there. In some modules, Canvas will be used for the submission of assignments.

MEDICAL INSTRUMENTS

A stethoscope is required. The hospitals provide examining kits consisting of ophthalmoscope/otoscope and reflex hammer on most wards (the quality and availability of these is variable).

PPE (Personal Protective Equipment) is strongly encouraged and available in most patient areas. This is not limited to standard precautions which are the basic level of infection control which should be used in all patients all of the time.

COURSE RESOURCES

See each module for resources.

<http://www.choosingwiselycanada.org/recommendations/>

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/>

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.

The Core Rotations course is a practical course designed to develop and refine clinical skills. Feedback comes through a variety of sources, and in numerous ways, both formal and informal. Preceptors, residents and other members of the health care team should be providing regular formative feedback to students to help them improve their skills. In rotations of four weeks or more, students will also receive

formative feedback through formal mid-rotation feedback.

Students should also pro-actively seek out feedback, and be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback. Every interaction in this course is an opportunity for growth, and students are expected to thoughtfully reflect on feedback and use it constructively to improve their performance.

Summative feedback will be provided at the end of rotation and through formal oral, written and OSCE exams.

MONITORING OF TIME SPENT IN CLINICAL ACTIVITIES

The students are asked to familiarize themselves with the Clerkship Work Hours and Call Policy. <http://medicine.usask.ca/policies/clerkship-work-hours-and-call-policy.php>

Students should notify administrative staff, rotation coordinators, or the Year Chair if their rotation schedule is in violation of this policy is being violated. In addition, students can access the Curriculum Feedback Tool to submit a “ticket” in an anonymous fashion, should they wish instead. This will then be addressed by the Rotation Coordinator and Year Chair.

EXAMINATION SCHEDULING

All examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Canvas they are also posted in Canvas. In the event of a discrepancy between the two versions, that posted on Canvas shall be taken to be correct.

COURSE ASSESSMENT OVERVIEW

| Component | Component Requirement | Weighting in Final Mark |
|---|-----------------------|-----------------------------|
| Inter-professional Collaboration Modules* | Successful Completion | Successful Completion |
| Anesthesia/Emergency | 70% | 11% |
| Family Medicine | 70% | 11% |
| General Surgery | 70% | 11% |
| Internal Medicine | 70% | 11% |
| Obstetrics and Gynecology | 70% | 11% |
| Pediatrics | 70% | 11% |
| Psychiatry | 70% | 11% |
| OSCE 1 | Pass | Formative only (non-graded) |
| OSCE 2 | Pass | 23% |
| Total Course Mark | | 100% |

* The Inter-professional collaboration online modules must be completed as per the requirements below.

OSCEs

There are two OSCEs in Year 3. The formative OSCE will be held on **Thursday, December 9, 2021** and provides an opportunity for students to familiarize themselves with a comprehensive type of exam as well as provides an opportunity to receive feedback on their individual performance. The Summative OSCE will be held on **Thursday, June 9, 2022** and is worth 23% of the overall grade. The OSCE pass mark will be set using an approved standard setting method as indicated by the College of Medicine's Assessment Policy. The standard setting method will reflect the specific difficulties of items in this test form and pass marks may vary from assessment to assessment. The cut score thus determined will be adjusted to a pass mark of 70%. Students who are unsuccessful on the OSCE will be offered the opportunity to complete a supplemental OSCE, scheduled for **July 11th, 2022** (provided they have not otherwise met criteria for course failure - see below). The academic support team will work with each student to provide feedback on performance and develop a learning plan.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For successful course completion for the purposes of promotion, students must achieve the passing requirements of each rotation. In addition, students must also achieve a "pass" on the Summative OSCE. Students not promoted on the basis of being unsuccessful in the course, will receive a grade of "F" on their transcript.

A student's grade for each rotation will be determined at the end of the rotation and is based on the weighted cumulative average of all graded assessments within each individual rotation.

The requirements for successful completion of the Core Rotations Course are listed below. Please note that students must meet the overall Year 3 promotion standards in order to be promoted to Year 4 (see Student Information Guide).

- A) For successful course completion for the purposes of promotion, students must achieve the passing requirements of each rotation. In addition, students must also achieve a “pass” on the Summative OSCE. Students who are not promoted on the basis of being unsuccessful in the course, will receive a grade of “F” on their transcript.
- B) Students who have not met the passing requirements of any of the seven rotations, or who failed the Summative OSCE, will be deemed to be experiencing academic difficulty. The severity of academic difficulty will be based on a weighted grade deficit assessment (see Table 1 for grade deficit point allocation rubric). Students accumulating 0.5 or more deficit points at any point in the course will be required to meet with a course sub-committee of at least 3 people (made up of the Year Chair (or designate); Relevant Rotation Coordinator (or designate); a Rotation Coordinator from a different rotation and a representative from the Academic Support Team) to discuss ways to improve academic performance and to plan remediation. The student is encouraged to invite a Student Affairs representative present if desired. With any further accrual of deficit points, the student will be required to meet with the sub-committee again. If these grade deficits are not identified until the end of term, then a sub-committee meeting may not be held, but the academic outcomes will be determined by the promotions committee.
- C) Students who are identified as being in academic difficulty as defined in (B) above may be offered remediation for the rotation and/or OSCE for which they did not achieve the standard. The Rotation Director/Course Director in consultation with the Academic Support Team will determine the specific type of remediation needed for each individual student, targeted to the areas of academic weakness. This remediation may be in the form of additional rotational weeks, supplemental assignments, readings, and/ or supplemental examinations as determined by the rotation director and/ or course chair(s).
- D) A student who has accrued **3 or more grade deficit points** in Core Rotations Course or **who has failed supplemental assessment following remediation of a course component** (rotation or Summative OSCE) will be considered to have been unsuccessful in the Core Rotations Course and will NOT be offered further supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee.
- E) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Rotation and the adjusted standard-set “pass” score for OSCE). Remediation will take place by the end of the first 6 weeks of Year 4 during the electives time. Thus, the student will be required to forego elective time in order to complete remediation. Students may also request to use vacation time to remediate; this will be considered on a case-by-case basis. It is expected that all remediation will be completed within the first 6 weeks of Year 4. Exceptions to this may be considered on a case-by-case basis as determined by a subcommittee.
- F) Completion of 6.2 logs is required to pass each rotation. Failure to do so will result in a failure of the rotation. 6.2 log must be completed within one (1) week of the end of the rotation.
- Timely completion of alternative experiences – Clerks should contact the specific departmental clerk coordinator if deficiencies are present in the 6.2 log for assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame.
- G) A maximum of one remediation/supplemental assessment attempt on any examination will be offered. If a student fails a supplemental assessment, a course sub-committee of at least 3 people (made up of the Year Chair (or designate); Relevant Rotation Coordinator (or designate); and a Rotation

Coordinator from a different rotation) will meet to determine a course of action, which may include either (1) a supplemental assessment, or (2) a FAILED rotation. A student may be deemed to have failed a rotation based on their clinical performance alone.

- H) Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct.
- I) EPAs – students will be **required** to complete EPAs 1 – 6 for the 2021/2022 academic year. Students must complete a minimum of 14 EPA observations in a 6-week rotation. Students must complete four of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs. The number of required EPAs will be prorated for rotations less than 6 weeks. Please refer to the individual rotations below for further details.

As EPAs are an excellent source of feedback, students are encouraged but **not required** to complete additional EPAs, including EPAs 7 – 12 which will be listed on the UGME EPA app.

Table I: Grade Deficit Point Allocation

| | Less than 70% on Rotation or “Fail” OSCE |
|---------------------------|---|
| Anesthesia | 0.5 |
| Emergency Medicine | 1.0 |
| Family Medicine | 1.5 |
| General Surgery | 1.5 |
| Internal Medicine | 1.5 |
| Obstetrics and Gynecology | 1.5 |
| Pediatrics | 1.5 |
| Psychiatry | 1.5 |
| Summative OSCE | 1.0 |

NBME

National Board of Medical Examiners (NBME) examinations are used as written assessments of clinical knowledge in five of the rotations (Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Psychiatry).

NBME exams are in a web-based format. NBME exams will be centrally administered by the UGME offices at all 3 sites with support from departmental administrators. **NBME exams will be scheduled on the last week of the rotation.** Please note that the specific date will depend on the availability of the computer lab. The exam date will be confirmed at the start of the rotation.

The Clerkship and departmental administrative support staff will act as Chief Proctors for examinations at each site on a rotating basis. In addition, bathroom/monitoring proctors are required to accompany students one at a time on all personal breaks. **Supplemental examinations due to failure will be scheduled for three calendar weeks after the originally scheduled exam.** Deferred exams due to illness, personal or family emergencies, will be scheduled no later than one week after the originally scheduled exam. Students must let their preceptors and departments know that they will be away from clinic if they are writing an NBME on the supplemental date.

Students may NOT take vacation on the day an NBME Exam is scheduled. Students may NOT be on call the night before an NBME exam (after 1700).

On rotations where the written exam is the NBME, the pass mark on the NBME is externally set at a 60%. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made in order to allow the NBME to count towards the rotations grade. Should a student be unsuccessful on their first attempt, they will be offered a second attempt three weeks later. Please note that the maximum mark that can be attained on a subsequent supplemental attempt at any NBME is 70%.

Rotation Based Exams

The written exams include the Family Medicine, Anesthesia, and Emergency exam. A mark of at least 70% is required to pass. If the initial mark is less than 70%, the student is permitted to a supplemental assessment. A mark of at least 70% on the supplemental exam is required to pass. In addition, students will be required to write mandatory formative exams as developed by the individual rotations.

The College of Medicine is currently developing rotation-based exams for each of the Core Rotations that currently have a NBME. Please note that for the 2021/2022 academic year, students may be required to write a pilot rotation exam in addition to the NBME. This will provide formative feedback only and will not be included in the summative assessment of the student, nor will performance on these pilot rotation examinations contribute to GDP accumulation. Students will receive specific information regarding additional rotation exams during the rotation orientation.

NBME or Module Examination Deferral

Any request for deferral of an NBME write (first attempt or remediation) must go through the appropriate channels in accordance with the College's Deferred Exam Policy.

<http://medicine.usask.ca/policies/deferred-exams.php>

A written (email) request must be sent to the Year Chair or Year Site Coordinator with a copy to the Clerkship Administrator at the appropriate site, and the Rotation Coordinator for the rotation in question. Any exams not requested in this manner will be held on the usual set date. If a student does not show up on that date, and a request for deferral has not been sent, the student will receive a failing grade and be required to write a supplemental exam.

NBME or Rotation-Based Examination Remediation

A student who fails his or her first attempt at an NBME or rotation-based exams will meet with the Rotation Director/Coordinator to discuss what his or her areas of weakness are and how/what the student is studying/preparing.

If a student fails his or her second attempt, they will accrue 1.0 grade deficit point. A course sub-committee of at least 3 people (made up of the Year Chair (or designate); Relevant Rotation Coordinator (or designate); and a Rotation Coordinator from a different rotation) to determine a course of action, which may include either (1) remediation and additional supplemental NBME/Rotation-based Exam, or (2) a FAILED rotation (accruing an additional 0.5 deficit point for a total deficit of 1.5 points) secondary to additional deficits identified in the rotation which may include, but are not limited to, clinical performance or professionalism. The student will be invited to attend this meeting and is encouraged to invite a Student

Affairs representative present if desired. The Academic Support team may be invited to attend. A reminder that the maximum score attainable on a subsequent attempt of the NBME is 70%.

Entrustable Professional Activities (EPAs)

Students are **required** to complete EPAs 1 – 6 for the 2021/2022 academic year. Students must complete a minimum of 14 EPA observations in a 6-week rotation. Students must complete four of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs. The number of required EPAs will be prorated for rotations less than 6 weeks. Please see the individual rotations below for further details.

As EPAs are an excellent source of feedback, students are encouraged but **not required** to complete additional EPAs, including EPAs 7 – 12 which will be listed on the UGME EPA app.

Completion of the EPAs is mandatory and required to successfully complete each rotation. Failure to complete the required number of EPAs will have academic and/or professionalism consequences and students may not be promoted to Year 4 if the EPAs are incomplete.

ATTENDANCE EXPECTATIONS

All academic sessions in Clerkship are mandatory.

Unexplained absences will be treated very seriously and considered unprofessional conduct. These absences may be reflected in the final grade and may constitute grounds for failure of the rotation, even if the student has passed other assessments. Students should contact the rotation coordinator or departmental administrative assistant for that particular rotation as soon as possible if an absence is necessary.

Please note that the *maximum* amount of time from a 6-week Rotation, *regardless of the reason* (education leave, vacation, illness, etc.) is 5 working days. Should a student exceed 5 working days they may be at risk of failing the rotation and may be required to remediate. There may be differences to this maximum in rotations less than 6 weeks. Please see the rotations sections for specifics.

In addition, the maximum amount of time a student may be absent for any reason (other than vacation) during Year 3 is 12 days. If a student exceeds the maximum time allowable, a meeting with the Year Chair and the relevant Rotation Director/Coordinator will occur and this may result in an incomplete course and a student may be at risk of having to repeat Year 3.

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

- EPAs are now a mandatory element of each rotation.

IMPORTANT GUIDELINES FOR THIS TRANSITION TERM

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

Throughout the term:

- **Protect the pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key channels of communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

COURSE MODULES

Interprofessional collaboration

TBC on the Run is intended for learners from any health discipline interested in enhancing their ability to practice collaboratively. The modules facilitate learning that supports effective collaborative practice, which has been shown to optimize health services, strengthen health systems, and improve health outcomes.

It is an open access series of seven interactive 30-minute modules that can be accessed simply by setting up an account. Learners receive a certificate after completing each module. The modules are:

- Introduction to Interprofessional Collaboration
- Foundations of Team-Based Care
- Interprofessional Communication
- Patient/Client/Family/Community-Centred Care
- Role Clarification
- Team Functioning
- Interprofessional Conflict Management

- Collaborative Leadership for Shared Decision-Making

The goal of this module is to prepare you for learning opportunities designed to enhance your ability to practice collaboratively. This is a longitudinal module which will run throughout Year 3

MODULE OBJECTIVES

By the end of the module the student will be expected to:

1. Articulate unique factors that influence inter-professional communication.
2. Describe key elements of patient-centred care including the patient's family and community.
3. Describe your own role & consider the roles of others in determining your own professional and inter-professional roles.
4. Describe group processes which improve inter-professional team functioning.
5. Describe steps and strategies for conflict resolution within interpersonal groups.
6. Articulate key principles of collaborative leadership which contribute to group effectiveness.

STUDENT ASSESSMENT

Students will be required to work through 7 online mini modules covering a variety of topics in inter-professional collaboration. Each of the "TPC on the Run" modules will take approximately 30 minutes to complete – students may complete the modules on their own time, but 30 minutes will be provided within each of 7 different Core Rotations. Once the modules are complete, students will be required to submit a certificate of completion for each module (accessible from the website) to the appropriate UGME Administrative Coordinator.

Certificates will need to be submitted to the UGME office no later than 3 weeks prior to the end of Year 3. Failure to do so will be considered unprofessional and may result in an incomplete course component.

Inter-professional Collaboration will be further assessed within the rotation ITARs as well as part of the two OSCEs.

ANESTHESIA

MODULE CONTACTS

Rotation Director/Coordinators

SASKATOON SITE

Dr. Paul Korchinski (Director)
Email: paul.korchinski@usask.ca
Phone: (306) 655-1183
Saskatoon RUH G525

Rotation Administrators

Erin Cook
Email: erin.cook@saskhealthauthority.ca
Phone: (306) 655-1187 or (306) 371-7925
Fax: (306) 655-1279
Saskatoon RUH G525

REGINA SITE

Dr. Ryan Pikaluk
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Phone: (306) 766-4252
Regina RGH

Alexandra Strauss
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Phone: (306) 766-3710
Fax: (306) 766-4833
Regina RGH

PRINCE ALBERT SITE

Dr. Derrick Williams
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Prince Albert VGH

Nicole Toutant
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Prince Albert VGH 420

WEBSITE: <http://medicine.usask.ca/department/clinical/anesthesiology.php>

ROTATION DESCRIPTION

Duration: 2 weeks

Call: N/A

Vacation/Educational Leave: Vacation is not permitted on this rotation. Educational leave totaling one (1) day may be allowed with permission from the College of Medicine and the rotation director.

Flex Days: Flex Days are not permitted on this rotation.

Maximum time away from rotation for any reason: Two (2) days.

Absences of more than 2 days, regardless of reason for absence, will require completion of additional anesthesia time within 30 days of the end of rotation. Failure to do so may result in failure of the rotation.

This is a compulsory rotation for clerks with the terminal objective that the graduating students possess technical experience with vascular access and airway management, including bag-mask ventilation, as well as the knowledge required of a family practitioner to prepare and counsel patients for anesthesia and surgery at a basic level. By the end of the rotation clerks will be expected to demonstrate an understanding of pre-operative evaluation and optimization, intraoperative anesthesia management and monitoring, and post-operative care including recovery room, intensive care and pain management. Interactive seminars will cover related material.

ROTATION OBJECTIVES

By the end of the rotation clerks will be expected to:

Medical Expert

1. Perform an appropriate observed, family and patient-centered history on a patient.
2. Perform an appropriate observed and focused physical examination.
3. Perform a thorough assessment of the upper and lower airway including, but not limited to, Mallampati Classification and Cormack-Lehane Laryngeal Grade.
4. Interpret results of appropriate and evidence-informed diagnostic tests in the perioperative evaluation of patients.
5. Present a focused problem list and assign an appropriate ASA physical status based on the patient assessment.
6. Determine which medications to continue or to hold preoperatively (e.g. antihypertensives, antiarrhythmics; anticoagulants, oral antihyperglycemics).
7. List the recommended preoperative fasting guidelines and risk factors for perioperative aspiration.
8. Counsel a patient regarding smoking cessation and its benefits within the perioperative context.
9. Develop an anesthetic plan from suitable options for a given patient (e.g. General anesthetic, neuraxial anesthetic, regional anesthetic, MAC).
10. Describe the anatomic and physiologic changes of pregnancy and its impact on anesthetic management.
11. Outline the anesthetic considerations in the pediatric patient and describe their impact on anesthetic management.
12. Illustrate the main therapeutic properties and side effects of the following drug classes. Examples in parentheses.
 - a. Benzodiazepines (lorazepam, diazepam, midazolam)

- b. Opioids (fentanyl, sufentanyl, morphine, hydromorphone)
 - c. Intravenous anesthetic agents (propofol, ketamine, dexmedetomidine)
 - d. Inhalational anesthetic agents (sevoflurane, desflurane)
 - e. Muscle relaxants (succinylcholine, rocuronium)
 - f. Local anesthetic agents (lidocaine, bupivacaine, ropivacaine)
 - g. NSAIDs (Ibuprofen, celecoxib)
 - h. Vasoactive agents (phenylephrine, ephedrine)
 - i. Antiemetic agents (dexamethasone, ondansetron, metoclopramide)
 - j. Neuromuscular reversal agents (neostigmine, suggamadex)
13. Explain equianalgesic dosing of opioids and apply an appropriate dosing strategy of opioids in the perioperative period.
 14. Demonstrate and interpret twitch monitoring in a patient with neuromuscular blockade.
 15. Summarize the differences between amide and ester local anesthetics and list the maximum recommended dosages of common local anesthetics (Lidocaine and Bupivacaine).
 16. Describe the signs and symptoms of local anesthetic toxicity and outline the initial management.
 17. Demonstrate an appropriate preoperative fluid status assessment based on combined history, physical examination, and laboratory investigations.
 18. Describe the physiologic and pathophysiologic routes of fluid loss in the perioperative setting.
 19. Successfully insert a peripheral intravenous catheter.
 20. List the major components of the commonly-used crystalloid fluid solutions.
 21. Select an appropriate fluid and electrolyte replacement strategy based on anticipated and realized patient fluid and electrolyte deficits, ongoing losses, and maintenance requirements.
 22. Define the indications and complications of the various blood products (PRBC's, FFP, Platelets).
 23. Discuss the considerations when deciding to transfuse a blood product.
 24. Explain multimodal analgesia.
 25. Describe the advantages and limitations of commonly used pain modalities: Patient-controlled analgesia (PCA), epidural analgesia, peripheral nerve block.
 26. Evaluate a patient's pain status using recognized assessment tools.
 27. Observe the insertion of an epidural.
 28. Participate in the placement of a spinal block.
 29. Discuss tailored analgesia strategies in the chronic pain patient presenting for surgery.
 30. Utilize the predictors of difficulty in execution of each of the following: Bag-mask ventilation, LMA placement, direct laryngoscopy and intubation.

