



# Clinical Skills IV

**MEDC 223.8**  
**Year 2 Term 2**

**COURSE SYLLABUS**

**2023-2024**



UNIVERSITY OF SASKATCHEWAN  
**College of Medicine**  
MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

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

## Clinical Skills IV – Course Overview

### COURSE DESCRIPTION

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

The course will include the following components, **Focused Interview and Physical Examination Sessions (FIPE)**, **Discipline-Specific Patient Encounter Sessions (DSPE)** in Family Medicine, Pediatrics, Geriatrics, Female Reproductive Health, Nephrology, Urology, the Sensitive Exams, **Advanced Communication Skills** and **Skills for Interprofessional Education**. When appropriate and possible, sessions will be organized around content students are learning in other courses.

Completion of this course will help you attain elements of your overall undergraduate program objectives ([Program Learning Objectives](#)).

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

### OVERALL COURSE OBJECTIVES

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

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

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

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

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

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

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine 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: <https://teaching.usask.ca/about/policies/learning-charter.php>

## COURSE CONTACTS

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

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

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

Administrative Coordinator Saskatoon: Tamara Hominuke – [tamara.hominuke@usask.ca](mailto:tamara.hominuke@usask.ca) – (306) 966-6946

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

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

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

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

## COURSE SCHEDULE

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

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

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

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

## INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned for their own progress in meeting the broad objectives for the medical program. **Sessions require prior preparation**, and it is the student's responsibility to adequately prepare. **Lack of preparation may result in being unable to effectively participate in learning activities and may influence your assessment.**

## COURSE DELIVERY

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

Students will learn through a variety of methods, including:

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

## COURSE MATERIALS

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

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

## RESOURCES

1. **Required Textbook:** Bates Guide to Physical Examination and History Taking 12<sup>th</sup> Edition, Lippincott Williams & Wilkins, 2016.
2. Bates' Visual Guide to Physical Examination. Available online under Health Sciences Library at: <http://library.usask.ca/hsl>
3. Other Reading:
  - **The Edmonton Manual: Approach to the OSCE 7<sup>th</sup> Edition, Editors-in-chief Turner and Raghuram, 2021 (Strongly Recommended)**
  - Clinical Examination: A systematic guide to the physical diagnosis 8<sup>th</sup> Edition, N.J. Talley, S. O'Connor.

Textbooks are available online from the University of Saskatchewan Bookstore:

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

The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available <https://first-line.org/sha/>

The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. [Firstline - Microbial Pursuit](#)

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

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

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

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

## REQUIRED MEDICAL INSTRUMENTS

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

- stethoscope
- flexible tape measure

- reflex hammer (Queen’s Square preferred)
- Centimeter ruler
- pen light
- lab coat \*
- watch with second hand or digital second display

\*Lab coats can be purchased at:

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

**\*\*\*Students should be prepared to wear lab coats at all clinical sessions\*\*\***

### RECOMMENDED MEDICAL INSTRUMENTS

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

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

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

### CLINICAL LEARNING

#### Saskatoon Site:

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

#### Regina Site:

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

**\*Access to clinical learning spaces in Saskatoon and Regina outside of class time is dependent on when space is available and physical distancing regulations from Public Health.**

### FEEDBACK ON STUDENT PERFORMANCE

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

Clinical Skills courses are the practice arenas to develop and hone your medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and

peer feedback are all part of this course. Course tutors will provide you with a variety of formal and informal, verbal and written feedback throughout your clinical sessions. You will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. You should also be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – you will receive formal and informal feedback throughout each module, but do not discount the value of oral feedback and comments.

