



# Foundations in Clinical Medicine III

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MEDC 226.18

TERM 4 YEAR 2

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 **COURSE SYLLABUS**  
2016/2017



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

## Foundations in Clinical Medicine III – Course Overview

### COURSE DESCRIPTION

The Foundations in Clinical Medicine Courses run over Terms 2, 3, and 4 and incorporate the eleven human body systems modules. The four modules explored in the Foundations of Clinical Medicine III (Term 4) Course include: Endocrine, Reproductive System Mental Health and Dermatology. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

### COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine II (MEDC 216.18) or be conditionally promoted and engaged in a program of remediation for the MEDC 216.18 course as approved by the Undergraduate Education Committee prior to the start of the Foundations of Clinical Medicine III course.

### OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 115.18 of normal anatomy, histology and physiology, and their knowledge from MEDC 126.18, students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to:

- Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology (Medical Expert)
- Generate reasonable differential diagnoses and management plans (Medical Expert)
- Select and interpret appropriate investigations (Medical Expert, Manager)

In addition, each discipline-specific module in the course will also have its own specific module objectives and individual session objectives of learning.

### COURSE CONTACTS

Course Chairs: Dr. Jennifer Chlan - jen.chlan@usask.ca (306) 966-6557  
Dr. Jackie Perrot – Jackie.perrot@usask.ca (306) 966-6138  
Co-Chair (Assessment) Dr. Kelsey Brose - kelsey.brose@saskcancer.ca (306) 655-1483

Administrative Coordinator: Cheryl Pfeifer -cheryl.pfeifer@usask.ca (306) 966-6138

### COURSE SCHEDULE

The Foundations in Clinical Medicine III Course is organized in 4 modules running sequentially on specific assigned days. Session schedules for each of the modules will be posted on One45.

All information relating to this course is available in **One45**. Please check One45 **DAILY** to ensure that you have the most current schedule information.

### COURSE DELIVERY

Students will learn through a variety of methods, including:

- Large group sessions including lectures, interactive discussions, case-based problem solving
- Interactive small group learning sessions
- Independent self-directed reading and exercises

## COURSE MATERIAL ACCESS

Course materials are available on MEdIC in One45. The syllabus, forms, and other useful documents will be posted there. In some modules, BBlearn (Blackboard) will be used for submission of assignments.

## RESOURCES

It is strongly recommended that you use the following resources (or similar general texts) as references for the Foundations course. Relying on class notes alone will not typically be sufficient to meet your learning objectives. Individual Modules will have additional specific recommended or required resources.

The texts listed below are all available as free e-books through the Health Sciences library <http://libguides.usask.ca/c.php?g=16462&p=91000>. If you need assistance finding these texts, contact your Health Sciences librarian. When available, print copies are also placed on reserve in the U of S Health Sciences Library and the Regina General Hospital Library.

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: I 978-0-07-1802161 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marcdante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.

In addition, you should be regularly referring to your Principles Course texts to assist you with basic sciences content in the Foundations Course:

### **Physiology**

WF Boron & EL Boulpaep (2012). Medical Physiology. Updated Second Edition. Saunders Elsevier.

### **Histology**

Wheater's Functional Histology by Barbara Young, Phillip Woodford and Geraldine O'Dowd (2013) [ISBN 978-0-7020-4747-3] OR

Histology: A Text and Atlas (2006) by M.H. Ross and W. Paulina [ISBN 978-0-7817-7200-6]

### **Embryology**

Larsen's Human Embryology by Shoenwolf, Brauer [978-0443-06811-9]

### **Anatomy** - One of:

Essential Clinical Anatomy by Moore KL, Agur MR [987 1145 1187496]

Grant's Atlas of Anatomy [978 0781796125]

Netters Atlas of Human Anatomy [9781455704187]