31. Successfully bag-mask ventilate an unconscious patient.
32. Recognize the signs of upper airway obstruction and demonstrate the appropriate corrective maneuvers: Placement of oral or nasal airways, head repositioning, jaw thrust and chin lift maneuvers.
33. Successfully insert and confirm correct placement of an LMA under direct supervision.
34. Independently prepare the appropriate equipment for intubation.
35. Participate in laryngoscopy and endotracheal intubation for an anesthetized patient under direct supervision.
36. Independently recognize the signs of unsuccessful endotracheal intubation.
37. Identify the indications for endotracheal intubation and associated short-term and long-term complications.
38. Participate in the resuscitative effort in a supportive role under the direction of the supervising anesthetist.
39. Demonstrate knowledge of proper patient assessment during an emergency using an ABC approach.
40. Apply ECG leads and BP cuff to the patient with minimal required supervision.
41. Describe the risk factors, prevention and management of postoperative nausea and vomiting.

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health Advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

Saskatoon: Royal University Hospital, Jim Pattison Children's Hospital, St. Paul's Hospital, and Saskatoon City Hospital are involved in the Anesthesia clerk program in Saskatoon. Each clerk will be assigned to a hospital at the discretion of the Rotation Director/Coordinator. Each clerk, before their rotation in the Department of Anesthesia, will receive an email from the rotation administrator advising them of the location of their

main OR site and their obstetrical anesthesia day at the JPCH.

Regina: Clerks will receive an email from the rotation administrator one week prior to the start of the rotation. This email contains the clerk's schedule in addition to their orientation. Clerks are expected to read this email in its entirety and follow the instructions provided for the rotation. Clerks will spend time at Regina General Hospital, Pasqua Hospital, the pre-admission clinic at Regina Crossing, and the Labour and Birthing Unit at RGH. Timing and allotment will be left to the discretion of the departmental clerk coordinator. Clerks are expected to notify their preceptor the day prior to arrange a topic for discussion and to determine a location to meet on a daily basis.

Prince Albert: On the first day of your rotation please present to the OR dictation room at 7:30am and look for Dr. Derrick Williams.

CLERK DUTIES/EXPECTATIONS

Saskatoon Site: Clerks will be assigned to various clinical anesthesiologists during their main OR days. Clerks may be scheduled in the same OR as an anesthesia resident. Clerks are expected to be present in the OR holding area by 7:30 AM each day to perform a history and physical examination on their first patient. Clerks are expected to be present at the Maternal Care Centre (3rd floor JPCH) at 7:30 AM on their assigned Obstetrical Anesthesia day to meet the obs anesthesia resident or attending. If the OB nursing staff cannot direct you to the anesthesiologist or resident, please page "Obstetrical Anesthesia" through switchboard (#1000). Attendance at weekly grand rounds is encouraged and occurs on Fridays at 7:00 – 8:15 AM September-June (WebEx link is available from the rotation administrator). The OR starts late on Grand Round Fridays so the clerk should be present in OR holding by 8:30 AM.

Regina Site: Clerks will be assigned to various clinical anesthesiologists in the OR, and in addition, will complete one half day in the Surgical Assessment Centre doing preoperative consults and one day on the Labour and Birth Unit for obstetrical anesthesia. Clerks are expected to present themselves to the Day Surgery unit daily at 7:00 AM to obtain experience in starting IVs and to perform a history and physical examination on their first patient. Clerks will then present to the OR for 7:30 AM, unless an alternative time and place has been stated by their preceptor for that day.

Prince Albert Site: Clerks will be assigned to various clinical anesthesiologists during the two-week rotation. Clerks are expected to be present in the OR by 7:30 AM each day.

TEACHING SESSIONS

Mandatory teaching sessions will be provided throughout the rotation on a weekly basis. Attendance is mandatory, including during the clerk's 4-week emergency rotation. Any absences will need to be justified and appropriate documentation submitted. The first week's session is 4 hours long as it includes the orientation and a 2-hour anesthesia procedures workshop. Teaching sessions in weeks 2 through 6 of the block are 2 – 3 hours long and include a lecture, case discussion and student-lead teaching. Session topics, PowerPoint slides and cases will be available on One45. Each clerk is responsible give a 5-10 minute 'Student Presentation' to your colleagues on an assigned anesthesia related topic on one occasion during the 6-week block. Your presentation date and topic will be available in the teaching schedule (via email or one45).

RESOURCES

Required Reading & Primary Reference Text:

Ottawa Anesthesia Primer, Patrick Sullivan

This book is available in the Department of Anesthesia Library in Saskatoon . All sites have physical copies of

the book for you to borrow. They can be signed out by contacting the rotation administrator. Please consider purchasing the electronic copy which is available for \$10.00-\$15.00 in the Apple store and other electronic book providers.

Supplemental / Optional Reference Textbooks

Medical Students (2nd Edition May 2, 2019) (U of T Clerkship Manual), Ahtsham Niazi & Clyde Matava

This book is available free in the iTunes bookstore.

Oxford Handbook of Anaesthesia 2016, Keith Allman

This book is available online through the University of Saskatchewan library portal.

STUDENT ASSESSMENT

| | Assessment Type | Weight |
|----|---------------------------|--|
| 1. | Summative Assessment Form | 50% |
| 2. | Written examination | 50% |
| 3. | 6.2 logs | Completion |
| 4. | EPA observations | Four (4) Completed (EPA 1-6) a) Minimum one EPA 1 b) Minimum one EPA 2-6 |
| | Total | 100% |

Note: The student must successfully complete all assessment types to pass the rotation.

The final evaluation and pass criteria for Anesthesia includes all of the following:

1. Clinical performance as measured by daily clinical assessment forms filled out by resident or attending physicians. The following criteria are required to pass:
 - Assessments of professionalism must be at a minimum “Meets Expectations” on the summative ITAR.
 - Clinical Summative Assessment: The daily assessments will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments (from daily clinical assessment forms and EPA observations) to complete a final Summative Assessment (ITAR). This will contribute to 50% of the mark.
 - The student must have a minimum of “Meets Expectations” on all categories for the final summative assessment form (ITAR) to pass the clinical portion.

2. Written Exam:

Written during the last week of the Anesthesia/EM rotation. Clerks must achieve a minimum of 70% on the written exam. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

- i. If the initial mark is less than 70%, the student may be provided with the opportunity to engage in remediation and write a supplemental examination to be scheduled three weeks after the initial exam. A mark of at least 70% on the supplemental exam is required to pass. Students successful on the supplemental examination will be awarded a grade equivalent to the minimum pass mark for that examination.
3. Completion of 6.2 logs is required to pass each rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete. 6.2 log must be completed within one (1) week of the end of the rotation.

4. EPA Observations.

Completion of appropriate EPAs are required for this rotation. Four EPA observations from EPAs 1 through 6 are required. A minimum of one observation of EPA 1 is required. A minimum of one EPA observation is required from at least one other EPAs (2 through 6). Observations for EPAs 7 through 12 can be obtained, but will not count towards the minimum total of four observations.

5. Timely completion of alternative experiences – Clerks should contact the specific departmental clerk coordinator/administrator if deficiencies are present in the 6.2 log to arrange alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame. Typically, these involve simulation (e.g. airway procedures sim) and can often be completed before the end of rotation.
6. A maximum of one remediation on any rotation component will be offered. If a student fails a supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site departmental Clerk coordinator, and a site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) a supplemental assessment, or (2) a FAILED rotation.

Please note: Attendance at weekly anesthesia teaching sessions is mandatory. Unexcused absences will not be tolerated and will be considered as a reflection of a student's professionalism and scholarship on rotation and will be addressed as per the Professionalism Procedures.

Final clerk grades will *not* be released until 6.2 logs have been completed.

EMERGENCY MEDICINE

MODULE CONTACTS

Rotation Director/Coordinators

SASKATOON SITE

Dr. Schaana Van De Kamp (Provincial Director)
Email: schaana.v@usask.ca
Phone: (306) 655-1446
Saskatoon RUH 2685

REGINA SITE

Dr. Bijhan Ebrahim
Email: bijhan.ebrahim.usask.ca
Phone: (306) 766-3706
Regina RGH

PRINCE ALBERT SITE

Dr. Matthew Parsons
Email: matthew.d.parsons@gmail.com
Phone: (306) 765-6787
Prince Albert VGH

Dr. Jacobus Van de Merwe
Email: vandermerwe_cobus@yahoo.com
Phone: (306) 765 - 6787
Prince Albert VGH

WEBSITE: <http://medicine.usask.ca/department/clinical/emergency.php>

Rotation Administrators

Leah Chomyshen
Email: leah.chomyshen@usask.ca
Phone: (306) 655-1446
Fax: (306) 655-6320
Saskatoon RUH 2646

Ann Finch
Email: ann.finch@saskhealthauthority.ca
Phone: (306) 766-3706
Fax: (306) 766-4833
Regina RGH

Nicole Toutant
Email: Nicole.toutant@usask.ca
Phone: (306) 765-6787
Fax: (306) 765-6783
Prince Albert VGH

ROTATION DESCRIPTION

Duration: 4 weeks

Call: N/A

Vacation/Educational Leave: A maximum of 3 vacation days may be taken. Vacation leave will not be approved vacation/leave during the first week or the fourth week of the rotation. This includes leave for educational reasons. Requests for vacation/leave must be submitted no later than 6 weeks prior to the first day of the rotation. Requests may not be approved. **If you are absent more than 3 days, regardless of reason for absence, you will be required to complete additional shifts within 30 days of the end of the rotation. Failure to do so may result in failure of the rotation.**

Core EM Presentations (List 1)

Abdominal Pain, Bone/Joint Pain, Chest Pain, Syncope/Vertigo, Fever, Headache, Dyspnea/Cough, Respiratory Distress, Sepsis, Nausea/Vomiting, Intoxication/Agitation, Altered Level of Consciousness/Seizures, Back/Flank Pain, Poisoning/Overdose, Vaginal Bleeding/Bleeding in Pregnancy, Acute Pain, Skin and Soft Tissue Infections.

Core EM Presentations (List 2)

Cardiac Arrest, Anaphylaxis/Airway Obstruction, Burns, Injury Related to Temperature Extremes, Trauma, Shock, Stroke, Bites.

ROTATION OBJECTIVES

By the end of the rotation clerks will be expected to:

Medical Expert

1. Perform an appropriate and focused observed history for patients with a core EM presentation (see list 1), using a patient and family-centered approach.
2. Perform an appropriate and focused observed physical examination for patients with a core EM presentation (see list 1), using a patient and family-centered approach.
3. Select and interpret relevant diagnostic tests in the evaluation of patients with a core EM presentation (see list 1).
4. Develop and refine a differential diagnosis based on clinical information and results from investigations for the core EM presentations (see list 1).
5. Develop and discuss appropriate plans for the management of patients with the core EM conditions (see list 2).
6. Develop and apply appropriate triage skills in the identification of patients with life-threatening conditions.
7. Develop skills to provide appropriate resuscitation to acutely unwell patients and those with immediately life threatening presentations.
8. Determine appropriate disposition for patients (admit versus discharge), and ensure appropriate disposition plans for discharged patients.
9. Discuss advantages and disadvantages of pharmacologic and non-pharmacologic treatment modalities based upon the patient's context and issues.

10. Interpret each of the following: anion gap, osmolar gap, bone/joint x-ray, Chest x-ray, Abdominal x-ray, ECG, VBG or ABG.
11. Administer appropriate local anaesthetic and perform minor wound closure.
12. Analyze the process of triage and prioritization of care.

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health Advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

Clerks are expected to do 3-4 shifts for every week spent in the Emergency Department (but not always exactly that many in each calendar week – for example, you may have 5 one week and 3 the following week. These shifts will be a combination of days, evenings, and nights as well as a combination of weekdays and weekends. Clerks are expected to work one weekend for every two weeks on rotation. Requests for time off must be submitted to the admin listed for your site (see above list) a minimum of 6 weeks prior to the start of the rotation. Please be aware that requests may not be approved and that requests for 'stacking' of shifts will not be approved.

Academic Half Day will be accommodated however you may also be scheduled a shift the same day. If you are scheduled during your academic half-day, you are allowed to excuse yourself from that portion of your shift and you are expected to return to your shift within 15 minutes of the end of AHD if at RUH/RGH and 30 minutes if at a different site.

First Day of Rotation

- ✦ **Saskatoon:** General orientation will occur on the 1st day of the rotation. Time and place will be confirmed through email communication. Please read your email very carefully. A welcome letter will also be sent out prior to your rotation – please review this for further details regarding the rotation. Clerks must report to their assigned sites for their first scheduled shift (it is a good idea to be a few minutes early to make introductions to the nurses and find the attending you are scheduled to work with). Clerks must identify to their attending that it is their first shift and the attending will provide a brief site specific orientation to the functioning of that particular EM department.
- ✦ **Regina:** General orientation details will be sent to Clerks in an email. The orientation will take place in the College of Medicine office. After orientation, Clerks must report to their assigned sites for their first scheduled shift (it is a good idea to be a few minutes early make introductions to the nurses). Clerks must identify themselves to their preceptors and make them aware it is the Clerks first shift. Preceptors will give their Clerks an orientation to functioning in that particular Emergency Department.

- ✦ **Prince Albert:** There is no formal orientation on the first day. Students will have been provided with a daily schedule prior to their start date. Show up a few minutes early to introduce yourself on your first shift, find out where to get scrubs, etc. Identify yourself to your preceptor and make them aware it is your first shift. They will give you an orientation to functioning in that particular Emergency Dept.

On this rotation you will be expected to work five 8 hour shifts per week in the Emergency department, which will include overnight shifts and weekend shifts.

Until further notice, the PA students will be required to travel to Saskatoon for one Monday of their rotation for SIMs. This will be coordinated through the admin coordinators between Saskatoon and PA. This day and time will be confirmed by email when you receive your welcome package. The SIM day will take the place of one ED shift.

CLERKS DUTIES/EXPECTATIONS

- ✦ Clerks **must** attend all shifts. If a Clerk is unable to attend clinical duties due to illness/unavoidable absence, he or she must notify the EM rotation coordinator/Admin **AND** the preceptor for that day. Failure to do so may result in a professionalism form being submitted.
- ✦ Clerks **must** show up on time.
- ✦ Clerks must dress professionally: scrubs or professional clothing. If a Clerk chooses not to wear scrubs, a lab coat or a gown will be required for procedures.
- ✦ Clerks must seek out a variety of patients while on shift to cover as many core topics as possible. It is the responsibility of the Clerk to ensure that all required clinical exposures/learning experiences are achieved. Please contact the Rotation Coordinator if any deficiencies are noted BEFORE the end of rotation to ensure exposure to such deficiencies.
- ✦ Clerks **must** complete an **observed** history and an **observed** physical at some point during the rotation. It is the Clerk's responsibility to ensure this is completed during their rotation.
- ✦ Clerks must take responsibility for their patients which includes following up on investigations and response to treatments. Clerks should not leave their shift until all of their patients have been looked after (discharged or handed over/consulted to another physician). Clerks MAY have to stay beyond their scheduled shift end time to do this – in the rare event this occurs, the Clerk will NOT receive time off in lieu.
- ✦ Clerks must have their preceptors fill out their evaluation forms at the end of every shift and collate them to discuss at both the midpoint and the exit interview at the end of the rotation.
- ✦ Clerks must come up with at least one learning goal at the beginning of each shift, review that goal at the end of the shift and discuss one for the next shift.
- ✦ Clerks must attend all scheduled teaching sessions. Failure to do without prior approval for absence will result in a professionalism form being submitted.
- ✦ Clerks must complete a **minimum** of 9 EPAs during the rotation with the following distribution:
 - EPA 1 x 3**
 - EPA 6 x 2**
 - EPA 2 – 5: one of each**
- ✦ Clerks must write their exit exam. This is a CLOSED book exam and Clerks are required to do this independently at a time and place specified in the Welcome package.

- ✦ Clerks must fill out their 6.2 PATIENT/PROCEDURE LOGS on one45 PRIOR to handing in their daily evaluation forms at the end of the rotation. Failure to do so within 1 week of the end of rotation will result in a professionalism form being submitted and may result in a failure of the rotation.
- ✦ Clerks will be scheduled to shadow a triage nurse and/or clinical coordinator/charge nurse for a portion of one shift during the rotation. It is the Clerk's responsibility to ensure completion and submission of the triage nurse evaluation form with the clinical daily evaluation forms. The Clerk will also be required to complete and submit a written reflection on the experience. Please refer to one45 for details.
- ✦ Clerks must evaluate the rotation AND 3-4 individual preceptor(s) with whom he or she worked. Evaluations will be sent through one45 for completion.

TEACHING SESSIONS

Emergency Medicine Academic Half Day (Mandatory): Wednesdays excluding stat holidays

Saskatoon:

1200-1530h - Sasktel Theatre (please check your email regularly as the location may change)

Regina:

1200-1530 – Academic Health Sciences Conference Room RGH 0A

Prince Albert:

Please refer to the Welcome package for details.

There may be days when EM AHD ends early. If scheduled for a shift that day, Clerks must return to their shift within 30 minutes after the end of EM AHD.

Core Cases (Mandatory)

Objective: To discuss general Emergency Medicine topics/cases that while essential to the practice of Emergency Medicine, may not present to the ED during the Clerks' time on the rotation, given the unpredictability of the Emergency Department

We will discuss paper-based cases on topics that are encountered in the ED. The purpose of the paper cases is to discuss subject areas that you may not see during your clinical shifts, given the unpredictability of the ED. This session will generally occur on the first Monday morning of the rotation. Time and place **at your specific site** will be specified in your Welcome Package. Please note: The cases will be distributed prior to the session so as to enhance participation and discussion. Please refer to listed resources for pre-reading around general EM topics for further preparation.

High Fidelity Simulation 'SIM' (Mandatory)

Objective: The Clerk will lead a simulation case focused on the assessment and acute management of common EM presentations and provide the opportunity for the Clerk to lead a team in the ongoing resuscitation and care of critically ill simulated patients

There will be a High Fidelity Simulation session during your rotation. Given the unpredictability of the Emergency Department, cases will be chosen to expose you to cases you may not see while on rotation but are important subject areas to cover. These experiences will apply to the completion of your 6.2's/required

learning experiences. We will run you through scenarios focusing on resuscitation skills: altered mental status and seizures, airway obstruction, respiratory distress and failure as well as shock and cardiac arrest. Residents will be present and there may be practicing ER nurses and paramedics participating alongside you. The goals are to give you a chance to manage the 'sick' patients you may not have an opportunity to see or manage independently during your shifts. It is also an opportunity to participate in collaborative care. It is hoped that this experience will encourage you to read around these topics and take more initiative in managing these patients while on shift. The more engaged in the simulation environment you are, the better the learning.

Saskatoon:

The sessions occur in the CLRC in the Health Sciences building. Sessions run every 2nd Monday from 1230-1630.

Regina:

This will take place on Mondays in the RGH Simulation Centre after orientation. Dates and times will be emailed prior to the start of the rotation.

You will receive an email regarding the date of the teaching sessions, as well as weekly reminders of Academic Half Day location and topics. If you are scheduled for a shift during these sessions, you are expected to excuse yourself from that portion of the shift.