### **PROFESSIONALISM**

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

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

## COURSE ASSESSMENT OVERVIEW

| Module   | In-Module Assessments<br><small>*Note pass mark is 70% for all components<br/>*Must meet expectations for professionalism for all sessions</small> | Due Date/ Session Title<br><small><sup>1</sup> 7 Days following session<br/><sup>2</sup> Completed by tutor following session</small>      | Module Weight  | Course Weight |
|--|--|--|--|---------------|
| <b>Focused Interview and Physical Exam Sessions (FIPE)</b>                     | Review Session:<br>Assessment during session<br>Long Case Write-Up   | Formative<br>FIPE Review Session1  | n/a<br>20%   | 30%           |
|  | Multisystem Complex Care (MSCC) History & Physical Exam Sessions<br>MSCC Direct Performance Assessment<br>MSCC Case Write-Up                       | Formative<br>MSCC Clinical Cases <sup>2</sup><br>MSCC Clinical Cases <sup>1</sup>  | n/a<br>10%<br>10%  |               |
|  | Female Repro Direct Performance Assessment<br>Female Repro Direct Performance Assessment<br>Female Repro Clinical Cases                            | Female Repro Sessions <sup>2</sup><br><br>Female Repro FIPE Cases <sup>2</sup><br>Formative  | 10%<br>15%<br><br>n/a  |               |
|  | Nephrology SIM Session<br>Nephrology Clinical Cases  | Formative<br>Formative   | n/a<br>n/a   |               |
|  | Ultrasound Enhanced Clinical Exam  | Formative  | n/a  |               |
|  | Mini OSCE  | April 18, 2024   | 35%  |               |
|  | <b>Advanced Comm Skills IV (ACS)</b>   | Feedback Assignment<br>Video Assignment<br>Direct Performance Assessment<br><br>Mini OSCE/Summative OSCE Advanced Communication Components | First Comm Skills Interview <sup>1</sup><br>Second Comm Skills Interview <sup>1</sup><br>Formative |               |
| <b>Skills for Interprofessional Education (SITE)</b>                           | Written Assignment   | P/F<br>Due February 2, 2024  |  |               |
| <b>Discipline Specific Patient Encounter (DSPE)</b><br><br>module is pass/fail | Pediatrics Direct Performance Assessment<br>Newborn Session Direct Performance Assessment  | Peds Review Session <sup>2</sup><br><br>Peds Newborn Session <sup>2</sup>  | P/F<br><br>P/F   | P/F           |
|  | Urology Session<br>Nephrology Session  | Formative<br>Formative   | n/a<br>n/a   |               |
|  | Sensitive Exam Teaching Associates Female<br>Sensitive Exam Teaching Associates Male   | Formative<br>Formative   | n/a<br>n/a   |               |
|  | Family Med SOAP Note<br>Family Med Clinical Question<br>Family Med Direct Performance Assessments (2)  | First FM Session <sup>1</sup><br>First FM Session <sup>1</sup><br>First and Second FM Sessions <sup>2</sup>                                | P/F<br>P/F<br>P/F  |               |
|  | Geriatrics Experience  | Formative  | n/a  |               |
| <b>OSCE</b>  | Summative OSCE: Content covered CSI - CSIV   | May 6, 2024<br>Supplemental, if required, June 18, 2024  | 100%   | 50%           |



## OSCE NOTES

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

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

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

## WRITTEN COURSE ASSESSMENT COMPONENTS

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

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

## EXAM PROCTORING

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

## RUBRICS

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

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

### Completion:

In order to successfully complete the Clinical Skills IV course, students must successfully complete the three course **pillars** as outlined below:

1. **OSCE:** Successful completion of the OSCE, with a pass determined by criterion referenced standard setting.
  - Failure of the OSCE will be deemed as a failure of 1 course pillar.
2. **Course Modules:** Successful completion of all course modules as outlined in the assessment overview.
  - Students must achieve a pass mark of 70% in **each** of the two course **modules** (FIPE and Advanced Communication Skills) **as well as** achieving a PASS in a minimum of **four** DSPE summative assessments.
  - Students must achieve a PASS in the FIPE module.
  - Failure of any **one** course module will be deemed a failure of 1 course pillar. More than one module failure will be counted as failure of the equivalent number of course pillars.

3. **In-Module Assessments:** In the event that a student fails **3 or more** individual **summative** assessments *within or across all modules*, including P/F assessments, this will be treated as equivalent to a failure of a course pillar. Assessments contributing to an already failed course module do not contribute towards this total.

Students may fail up to 2 in-module assessments if the requirements to successfully complete the module(s) are met.