### **Pharmacology**

One of: Goodman & Gilman's Manual of Pharmacology and Therapeutics (2<sup>nd</sup> Edition). Eds. By Hilal-Dandan & Brunton. Or Principles of Pharmacology: The pathophysiologic Basis of Drug Therapy. By David E Golan (3<sup>rd</sup> Edition)

### **Microbiology**

Microbiology and Infectious Diseases – Infectious Diseases: A Clinical Short Course Frederick Southwick Lange [13: 978-0071789257] Edition: 3

### **Immunology**

Immunology - Understanding the Immune System: A Framework for First Year Medical Students (located on MEdIC) (Required)

### **Pathology**

Pathology - Robbins & Cotran Pathologic Basis of Disease, 9e (Robbins Pathology) [Hardcover] Vinay Kumar MBBS MD FRCPath (Author), Abul K. Abbas MBBS (Author), Jon C. Aster MD PhD (Author) Publication Date: July 9, 2014 [ISBN 978-1455726134] Edition: 9

## COURSE ASSESSMENT OVERVIEW

Course Component	Component Requirement	Weighting in Final Mark
Endocrine Module	70% on module	25%
Reproductive Module	70% on module	25%
Mental Health Module	70% on module	25%
Dermatology Module	70% on module	25%
Course Total Mark		100%
Final Integrative Exam	60% on exam	-

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students must achieve a minimum grade of 70% in each of the four modules within the Foundations III course (Endocrine, Reproductive, Mental Health and Dermatology Modules). Students must also achieve a minimum grade of 60% in the end-of-term integrated examination for Foundations III. The end of term integrated examination will include both multiple choice questions and clinical decision making problems. Students who are not promoted as a result of being unsuccessful on the course will receive a grade of "F" on their transcripts.

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

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

- A) Students will be considered to have successfully completed the Foundations III Course if they have achieved a minimum 70% average grade in each of the four modules and a minimum 60% grade on the end-of-term Foundations III integrated examination.
- B) Students are required to complete all assignments, quizzes, and examinations in each of the Foundations modules, as well as the integrated examination. A mark of 0% will be given for any missed assignment, quiz, or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy.
- C) Students who do not achieve the required 70% average grade in any of the four modules or a 60% grade in the end of term integrated examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or end of term integrated exam (see Table 1 for grade deficit point allocation rubric). Students accumulating 2 or more deficit points at any point during the course will be deemed to be experiencing academic difficulty. The severity of academic difficulty will be based on the weighted grade deficit assessment. Students in academic difficulty will be required to meet with a course sub-committee of at least 3 people (made up of Course Chairs(s); relevant Module Director(s); Year Chair or designates) to discuss ways to improve academic performance. The goal of such a meeting is not meant to be punitive, but should be student-centered, and focused on the success and well-being of the student. With any further accrual of deficit points, the student will be required to again meet with the course sub-committee.
- D) Students who have failed a module or the integrated exam may be offered remediation. The determination of eligibility for any remediation will be based on the number of accumulated weighted grade deficit points (see Table 1 for grade deficit point allocation rubric). Students will be offered remediation up to and including the point where they have accrued a maximum of **four (4)** grade deficit points

- E) The module 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, meetings with the module director and/ or supplemental examinations as determined by the module director and/ or course chair(s). The remediation timeline will begin once the student has been notified of failure in a module or the integrated final. A remediation plan will be arranged between the module director and student, which will be carried out from the beginning of the remediation timeline until the date of the supplemental exam.
- F) Supplemental examinations will only be scheduled after the final exam period in May. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for all but the final module of the term will be held the week immediately after final exams, and that supplemental exams for the final module of the term and the Integrated exam will be held mid-June.

Supplemental examinations will ONLY be offered on dates other than those specified for each module and for the integrated exam in exceptional circumstances (such as personal illness, bereavement, etc.), and will be adjudicated by the Course Sub-Committee in consultation with Assistant Dean Academic. Exceptions will not be made for personal travel, and students may be required to adjust personal travel arrangements. Decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 1) Promotions Committee and the Student Academic Management Committee.