RESOURCES

Online Resources

<https://flippedemclassroom.wordpress.com>

<http://lifeinthefastlane.com> (blog + reference library)

<https://emottawablog.com> (blog + EM handbook)

<http://aliem.com> (blog)

<http://canadiem.org> (blog)

<http://first10em.com> (blog)

<http://emin5.com> (podcast)

<http://embasic.org> (podcast)

<http://thesgem.com> (podcast)

<http://www.oxfordmedicaleducation.com/procedures/> (procedures)

Hans, L., Mawji, Y. (2012). The ABC's of Emergency Medicine. University of Toronto.

- **Available on one45 as a pdf**

Clerkship Directors in Emergency Medicine, Society of Academic Emergency Medicine. *Emergency Medicine Clerkship Primer: A Manual for Medical Students*. Lansing, MI: Clerkship Directors in Emergency Medicine; 2008.

- 100 pages on Emergency Medicine, generating Differentials, Ordering Tests, Presenting patients to your preceptor, etc.
- **Available on one45 as a pdf**

Emergency Medicine Student Guide to Oral Presentations

- Authors: Davenport C, Honigman B, Druck J, University of Colorado School of Medicine
- A framework on how to present your patients efficiently and effectively during an Emergency Department shift
- **Available on one45 as pdf**

Tintinalli, J.E., G. D. Kelen, et al. Tintinalli's Emergency Medicine: A Comprehensive Study Guide. New York: McGraw-Hill, Health Professions Division, 2011.

- Covers almost all relevant EM topics in depth
- Available through the U of S library, in print, and on-line
- Access Medicine

<http://www.accessmedicine.com.cyber.usask.ca/resourceTOC.aspx?resourceID=40>

Clerkship Directors in Emergency Medicine Website: CDEMcurriculum.com.

- A synopsis of approaches to common patient complaints and diseases seen in the Emergency Department, as well as on-line, real time integrative cases (DIEM).

STUDENT ASSESSMENT

The final evaluation for Emergency Medicine includes all of the following:

| | Assessment Type | Weight |
|----|---------------------------------|------------|
| 1. | Clinical Performance (ITAR) | 70% |
| 2. | Written examination | 25% |
| 3. | Triage Reflection | 5% |
| 4. | 6.2 logs | Completion |
| 5. | On Line Interpretive Assignment | Formative |
| 6. | Ultrasound Module | Formative |
| 7. | EPAs | Completion |
| | Total | 100% |

Note: The student must pass all assessment types to pass the rotation.

**** Final grades will not be released until the 6.2 logs are completed****

**** Overall the EM rotation is worth 65% of the combined EM/Anesthesia Rotation but each individual rotation must be successfully completed with a minimum of a 70% to achieve a 'Pass' on the overall rotation****

1. **Clinical Performance** as measured by daily evaluations filled out by attending physicians for **every** Emergency shift. If a Clerk fails to submit all of the daily ITARs, the clinical component is considered to be incomplete and may constitute a failure of the rotation. A failure of clinical performance is indicated by any of the following:

- Assessments of professionalism below "Meets Expectations" on the summative ITAR.
- Failure to achieve a minimum of "Meets Expectations" on all categories for the final Summative Assessment (ITAR).
- Clinical Summative Assessment: The assessments will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments to complete a final Summative Assessment (ITAR). This will contribute to 70% of the mark.

All narrative comments as well as the rating scales will be utilized to formulate a final summative ITAR.

2. **Written Exam:** Written during the last week of the Anesthesia/EM rotation. Clerks must achieve a minimum of 70% on the written exam. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.
3. **Triage Reflection:** The student must submit the reflection no later than seven (7) consecutive calendar days following the shadowing experience. See Assignment Submission Policy. The reflection will be marked according to a rubric which is posted on One45.
4. **6.2 Log:** Completion of 6.2 logs is required to pass each rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete. 6.2 log must be completed within one (1) week of the end of the rotation.
5. **Online Interpretive Assignment:** This is an online formative assignment to provide Clerks an opportunity to develop their interpretive skills through case based, independent learning of ‘must not miss’ diagnoses. Clerks are expected to complete and submit the assignment during the EM rotation.
6. **Online Ultrasound Module:** This is an online, formative module designed to provide Clerks additional opportunities to interpret POCUS images. Clerks are expected to complete the module on Canvas during their EM rotation.
7. **Entrustable Professional Activities (EPAs)**
Clerks are expected to complete a **minimum** of 9 EPAs during the rotation with the following distribution:
 - i. **EPA 1 x 3**
 - ii. **EPA 6 x 2**
 - iii. **EPA 2 – 5: one of each**

**If EPAs are not completed by the end of the rotation, the rotation will be considered incomplete and there may be professionalism processes for the Clerk.

Please note: Attendance at all learning activities, including Emergency Academic Half-Days is mandatory. If a student is absent from any learning activity (suturing lab, SIMs, AHD, Triage shift, core cases) without prior approval, this constitutes an incomplete rotation and may be grounds for failure, at the discretion of the Rotation Director or Rotation Coordinator.

Clerks will be required to attain “Meets Expectations” on assessments of professionalism. If any unprofessional behavior is identified, this may be grounds for failure of the rotation independent of performance in clinical shifts/learning activities.

Timely completion of alternative experiences – Clerks should contact the specific departmental clerk coordinator if deficiencies are present in the 6.2 log for assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame.

A maximum of one remediation attempt on any rotation component may be offered. If a student fails a supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site

departmental Clerk coordinator, and a site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) an additional supplemental assessment, or (2) a FAILED rotation.

Daily Shift Evaluation Forms

1. Fill out a learning goal at the beginning and end of each shift.
2. Solicit feedback from the preceptor at the end of each shift.
3. A copy of the daily evaluation form is available on one45.
4. Please ensure all forms are submitted for review at the mid-rotation and exit interviews.

Written Exam

Clerks will write a rotation-based exam consisting of multiple choice and short answer questions focusing on an approach to undifferentiated patients and common ER presentations. Clerks must achieve 70% on this exam to pass. Please see above for clarification of process if a Clerk is unsuccessful on the written exam. The exam will be written on the last Thursday of the 6-week rotation. Students will receive an email confirming the location and time of the exam.

** There will be a mid-point rotation interview as well as an exit interview during your rotation. The date/time/place will be specified by the individual Rotation Coordinator/admin at each site.

This is a high yield rotation which can provide an excellent learning environment. Please be eager to learn and engaged in the process – this will ensure a good learning experience for you. Please be aware that this is a fast paced, highly acute environment. There may be situations you are exposed to or be involved in that may make you feel uncomfortable or cause stress. It is always a good idea to debrief these experiences with your attending preceptor for that shift. You can also contact the Rotation Director/Coordinators as well as Student Services for support/debriefing.

** Mistreatment: there is zero tolerance for student mistreatment. If you experience any kind of mistreatment from faculty, nursing staff, other allied health care professionals, etc. while on your rotation, please contact the Rotation Director/Coordinator immediately.

FAMILY MEDICINE

MODULE CONTACTS

Rotation Director

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Rotation Coordinators

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West Winds Primary Health Centre

Rotation Administrators

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PRINCE ALBERT SITE

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Nicole Toutant
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WEBSITE: <http://medicine.usask.ca/department/clinical/family-medicine.php>

ROTATION DESCRIPTION

Duration: 6 weeks: 4 weeks rural, 2 weeks urban

Call: Rural: up to 1 in 4 days, which will include three weekend days (Friday, Saturday, Sunday)
Urban: up to three days of call, including one Saturday or one Sunday

Vacation/Educational Leave: Rural: Maximum 5 working days
Urban: Not Permitted

Family Medicine is recognized as a specialty, based on a body of knowledge and an approach to care unique to its discipline. Because family physicians' commitment is to the person and not to a particular organ system, age group, or technique, they must be skilled in accepting responsibility for the **full scope of care of patients in health and illness at all stages of the life cycle**. While facets of its comprehensive patient-centered approach are present in the care provided by other specialists, no other discipline has all of these tenets as its core raison d'être. This approach is described according to the four principles of family medicine:

- The family physician is a skilled clinician.
- The patient-physician relationship is central to the family physician's role.
- The family physician is a resource to a defined population.
- Family medicine is community based.

ROTATION OBJECTIVES

By the end of the rotation clerks will be expected to:

Medical Expert

1. Perform an appropriate observed history on a patient, using a patient and family-centered approach, presenting with a problem not limited to List 1, 2, and 3**.
2. Performance of an appropriate observed physical examination on a patient presenting with a problem, using a patient and family-centered approach, not limited to List 1, 2, and 3**.
3. Develop a relevant, prioritized differential diagnosis through clinical reasoning and integration of clinical information for a problem from List 1**.
4. Select and interpret results of appropriate and evidence-informed diagnostic tests in the evaluation of patients with a problem from List 1, and propose initial management plan with consideration of patient context **.
5. Develop and apply an appropriate evidence informed treatment or management plan, including where appropriate pharmacologic and/or non-pharmacologic strategies, multidisciplinary care, patient self-management and follow-up plans for patients with conditions and/or complications related to the conditions from List 2**.
6. Actively participate in the following patient encounters from List 3**. Understand normal development and aging processes and recognize deviations from the norm.
7. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at-risk populations.
8. Perform each of the following: a pap smear, breast examination, rectal exam, otoscopy, Plot and interpret growth curve, and BMI, Perform and interpret vital signs.
9. Identify the four principles of family medicine.

10. Describe how the four principles of family medicine differ from a specialist.
11. Differentiate between rural and urban family medicine from the perspective of the physician.
12. Differentiate between rural and urban family medicine from the perspective of the patient.
13. Discuss reportable illnesses.
14. Discuss advantages of pharmacologic and non-pharmacologic treatment based on patient's context and issues.

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.
3. Collaborate with appropriate community resources and other professional services such as OT, social work, public health nurse, etc.

Leader

1. Manage workload effectively
2. Identify and address potential barriers to efficient and safe workflow.

Health Advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.

5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

Family Medicine Lists

Core Family Medicine Presentations (List 1)

Abdominal Pain, Joint Pain, Chest Pain, Syncope/Vertigo, Fever, Fatigue, Dyspnea/Cough, Headache, Low Back Pain

Core Family Medicine Conditions (List 2)

Hypertension, Mental Health (Anxiety, Depression, Addiction), Diabetes, Lung Disease (COPD, Asthma), Coronary Artery Disease, Pregnancy

Health Promotion Activities (List 3)

Sexual Health (contraception, STIs), Smoking Cessation, Prenatal Care, Periodic Health Exams (Adult Male, Adult Female, Well Child/Adolescent, Preventative Health Care).

STRUCTURE OF THE ROTATION

The Family Medicine rotation will be six weeks in duration, divided into a two-week urban portion and a four-week rural portion. The only approved urban/regional sites are Saskatoon, Regina, Moose Jaw and Prince Albert. Rural sites will include all other approved locations in Saskatchewan. A copy of the approved preceptor list will be forwarded from the Department of Family Medicine.

Applications to change a rotation placement must be made in writing, stating the reason for the proposed change, and will be considered on a case-by-case basis. Approval will be granted based on the timing of the request and the merits of the reason for change. Clerks who have concerns about their family medicine rotation placement are encouraged to contact the appropriate coordinator to discuss the matter. In cases where concerns cannot be satisfactorily addressed, the student can appeal the decision of the coordinator

to the College of Medicine (site assignment appeal policy).

Clerks will be excused from clinical duties both Thursday mornings during the urban rotation and the third Thursday morning in their rural rotation to read up on the assigned case based learning sessions. This time is also allotted to help students complete their mandatory Family Medicine Project.

Orientation:

8:30 – 9:30 AM on the first day of the 6-week block there is a mandatory teleconference orientation to review important Family Medicine rotation information and answer any questions clerks may have.

Every Tuesday morning there is a mandatory Selected Topics in Medicine (MEDC 308.16) course /videoconference.

URBAN PORTION

The two-week urban/regional portion of the rotation will be spent at either West Winds Primary Health Centre (Saskatoon), the Regina Family Medicine Unit (Regina) or an approved community-based preceptor in Regina, Saskatoon, Moose Jaw or Prince Albert. A letter of notification will confirm all final arrangements and the schedule of assignments will be available from:

Saskatoon – Tracy Lewis (dafm.ugme.saskatoon@usask.ca 655-4211)

Regina – Kristen Fuchs (kristen.fuchs@saskhealthauthority.ca 766-0449)

Prince Albert – Nicole Toutant (nicole.toutant@usask.ca 765-6787)

RURAL PORTION

Each clerk will be assigned to a four-week rural placement within the province of Saskatchewan with accommodation at all sites. Placement ranking forms are distributed in advance and will be considered in the creation of the schedule. As can be expected, with such a complicated schedule, it is not always possible to accommodate each student's preferences. Written requests for special consideration should ideally be submitted a minimum of six weeks in advance of the clerk year and will be honored on their merit and time of submission.

Applications to change a rotation placement must be made in writing, stating the reason for the proposed change, and will be considered on a case-by-case basis. Approval will be granted based on the timing of the request and the merits of the reason for change.

A letter of notification will confirm all final arrangements and the schedule of assignments will be available from:

Saskatoon – Tracy Lewis (dafm.ugme.saskatoon@usask.ca 655-4211)

Regina – Kristen Fuchs (kristen.fuchs@saskhealthauthority.ca 766-0449)

Prince Albert – Nicole Toutant (nicole.toutant@usask.ca 765-6787)

Clerks will **NOT** be assigned to a preceptor who is an immediate family member. This would constitute a conflict of interest in terms of evaluation.

Expectations while in rural rotation:

It is expected that students work and stay at their assigned rural sites to get the full breadth of exposures and experiences rural communities have to offer. The integration into rural communities emphasizes the four principles of family medicine: the family physician is a skilled clinician, the patient-physician relationship is central to the family physician's role, the family physician is a resource to a defined population, and family medicine is community based.

Mistreatment: there is zero tolerance for student mistreatment. If students experience any kind of mistreatment from faculty, nursing staff, other allied health care professionals, etc. while on rotation, they are advised to contact the Rotation Director/Coordinator immediately.

INSTRUCTIONAL METHODS

- Ambulatory and hospital patient contact under direct supervision, with graded responsibility.
- Morning sign-in rounds and presentation.
- Optional Academic Half Day presentation and Small group learning session.
- Project preparation and presentation (see “Student Assessment” below).
- Optional and scheduled community based clinical experiences with direct supervision.

CLERK DUTIES/EXPECTATIONS

Charting /Clinical Documentation

Clerks are responsible for timely completion of chart notes from patient encounters. Chart notes should be completed as soon as possible after the encounter and no later than 48 hours after the encounter.

CALL RESPONSIBILITIES

Urban Portion

On-call responsibilities may include up to three days of call, including one Saturday or one Sunday. Clerks may call in advance to obtain the call schedule:

Saskatoon – Tracy Lewis (dafm.ugme.saskatoon@usask.ca 655-4211)

Regina – Kristen Fuchs (kristen.fuchs@saskhealthauthority.ca 766-0449) For other community preceptors, please contact your preceptor’s office.

Prince Albert – Nicole Toutant (nicole.toutant@usask.ca 765-6787)

If the student on-call has performed assessments in the emergency room or delivery suite after 2300 H, the student is relieved from clinical and educational responsibilities by noon the following day. The student must inform his or her preceptor before departing from any scheduled clinical or educational activities post-call.

RURAL PORTION

Call responsibilities are up to 1 in 4 days throughout the rural portion of the rotation. This will include three weekend days (Friday, Saturday and Sunday) in the month. Arrangement of call duties usually is completed with the site preceptor on the first day of the rural rotation.

RESOURCES

Ian R. McWhinney. An Introduction to Family Medicine. New York: Oxford University Press; 2016 (4th) edition.

David B. Shires, Brian K. Hennen, and Donald I. Rice. Family Medicine: A Guidebook for Practitioners of the Art.” Columbus, OH: McGraw-Hill, 1986.

M. Stewart et al. Patient-Centered Medicine: Transforming the Clinical Method (3rd Ed). London: Radcliffe Medical Press, 2014.

Wolpaw TM, Wolpaw DR, Papp KK. "SNAPPS: a learner-centered model for outpatient education." Acad Med 2003; 78(9): 893-898.

TEACHING SESSIONS IN FAMILY MEDICINE ROTATION:

Clerks will get exposure to a series of educational topics using case-based resources on key and pertinent topics in Family medicine. Topics will be based on core Family Medicine objectives.

Mandatory half days will be provided throughout the urban rotation on a weekly basis and one-half day of the rural rotation (total of 3 half days). Session topics as well as resources for the topics will be available on One 45 and will be given to students with their orientation information at the start of their rotation.

Clerks will be excused from clinical duties both Thursday mornings during the urban rotation and the third Thursday morning in their rural rotation to read up on the assigned case-based learning sessions. This time is also allotted to help students complete their mandatory Family Medicine Project.

Family Medicine Learning Topics:

APPROACH TO COUGH

APPROACH TO DIZZINESS

APPROACH TO DYSLIPIDEMIA

APPROACH TO DIABETES TYPE 2

APPROACH TO FATIGUE

APPROACH TO HYPERTENSION

APPROACH TO HEADACHE

APPROACH TO LOWER BACK PAIN

APPROACH TO SMOKING CESSATION

STUDENT ASSESSMENT

End of rotation assessments are based on the rotation objectives outlined above. One45 is utilized for the purpose of assessment. Each learner is encouraged to review the assessment parameters with the preceptor during orientation. Assessment forms should be reviewed at the midpoint of the longer rural rotation by the clerk and preceptor as part of the mid-term interview and to be reviewed at the end of the both rural and urban rotations.

Assessment Components:

The Family Medicine mark breakdown is as follows:

| | Assessment Type | Weight |
|------|-----------------|-------------------------|
| 1(A) | Rural ITAR | 30% |
| 1(B) | Urban ITAR | 20% |
| 2 | Project | 20% |
| 3 | Written Exam | 30% |
| 4 | 6.2 logs | Completion (Not graded) |
| 5 | EPAs | Completion |

Note: The student must successfully complete all assessment types to pass the rotation. The final assessment for Family Medicine rotation includes all of the following:

1. ITARs: Clinical performance is measured by the clinical assessment by the preceptor with whom they are assigned during the rural (A) and urban (B) portion of the rotation. Summative assessments will be provided at the end of both rural (A) and urban (B) components of the rotation. It is highly recommended that clerks seek assessment and feedback at all stages of their rotation. If a student is deemed to be in academic difficulty during their urban rotation the rotation director will meet with them to provide feedback and develop a plan to improve their performance.

All clerk assessments will be reviewed by the Department Rotation Director/Coordinator at each site at the completion of the rotation. The assessments from preceptors from each of the rural (A) and urban (B) components of the rotation will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments to complete a final summative assessment (ITAR) for each of the Rural and Urban rotations. The final clerk grade sheet will be available to each student in One45 following the completion of the rotation.

The following criteria are required to pass:

- Successful completion of each of Rural and Urban rotation summative ITAR
 - Assessments of professionalism must be at a minimum “Meets Expectations” on the summative ITAR for each of the Rural and Urban rotations.
2. Project: During the urban Family Medicine rotation, each learner will be required to complete a project and submit it in written form as well as preparing a brief (10-15 min) presentation. Detailed instructions regarding the project requirements can be found on One45 and can also be obtained from the rotation administrator. Learner’s proposed project topic should be decided upon by the mid-point of the rotation. The project should be presented orally during morning rounds (at the academic teaching units) or to their preceptor and his/her colleagues at a mutually agreed upon time.

Learners are expected to submit either a written report or PowerPoint of the project to the rotation administrator (for grading by the rotation coordinator) by the last day of the Family Medicine rotation. The rubrics for grading are available on one45. The student must achieve a “meets expectations” on the project in order to pass the rotation.

3. Written Exam: Written during the last week of the Family Medicine rotation. Clerks must achieve a minimum of 70% on the written exam. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be

offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

A mark of at least 70% on the supplemental exam is required to pass. Students successful on the supplemental examination will be awarded a grade equivalent to the minimum pass mark for that examination.

4. 6.2 Logs:

Completion of 6.2 logs is required to pass each clerkship rotation. Failure to do so will result in a failure of the rotation. 6.2 logs must be completed within one (1) week of the end of the rotation.