The Advanced Communication (ACS) mini-OSCE/OSCE stations are collated, averaged, and considered as a single assessment.

If required, one individual course pillar may be remediated once under the conditions stated below in order to complete the course requirements for passing.

### Remediation:

1. In the event of a failure of any **one** of the above course pillars, a student may be offered remediation and supplemental assessment at the **end of the term**. Failure of **more than one** course pillar will result in an automatic failure of the course with no remediation offered.
2. At the point that a failure of a course pillar is identified, a student will meet with the Module/Course Director and/or Year Chair in consultation with the Academic Support Team to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional assignments, assigned readings, and meetings with the module director and/or other mentors.  
  
\* When failure of a course pillar is identified after the final examination period, the implications of this failure will be adjudicated at the Year 2 Promotions Committee, and a final decision whether to grant remediation/supplemental work will be determined by the Student Academic Management Committee.
3. After completion of remediation, a supplemental assessment will be offered at the end of the term. The Course Director retains the right to determine the specific type of supplemental assessment, which may be in a different format than the original assessment.
4. Failure of a supplemental assessment will be deemed as a failure of a second course pillar resulting in automatic failure of the course.
5. A maximum of 1 course pillar remediation and supplemental assessment will be offered for the course. Where the in-module assessment component (course pillar #3) needs to be remediated, this will require remediation of each assignment/assessment separately, but still shall be considered the remediation of one course pillar for the purposes of this policy. Successful completion of remediation and supplemental assessment will result in a minimum pass grade for that component.
6. If remediation of any part of this course, including but not limited to: clinical experiences, assignments, written exams or OSCEs is required, students must be available at an appropriate site **until the end of June** to complete the remediation process. It is strongly recommended that any travel be carefully planned with this in mind, including researching cancellation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case-by-case basis by the Year Chair, Program Manager of UGME, and the Director Academic UGME. Exceptions to this policy will be rare and granted under only very special circumstances.

7. There will only be a single site supplemental OSCE. The supplemental OSCE will either be in Saskatoon or Regina and students will be expected to travel to whichever site is chosen.

### **COURSE FAILURE**

Students who fail two or more of the above course pillars will be considered unsuccessful in the Clinical Skills IV course and will NOT be offered additional remediation or supplemental assessment. This includes failure of a supplemental assessment.

Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct.

**Students not promoted as a result of failure of this course will receive an “F” on their transcripts for the relevant course.**

Further decisions regarding academic outcomes will be adjudicated by the Year 2 Term II Promotions Committee and the Student Academic Management Committee.

### **ATTENDANCE**

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

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

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

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

#### **How is attendance documented?**

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

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

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

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

#### **What are the implications of being absent?**

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

Students should be aware that professionalism is being assessed in every Clinical Skills session. Lateness or absences without appropriate notification/approval will likely result in low performance grading for professional behavior and may result in an informal discussion with documentation or completions of a professionalism report (see [Procedures for Concerns with Medical Student Professional Behaviour](#)). Unapproved absences may result in failure of a module or the entire course.

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

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

If the tutor does not arrive for a scheduled session:

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

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

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Revised advanced communication skills assessments including new mini-OSCE communication stations during the term.
2. Removal of written final exam for the purpose of refocusing assessment towards clinical performance.
3. Revised DSPE module with a focus on real patient encounters.
4. Revised assessment of DSPE module given the varied student experience.

## COURSE MODULES

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

## Focused Interview & Physical Exam

### Focused Interview & Physical Exam Sessions

### MODULE CONTACTS

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

Senior Coordinator Saskatoon: Tamara Hominuke- [tamara.hominuke@usask.ca](mailto:tamara.hominuke@usask.ca) - (306)-966-6946