- G) A maximum of **one (1)** supplemental examination per module will be allowed, regardless of the number of GDPs accrued. As well, students will only be allowed to write **one (1)** supplemental examination for the Integrated Exam, regardless of the number of GDPs accrued. Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Foundations III course. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee.
- H) If a student fails a mandatory assignment in a module, a supplemental assignment will be written as arranged between the student, module director and/ or course chair(s). Supplemental assignments must be completed by the date set by the Module Director with the latest possible due date being two weeks after the end of the module; however, alternative earlier due dates may be arranged between student and module director.
- I) Students who have **accrued five or more** grade deficit points in Foundations III will be considered to have been unsuccessful in the Foundations III Course and will NOT be offered further remediation or supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee (formerly the Undergraduate Education Committee).
- J) If a failure of a supplemental examination occurs during or after the final examination period, this decision as to whether any additional remediation/supplemental assessment will be allowed will be adjudicated by the Promotions Committee and the Student Academic Management Committee.
- K) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module and 60% for the end-of-term integrated exam).
- L) Grade deficit points will not appear on the student's transcript, nor are they transferred to any other course in the UGME program.

Students who are eligible for supplemental examination will be contacted by the Module Director and should arrange to meet with the Module Director or designate to discuss educational issues and develop a learning plan.

**Table I: Grade deficit point allocation**

	Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations		
	Average 69-60%	Average 59-50%	Average <50%
Endocrine Module	I	II	III
Reproductive Module	I	II	III
Mental Health Module	I	II	III
Dermatology	I	II	III
Integrated Examination	N/A	II	III

I: one grade deficit point; II: two grade deficit points; III: three grade deficit points; N/A: not applicable

### **ASSIGNMENT SUBMISSION POLICY**

#### **Assignment Submission**

It is the expectation that all assignments will be submitted on time, as this is an element of professionalism.

#### **Late Assignments**

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. \*

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

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 Educational Consultant in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The maximum mark that a student may receive on a late assignment will be the pass mark for the assignment, but can be lower if warranted.

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)

## **RECORDING OF THE LECTURES**

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

## **COPYRIGHT**

Students are expected to respect the University of Saskatchewan Copyright Policy outlined at [www.usask.ca/copyright/](http://www.usask.ca/copyright/)

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

The following information is extremely important for your success in medical school. To avoid duplication and ensure clarity, please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

### **UGME CONTACT INFORMATION**

### **MD PROGRAM ATTENDANCE POLICY**

### **ETHICS AND PROFESSIONALISM**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

### **OFFICE OF STUDENT AFFAIRS**

### **STUDENT MISTREATMENT**

### **EMAIL COMMUNICATIONS**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **PROGRAM EVALUATIONS**

### **PROCEDURES FOR ACADEMIC APPEAL**

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>

## **INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf)

## **EXAMINATIONS WITH DISABILITY SERVICES FOR STUDENTS (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check [students.usask.ca/health/centres/disability-services-for-students.php](https://students.usask.ca/health/centres/disability-services-for-students.php) , or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

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

## **STUDENT SUPPORTS**

### **COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS**

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact the COM Student Affairs Coordinator, Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or 306-966-4751 for Saskatoon site students and Dr. Nichole Fahlman at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or 306-209-0142 for Regina site students.

### **STUDENT LEARNING SERVICES**

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site [www.usask.ca/ulc/](http://www.usask.ca/ulc/).

### **STUDENT AND ENROLMENT SERVICES DIVISION**

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site [www.usask.ca/sesd/](http://www.usask.ca/sesd/)

## Foundations in Clinical Medicine III – Module Syllabus

This section of the course syllabus will describe the specific objectives, requirements and expectations, and assessment procedures for each module within the Foundations in Clinical Medicine III Course.