Clerks must ensure they are keeping track of the exposures they have on rotation.

It is recommended to track these activities daily. It is recommended that students review their logs with their preceptors at the mid-point (formative) evaluation. Accurate recording of 6.2 logs also allows the program to identify which exposures students have difficulty obtaining. If students are having difficulty obtaining these procedures, they are to contact the site coordinator and admin as soon as possible. A student cannot pass the block without having the logs completed.

5. Timely completion of alternative experiences: Clerks should contact the Family Medicine Clerkship Coordinator if deficiencies are present in the 6.2 logs for an assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame determined by the rotation coordinator

6. **Entrustable Professional Activities (EPAs)**

Completion of appropriate EPAs are required for this rotation. A minimum of 14 EPA observations from EPAs 1-6 are required. Students must complete four observations of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs. Observations for EPAs 7 through 12 can be obtained, but will not count towards the minimum total of fourteen observations.

As EPAs are an excellent source of feedback, students are encouraged but not required to complete additional EPAs, including EPAs 7-12, which will be listed on the UGME EPA app.

7. A maximum of one remediation attempt on any rotation component will be offered. If a student fails the supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site departmental Clerkship Coordinator, the Academic Support Specialist and a Site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) a supplemental assessment, or (2) a FAILED rotation.

**If a student has accommodations in place through Student Affairs +/- AES (Access and Equity Services), they are to contact the administrator (Kristen Fuchs for Regina, Tracy Lewis for Saskatoon or Nicole Toutant for Prince Albert) as soon as possible before the rotation so arrangements for accommodations can be made.

Internal Medicine

MODULE CONTACTS

Rotation Director/Coordinators

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WEBSITE: <http://medicine.usask.ca/department/clinical/medicine.php>

ROTATION OBJECTIVES

Core IM Conditions/Diseases (List 1)

Cardiac: Hypertension, Primary; Arrhythmias; Valvular Heart Disease; Coronary Artery disease; Heart Failure

Respiratory: Thromboembolic Disease; COPD; Asthma; Pneumonia; Pleural Effusion; Tuberculosis

Gastrointestinal: Irritable Bowel Syndrome; Inflammatory Bowel Disease; Gastroesophageal Reflux Disease; Gastrointestinal Bleeding; Hepatitis; Cirrhosis; Peptic Ulcer Disease; Pancreatitis; Biliary Tract Disease

Renal: Acute Kidney Injury; Chronic Kidney Disease; Acid Base Abnormalities; Electrolyte Abnormalities; Glomerulonephritis

Hematology/Oncology: Coagulation Disorders (Platelets, Hypercoagulable State); Anemias; Hematological Malignancies (Leukemia, Myeloma); Breast Cancer; Colon Cancer; Lung Cancer

Endocrinology: Diabetes Mellitus; Adrenal Insufficiency; Hypertension, Secondary; Thyroid Disorders

Neurology: Stroke; Seizure; Delirium; Movement Disorders; Alzheimer's Disease

Rheumatology: Rheumatoid Arthritis; Osteoporosis; Osteoarthritis; Crystal Induced Arthritis; Seronegative Arthritis; Connective Tissue Disorders (Lupus, Vasculitis, Scleroderma)

Infectious Disease: Infections of Bodily Systems; HIV

Miscellaneous: The Dying Patient; Skin Rash/Ulcer

Core Internal Medicine Problems/Symptoms (List 2)

Cardiac: Cardiac arrest; Chest Pain; Syncope, Pre-Syncope; Hypotension, Shock; Murmurs; Palpitations

Respiratory: Hemoptysis; Cough; Hypoxia; Dyspnea; Respiratory Arrest; Wheezing

Gastrointestinal: Abdominal Pain/Distension; Ascites; Abnormal Liver Enzymes/Function; Hematemesis, Melena, Hematochezia; Organomegaly (Kidney, Spleen, Liver); Constipation; Diarrhea; Dysphagia; Jaundice; Nausea/Vomiting; Weight Gain/Loss

Renal: Hematuria; Proteinuria; Metabolic Acidosis and Alkalosis; Respiratory Acidosis and Alkalosis; Hypo- and Hypernatremia; Hypo- and Hyperkalemia; Urinary Abnormalities (Oliguria, Polyuria, Pyuria, Dysuria, Frequency); Edema

Hematology/Oncology: Bleeding Tendencies; Polycythemia; Anemia; Leukocytosis/Leukopenia; Lymphadenopathy

Endocrinology: Hypo- and Hypercalcemia; Hypo- and Hyperphosphatemia; Hypo- and Hyperglycemia

Neurology: Diplopia/Visual Abnormalities; Dizziness/Vertigo; Ataxia; Headache; Weakness/Paralysis; Sensory Abnormalities (Numbness/Tingling); Aphasia and Speech Disorders; Altered Mental State/Coma; Seizure; Delirium/Dementia

Rheumatology: Musculoskeletal Pain; Back Pain; Joint Pain (Oligo-, Polyarthralgia)

Geriatrics: Frailty; Falls; Urinary Incontinence; Failure to Thrive

Miscellaneous: Overdose/Poisoning; Allergic Reactions/Anaphylaxis; Fever; Pruritis

Medical Expert

1. Perform an appropriate observed history on a patient, using a patient and family-centered approach, presenting with a problem not limited to List 1, and 2**
2. Performance of an appropriate observed physical examination on a patient presenting with a problem, using a patient and family-centered approach, not limited to List 1 and 2**
3. Define accurately common and life threatening Internal Medicine conditions and their associated epidemiology. (List 1)
4. Describe the pathophysiology and clinical features of common and life threatening Internal Medicine conditions. (List 1)

5. Select and interpret necessary investigations required to confirm the diagnosis of common and life threatening Internal Medicine conditions (List 1) and consider their costs, contraindications and characteristics (sensitivity and specificity). (List 2)
6. List the common complications of common and life threatening Internal Medicine conditions. (List 1)
7. Develop a management plan for common and life threatening Internal Medicine conditions based on evidenced informed medicine. (List 1)
8. Develop and apply appropriate skills for triage and immediate intervention in acute, life-threatening situations (safety first).
9. Develop and apply appropriate skills to prevent harm in patients (correct ID, allergies, drug interactions, etc) (harm prevention).

Communicator

1. Maintain clear, accurate, and appropriate records of all aspects of the clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnosis, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health Advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.

2. Identify and utilize appropriate evidence based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, such as: maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases and ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

Saskatoon

- A 4-week rotation on one of the internal medicine clinical teaching units at Royal University Hospital.
- A 2-week ambulatory care rotation.

Regina

- A 5-week rotation on the Clinical Teaching Unit/General Internal Medicine.
- A 1-week ambulatory care rotation.

Prince Albert

- A 6-week rotation based between the hospital/ICU and the internist's clinics. The individuals responsible for supervising each hospital's program are detailed below.

Problems should be discussed with your hospital supervisor and, if not resolved, then with Dr. R. Mainra.

Orientation

Saskatoon: All clerks **MUST** report for general orientation on the first day of their rotation to Royal University Hospital before proceeding to the wards. Clerks will receive specific instructions and location information by memo from the Department of Medicine prior to orientation. Orientations will **NOT** be scheduled through One45. Clerks assigned to other hospitals may then proceed for further orientation to their respective hospitals once orientation at Royal University Hospital is complete. The rotation administrator will notify all clerks by memo through email. If the start time is at 1300, clerks are expected to report to their wards in the AM and then come for orientation at 1300. Orientation is **MANDATORY**. Unexplained absences and failure to report to orientation may result in a Breach of Professionalism.

Regina: All clerks **MUST** report for orientation before proceeding to the wards. Clerks will receive specific instructions and location information by memo from the College of Medicine prior to orientation.

Prince Albert: On the first day of your rotation please present to the ICU at 8:45 AM.

Clinical Duties: On this rotation you will be expected to do ICU rounds at 8:00 am every day. This should allow time to see two or three patients in the ICU, then you will report to the attending when they arrive at 9:00am. You are also expected to identify at least one patient per day from either the ICU or the ER that you have seen to report to your preceptor at some point in the day for discussion. You will work in the ER, ICU, stress lab and may arrange to work in the clinic. It is your responsibility to arrange clinic days at least a week in advance if you wish to attend clinic. You may attend clinic with Dr. Bensaleh. Please contact their office directly to arrange the dates. All other days, your preceptor will be the internist on call. Clinic phone numbers are as follows:

Dr. A. Bensaleh (Associate Medical Clinic) - (306) 764-1513

Dr. P. Acheampong (Associate Medical Clinic) – (306) 953-1681

CLERK DUTIES/EXPECTATIONS

Specific duties and responsibilities vary somewhat, but some general rules apply.

Admissions

- ❖ Clerks must advise the on-call resident as well as the attending physician of all admissions.
- ❖ When a patient is admitted to the department from outside the institution, a detailed history including the patient profile, present complaint, history of present illness, functional inquiry, and past history should be recorded. In addition, a complete physical examination must be carried out.
- ❖ It is, at times, difficult to obtain a complete history on a patient who is unable to personally provide this information. It is expected that when adequate information is not available from the patient, an appropriate relative will be interviewed and an attempt made to obtain as much information as possible.

Elective Admissions Before 1700 Hours

In the case of an elective admission prior to 1700 hours, the patient is to be fully examined on the day of the admission with the appropriate history, physical examination, and admitting orders written on the chart.

Elective Admissions After 1700 Hours

In the case of an elective admission after 1700 hours, a complete history and physical examination is still desirable, particularly if the patient is admitted to the service of the on call clerk. Should other duties not allow sufficient time for a complete work-up, an admission note shall suffice providing the patient is medically stable. The patient and his or her management should be discussed with the on call resident and the attending physician notified.

Whenever a complete clinical examination has not been done, the complete history and physical must be taken and recorded by the clerk the following morning prior to leaving. If time does not permit, it is incumbent on the clerk to sign over this responsibility to a colleague.

In the case of an emergency admission or a medically unstable elective admission, the patient is to be immediately examined by the clerk and the resident notified upon completion of the examination. A full history and physical examination must be taken and recorded on the chart. The attending physician shall, in the case of all emergency admissions, be informed of the admission by the resident.

Please Note: As admissions after 1700 hours are often admitted through the Emergency Department, clerks are encouraged to come down to the department and participate in the immediate assessment, management, and work up of these cases wherever possible. Admitting residents have been alerted to contact clerks in this regard.

Patient Caseloads

- ❖ Specific clerk responsibilities will be delegated by the residents and/or attending physician.
- ❖ Clerks will normally assume responsibility for no more than 4-6 patients at any given time. Although the exact number may vary according to the type and seriousness of the patient's illnesses, patients who exceed the recommended clerk caseload should become the responsibility of the ward resident or attending physician on that service.
- ❖ While some flexibility is necessary and expected, repeated transgression of these guidelines by any service should be reported to the Rotation Site Coordinator and Rotation Director.
- ❖ Remember, progress notes should be used to interpret and clarify data and not serve as a regurgitation of findings or data previously recorded.
- ❖ It is important for house staff to consider the goals and objectives of hospitalization and develop therapeutic plans based on the objectives and some predetermined time frame.
- ❖ In many instances, progress notes will be required daily as information becomes available.
- ❖ Where appropriate, flow sheets are encouraged to better document critical aspects of management and treatment
- ❖ All orders and progress notes must be signed and dated and the time recorded.

PATIENT CARE

Clinical Rounds and Patient Responsibility

The Clerk shall review all patients for which he or she is responsible **at least** once daily, formulating investigative and therapeutic plans under the supervision of the resident and/or attending physician.

It is essential that house staff give priority to the review and management of more seriously ill patients. Accordingly, these patients should be the first to be visited each morning and, if necessary, reviewed with the resident and/or attending physician.

During weekends and statutory holidays, the on call clerks are responsible, in association with the on-call resident, for the welfare of all patients on the service and, following discussion with the nursing staff, shall visit, review, and leave necessary orders for these patients under continuing supervision of the attending physician and/or duty resident.

Continuity of Care

When unavailable for any reason, the clerk should sign out to another team member and inform the hospital switchboard.

At the end of each regular workday and before leaving the hospital, clerks must inform the on call clerk and/or resident of the status of all patients, particularly those that may require particular attention or care. Failure to do so could result in serious breach in continuity of patient care.

CALL

Call Responsibilities

- ❖ Clerks work a five-day week (Monday to Friday), plus night and weekend call as assigned.
- ❖ Clerks will be on call a maximum of 1-in-4 (averaged over the rotation) and will be designated to wards in which they are normally assigned during the day.
- ❖ Scheduling pressures may, on rare occasions, require that a clerk work more frequently than one night in four. The total nights on call over a one-month period, however, cannot exceed the one in four guidelines.

Saskatoon: At Royal University Hospital, the call schedule is drawn up by the UGME Administrative Assistant.

Regina: At the Regina General Hospital, the call schedule is prepared by the Chief Internal Medicine Resident.

Prince Albert: At the Victoria Hospital, clerks continue on the regular ER call schedule with clerks rotating in other disciplines. The call schedule is drawn up by the Rotation Administrator and the Class Representative.

Duties on Call

During on call hours, the clerk will be responsible for all admissions and medical problems that may arise on the ward to which they are assigned and should be the first individual contacted by the nurses. The clerk, in turn, will report directly to the medical resident on call for supervision and direction. Wards not having a designated clerk will be the responsibility of the general ward resident on call.

Please Note: The clerk is encouraged to interact closely with the supervising residents on call and to become involved with teaching opportunities outside the assigned ward.

ER Responsibilities: The primary contact between the ER and the admitting team is the clerk or resident on call. However, if the clerk is not the person on call, they are still expected to participate in the care of patients in the ER as assigned by the resident and/or attending physician.

Changes in Assigned Call

Where the clerk desires a substitute to provide call, or another change in the call schedule, he/she may arrange for this using the following procedure:

1. In Saskatoon contact the Tenille Shivak in the Department of Medicine Office 844-1153 (or if unavailable, Dr. A. Zhai) for permission. In Regina contact TBD at 766-3447.
2. If permission is granted, the clerk who is in agreement to switch must also contact Tenille Shivak or Dr. A. Zhai to say that they agree to the switch. Both clerks are then responsible to advise the senior resident and the attending physician on call.
3. Notify hospital switchboard and amend the posted call schedules as necessary.
4. Clerks, like physicians, have a serious responsibility in this regard, even if personal considerations have to be delayed. Unexplained absences will not be tolerated and formal disciplinary action will be taken.

TEACHING SESSIONS

WEBINARS & PODCASTS

A series of video webinars and podcasts are accessible for all clerks for viewing. These will cover the topics outlined below. They will be kept on the Black Board site and must be viewed by the students. Objectives for these sessions are the following:

- a) Describe key features on history and physical exam in patients presenting with the following listed conditions.
- b) Describe key features of the pathophysiology and clinical features of the listed conditions.
- c) Select and interpret necessary investigations required to confirm the diagnosis of the listed conditions.
- d) List the common complications of the listed conditions.
- e) Develop a management plan for the listed conditions based on evidence informed medicine.

1. DYSPEPSIA
2. APPROACH TO DIABETES
3. APPROACH TO ACUTE DYSPNEA
4. APPROACH TO ABNORMAL LIVER TESTS
5. APPROACH TO ANEMIA
6. APPROACH TO FEVER
7. CALCIUM AND PHOSPHATE
8. MAGNESIUM HANDLING
9. HYPERNATREMIA PART 1
10. HYPERNATREMIA PART 2
11. HYPONATREMIA PART 1
12. HYPONATREMIA PART 2
13. ACUTE KIDNEY INJURY INTRODUCTION
14. ACUTE KIDNEY INJURY PART 1
15. ACUTE KIDNEY INJURY PART 2
16. ACUTE KIDNEY INJURY PART 3
17. ACUTE KIDNEY INJURY PART 4A
18. ACUTE KIDNEY INJURY PART 4B
19. ACUTE KIDNEY INJURY PART 5
20. ACID BASE DISORDERS PART 1
21. ACID BASE DISORDERS PART 2
22. ACID BASE DISORDERS PART 3
23. POTASSIUM PART 1

24. POTASSIUM PART 2

25. POTASSIUM PART 3

SASKATOON

Teaching, conferences, and rounds have been scheduled throughout the rotation. The schedules for these sessions will be distributed as part of the orientation package on the first day of the rotation.

Noon Rounds

Rounds are conducted by the medical subspecialties Mondays and Thursdays from 1200-1300. Attendance and active participation of the clerks are encouraged. Lunch is often provided.

RUH Grand Rounds

These are held in the SaskTel Theatre Wednesdays at 0800 hours. Ordinarily, there is no specific clerk responsibility but attendance is mandatory while on CTU.

REGINA

Teaching, conferences, and rounds have been scheduled throughout the rotation. The schedules for these sessions will be distributed as part of the orientation package on the first day of the rotation. Students are encouraged to attend the weekly video-conferenced grand rounds.

Specialty Rounds

Monthly specialty rounds are scheduled in Regina in the disciplines of Dermatology, General Internal Medicine, Cardiology, Nephrology, Endocrinology, Gastroenterology, Respiriology, Oncology, and Rheumatology. See monthly schedule for specific times and locations.

PRINCE ALBERT

Grand Rounds

Held on the second Tuesday of the month from 0700-0800. Clerks are encouraged to attend monthly but attendance is mandatory during the Internal Medicine rotation. A schedule is posted in the Student Lounge with topics and presenters.

Please Note: The Director of the program, as well as program administrative staff has the authority to complete a Breach of Professionalism report on any clerk who fails to follow the Professionalism Policy.

ROTATION DESCRIPTION

Duration: 6 weeks

Call: 1-in-4

Vacation/Educational Leave: 5 working days and 2 off-call days maximum.

Vacation approval is on a first come-first granted basis.

Only one clerk may be away or on vacation at any time.

This time may not be taken during the period allocated for orientation, oral or written exams, or exit interviews. Vacation time is not allowed during the ambulatory care portion of the rotation. Educational leave during the ambulatory care rotation will be approved on a case by case basis. Appropriate documentation of the educational session being attended will be required.

RESOURCES

A stethoscope is required. The hospitals provide examining kits consisting of ophthalmoscope/otoscope and reflex hammer on most wards (the quality and availability of these is variable).

A general medical text should be consulted for reference in reading around patient problems, such as:

Longo, Dan et al. *Harrison's Principles of Internal Medicine*. 18th ed. New York: McGraw-Hill Education, 2011.

Lee Goldman and Andrew I. Schafer. *Goldman-Cecil Medicine*. 25th ed. Philadelphia: Saunders, 2015.

Davidson's Essentials of Internal Medicine

Useful handbooks to keep in the pocket of your White Coat:

Essentials of Internal Medicine. Talley, Frankum & Currow

The Washington Manual of Outpatient Internal Medicine

Department of Medicine Library – Royal University Hospital

A general medicine reference library is located adjacent to the departmental office on the third floor. General internal medicine textbooks as well as reference books relating to the various subspecialties of medicine are available for use in the library. Internet access is also available to facilitate literature searches.

Health Sciences Library – Regina General Hospital

The library is located on level 0 of the hospital, directly under the College of Medicine Office. Reference books, computers, scanners, and the Internet is available for use. Reference librarians and research assistants are available for assistance in the library.

STUDENT ASSESSMENT

Clerks are assessed by the faculty of the services on which they are assigned. The assessment criteria include: medical knowledge, clinical skills, clinical performance, self-education, sense of responsibility, and relationships with both patients and colleagues. Resident and nursing input is also received regarding overall performance.

Please Note: While a formal assessment will be provided at the midpoint and end of the rotation, it is highly recommended that clerks seek interim assessment and feedback at all stages of their rotation.