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

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

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

### MODULE DESCRIPTION

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

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

### MODULE OBJECTIVES

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

1. Demonstrate an appropriate patient-centered focused history for Female Reproductive Health, Nephrology, Urology, Multisystem Complex Care and previously introduced systems.
2. Demonstrate specific physical examination techniques relevant to the Female Reproductive Health, Nephrology, Urology and Multisystem Complex Care assessments, along with previously introduced skills of examination in Clinical Skills I-III.
3. Identify aspects of the history and physical exam findings that might be expected in some common Female Reproductive, Nephrology/Urology and Multisystem Complex Care presentations.
4. Utilize effective patient centered communication skills during data gathering and information sharing.
5. Propose management plans, including any appropriate initial investigations and/or treatment for common clinical presentations.
6. Generate differential diagnoses for common clinical presentations.
7. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptors.
8. Write a case report summary.
9. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

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

### MODULE OUTLINE

Review of Systems to Date

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

## Female Repro

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

## Nephrology/Urology

- Proteinuria
- Dysuria

## Multisystem Complex Care

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

## Ultrasound Enhanced Clinical Exam

## Mini OSCE

- Content is **cumulative** for the **entire** Clinical Skills IV Course

## Female Reproduction

### SECTION CONTACTS

Section Lead: Dr. Rashmi Bhargava – [rbhargava@accesscomm.ca](mailto:rbhargava@accesscomm.ca)

Saskatoon Lead: Dr. Susan Auvinen - [sva527@mail.usask.ca](mailto:sva527@mail.usask.ca)

Administrative Assistant: [obgyn.ugme@usask.ca](mailto:obgyn.ugme@usask.ca) – (306) 844-1023

Administrative Coordinator Regina: Kathryn Cooper – [kathryncooper@saskhealthauthority.ca](mailto:kathryncooper@saskhealthauthority.ca) - (306) 766-0556

### SESSION DESCRIPTION

The Female Repro Clinical cases are offered in one session to complement those in the FIPE cases. This will include an encounter with a patient with a gynecological presentation. The principles of professionalism will be continually emphasized. At all times, the dignity and comfort of the patient should be acknowledged and respected. The clinician should constantly strive to interact with the patient in an honest, forthright, yet compassionate manner.

### Session 1: Gynecologic History Encounter

#### SESSION OBJECTIVES

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

1. Demonstrate a patient-centered, focused gynecologic history.

2. Summarize and verbally report a patient history to the preceptor using medically appropriate language.
3. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## ASSESSMENT

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

### Clinician Performed Ultrasound (POCUS) Module

#### MODULE CONTACTS

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

Section Lead: Dr. Tomasz Guzowski - [gut938@usask.ca](mailto:gut938@usask.ca)

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

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

Administrative Assistant: Kimberly Basque - [kimberly.basque@usaska.ca](mailto:kimberly.basque@usaska.ca)- (306) 966-6151

#### MODULE DESCRIPTION

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

#### MODULE OBJECTIVES

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

1. Demonstrate basic probe handling and early sonographic skill development.
2. Demonstrate basic understanding of probe and ultrasound physics.
3. Describe test performance, operator dependence, safety and limitations of each indication.
4. Generate appropriate ultrasound images for the following indications: Assessment for Pericardial Effusion, Assessment for Pleural Effusion, Assessment for Free Fluid in the Abdomen, Assessment for Obstructive Uropathy.
5. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.
- 6.

#### FIPE MODULE ASSESSMENT AND SUCCESSFUL COMPLETION:

##### Formative Assessment:

| Module | In-Module Formative Assessments   |
|--------|---|
|        | *Must meet expectations for professionalism for all sessions                  |
| FIPE   | Review Session Assessment<br>Multisystem Complex Care History & Physical Exam |

|  |  |
|--|--|
|  | Female Repro Clinical Cases<br>Nephrology SIM Sessions<br>Nephrology Clinical Cases<br>Ultrasound Enhanced Clinical Exam |
|--|--|

Formative verbal individual and group feedback will occur on an ongoing basis throughout the sessions. Student Assessment Checklists are designed to be used for formative feedback. Throughout the SP encounters and debriefing, formative assessment will additionally be provided by the Direct Performance Assessment form completed following each clinical case.

Note: These skills may be tested in the term OSCE.