### MODULE 1

#### Endocrine

##### MODULE DIRECTOR

**Dr. Terra Arnason**

Email Address: terra.arnason@usask.ca

Phone: 306-966-3138

Please contact via email only

**Dr. Mark Inman**

Email Address: mark.inman@usask.ca

Phone: 306-844-1296

Please contact via email only

##### MODULE DESCRIPTION

The Endocrine system is set up by topics, including pituitary, thyroid, adrenal, diabetes, obesity, and calcium/bone. Different lecturers will present each session through didactic lectures that provide objectives and literature references where appropriate. In addition to clinical endocrinology, the basic science, pathology, diagnostic imaging, and laboratory medicine integral to Endocrine assessment is introduced within these lectures and clinical cases. Separately, clinical case scenarios that encompass both chronic endocrine disorders and important endocrine emergencies are provided in a question-answer format. Self-directed time is provided to work through 1-2 clinical cases at a time. Blackboard (BBLearn) quizzes (5 in total) will be incorporated to supplement learning. These quizzes will be marked as a participatory grade and completion dates will be listed (quizzes will be completed between the relevant lectures/cases and case reviews, outside of class time). Quizzes will be reviewed during the case review sessions, and they should provide familiarity with midterm exam level question expectations. The clinical cases and exam questions will highlight diagnostics, management, key historical features, physical exam findings, and laboratory investigations relevant to the Endocrine topics and further supplement the lectures. Suggested reading for each topic is provided by the individual lecturers, and the majority of cases have suggested reading guides or will have enclosed articles/guidelines to use as reference. There will also be a hands-on diabetes workshop to provide real-world experience into diabetes management. There are also two noncumulative midterm exams, without a cumulative final.

##### GENERAL MODULE OBJECTIVES

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

- Describe the clinically relevant anatomy, physiology and biochemistry of the pituitary, adrenal, thyroid, pancreatic islet, bone and parathyroid glands. (Medical Expert)
- Describe the major clinical actions of hormones of those glands. (Medical Expert)
- Explain the clinical sequelae of under- or over-secretion of hormones of those glands. (Medical Expert)
- Given a patient presenting with a common, non-specific complaint, consider endocrine causes in the differential diagnosis. (Medical Expert)
- Given a high clinical suspicion of an endocrine abnormality, order the appropriate laboratory and imaging tests to confirm it, or rule it out. (Medical Expert)
- Given a firm diagnosis of an endocrine abnormality, develop a plan of management. (Medical Expert)
- Provide advice to patients and families on the prognosis and recommended follow-up for patients with endocrine abnormalities. (Medical Expert, Communicator)
- Be able to describe the etiology, diagnosis criteria, and lab investigations associated with type 1 and 2 diabetes. (Medical Expert)
- List and explain the management aspects of type 1 and type 2 diabetes including insulin action and adjustment, carbohydrate effect, and diabetes related technologies. (Medical Expert)
- Be familiar with important aspects of obesity management and complication surveillance. (Medical Expert)

**Note:** Students should also refer to overall Foundations III Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

### MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

### REQUIRED RESOURCES

None

Recommended:

Jameson JL. Harrison's Endocrinology 3<sup>rd</sup> ed. New York (NY): McGraw-Hill; 2013: ISBN-10: 0071814868; ISBN-13: 9780071814867

Greenspan's Basic and Clinical Endocrinology, Ninth Edition: David Gardner, Dolores Shoback: ISBN-9780071622431

\*Please note that articles and/or clinical guidelines of major relevance for course review and future use will be provided at the onset of the course. These articles/guidelines will also supplement the cases and can be used as key sources of information for preparing them.

### MODULE DELIVERY

Students will learn through a variety of methods, including didactic lectures, small group learning, group workshops, and student self-assessment.