All clerk assessments will be reviewed by the Department of Medicine Rotation Director/Coordinator at each site at the completion of the rotation before submission to the Dean's Office. The final clerk grade sheet will be available to each student in One45 following the completion of the Medicine rotation.

| | Assessment Type | Weight |
|----|--|-----------------|
| 1. | Final ITAR (Clinical Summative assessment) | 50% |
| 2. | Oral examination | 30% |
| 3. | NBME exam | 20% |
| 4. | 6.2 logs | Full Completion |

| | | |
|----|-------------------------------|-------------------------------------|
| 5. | Critical Appraisal Assignment | Pass |
| 6. | Webinar & Podcast viewing | Formative (satisfactory completion) |
| 7. | EPA #1 through #6 (inclusive) | Full Completion |
| | Total | 100% |

The final assessment and pass criteria for Internal Medicine includes all of the following:

1. Clinical performance as measured by clinical assessments filled out by attending physicians during CTU and Clinical Preceptorships (50% of final grade). The following criteria are required to pass:
 - Assessments of professionalism must be at a “Meets Expectations” for summative ITAR.
Clinical Summative Assessment: The assessments will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments to complete a final Summative Assessment (ITAR). This will contribute to 50% of the mark.
 - The student must have a minimum of “Meets Expectations” on all categories for the final ITAR (clinical summative assessment) to pass the clinical portion.

2. Oral Examination (30% of final grade). The following are required to pass:
 - Completed in the last week of the rotation. The details of the date and time will be confirmed during the rotation based on faculty availability. The oral examination score must be 70% or greater. If the initial oral examination score is < 70% the student will be provided the opportunity for remediation followed by a second attempt at the oral exam. The score on the second attempt must be 70% or greater to pass and students who are successful will receive a 70% mark.

3. Written Exam:
 - Written during the last week of the Internal Medicine Rotation. Clerks must achieve a minimum of 70% on the written exam. On rotations where the written exam is the NBME, the pass mark on the NBME is externally set at a 60%. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made in order to allow the NBME to count towards the rotations grade. Should a student be unsuccessful on their first attempt, they will be offered a second attempt three weeks later. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

4. 6.2 Documentation. Failure to achieve the following requirements around the 6.2 standard will be considered unprofessional behavior. The following are required to pass:
 - Timely documentation of the discipline-specific 6.2 log – completed within one (1) week of the end of the rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete.

- Timely completion of alternative experiences – clerks should contact the specific departmental clerk coordinator if deficiencies are present in the 6.2 log for assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame.

5. Critical Appraisal Assignment

- The clerk must successfully complete a critical appraisal assignment on a scholarly article relevant to Internal Medicine. The clerk has a choice of article from a list provided at the start of rotation. This assignment is designed to continue the development of the student’s critical appraisal skills. Unsuccessful completion may result in remediation.

6. Webinar & Podcast viewing

- The clerk will view and listen to all webinars and podcasts available on the Canvas site. Student viewing will be tracked electronically by Canvas reports.
- Completion of the rotation will be withheld until all webinars and podcasts are viewed.

7. Entrustable Professional Activities (EPAs)

Completion of appropriate EPAs are required for this rotation. A minimum of 14 EPA observations from EPAs 1-6 are required. Students must complete four observations of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs. Observations for EPAs 7 through 12 can be obtained, but will not count towards the minimum total of fourteen observations.

As EPAs are an excellent source of feedback, students are encouraged but not required to complete additional EPAs, including EPAs 7-12, which will be listed on the UGME EPA app.

Ward Assessment

Clerks need to contact their supervising physician during the final week of the ward service. A mutually suitable time will be established for the Clerks to review their performance on the ward with the supervising physician. Clerks are also encouraged to cordially remind their attending of their responsibility in this regard, should this be overlooked.

Please Note: The clerk as well as the attending is asked to sign the assessment form to signify that it has been discussed.

Oral Examination

A clinical oral examination is required near the end of the medical rotation. The student will have one hour for a history and physical examination of a patient, following which, the findings, along with a presentation of a differential diagnosis and management plan, will be reviewed with the examiners. It is expected that basic tools such as white lab coat, stethoscope, reflex hammer, and pen light will be brought by the student to the exam. DO NOT bring notes, back packs, etc.

Written Examination

A NBME exam will be held at the end of the medicine rotation dealing with general aspects of internal medicine. All clerks have access to SIMPLE Cases to aid in studying.

NBME preparation

The NBME is an American-based exam and the domains assessed vary somewhat from our curriculum. Therefore, there may be some content on the exam that is not directly covered during the clerkship rotation. In order to ensure success on the exam, it is important to review the topics covered on the exam. A general breakdown of the topics covered on the exam can be found on the NBME website.

OBSTETRICS AND GYNECOLOGY

MODULE CONTACTS

Rotation Director/Coordinators

SASKATOON SITE

Dr. Bobbi Batchelor

Email: bobbi.batchelor@usask.ca

Phone: (306) 954-9939

YXE Women's Health

Rotation Administrators

Chelsea Malkowich

Email: chelsea.malkowich@usask.ca

Phone: (306) 844-1023

Fax: (306) 844-1536

RUH 4515

REGINA SITE

Dr. Rashmi Bhargava

Email: rbhargava@accesscomm.ca

Phone: (306) 522-2229

1711 Badham Boulevard

Edwina Faris

Email: Edwina.faris@saskhealthauthority.ca

Phone: (306) 766-3771

Fax: (306) 766-4883

RGH

PRINCE ALBERT SITE

Dr. Joanne Sivertson

Email: sivertson@sasktel.net

Phone: (306) 765-6787

VGH

Nicole Toutant

Email: nicole.toutant@usask.ca

Phone: (306) 765-6787

Fax: (306) 765-6783

VGH 420

WEBSITE: <http://medicine.usask.ca/department/clinical/obstetrics.php>

ROTATION DESCRIPTION

Duration: 6 weeks Call: 1-in-4

Vacation/Educational Leave: 5 working days

The student must be present for the orientation session the first day of their rotation, as well as their OSCE in the last week. Therefore, NO vacation will be granted during the first or last week of the rotation. For any block where the NMBE exam is not in the last week of the rotation, holidays during the last two weeks are at the discretion of the clerkship coordinator at that site. All leave requests must be submitted no later than sixty (60) days prior to the start of the Obstetrics/Gynecology rotation.

The Obstetrics and Gynecology rotation will provide basic experiences that will enable Clerks to understand and apply the knowledge and skills in women's healthcare to provide excellent reproductive care for women throughout his or her career. Expectations of learning and evaluation are the same regardless of

where the rotation is completed; there are some site-specific differences in the way in which the rotations are organized.

Core Obstetrical Presentations (List 1)

Uncomplicated pregnancy including prenatal screening.

Medical Diseases Complicating Pregnancy – Hypertension, Diabetes, Heart Disease, Renal Disease

Other Pregnancy Complications – Multiple Gestation, Ectopic Pregnancy, Spontaneous Abortion, Ante-Partum Hemorrhage, Isoimmunization including Rh Disease, Pre- Term/Post-Term Labour, Pre-Labour Rupture of Membranes, Chorioamnionitis, Polyhydramnios/Oligohydramnios, Intrauterine Growth Restriction, Intrauterine Fetal Death

Uncomplicated Delivery

Complicated Delivery - Prolonged Labour, Breech, Malpresentation, Forceps and/or Vacuum Assisted, Caesarian, Abnormal Fetal Heart Rate tracings

Uncomplicated Post-Partum Care

Core Gynecological Presentations (List 2)

Abdominal Pain

Hirsutism and Virilization

Endometriosis, Infertility

Abnormal Bleeding – Dysmenorrhea, Dysfunctional Uterine Bleeding

Urinary Incontinence

Vaginal Discharge

Amenorrhea, Delayed Menarche, Premenstrual Syndrome, Menopause

Contraception

Ovarian Tumors – Benign and Malignant

Uterine Cancer, Cervical Cancer, Vulvar Conditions – Benign, Pre-Malignant, Malignant

ROTATION OBJECTIVES

By the end of the Rotation the clerk will:

Medical Expert

1. Perform an appropriate and focused observed history for patients with a Core Obstetrical or Gynecologic presentations (see list 1 and 2), using a patient and family-centered approach.
2. Perform an appropriate and focused observed physical examination for patients with a Core Obstetrical or Gynecologic presentations (see list 1 and 2), using a patient and family-centered approach.
3. Provide a diagnostic work-up of patients with a Core Obstetrical and Gynecologic presentations (see list 1 and 2).
4. Interpret relevant diagnostic tests in the evaluation of patients with a Core Obstetrical and Gynecologic presentations (see list 1 and 2).
5. Develop a relevant, prioritized differential diagnosis through clinical reasoning and integration of clinical information for a problem of a core Obstetrical and Gynecologic presentations (see list 1 and 2).
6. Discuss the pathophysiology, epidemiology, natural history and prognosis of the Core Obstetrical and Gynecological presentations (see list 1 and 2).
7. Select and defend the choice of contraception (reversible and irreversible) for a patient including application, contraindications, and adverse effects.
8. Assess fetal health by examination, prenatal screening, ultrasound, and non-stress testing.
9. Assign gestational age by menstrual history and/or ultrasound.
10. Manage a patient with an uncomplicated pregnancy in the inpatient/outpatient setting.
11. Manage (with assistance) a patient with a complicated pregnancy (other than a medical disease).
12. Manage (with assistance) a patient with a medical disease complicating the pregnancy in the inpatient/outpatient setting.
13. Manage an uncomplicated delivery in the inpatient setting.
14. Observe the management of a patient with a complicated delivery, e.g vacuum, forceps.
15. Assist in a Caesarean delivery of a patient.
16. Participate in the induction of labour of a patient.
17. Interpret a fetal heart tracing.
18. Perform artificial rupture of membranes or fetal scalp electrode placement.
19. Perform, with assistance, a repair of a vaginal laceration.
20. Manage a patient with an uncomplicated postpartum course.

21. Perform a Pap smear.
22. Perform a pelvic examination (speculum, bimanual, inspection of vulva).
23. Participate in the management of early pregnancy loss.
24. Assist in a vaginal or bladder surgery.
25. Assist on a laparotomy/laparoscopic/endoscopic procedure.
26. Manage, with assistance, a patient with abnormal bleeding.

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.

4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

The primary source of knowledge acquisition arises from patient contact. Clerk clinical experience will involve patient contact in the emergency room, on the labour ward, on the ante-partum/post-partum unit, in the operating theatre, as well as office outpatient care. Clerks are required to demonstrate the ability to deal not only with problems encountered, but also with other serious obstetric and gynecologic problems that are not seen on a daily basis. An excellent example of this would be placenta previa, which is a rare but significant complication that requires immediate attention.

Orientation

Saskatoon: All students in the Clerk program are to appear in RUH Room 4501 for orientation at 0800 hours on the first day of the rotation, regardless of hospital assignment.

Regina: Clerks will meet with Clerkship Co-ordinator in the large conference Room (CoM office) at 0730 hours on the first day of the rotation. It is expected that the students will have reviewed the material in the introductory email sent out by the UGME Admin Assistant the Friday before the rotation commences.

Prince Albert: Students will be sent a daily schedule in advance of their start date on this rotation. The schedule will provide a list of where to student is to be on each day of their rotation. On your first day report to the Labour Floor at 0700.

DUTIES/EXPECTATIONS

Post-call Responsibilities

The expectations for work after in-house call will be consistent with the whole College of Medicine, except after being on call for 24 hours at Labour and Delivery. The post-call clerk is allowed to go home after morning teaching rounds except under extraordinary circumstances.

If the time off post call conflicts with a scheduled clinic, it is the Clerks responsibility to either:

Trade the on call responsibility to avoid the conflict with the clinic, or Trade the clinic assignment.

In all cases, before leaving, the clerk will hand over patient responsibilities, consistent with good professional practice.

TEACHING

| OTHER MANDATORY ROUNDS (Sept- June) | SASKATOON | REGINA |
|--|---|--|
| GRAND ROUNDS (1st Friday of the month) | 0730-0830- RUH Vivian Asher Lecture Theater | 0730-0830- Telemedicine Suite- 3 rd floor |
| GRAND ROUNDS (4TH Wednesday of the month) | | 0800- 0900 Dining room 3&4 |
| COMBINED PERINATAL ROUNDS (2nd Wednesday of the month) | 0700- 0800 Vivian Asher Lecture Theater | 0700- 0800 Learning Center |

RESOURCES

Textbooks

Hacker and Moore's Essentials in Obstetrics and Gynecology, Neville F. Hacker et al.

Beckmann and Ling's Obstetrics and Gynecology- Eighth Edition

Websites

SOGC (Society of Ob/Gyne of Canada) www.sogc.org

ACOG (American College of Ob/Gyne) www.acog.org

WHO (World Health Organization) www.who.int/en

Health Canada www.hc-sc.gc.ca

CDC (Center for Disease Control) www.cdc.gov

STUDENT ASSESSMENT OVERVIEW

| | Assessment Type | Weight |
|-------|---------------------|------------|
| 1. | Clinical Assessment | 50% |
| 2. | NBME | 40% |
| 3. | Departmental OSCE | 10% |
| 4. | EPAs | Completion |
| 5. | 6.2 logs | Completion |
| Total | | 100% |

Students will be assessed on the following in the Obstetrics and Gynecology rotation:

1. **Clinical assessments** by the attending staff and/or residents occur on an ongoing basis, and are based on the stated objectives. These assessments will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments to complete a final Summative Assessment (ITAR). This will contribute to 50% of the mark.
2. **NBME Exam (40%)**. Written during the final week of the O&G rotation.
3. **Departmental OSCE (10%)** administered in the department of O&G during the final week of the rotation. The pass mark for the OSCE will be 60%.
4. EPA's - EPAs – students will be required to complete EPAs 1 – 6 for the 2021/2022 academic year. Students must complete a minimum of 14 EPA observations in the rotation.
5. **6.2 logs**- It will be mandatory for the Clerks to complete ALL of the 6.2 logs listed in the logbook and transcribe them into one45 before the rotation is finished.

Written Exam

Clerks must achieve a minimum of 70% on the written exam. On rotations where the written exam is the NBME, the pass mark on the NBME is externally set at a 60%. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made in order to allow the NBME to count towards the rotations grade. Should a student be unsuccessful on their first attempt, they will be offered a second attempt three weeks later. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

NBME Preparation

The NBME is an American-based exam and the domains assessed vary somewhat from our curriculum. Therefore, there may be some content on the exam that is not directly covered during the clerkship rotation. In order to ensure success on the exam, it is important to review the topics covered on the exam. A general breakdown of the topics covered on the exam can be found on the NBME website.

EPA's

The Clerks must complete four of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category adding up to a minimum of 14 EPAs in total by the end of the rotation.

Note: The student must pass all assessment types to pass the rotation.

Requirements for the student to successfully complete the rotation include:

1. Minimum of "Meets Expectations" on all categories for the Summative ITAR (assessment form) to pass the clinical portion. The student must pass the summative ITAR with a grade of 70%.
2. Assessments of professionalism must be at a minimum "Meets Expectations" on the summative ITAR.
3. Pass mark on the NBME (corrected to 70%).
4. Pass mark on the OBSCE at 60%.
5. Completion of a minimum of 14 EPAs.
6. Completion of the 6.2 logs or alternative experiences.
7. An overall combined mark of greater than 70%.

A student will fail Obstetrics and Gynecology for ANY of the following:

1. Below Expectations on assessments of Professionalism.
2. An adjusted grade of < 70% on 2 writings of the NBME Obstetrics and Gynecology exam (initial exam and re-write, unless otherwise specified by the clerkship Sub-Committee (see NBME policy).
3. A Grade of less than 60% on the OBSCE.
4. EPAs – students will be **required** to complete EPAs 1 – 6 for the 2021/2022 academic year. Students must complete a minimum of 14 EPA observations in a 6-week rotation. Students must complete four of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs.
**If EPAs are not completed by the end of the rotation, the rotation will be considered incomplete and there may be professionalism processes for the Clerk.
5. Failure to complete the 6.2 logs. Completion of 6.2 logs is required to pass each rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete. 6.2 log must be completed within one (1) week of the end of the rotation.
6. Failure to complete 6.2 alternative experiences. Timely completion of alternative experiences – Clerks should contact the specific departmental clerk coordinator if deficiencies are present in the 6.2 log for assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame.
7. A failure to achieve a cumulative mark of at least 70% on the rotation.

8. A maximum of one remediation followed by a supplemental assessment for any rotation component will be offered. If a student fails a supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site departmental Clerk coordinator, and a site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) a supplemental assessment, or (2) a FAILED rotation.

Pediatrics

MODULE CONTACTS

Rotation Coordinators

SASKATOON SITE

Dr. Janna Brusky
Email: jdb068@mail.usask.ca
Phone: (306) 844-1271
Fax: (306) 975-3767

REGINA SITE

Dr. Shauna Flavelle
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RGH

PRINCE ALBERT SITE

Dr. Breann Kozun
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Rotation Administrators

Nancy Groeneveld
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RUH 3711

Tracey Murray
Email: tracey.murray@saskhealthauthority.ca
Phone: (306) 766-3707
Fax: (306) 766-4883
RGH

Nicole Toutant
Email: nicole.toutant@usask.ca
Phone: (306) 765-6787
Fax: (306) 765-6783
VGH 420

WEBSITE: <http://medicine.usask.ca/department/clinical/pediatrics.php>

ROTATION DESCRIPTION

Duration: 6 weeks

Call: Maximum of 6 per rotation (regardless of vacation/educational leave)

Vacation/Educational Leave: -5 working days and either the weekend before OR the weekend after.
-Cannot take vacation the last week of the rotation, or the date of the NBME exam.
-Cannot take vacation the date of Orientation

This rotation is designed to give the third-year students instruction in providing care for the pediatric and adolescent patient and to enable the student to recognize the need for referral, when necessary.

The instructional methods used include: informal bedside teaching both as inpatient and outpatient encounters, formal lectures in the form of weekly Pediatric Seminars, experience in general pediatrician offices, experience in Pediatric sub-specialty clinics, and participation in various academic rounds such as weekly Pediatric Grand rounds. Clerks are expected to read around their cases and to expand their general pediatric knowledge by independent learning to supplement academic half-day, Clerkship seminars and clinical teaching.

