

# Elective: Urology

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## OVERVIEW

The HSC Urology Section is primarily a tertiary referral centre for urolithiasis, uro-oncology, incontinence, and general urology.

The SBGH Urology Section is primarily a tertiary referral centre for uro-oncology, infertility, urolithiasis, renal transplantation, and general urology

## INTRODUCTION

### Location(s):

Health Sciences Centre (GH3 aka Urology and General Surgery Ward)

St. Boniface General Hospital (4A-South aka Urology and Vascular Surgery Ward)

CancerCare Manitoba (Prostate Center)

### Preceptors:

#### Attending Surgeons – HSC

Dr. Robert Bard, Assistant Professor

Dr. Jeff Saranchuk, Assistant Professor

#### Attending Surgeons – SBGH

Dr. Ross MacMahon, Associate Professor

Dr. Darrel Drachenberg, Assistant Professor

Dr. Tom McGregor, Assistant Professor

### Contact Person:

Dawne Skoleski, Program Administrator

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## LEARNING OBJECTIVES (CanMEDS)

To become familiar with assessment, work-up, and management of common urological problems.

### Medical Expert

As Medical Experts, physicians integrate all of the CanMEDS Roles, applying medical knowledge, clinical skills and professional attitudes in their provision of patient-centered care.

### General Objectives

- To become familiar with the assessment and work-up of hematuria, lower urinary tract symptoms secondary to bladder outlet obstruction, renal colic, urinary incontinence, and urinary tract infection.

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- To be able to perform a focused urological history and physical examination and to formulate a basic differential diagnosis and treatment plan.
- To be able to identify significant abnormalities on imaging such as abdominal X-ray (KUB), intravenous pyelogram, CT scan, and MRI.
- To gain confidence in the performance of the genital examination and digital rectal examination.
- To gain familiarity with urethral catheterization and the various types of catheters.

## Technical Skills

- Foley catheterization under anesthesia.

## Communicator

Physicians effectively facilitate the doctor-patient relationship and the dynamic exchanges that occur before, during, and after the medical encounter.

As Communicators, students will facilitate the doctor-patient relation

- Establish rapport, trust and a therapeutic relationship with patients and families.
- Listen effectively.
- Elicit relevant information and perspectives of patients, families, and the health care team.
- Convey relevant information and explanations to patients, families and the health care team.
- Convey effective oral and written information about a medical encounter.
- Maintain clear, accurate, appropriate, and timely records of clinical encounters and operative procedures
- Address challenging communication issues effectively
- Obtain informed consent
- Deliver bad news
- Disclose adverse events
- Discuss end-of-life care
- Discuss organ donation
- Addressing anger, confusion and misunderstanding using a patient centred approach

## Collaborator

Physicians effectively work within a healthcare team to achieve optimal patient care.

As Collaborators, students will work effectively within the surgical team to achieve optimal patient care

- Demonstrate a team approach to health care
- Participate effectively in an interprofessional and interdisciplinary health care team.
- Recognize and respect the diversity of roles, responsibilities, and competences of other health professionals in the management of the surgical patient.
- Work with others to assess, plan, provide, and integrate care of the surgical patient.

## Leader

Physicians engage with others to contribute to a vision of a high-quality health care system and take responsibility for the delivery of excellent patient care through their activities as clinicians, administrators, scholars, or teachers.

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As Leaders, students will participate in the activities of the surgical service, making decisions, allocating resources, and contributing to the effectiveness of the health care team:

- Employ information technology appropriately for patient care.
- Allocate finite health care resources

## **Health Advocate**

Physicians responsibly use their expertise and influence to advance the health and well-being of individual patients, communities and populations.

As Health Advocates, students will responsibly use their expertise and influence to advance the health and well-being of individual patients, communities and populations.

- Concern for the best interest of patients
- Identifying health needs of individual patients, and advocate for the patient cases where appropriate
- Promote and participate in patient safety

## **Scholar**

Physicians demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical knowledge.

