

UGME Year 3 Clinical Skills Program

Block	Skills Session	Learning objectives	Pre-session learning	Post-session learning
Cancer and Genetics - 1 afternoon session covering 3 clinical skills	Abdominal + PR	<ol style="list-style-type: none"> 1. Be able to perform an abdominal examination 2. Be able to perform a digital rectal examination 3. Understand the indications and potential findings of a digital rectal examination 	<ol style="list-style-type: none"> 1. Review how to perform a complete abdominal examination using your preferred resource* 2. Preview how to perform a digital rectal examination using your preferred resource* 	<ol style="list-style-type: none"> 1. Practice performing an abdominal examination on consenting patients 2. Review anorectal pathology and the findings you might see on a digital rectal examination 3. When you feel comfortable, try practicing a digital rectal examination on consenting patients, under supervision
	Catheterisation	<ol style="list-style-type: none"> 1. Understand the indications of inserting a urinary catheter 2. Be able to perform a male and female urinary catheterisation 3. Understand the complications of urinary catheterisation 	<ol style="list-style-type: none"> 1. Review the anatomy of the male and female urinary tract 2. Preview how to perform a male and female urinary catheterisation using your preferred resource* 	<ol style="list-style-type: none"> 1. Practice the technique of urinary catheterisation on consenting patients, under supervision, or on the available models in the skills lab 2. Review the indications and methods of trouble-shooting for urinary catheterisation
	Thyroid	<ol style="list-style-type: none"> 1. Appreciate the symptoms and signs of thyroid disease 2. Be able to perform an examination of the thyroid 	<ol style="list-style-type: none"> 1. Revise previously covered endocrine lectures on the thyroid including the HPO axis. Revise the presentations of both hypo and hyper-thyroid and understand the autoimmune causes of each and how these may be investigated and treated 2. Review the surface anatomy of the thyroid and the surrounding anatomical structures which may be compromised in thyroid pathology. Try to identify the key surface landmarks of the neck including the sternocleidomastoid, trapezius, carotid sheath and contents, accessory nerve, hyoid bone and laryngeal cartilages, external jugular vein, subclavian vessels. 	<ol style="list-style-type: none"> 1. Practice performing the thyroid examination on consenting patients or on a fellow student 2. Describe the main lymph node groups of the head and neck. Outline main regions draining to each node group, and demonstrate how to examine the different lymph node groups 3. Understand the key differences of examination findings for various neck lumps including a goitre, thyroglossal cyst, branchial cyst and pharyngeal pouch

* Excellent resources include: KCL clinical examination guides, GeekyMedics, TeachMe series, and OSCEstop

			3. Preview how to perform a thyroid exam using your preferred resource*	
Trauma 4 sessions over 2 days providing numerous skills related to trauma and emergency medical skills	Surgical scrubbing, IV cannulation, manual handling	<ol style="list-style-type: none"> 1. Be able to perform sterile hand-washing and surgical gowning 2. Understand the selection criteria, indications, and complications for IV cannulation 3. Be able to safely perform IV cannulation 4. Be able to set up IV fluids for administration 5. Understand the importance of manual handling principles and its relevance to trauma patients 	<ol style="list-style-type: none"> 1. Preview how to perform surgical scrubbing and gowning using your preferred resource* 2. Review the types and sizes of IV cannulas commonly used 3. Review the indications and complications for IV cannulation 4. Preview how to perform IV cannulation using your preferred resource* 	<ol style="list-style-type: none"> 1. Practice surgical scrubbing and gowning in theatres, under supervision 2. Practice IV cannulation on patients, under supervision, or on the available models in the skills lab
	Suturing and knot tying	<ol style="list-style-type: none"> 1. Appreciate the equipment required for safe suturing 2. Understand the technique and uses for different suturing methods and be able to safely perform this 3. Be able to perform both hand and instrument knot tying 	<ol style="list-style-type: none"> 1. Review safe handling of sharps and their safe disposal 2. Review the types of sutures commonly used and their pros/cons 3. Preview how to perform suturing techniques and knot tying using your preferred resource* 	<ol style="list-style-type: none"> 1. Practice suturing and knot tying technique in theatres, under supervision, or on the available models in the skills lab
	IV fluids prescribing and management	<ol style="list-style-type: none"> 1. Understand the daily fluid and electrolyte requirements of a healthy individual and how this differs in illness 2. Understand the indications for the administration of IV fluids 3. Be able to correctly and appropriately prescribe IV fluids 	<ol style="list-style-type: none"> 1. Review the body fluid compartments and how fluids distribute across the compartments 2. Review the common contributors to fluid input and output in a healthy individual 3. Review how different pathological processes can affect fluid distribution 	<ol style="list-style-type: none"> 1. Practice 'prescribing' IV fluids with patients on the ward and checking with your supervisor if you are correct 2. Familiarise yourself with prescribing IV fluids on paper charts
	Trauma simulation	<ol style="list-style-type: none"> 1. Be able to apply ABCDE in practice and engage in effective teamwork 2. To be able to consider differentials and management in an emergency presentation 	<ol style="list-style-type: none"> 1. Review ABCDE assessment 2. Review clinical knowledge around common emergency disorders including head injury, overdose, anaphylaxis, sepsis, burns 	<ol style="list-style-type: none"> 1. Complete post session questionnaire 2. Reflect on this learning experience in your portfolio 3. Review the emergency scenarios covered in simulation to consolidate clinical knowledge. Clarify in your mind the systematic steps you would take if confronted

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		<ol style="list-style-type: none">3. To be able to present in a structured fashion using SBAR4. To be able to openly engage and reflect on feelings/aspects of scenario for continued development		<ol style="list-style-type: none">4. Take the opportunity to do a full ABCDE assessment on the wards or on each other and practice presenting back to each other using SBAR with the emergency presentation as covered in simulation in practice
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