### Summative Assessment:

| Module      | In-Module Assessments   | Due Date/Session Title   | Module Weight | Course Weight |
|-------------|---|--|---------------|---------------|
|             | *Note pass mark is 70% for all components<br>*Must meet expectations for professionalism for all sessions | <sup>1</sup> 7 Days following session<br><sup>2</sup> Completed by tutor following session |               |               |
| <b>FIPE</b> | Review<br>Long Case Write-Up<br>Mini OSCE   | FIPE Review Session <sup>1</sup><br>(See Assessment Overview for Data)                     | 20%<br>35%    | 30%           |
|             | MSCC Direct Performance Assessment<br>Case Write-Up after MSCC Session                                    | MSCC Clinical Cases <sup>2</sup><br>MSCC Clinical Case <sup>1</sup>                        | 10%<br>10%    |               |
|             | Female Repro Direct Performance<br>Assessments  | Female Repro Sessions <sup>2</sup>   | 10%           |               |
|             | Female Repro Direct Performance<br>Assessment   | Female Repro Clinical Cases <sup>2</sup>   | 15%           |               |

### Successful Completion of Module:

Students must:

1. Submit all assignments.
2. Achieve a cumulative mark of 70% based on the above weighting.
3. Meet expectations for Professionalism.

## Advanced Communication Skills IV

### MODULE CONTACTS

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

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

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

Administrative Assistant: Kimberly Basque – [Kimberly.basque@usask.ca](mailto:Kimberly.basque@usask.ca) – (306) 966-6151

### MODULE DESCRIPTION

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



## MODULE OBJECTIVES

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

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

## COMMUNICATION SKILLS MODULE ASSESSMENT AND SUCCESSFUL COMPLETION

### Formative Assessment:

1. Will occur on an ongoing basis throughout the sessions.
2. Student Performance Assessments are completed after each session by tutors and will be done as an Entrustable Professional Activity (EPA) available on the UGME EPA app.

### Summative Assessment:

| Module         | In-Module Assessments   | Due Date/Session Title   | Module Weight | Course Weight |
|----------------|---|--|---------------|---------------|
|                | *Note pass mark is 70% for all components<br>*Must meet expectations for professionalism for all sessions | <sup>1</sup> 7 Days following session<br><sup>2</sup> Completed by tutor following session |               |               |
| Comm Skills IV | Feedback Assignment   | First Communication Skills Interview <sup>1</sup>  | 10%           | 20%           |
|                | Video Assignment  | Second Communication Skills Interview <sup>1</sup>   | 30%           |               |
|                | Mini OSCE/OSCE Communication Components   |  | 60%           |               |

### Successful Completion of Communication Skills Module:

1. Submit all assignments.
2. Achieve a cumulative mark of 70% based on the above weighting.
3. Meet expectations for Professionalism.

## Discipline Specific Patient Encounter Modules

### MODULE CONTACTS

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

### MODULE DESCRIPTION

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

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

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

### MODULE OBJECTIVES

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

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

## Pediatrics

### SECTION CONTACTS

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

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

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

### **SESSION DESCRIPTION**

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

### **Newborn Physical Exam Session**

#### **SESSION DESCRIPTION**

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

#### **SESSION OBJECTIVES**

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

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

### **Pediatric Review Session**

#### **SESSION DESCRIPTION**

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

#### **SESSION OBJECTIVES**

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

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

### **ASSESSMENT**

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

**Summative Assessment:**

| DSPE Section | In-Module Assessments<br><br>*Note pass mark is 70% for all components<br>*Must meet expectations for professionalism for all sessions | Due Date/Session Title<br><br><sup>1</sup> 7 Days following session<br><sup>2</sup> Completed by tutor following session | DSPE Module Weight | Course Weight |
|--------------|--|--|--------------------|---------------|
| PEDS         | Pediatrics Direct Performance Assessment   | Peds Review Session <sup>2</sup>   | P/F                | P/F           |
|              |  |  |                    |               |
|              | Newborn Session Direct Performance Assessment  | Peds Newborn Session <sup>2</sup>  | P/F                |               |