As Scholars, students will demonstrate a lifelong commitment to learning

- Demonstrate the ability for continuing self learning
- Discuss the principles of surgery and the application of basic sciences to surgical treatment.
- Demonstrate appropriate presentation skills, including formal and informal presentations.
- Critically evaluate medical information and its sources and apply this appropriately to clinical decisions.
- Critically appraise the evidence in order to address a clinical question.
- Integrate critical appraisal conclusions into clinical care.

## **Professional**

As Professionals, physicians are committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.

As Professionals, students are committed to health and well-being of individuals through ethical practice, profession-led regulation and high personal standards of behavior:

- Exhibit professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism.
- Demonstrate a commitment to delivering the highest quality care.
- Recognize and respond appropriately to ethical issues encountered in practice.
- Recognize and respect patient confidentiality, privacy and autonomy.
- Participation in peer review
- Manage conflicts of interest
- Maintain appropriate relations with patients.
- Demonstrate awareness of industry influence on medical training and practice

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- Recognition of personal and clinical limitations
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## **INFORMATION**

*These are locations, readings, evaluations, call responsibilities, etc.*

### **Required Reading**

Lawrence, *Essentials Of Surgical Specialties*, 2nd ed.

Chapters of particular relevance to this rotation include:

- Chapter 9 - Urology: Diseases of the Genitourinary System

### **Suggested Reading**

Blandy, *Urology (Lecture Notes)*

Teichman, *Common Problems in Urology*

### **Evaluations**

Service Evaluation: Please complete and submit to the site contact person listed below at the end of the rotation.

Student Evaluation: Please review and sign. If there are any concerns or questions, please make an appointment with the site preceptor identified below to discuss.

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## **WARD ACTIVITIES**

*These are examples of schedules, expectations, rotation details, etc. All the details below are subject to change.*

### **Expectations**

Please review and sign with Staff or Chief Resident. If there are any concerns or questions, please make an appointment with the site preceptor identified below to discuss.

### **Rotation Details HSC**

- Students should meet with the chief resident at the beginning of the rotation for assignment. Email contact will suffice which will be made available by program coordinator (see above).
- The student will perform rounds on the ward (GH3) with the residents in the morning at 7:00 am and at the end of the day.
- During the day, they will be assigned to either clinic attendance or the operating room as per the discretion of the chief resident.
- As the student becomes familiar with the work-up of common urological problems, they will be expected to see off-service consultations and discuss his findings with the chief resident prior to the case being presented to the attending staff.

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- The student will attend the academic half day rounds on Wednesday morning in Room FE019, Community Services Building (HSC). Half days starts after morning rounds, and urology residents can direct you to its location.
- Students are invited to attend lectures by Visiting Professors (optional) in addition to Journal Club held on the first Wednesday of each month. Urology residents will make you aware of the time and location if interested.

### **Rotation Details SBGH**

- Students should meet with the chief resident at the beginning of the rotation for assignment. Email contact will suffice which will be made available by program coordinator (see above).
- The student will perform rounds on the ward (4A –South @ SBGH) with the residents in the morning at 7:00 am and at the end of the day.
- During the day, they will be assigned to either clinic attendance or the operating room as per the discretion of the chief resident.
- As the student becomes familiar with the work-up of common urological problems, they will be expected to see off-service consultations and discuss his findings with the chief resident prior to the case being presented to the attending staff.
- The student will attend the academic half day rounds on Wednesday morning in Room FE019, Community Services Building (HSC). Half days starts after morning rounds, and urology residents can direct you to its location.
- Students are invited to attend lectures by Visiting Professors (optional) in addition to Journal Club held on the first Wednesday of each month. Urology residents will make you aware of the time and location if interested.

### **Call Responsibilities**

1-4. Typically expected to round with residents and will be called in for interesting consults and/or OR cases.