Core Pediatrics Presentations

1. Pallor (Anemia)
2. Bruising and Bleeding
3. Lymphadenopathy
4. Respiratory Symptoms – Cough, Wheeze, Stridor, Acute Respiratory Distress
5. GI Symptoms – Vomiting, Diarrhea, Constipation, dysphagia and appetite loss
6. Abdominal pain and abdominal mass
7. Edema
8. GU Symptoms – Polyuria/Nocturia, Dysuria, Hematuria, Frequency/Urgency
9. Limp with/without extremity pain
10. Rash
11. Fever
12. Heart Murmur
13. Headache
14. Head and Neck Symptoms – Otagia, Pharyngitis, sinusitis, mouth pain, red eye, vision changes, strabismus, and amblyopia
15. Dehydration
16. Acute CNS Symptoms – Altered Level of Consciousness, Seizures, paroxysmal events (BRUE)
17. Acutely ill neonate and child
18. Inadequately explained pediatric injuries
19. Disorders of growth
20. Care of a Child with a chronic Illness/complex care
21. Development, behavioral and learning problems.
22. Care of the well child
23. Specific issues pertaining to the care of the adolescent patient
24. Common clinical disorders in newborns
25. Jaundice in neonates
26. Dysmorphic facial features and congenital anomalies

ROTATION OBJECTIVES

By the end of the Rotation the Clerk will:

Medical Expert

1. Perform a complete observed, patient and family-centered history from the pediatric patient and/or their caregiver(s) of a Core Pediatric Presentation to elicit information effectively.
2. Perform an appropriate observed patient and family-centered physical examination of newborns, infants, children and adolescents with Core Pediatric Presentations paying particular attention to the following skills:

Positioning and immobilizing the pediatric patient

Optimization of patient comfort

Measuring height, weight and head circumference

Taking a complete set of vital signs

Assessing hydration status

Examining for dysmorphic features

Tanner staging

Identification and interpretation of both positive and negative findings on physical examination

3. Develop an initial working diagnostic hypotheses based upon history and physical examination findings.
4. Provide a diagnostic work-up of patients with a core Pediatric presentation.
5. Select and interpret appropriate diagnostic tests using evidence informed decision making.
6. Determine the relative appropriateness and necessity of such tests based upon the working diagnostic hypotheses, considering the patient and family preferences and risk tolerance.
7. Develop a reasoned and reliable approach to a differential diagnosis of Core Pediatric Presentations.
8. Integrate relevant elements of clinical information and diagnostic tests in the evaluation of patients with a core Pediatric presentation to arrive at the final presumptive diagnosis.
9. Develop appropriate plans for the management of patients with the Core Pediatric Presentations listed above, while also considering the patient's background and family context.
10. Discuss the pathophysiology, epidemiology, natural history, clinical presentation and prognosis of common Core Pediatric Presentations.
11. Develop appropriate therapeutic intervention plans, using both pharmacological and non-pharmacological techniques as appropriate to the diagnosis, within the context of the patient and family-centered approach to care.
12. Revise and re-evaluate the presumptive diagnosis and/or treatment plan based on new information and/or response to treatment.
13. Demonstrate the ability to perform 'Well Child Care' for a newborn, infant, toddler, school age child and adolescent.
14. Demonstrate anticipatory guidance for pediatric patients and tailor it according to specific age categories in the following areas.
 - Immunizations
 - Safety
 - Growth
 - Nutrition [appropriate diet and sequencing of feeding advancements in infants]
 - Development
 - Mental Health and behavior
 - Literacy/Digital health

15. Describe and when appropriate apply how health promotion and public health principles apply to clinical care in pediatrics.
16. Develop and apply appropriate skills to prevent harm in patients both in the medical and non-medical settings.
18. Demonstrate proficiency in basic procedural skills relevant to pediatric clinical care as documented in the 6.2 Pediatric Clinical Learning Experiences logs.**

Communicator

8. Maintain clear, accurate, and appropriate records of clinical encounters.
8. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
8. Communicate in a language easily understood by patients and family members.
 - a. Communicate with pediatric patients at a level appropriate for age and development.
8. Communicate in a culturally competent and sensitive manner.
8. Identify clinical situations where assistance from appropriate health care services (e.g.; Language translation, Child Life and Social Work services) is required for appropriate communication with the patient and/or family.
8. Participate in obtaining informed consent.
8. Communicate care plan effectively to third parties, pediatric patients, and care givers.
8. Recognize issues pertaining to disclosure of pediatric patient health information

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.
3. Identify the role of healthcare services specific to pediatrics (e.g., Child Life Services) in the provision of care to pediatric patients.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts-based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

Saskatoon

- Three-week rotation on one of the two pediatric inpatient teams (Orange or Purple) at Jim Pattison Children's Hospital (JPCH).
- Three weeks in Pediatric Outpatient Clinics and Pediatric Emergency shifts.
 - Outpatient exposure includes general pediatric clinics, pediatric subspecialty clinics, social pediatrics school-based clinics, neonatal follow up and developmental clinics.
 - Developmental are based in the Alvin Buckwold Child Development Program at the Kinsmen Children's Centre [KCC]. General pediatric outpatient clinics (POPD) are currently being offered in the KCC as well whereas subspecialty clinics (hematology-oncology, neurology, endocrine, nephrology and Respiriology) are held on the first floor JPCH.

- Neonatal follow up clinics are conducted in JPCH [variable location]
- One half day shift in the Neonatal Intensive Care Unit.

Regina

- Three-week rotation on the Pediatric Teaching Unit (PTU)
- One week rotation in the Neonatal Intensive Care Unit
- 1 week on outpatient pediatrics
 - Outpatient exposure includes general and subspecialty pediatric clinics (e.g., Asthma Clinic, Cystic Fibrosis Clinic, Pediatric Cardiology Clinic, Developmental Assessment Clinic, Pediatric Oncology Clinic, Wascana Rehabilitation clinic)

Prince Albert

- Six-week rotation with clinical experience in the outpatient general pediatric clinics, inpatient pediatric wards in PA Victoria Hospital, newborn care in nursery and Emergency.
 - Clinical duties will be variable day to day depending on the areas of highest pediatric patient activity and clinical experiences identified to have the greatest educational benefit to the Clerk by the attending.
 - Total outpatient clinical time of 5-7 clinic half days in the 6 week rotation (Subject to change based on Pandemic related changes to outpatient care)

Orientation

- **Saskatoon:** A virtual one hour orientation will be provided at 0715 on the first day of the rotation (time subject to change-webex link provided). Schedules concerning nights on call, teaching sessions, and clinical assignments will be available for each group of Clerks before the rotation begins. If a student has not received his or her rotation schedule by the orientation date, he or she must pick it up from the academic secretary in room 3711.
- **Regina:** An orientation is scheduled at 0730 on 4F at Regina General Hospital. The clerks will meet with the PTU Nurse Coordinator, Joanne, and then Dr. Flavelle.
- **Prince Albert:** Clerks must contact the Pediatric Clinic Office Leader, Mariann Lopinski (pedsadmin@sasktel.net or 953-5664) prior to the start of their rotation to receive instructions on where to report to on the first day.
 - There is no formal orientation day for this rotation. All orientation will be provided by Ms. Lopinski and the attending Pediatrician assigned that first day.
- A medical student pediatric orientation manual will be provided to the clerks starting the pediatric rotation (Authors and Editors: Dr. Tehseen, Dr. Purewal and pediatric residents) in the next academic year. It covers the following aspects:
 - Brief rotation orientation [accumulation of existing resources in one place with clear expectations for clinical responsibilities, documentation etc.]
 - Brief overview of health aspects pertinent to pediatrics (development, immunization, fluids, electrolytes, and nutrition)

- Summary of common pediatric disorders for quick reference

CLERK DUTIES/EXPECTATIONS

Inpatient Service

The Clerk is responsible for:

- Reviewing all patients for which he/she is responsible **at least** once daily. Priority will be given to the review and management of more seriously ill patients. Accordingly, these patients should be the first to be visited each morning and, if necessary, reviewed with the resident and/or attending physician.
- Knowing his or her assigned patients' hospitalization history to date, results of investigations, and their clinical status at present.
- Performing a focused physical examination on their assigned patients at least once daily, with more frequent re-assessments as their clinical status mandates.
- Verbally presenting a concise summary of their assigned patients during ward rounds.
- Formulating investigative and therapeutic plans under the supervision of the resident and/or attending physician.
- Writing daily progress notes on their assigned patients. Progress notes should be used to interpret and clarify data and may need to be written more than once daily as information becomes available.
- On-call during weekends and statutory holidays, the on-call Clerks are responsible, in association with the resident(s), for the welfare of all patients on the ward.
- **In Saskatoon**, Clerks will be responsible for the discharge documentation (Dear Doctor letter or dictated discharge summary) of their assigned patients under the supervision of the most senior pediatric resident or the ward attending. A minimum of 1 and maximum of 5 discharge summaries should be documented during the rotation.
 - Discharge summaries will only be documented on the patients directly followed by the clerk.
 - Clerks will receive feedback on their discharge dictations from the pediatric residents or the ward attending.
- **In Regina**, Clerks will be expected to complete the dictated discharge summaries for their patients.
 - Some complicated admissions may not be suitable for a Clerk to dictate so please discuss these cases with Joanne or the attending physician.
- **In Prince Albert**, Clerks will be expected to review babies in the nursery and children on the pediatric floor. They should be involved in the daily care of all patients that are under the pediatric service, with direction from the Attending, and/or FMR or Peds Resident that are on Service.
 - Clerks are expected to be complete with chart documentation.
 - There is no requirement to complete dictated discharge summaries.

Outpatient Service

The Clerk will:

- Promptly attend all assigned outpatient clinics.
- When time and resources permit, the Clerk will complete a history and/or physical examination of a patient, formulate a differential diagnosis, interpret investigations, list required investigations, and/or formulate a management plan under the supervision of the attending physician.

Hours of Work

- **Saskatoon**: Regular working hours are generally from 0730-1630 Monday to Friday on the inpatient service. On Saturday, Sunday and stat holidays only the Clerk on call for that day is expected to

appear. The regular working hours for the outpatient service are generally 0800-1700 Monday to Friday. See details of working hours under the “Call” and “Post-Call” sections for Pediatrics (below).

- **Regina:** Regular working hours are from 0730 to 1700 Monday to Friday on PTU and 0800 to 1700 on NICU. Outpatient clinic times will vary. On Saturday, Sunday, and stat holidays only the Clerk on call for that day is expected to fulfill clinical responsibilities. See details of working hours under the “Call” and “Post-Call” section for Pediatrics (below).
- **Prince Albert:** Depending on overall workload the clerk might spend who days in the hospital or split time between the office and the hospital.

CALL

SASKATOON

- Maximum of 6 per rotation (regardless of vacation/educational leave).
- Call will be arranged only during the inpatient portion of the rotation and will consist of a mix of night call (until 2300) and overnight call.
- Call Monday to Friday starts at 1600. Call Saturday, Sunday, and Statutory Holidays starts at 0800.
- No Clerk will be scheduled for overnight call the night before any mandatory teaching, or their end of rotation written examination.
- Requests to be off call are to be submitted to the administrative assistant no later than 6 weeks prior to the start of the rotation. Off-call requests for vacation/educational leave will be considered on a first come-first served basis. Off-call requests for occasions other than vacation/educational leave will be considered on a case-by-case basis. Call changes occurring after the schedule is finalized are the responsibility of the Clerk to arrange. Call changes are to be communicated to RUH Switchboard, the Pediatric Undergraduate Administrative Assistant, as well as the residents and attending’s the Clerk is scheduled to be working with.
- Each Clerk is responsible for arranging a replacement if he or she is unable to take assigned call. All Clerks must notify their clinical supervisors, the Administrative Assistant in the Department of Pediatrics (at 844-1271) and the switchboard of any changes. **IF YOU CALL IN SICK FOR CALL, YOU MUST MAKE THIS SHIFT UP LATER IN THE ROTATION.**

On-Call Duties

- The Clerk will always be first on call for ward issues with residents available to help with any issues the Clerk is unable or uncomfortable to manage.
- Clerks will also be assigned to admit patients from Emergency or directly from another facility. Assignment of this duty will be at the discretion of the most senior resident on call.

Post-Call

- Night call ends at 2300. Clerks are expected start work again by attending the 0730 handover rounds the next day.
- Clerks are expected to be available until after 0730 handover rounds when they have been on overnight call. Additionally, students are expected to review their patients, write daily notes, and provide handover to the most senior resident prior to leaving post-call.

REGINA

- Maximum of 6 per rotation (regardless of vacation/educational leave).
- MUST carry your pager at all times when on call as well in addition to your cell phone
- Can be scheduled during any week of the rotation (PTU, NICU or outpatient) and will consist of a mix of night call (until 2300) and overnight/weekend call.
- Holidays cannot be taken during the three weeks spent on the Pediatric Teaching unit (PTU) or the one week spent in NICU, meaning holidays will only be granted during the time spent on pediatric outpatients. The rotation coordinators will endeavor to be flexible when scheduling the requested time off.
- Call Monday to Friday starts at 1700.
- Call Saturday, Sunday, and Statutory holidays starts at 0800.
- Call Sunday through Thursday ends at 2300 so students are expected to be present for clinical duties and teaching the following day.
- Call Friday and Saturday ends at 0800 the following morning after sign-over is complete.
- Call changes occurring after the schedule is finalized are the responsibility of the Clerk to arrange. Each Clerk is responsible for arranging a replacement if he or she is unable to take their assigned call shift. Call changes are to be communicated to RGH Switchboard and Tracey Murray, or the College of Medicine (306-766-3705). As a courtesy, also inform the residents and attendings. **IF YOU CALL IN SICK FOR CALL, YOU MUST MAKE THIS SHIFT UP LATER IN THE ROTATION.**

On-Call Duties

- When on-call, Clerks cover the general pediatric inpatient ward/PTU (4F) and consults from the Emergency Department.
- Clerks are always under the supervision of an Attending Pediatrician. The Pediatricians are not in-house overnight but are readily available when needed.

Post-Call

- Students are expected to attend regular working hours if they were only on call until 2300 (Sunday through Thursday).
- Clerks are expected to be available post-call (Saturday and Sunday AM) until after handover at 0800 the next morning. Then they should tidy up any outstanding issues (i.e. documentation, phone calls, etc.) that arose overnight before leaving.

PRINCE ALBERT

- Maximum of 6 per rotation (regardless of vacation/educational leave).
- Clerks continue on the regular ER call schedule with Clerks rotating in other disciplines. The call schedule is drawn up by the Chief Family Medicine Resident and any call requests or changes need to be communicated and approved by them. **IF YOU CALL IN SICK FOR CALL, YOU MUST MAKE THIS SHIFT UP LATER IN THE ROTATION.**

On-Call Duties

- When on-call, Clerks cover the Emergency room and respond to any Pediatric consultation requests.

TEACHING SESSIONS

Clerks are expected to return to their clinical duties immediately following the conclusion of their mandatory teaching sessions.

All Sites:

Clerkship Teaching

Clerkship seminars occur on the first three Wednesday of the block from 1230-1630, and then the fourth Wednesday for one additional hour from 1230-1330. They are video conferenced to all three sites. Clerkship seminars consist of 9 topics given once each during the 6 week rotation. A Clerkship seminar schedule will be provided at the beginning of the rotation, and handouts have been posted on One45. It is expected that Clerks will arrive at the session with some knowledge and understanding of the topic to be presented having reviewed the session handouts ahead of time. This facilitates the learning experience and improves the discussion.

In Saskatoon – Clerks are to consult the provided schedule for room location.

In Regina – Clerks are to proceed to the College of Medicine Office

In Prince Albert – Clerks are to proceed to the College of Medicine Office

SASKATOON

Clerkship Seminars (As above):

These are provided first three Wednesday's of the rotation from 1230-1630 and fourth Wednesday of the block 1230pm-1330. The majority are held in Saskatoon, with some sessions being video conferenced from Regina.

Saskatoon Pediatric Grand Rounds: As of September 2020: Thursdays 12-1pm in the Vivian K. Asher Lecture Theatre (G763). Presented via Webex to other sites in Saskatchewan, including Regina and Prince Albert. Clerks are welcome but this is not mandatory teaching for the Clerks.

Pediatric Resident Academic Half-Day (as of July 1 2020): Thursdays from 1pm-4pm. 1-2pm is Case Rounds/Journal Club; 2-4pm Subspecialty Rounds. Location: M2206/M2208 (2nd Floor JPCH) or via Zoom/Webex (link provided weekly). *Handover on wards will occur on Thursdays at 430pm in Saskatoon to accommodate this recent change in schedule. Video conferenced to Regina and Prince Albert if there are pediatric residents on-site. Lunch is provided at the Saskatoon site for residents only. Clerks attending these sessions will need to provide their own lunch. Clerks are welcome but this is not mandatory teaching for the Clerks. A Clerks ability to attend will depend on absence of other clinical duties or direct permission given by their attending Pediatrician that day. Clerks are to check with their clinical supervisor for that day prior to attending.

REGINA

Clerks are mandated to attend all organized teaching sessions. ***The only exception would be if you are handling an emergency at the specified time.***

Clerkship Seminars (As Above)

Pediatric seminars are offered on the first three Wednesday's of the rotation from 1230-1630 and on Fourth Wednesday from 1230pm-1330. These are held via video conference at the College of Medicine office at RGH, although some sessions will be delivered from Regina.

PTU Teaching Rounds

Friday 0900-0930 in the 4F conference room – one of this sessions is an LP simulation.

Simulation Scenarios

We will endeavor to have 2 simulation sessions per 6-week rotation – these are multidisciplinary with nursing students.

NICU Lectures

Time/Location TBD. Additional brief sessions on various Neonatal topics are discussed during the NICU rotation.

Saskatoon Pediatric Grand Rounds

Thursdays 12-1pm virtual from Saskatoon. These are not mandatory but can be attended if you are not involved in other duties.

PRINCE ALBERT

Saskatoon Pediatric Grand Rounds – Thursdays 12-1pm, Telehealth Room. Mandatory attendance.

RESOURCES

Pedscases (www.pedscases.com) - An internet-based learning program authored by University of Alberta medical students and pediatric attending physicians. It is designed for use by trainees at all levels of training to supplement other instructional methods. It consists of podcasts as well as interactive web-based activities. Pedscases are optional.

<http://cards.ucalgary.ca>. Cards are free, open-access clinical pediatric cases based on current MCC objectives and developed by pediatricians involved in under graduate pediatric education. Hosted by University of Calgary Website

Textbooks

Nelson Essential of Pediatrics (KJ Marcdante and RM Kliegman 2015 7th Edition, Elsevier)*

Nelson Textbook of Pediatrics (Kliegman et al 2015 2 volumes, 20th Edition, Elsevier)

Rudolph's Pediatrics (Rudolph et al 2011 22nd Edition, McGraw-Hill)*

The Hospital For Sick Children Manual of Pediatrics (A. Dipchard and J. Friedman 2009 11th Edition, Elsevier Canada)

Pediatric Clinical Skills (R. Goldbloom 2010 4th Edition, Saunders)

Berman's Pediatric Decision Making (L. Bajaj and S. Hambidge 2011 5th Edition, Mosby)

Pediatric Secrets (RA Polin and MF Ditmar 2015 6th Edition, Elsevier)

* Available as an e-book at: <http://libguides.usask.ca/c.php?g=16462&p=91000>

Journals

Pediatrics

Journal of Pediatrics

Pediatrics in Review

Additional Resource Material

As referenced in handouts for Clerkship seminars.

ASSESSMENT

Clerks will be assessed on clinical skills of history-taking and physical examination, ability to generate differential diagnoses, and management plans relevant to their training. These assessments will be used to develop the Rotation ITAR (In-training Assessment Report). Formative and summative evaluations will include feedback from attending's as well as residents on the clinical service with clerks.

Assessment will occur via Observed History and Physical Exam checklists and encounter assessments for each inpatient week, outpatient clinic and ER shift if applicable.

A midterm review is held with the Clerk to address any concerns and to discuss progress such that if there are concerns, there is time for correction or remediation of any problems. Clerks are required to hand in completed assessments prior to the midterm (and exit) interview, failure to do so by the requested deadline may result in receipt of a Professionalism Informal Discussion Form. An exit interview is given during the last week of rotation to discuss the student's final mark, to encourage an interactive review of the rotation and to provide constructive feedback on teaching and the rotation in general.

Criteria for success in rotation:

| | Assessment Type | Weight |
|---|--------------------------|---|
| 1 | ITAR | 60% |
| 2 | NBME | 40% |
| 3 | 6.2 | Completion [within 1 week of rotation end] |
| 4 | EPAs EPA 1 EPA 2-6 | Completion Four observations required Ten observations total [A minimum of one EPA observation is required from at least 3 EPAs.] |
| | | 100% |

The final assessment and pass criteria for Pediatrics include all the following:

- 1. Clinical performance** as measured by evaluations from Attending Physicians and Pediatric Residents during the Inpatient rotation, Outpatient Clinics, Community Clinics and Pediatric Emergency shifts. The following criteria are required to pass:
 - Assessments of professionalism must be at a minimum "Meets Expectations" on the summative ITAR.
 - Clinical Summative Assessment: The assessments will be compiled by the site coordinator using their academic judgement based on both numeric marks and qualitative comments to complete a final Summative Assessment (ITAR). This will contribute to 60% of the mark.
 - The student must have a minimum of "Meets Expectations" on all categories for the final ITAR (assessment form) to pass the clinical portion.
- 2. Completion of 6.2 logs.** If deficiencies are present in the 6.2 logs, the clerks should contact the rotation coordinator for assignment of alternative experiences such as: additional clinical time to complete the clinical observations. Clerks will be expected to complete the alternative experiences within a reasonable time frame.

3. Entrustable professional activities EPA (1-6): Completion of appropriate EPAs is required for this rotation. Fourteen EPA observations from EPAs 1 through 6 are required. A minimum of four observations of EPA 1 are required. A minimum of one EPA observation is required from at least three other EPAs. Observations for EPAs 7 through 12 can be obtained but will not count towards the minimum total of fourteen observations.