## Sensitive Exam Teaching Associates: Female

### SECTION CONTACTS

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

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

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

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

### SESSION DESCRIPTION

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

### SESSION OBJECTIVES

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

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

### ASSESSMENT

#### Formative Assessment:

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

## Family Medicine

### SECTION CONTACTS

Section Lead: Dr. Carla Holinaty - [carla.holinaty@usask.ca](mailto:carla.holinaty@usask.ca) Office - (306) 655-4200 (West Winds)

Administrative Assistant Saskatoon: Tracy Lewis – [dafm.ugme.saskatoon@usask.ca](mailto:dafm.ugme.saskatoon@usask.ca) – (306) 655-4211

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

### SESSION DESCRIPTION

Each student will spend 3 hours on two separate occasions with the Family Medicine preceptor(s), in the preceptor's office or clinic. Students will work in groups of two. The student will conduct supervised focused

histories and physical exams. The preceptor will discuss and manage the patient with the students present. If time permits, student input into management may be solicited.

### SESSION OBJECTIVES

The following objectives are based on the four principles of family medicine. All objectives are based on information contained in the document “National Undergraduate Family Medicine Learning Goals and Objectives” published by the College of Family Physicians of Canada.

By the completion of the Family Medicine small group sessions, the students will be able to:

1. Conduct a patient centered interview including:
  - a. Eliciting the patient’s experience of illness (FIFE)
  - b. Practicing shared decision making
  - c. Finding common ground in a physician-patient relationship
  - d. Considering a patient’s personal history and context.
2. Demonstrate effective communication skills, such as: the appropriate use of open and closed-ended questions, active listening, paraphrasing and use of non-verbal indicators.
3. Recognize social determinants of health (housing, SES, social network, education, work, culture, environment) when interviewing a patient.
4. Perform a focused physical exam.
5. Acquire and interpret a full set of vital signs.
6. Create a problem list after conducting a history and physical exam.
7. Recognize preventive measures (screening or intervention, primary or secondary) that could benefit that patient.
8. Formulate a written patient care plan in the form of a subjective, objective, assessment, plan (SOAP) note.
9. Demonstrate evidence-based clinical decision making by formulating a clinical question using the PICO format and answering that question using appropriate resources for a specific patient.
10. Reflect honestly on their development as a physician and identify their personal learning needs.
11. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

#### Formative Assessment:

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

#### Summative Assessment:

| DSPE Section | In-Module Assessments | Due Date/Session Title | DSPE Module Weight | Course Weight |
|--------------|-----------------------|------------------------|--------------------|---------------|
|--------------|-----------------------|------------------------|--------------------|---------------|

|                 |   |  |     |     |
|-----------------|---|--|-----|-----|
|                 | *Note pass mark is 70% for all components<br>*Must meet expectations for professionalism for all sessions | <sup>1</sup> 7 Days following session<br><sup>2</sup> Completed by tutor following session |     |     |
| <b>Family</b>   | Family Med SOAP Note  | First FM Session <sup>1</sup>  | P/F | P/F |
| <b>Medicine</b> | Family Med Clinical Question  | First FM Session <sup>1</sup>  | P/F |     |
|                 | Family Med Direct Performance Assessments (2)   | First and Second FM Sessions <sup>2</sup>  | P/F |     |

PLEASE NOTE: There will **ALSO** be a self-assessment questionnaire. This will **NOT** be considered when calculating the final grade on this module.

## Internal Medicine - Nephrology

### SECTION CONTACTS

Section Lead: Dr. Nassrein Hussein - [nassrein.hussein@saskatoonhealthregion.ca](mailto:nassrein.hussein@saskatoonhealthregion.ca) – (306) 955-5433

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

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

### SECTION DESCRIPTION

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

### LOCATION: STUDENT SESSIONS WILL BE POSTED ON ONE45 ASSESSMENT

#### Formative Assessment:

Completed in session.

## Urology

### SECTION CONTACTS

Section Lead: Dr. Trustin Domes – [trustin.domes@usask.ca](mailto:trustin.domes@usask.ca)

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

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

### SECTION DESCRIPTION

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

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

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

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

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

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

#### **Prior Knowledge and Preparation:**

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

Students should also read the paper by Shirley & Brewster (2011) entitled Expert review: The digital rectal exam from *The Journal of Clinical Examination*, 11, 1-12. Available online at: [http://www.thejce.com/journals/11/expert\\_review-PR\\_examination.pdf](http://www.thejce.com/journals/11/expert_review-PR_examination.pdf).

