

## Clinical Skills Year 1 and 2

### Course Directors

#### Clinical Skills 1

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### Course Goals

This course spans years one and two of the M.D. program and serves as one of the many foundations for the clerkship program. Individual sessions are designed to create a learning environment that facilitates the acquisition of a skill set that includes communication, physical examination, and procedural skills. During the undergraduate program, these skills will be integrated with material from modular courses, clinical reasoning, and medical humanities, contributing to an evidence-based approach to diagnosis and treatment and a patient-centered approach to care. Individual sessions are taught by preceptors appropriate to the session. Clinical skills learning is experiential and involves multiple teaching methodologies, including exposure to standardized patient encounters, Clinical Teaching Associates, simulation sessions that include full and partial task trainers, and clinical exposures to volunteer, hospital, and community-based patients.

### Course Learning Objectives

Clinical Skills encompasses a broad scope of both knowledge and examination skills. Following completion of the Pre-Clerkship Clinical Skills course, students will have the basic skills to carry out the following:

1. Perform both a focused and general patient history by applying the Calgary-Cambridge Model as a guide.
2. Evaluate the role of culture, values and beliefs, environment, and socioeconomic status as they apply to patient care and health outcomes.
3. Perform both a focused and general physical examination.
4. Integrate information gathered from the patient's history and physical examination to generate a differential diagnosis and problem list.
5. Incorporate appropriate investigations into the treatment plan.
6. Discuss or perform procedures required for treatment or investigation.
7. Appreciate and utilize the role of evidence-based medicine as it relates to history, physical examination, investigation, and treatment plan.
8. Share information with patients and family that is consistent with a culturally safe, patient-centered model.
9. Share information, both written and verbal, with members of the health-care team.
10. Practice self-reflection and self-directed learning as a pathway to life-long education.
11. Describe the role of the physician in the health-care team that includes clinics, hospital-based services, and community agencies and complimentary health clinics.

Each session in the course has a series of specific learning objectives for that session, which can be found on Entrada. Limits for length and types of examinations mean that not all material can be examined during the Course, however, **all material in this course is examinable and may occasionally be examined in non-OSCE format (MCQ).**

### Course Format

Most of the Clinical Skills course is taught in small groups. All small-group sessions, offsite sessions and lectures that involve standardized patients are considered mandatory.

### Content Breakdown:

#### Module 0

- Foundational Interviewing Skills
- Medical History Taking

#### Module 1

- Pediatric Communication Skills
- Lab Medicine
- Procedural Skills
- Physical Examination Skills
- Communication Skills
- Nutritional Assessment
- Community Geriatrics
- Adolescent Communication Skills
- Male Urogenital Examination
- Obstetric History and Prenatal Form completion
- Community Exposures

#### Module 2

- Ward-based teaching
- Procedural Skills
- Lab Medicine
- Transplant and Organ Donation (Lecture)
- Clerking Physical Examination
- Patient Volunteers
- Physical Examination Skills
- Communication Skills
- Assigned Studies
- CPA (Comprehensive Patient Assessments)
- Community Exposures

#### Module 3

- Experiencing Disabilities
- CPA (Comprehensive Patient Assessments)
- sCPA (standardized Comprehensive Patient Assessments)
- Communication Skills

Independent Learning Time is provided in accordance with the [UGME Curricular Time Policy](#).

## Assessment and Grading

### Formative:

- Session specific (tutors provide immediate feedback during Clinical Skills sessions)
- Formative OSCE (one station exam with immediate feedback on communication skills)

### Summative:

- OSCE – Objective Structured Clinical Examination as listed below.

### Exam Dates

Year 1 (Class of 2029)	Date	Year 2 (Class of 2028)	Date
Formative OSCE – Part 1	November 27, 2025	Formative OSCE	December 2, 2025
Formative OSCE – Part 2	December 4, 2025	6-Station OSCE	January 10 – 11, 2026
6-Station OSCE	February 21 - 22, 2026	6-Station OSCE	May 2 – 3, 2026
6-Station OSCE	April 18 – 19, 2026		

Information regarding OSCE assessment and grading can be found in the UGME Assessment Results policy.  
Reference: [Max Rady College of Medicine Policies](#) / Document: *Assessment results policy*

**For both Year 1 and 2, the final grades for each year are not released until after the completion of the last examination.**

All assignments (excluding FERs) for all longitudinal courses must be submitted and passed, regardless of weight, based on a pass mark set by the course leader. The student will receive an incomplete and will not proceed to the next year, until the assignment(s) are completed.

**Supplemental Exams:** students who fail this course will have to complete a remedial 8-station OSCE which covers material from the entire course.

Reference: [Max Rady College of Medicine Policies](#) / Document: *UGME Supplemental assessments policy*

**Deferred Exams:** students who defer the OSCE during the academic year for any reason will have one opportunity to write a supplemental OSCE at the time proposed by administrative staff and availability.

Reference: [Max Rady College of Medicine Policies](#) / Document: *UGME Deferred examination guidelines*

**Textbooks & References**

<b>Text</b>	<b>Author</b>
Clinical Examination A Systematic Guide to Physical Diagnosis, 8th ed. 2 vol set 2017 ISBN: 9780729542593	Talley & O’Conner
Surface Anatomy: The Anatomical Basis of Clinical Examination, 4th ed. 2008 ISBN: 978-0443067945	Lumley
Clinically Oriented Anatomy, 9th ed. 2023 ISBN: 978-1975154066	Moore & Dalley
Essentials of Clinical Examination Handbook, 9th ed. 2022 ISBN: 9781684204915	Campbell
Bates Pocket Guide to Physical Examination and History Taking, 9 <sup>th</sup> ed. 2021 ISBN: 9781975109875	
Patient Centered Medicine: Transforming the Clinical Method, 3 <sup>rd</sup> ed. 2014 ISBN: 978-1846195662	Stewart
Evidence-Based Medicine: How to Practice and Teach EBM, 5th ed. 2019 ISBN: 9780702062964	Straus & Richardson
Pediatric Clinical Skills, 4th Ed. 2010 ISBN: 978-1437713978	Goldbloom
Bates’ Guide to Physical Examination and History Taking, 13th ed. 2021 ISBN: 9781496398178	Bickley

**[Library Medical Student Toolkit – Clinical / Procedural Skills](#)**

Clinical Skills guides and videos (when available) can be accessed from the Clinical Skills Course Community Pages in the Course Documents folder.

**Evaluation of the Course**

Clinical Skills **Session** Evaluation:

- Session Evaluations (paper) are available for Communication and Physical Examination Sessions - completed by students after each session
- Session-specific surveys available in Entrada.
- Reviewed at the end of each module/year by the Course Leader and CS student representatives.

Clinical Skills **Course** Evaluation:

- Electronic survey, available after each term (Fall/Winter) is completed. Completed by students within 5 working days.
- A Program Evaluation meeting takes place between the CS student representatives and the Course Leader to discuss survey results.

**Opportunities for Feedback in the Course**

In the Clinical Skills course, students have an opportunity to receive feedback regarding their progress during the course in the following ways:

- Session-based feedback – individuals or groups (verbal)
- Skills feedback - Individuals (verbal)

- Midterm examination (multiple OSCEs throughout the year)
- Pre-exam review sessions (prior to midterm and/or final)
- Course leader/instructors available for one-to-one feedback (office hours) upon request

*In case of discrepancy in course information documents, the course syllabus will be taken as correct.*