4. Written Exam: Written during the last week of the Pediatrics rotation. Clerks must achieve a minimum of 70% on the written exam. On rotations where the written exam is the NBME, the pass mark on the NBME is externally set at a 60%. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made to allow the NBME to count towards the rotations grade.

Remediation-clinical experience:

A maximum of one remediation on any rotation component will be offered. If a student fails a supplemental assessment, following the remediation, a sub-committee consisting of the Clerkship Chair (or designate), the site departmental Clerk coordinator, academic support team and a site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) an additional supplemental assessment, or (2) a FAILED rotation.

Remediation-end of pediatric rotation NBME:

Should a student be unsuccessful on their first attempt; they will be offered a second attempt three weeks later. If a Clerk has a score of less than 70% on the second attempt, he or she may be offered an opportunity to remediate and write a supplemental exam; however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all the rotation.

- A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director, academic support team and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

NBME Preparation

The NBME is an American-based exam and the domains assessed vary somewhat from our curriculum. Therefore, there may be some content on the exam that is not directly covered during the clerkship rotation. In order to ensure success on the exam, it is important to review the topics covered on the exam. A general breakdown of the topics covered on the exam can be found on the NBME website.

PSYCHIATRY

MODULE CONTACTS

Rotation Coordinators

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RGH

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VGH 420

ROTATION DESCRIPTION

Duration: 6 weeks

Call: Maximum 1-in-4

Vacation/Educational Leave: Maximum 5 working days.
Cannot be on the first day or during the last week of the rotation.

ROTATION OBJECTIVES

Core Psychiatric Presentations (List 1)

Alcohol/Substance Use Disorders, Anxiety Disorders (including OCD and PTSD), Bipolar Disorders, Schizophrenia and/or other Psychotic Disorders, Depressive Disorders, Disorders usually Diagnosed in Childhood/Adolescence, Personality Disorders, Somatoform Disorders, Neurocognitive Disorders (Delirium, Major Neurocognitive Disorder/Dementia)

By the end of the Rotation the clerk will:

Medical Expert

1. Perform an appropriate observed patient and family-centered history of a patient with a core psychiatric condition* (see List 1).
2. Select and interpret investigations with respect to a patient with a core psychiatric condition* (see List 1).
3. Demonstrate the ability to develop a basic treatment plan for a patient with a core psychiatric condition* (see List 1).
4. Demonstrate competency in performing a suicide risk assessment on a patient.
5. Participate in the care of a patient with a core psychiatric condition* (see List 1).
6. Demonstrate awareness of the diagnostic groups related to the core psychiatric disorders* (see List 1).
7. Demonstrate awareness of the etiology of the core psychiatric conditions* (see List 1).
8. Describe the rationale, principles, indications, contra-indications, and complications related to pharmacotherapy (such as: antidepressants, antipsychotics, anxiolytics, mood stabilizers, hypnotics, stimulants).
9. Describe the rationale, principles, indications, contra-indications, and complications related to ECT.
10. Describe the rationale, principles, indications, contra-indications, and complications related to psychotherapy.
11. Recognize non-psychiatric health conditions in a patient and derive a differential diagnosis.
12. Identify an initial management plan of a non-psychiatric health condition in a patient.
13. Perform an accurate mental status examination.
14. Participate in providing psychoeducation/counselling to patients/family members.
15. Participate in obtaining informed consent (under supervision).

16. Identify the elements of capacity.
17. Promptly identify emergency situations and respond appropriately.

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

STRUCTURE OF THE ROTATION

Clerks will be working under the guidance of a specific consultant. He or she will work as part of the mental health team and will assume full responsibility for designated inpatients under appropriate supervision. Clerks may also have the opportunity to see outpatients, psychiatric consultations, children and families, or other subspecialty populations, and will be on call for emergencies. Clerks may have an opportunity to participate in community and home visits with team members.

Goals for Students

- ❖ To develop skills and knowledge in the recognition, diagnosis, and management of psychiatric disorders.
- ❖ To develop an understanding of the relationship of the psychological state to disease in whatever specialty the student enters.
- ❖ To develop insight towards their own feelings toward patients and manage their responses in the best interest of the patient.
- ❖ To understand the community resources that are available to assist in the treatment of the patient's psychiatric illness.

Saskatoon: Clerks may be assigned to work at Royal University Hospital, Irene and Leslie Dubé Centre, Regional Psychiatric Centre and consultant outpatient clinics. Child Psychiatry experience will be offered at the Royal University Hospital and/or consultant outpatient clinics. The six-week rotation will be divided into five weeks of adult psychiatry and one week of subspecialty (child and adolescent psychiatry or geriatric psychiatry). An effort will be made to have clerks work in more than one setting.

Regina: Clerks will be assigned to work at the Regina General Hospital with duties also at Regina Mental Health Clinic and other outpatient clinics. Child Psychiatry experience will be at Child and Youth Services, Regina General Hospital and at private clinics, geriatric psychiatry experience will also be offered at

outpatient clinics. Depending on the student's interest, there are opportunities to work in a variety of settings.

Prince Albert: Clerks will be assigned to work on the adult and child/adolescent wards at the Victoria Hospital. Clerks will also be expected to attend the Clozapine clinic as well as the morning child/adolescent clinics held at Victoria Hospital. Afternoons will be spent with consultants at the Mental Health outpatient clinic at Victoria Square or whole days at community mental health clinics. One day may be spent at the Correctional Centre and rounds will be attended at one of the nursing homes. Clerks are expected to join other members of the team, such as addiction workers, community mental health nurses and counselors, during their sessions with patients.

CLERK DUTIES/EXPECTATIONS

Duties include:

- Assessment, admission, and management of patients.
- Outpatient and ward consultation assessment and follow-up.
- Writing progress notes.
- Attending departmental teaching sessions and seeking any additional learning experiences they desire by discussion with consultants, other departmental staff, or the Director of Undergraduate Education.
- Completion of the 6.2 log.
- Completion of required EPAs
- Attending organized teaching sessions, which are considered a priority.

Orientation

Saskatoon: There will be an orientation on the first day of the rotation. All Clerks are expected to attend. Time and location of the orientation will be provided prior to the start of the rotation.

Regina: There will be a full day orientation on the first day of the rotation. All clerks are expected to attend. Time and location will be provided prior to the start of the rotation.

Prince Albert: On the first day, the Clerks meet their assigned consultant on the adult inpatient ward at Victoria Hospital at 0830.

Call and Emergency Duty

Saskatoon: Clerks are on the regular duty roster and are expected to make their own arrangements for any changes to the call schedule. Clerks must communicate to the Undergraduate Assistant (844-1312) any changes they wish to make. **Call switches can only be made to days already with coverage by another student; you may not switch into an open call date. Any changes to the call schedule must be approved by the Undergraduate Assistant (844-1312).**

Weekday night call begins at 16:30 and ends at 08:30, unless otherwise indicated on the call schedule. Clerks are excused from clinical duties at 10:30 on post-call days following an overnight call shift. Night call on Mondays and Thursdays ends at 23:00. For call shifts ending at or before 23:00, no post call strategies are in place and clerks are expected to attend their clinical and academic activities. Weekend call (Saturday, Sunday, and Statutory Holidays) is 24 hours, beginning at 08:30 and ending the following day at 08:30. Handover for call takes place via Webex at 16:30 and 08:00 on weekdays and at 08:00 on Saturday, Sunday, and Statutory Holidays. Clerks are expected to participate in these handover conference calls. Information on how to join the handover conference calls will be provided with the rotation orientation materials. On

Saturdays, Sundays, and Statutory Holidays, the team starting call that day will meet at the Dube Centre – Main Floor at 0900.

During the inpatient block, clerks may also be scheduled for “day call” during regular working hours on Monday to Friday. Day call starts at 0830 and ends at 1630. Clerks must be available through switchboard during this time and will be contacted by the Crisis Intervention psychiatrist if there are consults to be seen in the ER. If there are no consults pending in the ER, clerks are expected to attend their regular clinical duties on the inpatient unit but are expected to be available for ER consults as they arise. Clerks are *not* expected to be on day call during protected academic time.

Regina: Clerks are on the regular duty roster and are expected to make no changes to the call schedule without permission from the administrative resident and the College of Medicine (Regina). The clerk will be post-call the next day at 10:30 am, except for Monday and Thursday call shifts, which end at 2300, so there is no post-call on Tuesday and Friday. This is to ensure mandatory attendance at Tuesday and Friday’s Selected Topics seminars. It is the clerk’s responsibility to inform their preceptor that he/she was on call the night prior and thus will be leaving for post-call at 10:30 am.

Prince Albert: Clerks in Prince Albert continue on the regular ER call schedule with Clerks rotating in other disciplines. It is expected however that there will be an increase in student’s involvement with Psychiatry patients in the ER during and after their Psychiatry rotation. Changes made are according to agreement with ER department.

TEACHING SESSIONS

SASKATOON

In addition to clinical learning, students will also have formal teachings as follows:

Seminars

All seminars will occur on Friday afternoons and will be *combined with Regina via video conferencing*. Prince Albert will be video conferenced into these seminars as well:

- Week 1: Biological Treatments in Psychiatry
 Emergency Psychiatry and Review of Mental Status Exam/Psychiatric Interview
- Week 2: Depressive Disorders
 Bipolar Disorders
- Week 3: Substance Use Disorders
 Schizophrenia and Related Disorders
- Week 4: Child Psychiatry
 Child Psychiatry
- Week 5: Geriatrics
 Anxiety Disorders
- Week 6: Personality Disorders
 Psychotherapy

Rounds

- ✦ Psychiatry Rounds (1st and 3rd Fridays of the month)
- ✦ Daily Multidisciplinary Team Rounds (Inpatient Unit)
- ✦ Morning Teaching Rounds (MTR) (Mondays and Fridays at 0800h)
- ✦ Journal Club (4th Friday of the month)

Tutorials

One hour weekly tutorial with your assigned consultant.

REGINA

In addition to your clinical learning, you will also have formal teaching as follows:

Seminars

Seminars will be combined with Saskatoon via Video conferencing. See above for list of topics.

Rounds

- ✦ The Grand Rounds held in Regina (once per month from September through June) are designed to cover the wide range of psychiatry topics covered in the curriculum annually. The Grand Rounds are held during lunch hour (1200-1300), enabling the entire group of Clerks to attend them regardless of which rotations they are on.
- ✦ Weekly multidisciplinary Team Rounds on inpatient service
- ✦ Quarterly Case Conferences
- ✦ Journal Club once per month from September through June and is delivered by a psychiatry resident
- ✦ Teaching by residents twice a week

Tutorials

Daily one-on-one supervision with the student's assigned consultant in Regina.

PRINCE ALBERT

- Monthly Grand Rounds
- Multidisciplinary Team Rounds
- Daily Ward Rounds
- Tele-Health Rounds

Tutorials

Supervision and tutorials will occur with the student's assigned consultant.

RESOURCES

Saskatoon

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, American Psychiatric Association

Kaplan and Sadock's Concise Textbook of Clinical Psychiatry, Benjamin J and Virginia A Sadock – Available online through the U of S Library

The Psychiatric Interview: A Practical Guide, Daniel J. Carlat

Lange Q&A Psychiatry, Sean Biltzstein, 11th Ed.

McMaster University Psychotherapy e-Resource (PTeR)

Videos for Psychiatric Interview and Mental Status Exam:

https://www.youtube.com/results?search_query=university+of+nottingham+psychiatric+interviews+for+teaching

<http://aitlvideo.uc.edu/aitl/MSE/MSEkm.swf>

In addition, the Department Library contains a broad range of references, including textbooks and other psychiatric literature.

Regina

Psychiatric Interview Book

Department of Psychiatry, Regina Mental Health

Student Resource Handbook, College of Medicine Psych. Library/Reference

Clerk Manual (created of Regina Psychiatry)

McMaster University Psychotherapy e-Resource (PTeR)

Videos for Psychiatric Interview and Mental Status Exam:

https://www.youtube.com/results?search_query=university+of+nottingham+psychiatric+interviews+for+teaching

<http://aitlvideo.uc.edu/aitl/MSE/MSEkm.swf>

The library in the Regina General Hospital has a wide range of recent textbooks and international journals in Psychiatry.

STUDENT ASSESSMENT

The student will be assessed in their Psychiatry rotation in six areas.

| | Assessment Type | Weight |
|-------|--------------------------------------|------------|
| 1 | Clinical Summative Assessment (ITAR) | 50% |
| 2 | NBME Exam | 35% |
| 3 | In House MCQ Exam (midpoint) | 15% |
| 4 | 6.2 Logs | Completion |
| 5 | EPAs | Completion |
| 6 | Critical Appraisal Assignment | Completion |
| Total | | 100% |

Clinical Summative Assessment: The clinical assessments completed by supervisors will be compiled by the site coordinator using their academic judgment based on both numeric marks and qualitative comments to complete a final Summative Assessment (ITAR). This will contribute to 50% of the mark.

Note: In addition to achieving a cumulative average of 70% in order to pass the rotation, students must also pass/successfully complete all assessment types, with the exception of the in house MCQ exam. Students are not required to pass the in house MCQ exam, but the mark will still contribute to the cumulative average for the rotation.

A student will be deemed to have failed the rotation for **any** of the following:

1. A failure of clinical performance as indicated by any of the following:
 - Assessments of professionalism below “Meets Expectations” on the summative ITAR.
 - Failure to achieve a minimum of “Meets Expectations” on all categories for the final Summative Assessment (ITAR).
2. A failure of the NBME - Please see the Course Assessment Policy for further information.
3. Failure to complete the 6.2 logs. Completion of 6.2 logs is required to pass each rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete. 6.2 log must be completed within one (1) week of the end of the rotation.
4. Failure to complete 6.2 alternative experiences – Clerks should contact the specific departmental clerk coordinator if deficiencies are present in the 6.2 log for assignment of alternative experiences. Clerks will be expected to complete the alternative experiences within a reasonable time frame.
5. Failure to complete the mid rotation in-house MCQ exam. Clerks are not required to pass this exam and a supplemental assessment will not be offered; however, clerks are required to write the exam and failure to do so may result in failure of the rotation. Although clerks are not required to pass the in house exam, the grade achieved will still contribute to the cumulative average for the rotation
6. Failure to successfully complete the critical appraisal assignment. A numeric mark is not assigned to this assignment as it is pass/fail; however, students must achieve a “pass” on this assignment in order to pass the rotation.
7. Failure to obtain the required number of EPA observations. EPAs are a required component of the Psychiatry rotation. Clerks are not required to be “entrustable”, but must achieve the required number of observations. Failure to do so will result in an incomplete rotation until the required EPAs can be completed.

8. A failure to achieve a cumulative mark of at least 70% on the rotation. The cumulative average will be based on:
 - The Clinical Summative Assessment (ITAR) grade
 - The NBME grade
 - The In House MCQ exam grade
9. A maximum of one remediation attempt on any rotation component will be offered. If a student fails a supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site departmental Clerk coordinator, and a site Coordinator from a different discipline will meet to determine a course of action, which may include either (1) a supplemental assessment, or (2) a FAILED rotation.

Entrustable Professional Activities (EPAs)

Completion of appropriate EPAs are required for this rotation. A minimum of 14 EPA observations from EPAs 1-6 are required. Students must complete four observations of EPA 1 with the remainder chosen from EPA 2 through 6 with a minimum of two EPAs in each category up to a minimum of 14 EPAs. Observations for EPAs 7 through 12 can be obtained, but will not count towards the minimum total of fourteen observations.

As EPAs are an excellent source of feedback, students are encouraged but not required to complete additional EPAs, including EPAs 7-12, which will be listed on the UGME EPA app.

Mid Rotation MCQ Exam

An in-house Psychiatry MCQ exam will be administered on the third Friday of the rotation. Clerks who are away that day will be required to write the exam on an alternate date.

NBME Exam

The National Board of Medical Examiners (NBME) exam will be administered on the final Thursday or Friday of the rotation, unless otherwise specified.

NBME Preparation

The NBME is an American-based exam and the domains assessed vary somewhat from our curriculum. Therefore, there may be some content on the exam that is not directly covered during the clerkship rotation. In order to ensure success on the exam, it is important to review the topics covered on the exam. A general breakdown of the topics covered on the exam can be found on the NBME website.

Written Exam

Clerks must achieve a minimum of 70% on the written exam. On rotations where the written exam is the NBME the pass mark on the NBME is set at a 60%; NO exceptions. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made in order to allow the NBME to count towards the rotations grade. If a Clerk has a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation.

Clinical Summative Assessment (ITAR)

The student will be assessed in their rotation on Psychiatry (both adult and child) in terms of their ability to relate to, and work with patients. Factors that will go into this assessment will be write-ups of the patient, plus the development of tentative treatment plans. In addition, their assessment will consist of their ability to work on a ward setting and to take part in a treatment team. The ability to function in the emergency call setting will also be taken into account.

Critical Appraisal Assignment

During the 6-week rotation clerks are expected to complete a critical appraisal assignment on a scholarly article related to psychiatry. These assignments will be evaluated to assess the student's critical appraisal skills. Clerks must choose one article for critical appraisal from a list of articles that will be provided at the start of the rotation. **The assignment will be due on the *fourth Friday* of the rotation.**

If a student fails the critical appraisal assignment, they will receive feedback from the Rotation Coordinator and will be given an opportunity to resubmit the assignment. The rotation will be considered incomplete until the supplemental assessment is completed to an acceptable level. The supplemental assessment must be completed by the agreed upon date, or this may constitute a rotation failure.

Mid-Rotation (Formative) Assessments

Saskatoon, Regina, and Prince Albert: A mid-term assessment for the student will occur on or before the fourth Friday of the rotation. This assessment will not count towards the final assessment, but will give feedback to the student as to how he or she is doing at that time.

SURGERY

MODULE CONTACTS

Rotation Coordinators

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RGH

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VGH 420

Duration: 6 weeks consisting of:
4 weeks of general surgery (or general surgery subspecialty)
2 weeks of orthopedic surgery

REGINA STUDENTS: Students are responsible for contacting the Pasqua Surgeons and the Orthopedic Surgeons the week prior to the beginning of that assigned week in order to confirm a start time and meeting location. Contact information for the surgeons can be found on One45.

Call: Maximum 1-in-4
The amount of call will depend on the number of learners and site specific preferences.

Vacation/Educational Leave: Vacation will not be granted during the Surgery rotation, given the modular structure of the rotation. Educational leave will be granted on a case by case basis, at the discretion of the Rotation Coordinator at your site.