### SECTION ASSESSMENT



## Formative Assessment:

Will occur throughout sessions. Feedback will be given during simulation and in office teaching sessions. Sensitive Exam Teaching Associates will give feedback during in session sensitive exam teaching sessions, as part of the SETA program. Will be provided in session as well as narratively on One45.

## Sensitive Exam Teaching Associates Program – Male Urogenital Component

### SECTION CONTACTS

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

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

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

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

### SECTION DESCRIPTION

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

Specific objectives are outlined below.

**LOCATION:** Sessions will occur in the CLRC (Saskatoon) and the Learning Centre (Regina) with specific student schedules posted on One45 (Access will be dependent on physical distancing restrictions from Public Health).

### SECTION OBJECTIVES

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

1. Obtain verbal consent from the patient to perform a sensitive physical examination.
2. Demonstrate appropriate vernacular and terminology when communicating with the patient during a sensitive physical examination.
3. Employ special techniques to enhance relaxation and decrease patient anxiety during a sensitive examination.
4. Appreciate the importance of patient comfort and sensitivity during sensitive examinations.
5. Exhibit professional behaviors consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire, awareness of necessity for a scent-free environment; and responsibility through punctual, regular attendance and timely completion of assignments.

6. Demonstrate specific physical examination techniques relevant to the Male Genitourinary System including:
  - a. Retraction of the foreskin and visualization of the glans
  - b. Visual inspection of the anus, penis and scrotum
  - c. Identification of the urethral meatus
  - d. Palpation of the testes
  - e. Palpation of the epididymis and spermatic cord
  - f. Examination and palpation for inguinal hernias
  - g. Performance of a digital rectal examination
7. Teach patient testicular self-examination techniques.

**Prior Knowledge and Preparation:**

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

**SECTION READING AND RESOURCES**

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

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

*The Journal of Clinical Examination.* 2011(11):1-12

Available online at: [http://quantosis.com/journals/11/expert\\_review-PR\\_examination.pdf](http://quantosis.com/journals/11/expert_review-PR_examination.pdf)

**SECTION ASSESSMENT**

**Formative Assessment:**

Will occur during the session and will be filled out by the Male Urogenital Teaching Associate. An evaluation of "Meets Expectations" must be achieved for professionalism.

**Self-Reflection and Student Feedback:**

Students will fill out a feedback form on the session as well as answer self-reflection and awareness questions.

**Physical Exam Checklist:**

A checklist of physical exam skills will be available for reference to ensure that each student is provided the opportunity to perform each clinical examination technique. It will have sections for MUTA comments.

**Summative Assessment:**

An evaluation of "Meets Expectations" for professionalism, and completion of self-reflection form and student feedback form ensures satisfactory completion of this module.

## Geriatrics

### SECTION CONTACTS

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

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

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

### SESSION DESCRIPTION

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

### SESSION OBJECTIVES

By the completion of the Geriatrics section, students will be expected to:

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

### ASSESSMENT

#### Formative Assessment:

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

### DSPE MODULE ASSESSMENT AND SUCCESSFUL COMPLETION

Summative Assessments:

Family Medicine SOAP Note

Family Medicine Clinical Question

Family Medicine Direct Performance Assessment (2)

Pediatric Direct Performance Assessment Review Session

Pediatric Direct Performance Assessment Newborn Session

Successful Completion of Module:

Students must:

1. Submit all assignments.
2. Achieve a pass on a **minimum** of FOUR summative assessments.
3. Meet expectations for Professionalism.

## Skills for Interprofessional Education (SITE) Module

### MODULE CONTACTS

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

SITE administrative contact - Getahun Lombamo – [getahun.lombamo@usask.ca](mailto:getahun.lombamo@usask.ca)

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

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

### MODULE DESCRIPTION

Skills for Interprofessional Education (SITE) is an active learning process where students are expected to identify learning needs, locate the appropriate information, and formulate a solution to the problem posed. In these small group learning experiences, students will work through patient “cases” in order to have practice applying knowledge from the various courses in this fourth term and to further develop clinical reasoning skills. All material covered in Year 1 (Terms 1 & 2) can be drawn on as well. Health professions’ students work in teams to gain knowledge and experience in interprofessional collaboration.