CORE PRESENTATIONS AND CONDITIONS

Core Surgical Presentations (List 1)

Mass: Neck/Thyroid Mass, Breast Lump (including Nipple Discharge), Abdominal Mass (Intra-Abdominal and Abdominal Wall, including Groin), Scrotal Mass, Rectal/Prostatic Mass, Lymphadenopathy

Pain (Acute and Chronic): Abdominal pain and/or distension, scrotal pain, joint pain, upper and lower limb pain

Blood: Epistaxis, Hemoptysis, Upper and/or Lower Gastrointestinal Bleed, Hematuria

Trauma: Head, Chest, Abdominal, Pelvic (including Genitourinary), and Limb Injury, Burns

Other: Dysphagia/Odynophagia, Jaundice, Urinary Obstruction, Shock

Core Surgical Conditions (List 2)

ENT: Foreign Body of Nose or Ear, Tonsillitis, Epistaxis, Serous Otitis, Thyroid Cancer/Mass

Breast: Benign Masses (Fibroadenoma, Fibrocystic Changes, Abscess), Malignant Masses

Respiratory: Solitary Pulmonary Nodule, Pleural Effusion (Malignant and Empyema), Pneumothorax (Spontaneous, Traumatic, Iatrogenic)

Vascular: Aortic Dissection, Aortic Aneurysm, Varicose Veins, Occlusive Peripheral Vascular Disease

Gastrointestinal: Acute Abdomen (including Appendicitis/Diverticulitis/GI Tract Perforation), Bowel Obstruction, Esophageal Obstruction, GERD/Gastritis/Peptic Ulcer Disease, Duodenal Ulcer, Mesenteric Ischemia, Biliary Colic/Cholelithiasis/Cholecystitis/Cholangitis, Liver Masses (Benign vs. Malignant), Pancreatitis, Colorectal Carcinoma, Colitis (including Toxic Megacolon), Inflammatory Bowel Disease, Anorectal Diseases (Anal Fissure, Anorectal Abscess/Fistula, Hemorrhoids), Pilonidal Disease, Hernias (Inguinal, Femoral, Umbilical, Incisional)

Skin/Soft Tissue: Necrotizing Soft Tissue Infections, Skin Cancer, Benign Skin Lesions (Nevus, Verrucae, Epidermal Inclusion Cysts, Lipoma)

Genitourinary: Hematuria (Benign and Malignant Causes), BPH, Renal Colic, Prostate Cancer, UTI, Scrotal Masses (Hydrocele, Spermatocele, Varicocele), Scrotal Pain (Torsion, Epididymitis/Orchitis)

Musculoskeletal: Fractures (open and closed), Dislocations, Subluxations, Compartment Syndrome, Septic Joint, Osteoarthritis, Sport-Related Injuries

Neurological: Cerebral Neoplasms, CNS Infections (Meningitis and Abscess), Primary Impact Injury (concussion to profound coma), Epidural Hematoma, Subdural Hematoma, Subarachnoid Hemorrhage, Spinal Cord Injury, Peripheral Nerve Injury/Entrapment (Carpal Tunnel Syndrome)

ROTATION OBJECTIVES

By the end of the surgery rotation the clerk will:

Medical Expert

1. Perform an appropriate and focused observed patient and family-centered history for patients with a core surgical presentation (see list 1).
2. Perform an appropriate and focused observed patient-centered physical examination for patients with a core surgical presentation (see list 1).
3. Provide a diagnostic work-up for patients with a core surgical presentation (see list 1).
4. Interpret relevant diagnostic tests in the evaluation of patients with a core surgical presentation (see list 1).
5. Synthesize clinical and laboratory/diagnostic data to arrive at a differential diagnosis for all the core surgical presentation (see list 1).
6. Develop appropriate plans for the management of patients with the core surgical conditions (see list 2).
7. List the indications for referral for surgical conditions (see List 2).
8. Discuss the pathophysiology, epidemiology, natural history and prognosis of the core surgical conditions (see list 2).
9. Identify patients with life-threatening conditions.
10. Manage the results of common pre-operative laboratory investigations prior to surgery.
11. Demonstrate and apply knowledge of the significance and need for venous thromboembolism prophylaxis, antibiotic prophylaxis, fasting guidelines.
12. Manage the fluid and electrolyte needs of surgical patients with the following conditions such as: dehydration, fluid overload, hyperkalemia, hypokalemia, hypercalcemia, hyperglycemia and hypoglycemia.
13. Perform the diagnostic work-up for common post-operative conditions/complications, such as: fever, wound infections/problems, delirium, shortness of breath, chest pain and venothromboembolism.
14. Perform the initial management for common post-operative conditions/complications, such as: fever, wound infections/problems, delirium, shortness of breath, chest pain and venothromboembolism.
15. Perform proper scrubbing, gowning and gloving.
16. Perform aseptic technique and maintain sterility during the performance or assistance of surgical procedures.

17. Demonstrate a basic facility in the use of common surgical instruments (forceps, scissors, scalpel, retractor, needle driver, electrocautery).
18. Administer appropriate local anaesthetic for procedures (when appropriate).
19. List the contraindications and toxicities of local anaesthetics.
20. Perform (under supervision) the following procedures:
 - I. Foley Catheter Insertion (male and female)
 - II. Nasogastric Tube Insertion
 - III. Suture a Simple Wound
 - IV. Removal of Sutures or Staples in Skin
 - V. Safe Application and Removal of a Splint or Cast

Communicator

1. Maintain clear, accurate, and appropriate records of clinical encounters.
2. Present clinical encounters/patient presentations effectively including differential diagnoses, management plans and disposition.
3. Communicate in a language easily understood by patients and family members.
4. Communicate in a culturally competent and sensitive manner.
5. Participate in obtaining informed consent.

Collaborator

1. Collaborate with members of the health care team to provide safe, comprehensive care for patients.
2. Recognize and respect the diversity of roles of all members of the interdisciplinary team and their respective expertise.

Leader

1. Manage workload effectively.
2. Identify and address potential barriers to efficient and safe workflow.

Health Advocate

1. Recognize cultural and socio-economic issues that impact patient and population health.
2. Identify vulnerable individuals/populations and develop plans for care that are sensitive to their needs.

Scholar

1. Practice evidence informed medicine.
2. Identify and utilize appropriate evidenced based resources and critical appraisal strategies in self-directed learning.
3. Participate in the education of patients, family members and other health care team members in a respectful manner.
4. Describe the principles of quality improvement and how they relate to patient care and safety.
5. Develop specific, appropriate objectives for subsequent shifts based on personal reflection or preceptor feedback.

Professional

1. Demonstrate insight into one's own limitations and identify and access resources to promote ongoing learning and personal wellness.
2. Demonstrate application of ethical principles in the clinical decision-making process, including maintaining patient confidentiality, privacy and autonomy.
3. Provide culturally safe and respectful care to all patients, including Indigenous populations.
4. Demonstrate appropriate professionalism skills such as: respect for patients and health team personnel, honesty, integrity, altruism, appropriate boundaries, responsibility, timeliness, and striving for personal balance.
5. Project a professional image in dress, manner, speech and interpersonal relationships that is consistent with the expectations for a physician.
6. Recognize and be sensitive to self-limitations and biases; ensure that these do not intrude on patient care.
7. Follow up on patients regularly and review investigations in a timely manner to provide safe, competent care.

ORIENTATION

There will be a **MANDATORY** orientation session the first day of the student's Surgery rotation. It is important that students attend, as schedules and other site-specific information about the rotation will be provided. Given that we are a multisite distributed College, there may be slight differences in the organization and logistics of the rotation between sites and this will be discussed at the orientation session.

Clerkship Duties/Expectations

The student will be a full member of a surgical team involved in the care of patients. The team will include an attending surgeon and, in some cases, one or more residents at varying levels of postgraduate training and other surgery clerks. At the start of the rotation the supervising faculty and residents will orient the student to the team and the ward. The elements of being a full team member include the following tasks:

- ❏ Performing admission history and physical examinations
- ❏ Developing a differential and provisional diagnosis and a plan for the presenting problems
- ❏ Documenting the history, physical examination, impression, and plan in the medical record
- ❏ Presenting (orally) the findings to the resident and/or attending surgeon
- ❏ Actively participate in rounding with the team
- ❏ Assessing the patients' clinical progress daily and when problems occur
- ❏ Documenting patient events with regular progress notes in the medical record
- ❏ Communicating with others involved in the care of the team's patients,
- ❏ Gathering and reviewing relevant data, including laboratory and radiological data.
- ❏ Facilitating patient discharges, including dictating or completing discharge letters/forms

During the rotation, there will be times when a schedule has been created to ensure that students achieve a good mix of experiences. When a schedule has been provided, the priority is for the student to attend the scheduled clinics/ambulatory care/endoscopy and the operating room and excessive in-patient responsibilities should not interfere with this. It is important to communicate with the team about any scheduled activities and to inquire about clinical expectations prior to and after the scheduled activity.

The focus of surgical clerkship is to provide hands-on experience but not at the cost of patient safety. Students **should not** individually perform procedures that they are not comfortable performing and **should** be supervised while performing procedures that they are learning. If a student has concerns regarding the learning environment pertaining to the acquisition of safe procedural skills, they should contact their rotation coordinator.

How to do well on the Surgery Rotation

Surgery clerks will do well if they follow the three "A"s:

1. Available

- a. Surgery clerks should be available during the workday and on-call and should ensure all involved (attending, resident, administrators) know where they are when they are unavailable.
- b. Unexplained absences are not acceptable and will negatively impact your learning and clinical evaluations.

2. Affable

- a. Surgery clerks are expected to work well with all members of the health care team by being respectful, courteous, and professional.

3. Able

- a. Surgery clerks should come prepared for their clinical duties by taking initiative to read around patient cases, review the relevant anatomy and procedural details prior to surgery and creating a study plan in order to obtain mastery of the core knowledge objectives.
- b. Surgery clerks that show interest and enthusiasm in their learning will get much more out of the rotation compared to learners that do not.
- c. Evidence of independent learning will impress the residents and faculty and will help with successfully completing course assignments, examinations and the MCCQE examination.

CALL

Being on-call is an essential component of learning in surgery. This is when acutely ill patients are often first encountered and when inpatients develop problems that require prompt attention. Being the first one to assess these patients is a valuable learning experience that builds clinical autonomy and confidence. Being on call is often a time when surgery clerks receive specific and timely teaching and feedback from supervising residents and surgeons.

- ❖ Call is limited to a maximum of every fourth night.
- ❖ It is the responsibility of the surgery clerk to contact the resident or attending on call to discuss expectations for the call.
- ❖ Surgery clerks should attend all educational seminars the next day.
- ❖ For overnight call, surgery clerks should be excused from duty after appropriate hand over of patients has been accomplished (no later than noon).
- ❖ For call that ends at 23:00, surgery clerks are expected to attend normal clinical duties for the entire day following their call.
- ❖ Surgery clerks will not be on call the night before an examination.

TEACHING SESSIONS

Surgery clerks are excused from their clinical duties to attend scheduled teaching sessions (academic half day and morning teaching seminars, etc.), but are responsible for informing their team members ahead of time when they will be away at teaching sessions. Surgery clerks should sign out to another team member so that they will not be disturbed during their teaching sessions.

A schedule of formal teaching rounds will be provided to each student at the beginning of his or her surgery rotation and these sessions are **MANDATORY**.

RESOURCES

The following four textbooks are recommended as primary resources:

Klingensmith ME, Vemuri C, Oluwadamilola MF, Robertson JO et al.: *The Washington Manual of Surgery* (7th Ed.). Philadelphia, PA, Wolters Kluwer, 2016.

Lawrence PF: *Essentials of General Surgery* (5th Ed.). Baltimore, MD: Lippincott Williams & Wilkins, 2012.

Townsend CM, Beauchamp RD, Evers BM, Mattox KL: *Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice* (19th Ed.). Philadelphia, PA, Elsevier, 2012.

Sheth, Neil and J Lonner. *Gowned and Gloved Orthopedics: Introduction to Common Procedures*. Philadelphia, PA, Saunders Elsevier (1st Ed), 2009

The following musculoskeletal physical examination videos will serve as resources for the Orthopedic Surgery component of your rotation. These should be watched prior to, or at the beginning of, your Orthopedic Surgery rotation. They are posted to Canvas.

Hip examination with Dr. Lutz

Knee examination with Dr. Buchko

Shoulder examination with Dr. Sauder

Spine examination with Dr. Spiess

Pediatric MSK examination with Drs. Dzus and Mortimer

Basic hand examination with Dr. Thomson

Many students have found the following resources useful when studying for the National Board of Medical Examiner's Surgery Examination:

C. Pestana. *Dr. Pestana's Notes Surgery Notes* (2nd Ed.). New York, NY: Kaplan Medical, 2013.

E. Toy, T. Liu, and A. Campbell. *Case Files Surgery* (4th Ed.). Chicago, IL: McGraw Hill, 2012.

L.S. Kao and T. Lee. *Pre-test Surgery* (13th Ed.). Chicago, IL: McGraw Hill, 2012.

L.H. Blackbourne. *Surgical Recall* (6th Ed.). Philadelphia, PA: Lippincott Williams & Wilkins, 2012.

B.E. Jarrell BE and S.M. Kavic. *NMS Surgery* (6th Ed.). Philadelphia, PA: Wolters Kluwer, 2015.

NBME Preparation

The NBME is an American-based exam and the domains assessed vary somewhat from our curriculum. Therefore, there may be some content on the exam that is not directly covered during the clerkship rotation. In order to ensure success on the exam, it is important to review the topics covered on the exam. A general breakdown of the topics covered on the exam can be found on the NBME website (https://www.nbme.org/Schools/Subject-Exams/Subjects/clinicalsci_surg.html)

In addition to the core surgical conditions and presentations listed in the syllabus the exam frequently includes questions on the following topics:

- Gynecology (excluding Obstetrics)
- Critical Care/ Trauma
- Electrolytes, fluids and acid/base disorders
- Neurosurgery (especially trauma and tumors)
- Cardiac and Vascular Surgery (including congenital heart disorders)

An exhaustive review of these topics is not necessary but you should be familiar with the common and severe conditions. Toronto Notes, Lange Current Diagnosis & Treatment, preclerkship lecture notes and the above listed resources are good brief texts to review these topics.

STUDENT ASSESSMENT

The Surgery grade breakdown is as follows:

| Assessment Type | Weight |
|---|------------|
| General Surgery Clinical Assessment | 27% |
| Orthopedic Surgery Clinical Assessment | 13% |
| NBME | 20% |
| Oral exam | 15% |
| Webinar Quizzes | 10% |
| Oral Presentation | 10% |
| Orthopedic Surgery Written Submission | 5% |
| 6.2 logs, alternate experiences, EPAs, MCQ Practice Exam | Completion |

In order for education to be meaningful, students deserve to receive timely, specific feedback from all supervisors with whom they have interacted, including their attending physicians, resident supervisors, and site coordinators. Students will receive feedback on a regular basis and areas for improvement may be identified with the chance to work on these throughout the rotation.

Surgery clerks will be provided structured feedback at both the midway point and at the end of the rotation, based on observations and feedback from residents and attending surgeons.

The final assessment and pass criteria for Surgery includes all of the following:

1. Attain a cumulative average of 70% or greater across the rotation.
2. Attain the passing mark on each course component. *Note not all course components have a passing mark of 70%
3. Complete all required components.

The following criteria are required to pass the rotation:

1. **Clinical Performance Assessment:**

The student must have at least three clinical performance assessment forms completed (at least one of these from an orthopedic surgeon) AND must have a calculated score of at least 70% on each assessment

2. **Written Examination:**

Written during the last week of the rotation. Clerks must achieve a minimum of 70% on the written exam. On rotations where the written exam is the NBME, the pass mark on the NBME is externally set at a 60%. As all other pass marks within rotations are set at 70%, a student's actual NBME mark will be adjusted upon successful completion of the NBME to reflect the 70% pass condition specified within the rotation. This adjustment will be made in order to allow the NBME to count towards the rotations grade. Should a student be unsuccessful on their first attempt, they will be offered a second attempt three weeks later. If a Clerk has

a score of less than 70% he or she may be offered an opportunity to remediate and write a supplemental exam, however this is contingent on overall performance in the other components. If a Clerk is performing poorly overall, he or she may NOT be offered an opportunity to remediate and may be required to repeat a portion of/all of the rotation. A meeting with a subcommittee consisting of the Clerkship Chair, the Rotation Director, the Academic Support Specialist, and a Rotation Coordinator from another discipline may be convened in this circumstance to make decisions regarding remediation. The Academic Support team may be invited to attend.

A written multiple-choice examination will take place prior to the NBME examination for all Clerks on their surgery rotation. This will not make up part of the summative evaluation, but will act as a formative assessment and practice for the NBME examination. This examination must be completed by all clerks in order to pass the rotation. The Academic Support team may be invited to attend.

3. Oral Examination:

The oral examination involves standardized case scenarios with a focus on general surgery topics. This examination is graded using a rubric. Please note that the oral examination may be booked prior to the end of the rotation if the general surgery portion of the rotation is completed earlier.

The following are required to pass the oral examination:

- A grade of 60% or greater.
- If the initial score is less than 60%, the student must meet with the Rotation Coordinator and will then be scheduled to attempt another oral examination

1. A score of 60% or higher on the supplemental oral exam is required to pass the rotation.

4. Oral Presentation (surgery seminar):

Surgery clerks will prepare and deliver an oral presentation on an assigned topic with learning objectives. The schedule for the surgery seminars will be provided prior to or at the orientation. These will be graded using a rubric. To pass this component, a grade of 60% or greater is required.

5. Orthopedic Surgery Written Submission and Reflection:

The surgery clerk will be required to write up a fracture case based on the initial patient assessment, radiographic interpretation, steps in management of the patient, operative and post-operative course. The student will also personally reflect on this clinical encounter. This write up will be graded using a rubric. To pass this component, the submission must be made within one week of completing the orthopedic component of the course and a grade of 60% or greater is required. Please refer to UGME Assignment Submission Policy for more information.

6. Surgery Webinars:

To pass this component, all webinar quizzes must be completed by the end of the rotation and the average grade amongst all quizzes must be 60% or greater. Inability to complete all quizzes prior to the end of the rotation will result in a mark of zero for this component and a meeting with the Rotation Coordinator to determine the next course of action.

7. 6.2 Logs:

All elements on the 6.2 log must be completed to pass the rotation, within one week of the end of the rotation. Failure to do so will result in an incomplete rotation until alternative experiences are complete. Timely completion of alternative experiences is expected within 30 days after the rotation and Clerks should contact their specific site coordinator if deficiencies are present in the 6.2 log on the last week of the rotation for assignment of alternative learning experience.

8. Entrustable Professional Activity (EPAs):

Students must complete four EPA 1 and two each of EPA 2 - 6 for a total of 14 EPAs over the 6 weeks of the surgery rotation. The student should attempt to obtain at least two EPAs per week of the rotation. EPAs should be submitted through the UGME EPA app. Completion of these EPAs is a mandatory component of the rotation. Failure to complete these EPAs will result in a letter of unprofessional conduct being placed on your file. Narratives from the EPAs will be included in your final summative ITER.

Please note that a maximum of one remediation on any rotation component will be offered. If a student fails a supplemental assessment, a sub-committee consisting of the Clerkship Chair (or designate), the site coordinator/director, and a site coordinator from a different discipline will meet to determine a course of action, which may include either (1) an additional supplemental assessment, or (2) a failed rotation.

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 [UGME Policies](#) page and the Student Information Guide and Clerkship Information Guide for the following policies:

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

All due dates or timelines for assignment submission are published in the student course 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 Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

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

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

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the module/course directors and/or year chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME procedures for concerns with medical student professional behavior.

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether 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 UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses

Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

REQUIRED VIDEO USE:

At times in this course you may be required to have your video on during video conferencing sessions, 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 and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). 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)

Although learning in a remote context is different, 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.

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Prepare for Integrity

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g.,

notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

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, check

<https://students.usask.ca/health/centres/access-equity-services.php> 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 OSA.

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 (Saskatoon), Edith Conacher at edith.conacher@usask.ca or (306) 966-4751

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

Administrative Assistant, (Saskatoon) Kacia Whilby at kacia.whilby@usask.ca or 306-966-7331

COM Student Affairs Coordinator (Regina), Lisa Persaud at lisa.persaud@saskhealthauthority.ca or 306-766-0620

Student Affairs Director, Dr. Nicole Fahlman (Regina) at nicole.fahlman@usask.ca or 306-209-0142

Student Affairs Director, Dr. Tiann O'Carroll (Regina) at tiann.ocaroll@usask.ca or 306-529-0777

OSA Associate Michelle Grove at michelle.grove@saskhealthauthority.ca or (306) 766-0553

COM Student Affairs Director (Prince Albert) Dr. Dale Ardell at drardellpc@sasktel.net or 306-763-8888

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>
[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)
Remote learning tutorial https://libguides.usask.ca/remote_learning
Study skills materials for online learning <https://libguides.usask.ca/studyskills>
A guide on netiquette, principles to guide respectful online learning interactions
<https://teaching.usask.ca/remote-teaching/netiquette.php>

TEACHING, LEARNING AND STUDENT EXPERIENCE

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

FINANCIAL SUPPORT

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

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.

INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE

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

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://students.usask.ca/remote-learning/tech-requirements.php>.

Remember, there are [many supports available](#) to help you thrive in the remote learning context.