Some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions’ students participating in Skills for Interprofessional Education (SITE) and students have an opportunity to develop knowledge, skills, attitudes and behaviors for effective interprofessional collaborative practice.

The Interprofessional Education Competency Tracker (IPECT) platform (online platform utilized by USask Health Sciences learners to manage interprofessional events) may be used as part of this module.

The SITE case will be released on Monday & is to be completed by Friday – as noted in the schedule above, release time is designated on a Wednesday. Details will be provided in correspondence closer to the session dates.

### MODULE OBJECTIVES/COMPETENCIES COMPETENCY

Demonstrate effective intra and interprofessional collaboration.

#### 1. Role Clarification:

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

#### 2. Team Functioning:

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

#### 3. Interprofessional Communication:

- Describe how elements of effective interprofessional communication improve team function.

#### 4. Collaborative Leadership

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

#### 5. Patient/Family/Community-Centred Care

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

#### 6. Interprofessional Conflict Resolution

- Describe steps and strategies for conflict resolution within interprofessional groups.

### **ASSESSMENT**

During each session the students will receive verbal formative feedback.

Assessment for the SITE of Clinical Skills IV will be based on the student's attendance at small group sessions and satisfactory completion of a written assignment. The required written assignment will be posted on Canvas and due 1 week after the last SITE session, which will be Friday, February 2<sup>nd</sup>, 2024.

Please refer to the Assessment Overview table and Assessment Components section above for value and due dates.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

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

**UGME CONTACT INFORMATION**

**EMAIL COMMUNICATIONS**

**ETHICS AND PROFESSIONALISM**

**PROGRAM EVALUATION**

**GUIDELINES FOR PROVIDING FEEDBACK**

**EMERGENCY PROCEDURES**

**MD PROGRAM ATTENDANCE POLICY**

**ASSESSMENT POLICY**

**PROMOTION STANDARDS**

**CONFLICT OF INTEREST**

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

**APPEALS PROCEDURES**

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

**ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

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

**OFFICE OF STUDENT AFFAIRS**

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

## UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

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

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

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

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

## CITATION FORMAT

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

## PROFESSIONALISM

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

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

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<sup>1</sup> 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.

## RECORDING OF THE LECTURES

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

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

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

## REQUIRED VIDEO USE

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

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

## COPYRIGHT

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

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

## INTEGRITY

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

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

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

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



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

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

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

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

### **ACCESS AND EQUITY SERVICES (AES)**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

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

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.

Any student registered with AES may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at (306) 966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

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

## STUDENT SUPPORTS

### College of Medicine, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – [ayla.mueen@usask.ca](mailto:ayla.mueen@usask.ca)

Academic Support Specialist: Dr. Joshua Lloyd – [joshua.lloyd@usask.ca](mailto:joshua.lloyd@usask.ca)

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

### College of Medicine, Office of Student Affairs

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

Student Affairs Coordinator (Saskatoon), Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or (306) 966-4751

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

Student Affairs Administrator Saskatoon, Chris Florizone – [cdf300@usask.ca](mailto:cdf300@usask.ca) or (306) 966-7331

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

Student Affairs Site Director Regina, Dr. Nicole Fahlman - [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or (306) 209-0142

Student Affairs Site Director Regina, Dr. Tiann O'Carroll - [tiann.ocaroll@usask.ca](mailto:tiann.ocaroll@usask.ca) or (306) 529-0777

Student Affairs Associate Regina, Michelle Grove – [michelle.grove@saskhealthauthority.ca](mailto:michelle.grove@saskhealthauthority.ca) or (306) 766-0553

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

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

### Academic Help for Students

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

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

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

### Teaching, Learning and Student Experience

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

**Financial Support**

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

**Gordon Oakes Red Bear Student Centre**

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

**International Student and Study Abroad Centre**

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