### STUDENT ASSESSMENT

<b>Quizzes</b>	<b>10%</b>
Quizzes x 5	5 x 2%
<b>Exams</b>	<b>90%</b>
Midterm I	45%
Midterm II	45%

*Quiz 1:* Pituitary Cases 1, 2 and 3  
*Value:* 2% of final grade  
*Date:* Available January 4 in the PM until January 6 in the AM. Due by 8:00 am on January 6, 2017.  
*Length:* At learner's discretion (expectation of 20-30 minutes)  
*Description:* 10 multiple choice questions in total to be completed in Blackboard

*Quiz 2:* Thyroid Cases 1, 2 and 3  
*Value:* 2% of final grade  
*Date:* Available January 6 in the PM to January 10 in the AM. Due by 1:00 PM on January 10, 2017.  
*Length:* At learner's discretion (expectation of 20-30 minutes)  
*Description:* 10 multiple choice questions in total to be completed in Blackboard

*Quiz 3:* Calcium and Bone Cases 1 and 2  
Value: 2% of final grade  
Date: Available January 11 in the PM to January 13 in the AM. Due by 8:00 AM on January 13, 2017.  
Length: At learner's discretion (expectation of 20-30 minutes)  
Description: 10 multiple choice questions in total to be completed in Blackboard

*Quiz 4:* Adrenal Cases 1, 2, and 3  
Value: 2% of final grade  
Date: Available January 16 in the PM to January 19 in the AM. Due by 1:00 PM on January 19, 2017.  
Length: At learner's discretion (expectation of 20-30 minutes)  
Description: 10 multiple choice questions in total to be completed in Blackboard

*Quiz 5:* Diabetes Cases 1, 2, 3 and 4  
Value: 2% of final grade  
Date: Available January 20 in the PM to January 23 in the AM. Due by 8:00 PM on January 23, 2017.  
Length: At learner's discretion (expectation of 20-30 minutes)  
Description: 10 multiple choice questions in total to be completed in Blackboard

#### *Midterm Exam I*

Value: 45% of final grade  
Date: January 16, 2017  
Length: 90 minutes  
Type: Examsoft in-class.  
Description: Will consist of 25-40 multiple choice and 5-10 clinical decision-making (i.e. fill in the blank, multiple answer, or list) questions based on Pituitary, Lab Medicine, Thyroid, Calcium/Bone, and Pediatric Growth and Puberty.

#### *Midterm Exam II*

Value: 45% of final grade  
Date: January 31, 2017  
Length: 90 minutes  
Type: Examsoft in class  
Description: Will consist of 25-40 multiple choice and 5-10 clinical decision-making (i.e. fill in the blank or list) questions based on Histology/Pathology, Adrenal, Diabetes (including Workshop), Obesity, and Endocrine Imaging (Diagnostic and Nuclear).

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

## MODULE 2

### Reproductive Module

#### MODULE DIRECTOR

**Dr. Melissa Mirosh**

Email Address: melissa.mirosh@usask.ca

Phone Number: 306-844-1023

Office Location: RUH 4556

Office Hours: please contact in advance for a meeting

#### MODULE DESCRIPTION

This course includes the embryology, anatomy, histology and physiology of the female reproductive system followed by exploration of disorders of the gynaecologic system. Normal and abnormal function of the male reproductive system is included. The second half of the course involves learning around the normal and abnormal processes of reproduction.

#### GENERAL MODULE OBJECTIVES

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

- Identify the underlying embryology, anatomy, and physiology of common disorders of the female reproductive system. (Medical Expert)
- Formulate possible causes, investigations and management for common presentations of gynaecologic disorders. (Medical Expert)
- Discriminate the abnormal from normal processes of reproduction. (Medical Expert)

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

#### MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

#### REQUIRED RESOURCES

The recommended textbook is

Hacker NF, Moore JG, Gambone JC. Essentials of Obstetrics and Gynecology 5th ed. St. Louis (MO): Elsevier Saunders; 2010

The SOGC Clinical Practice Guidelines are also recommended reading and are available on their website, [www.sogc.org](http://www.sogc.org). Each lecture may also have added readings; these should be checked before each lecture on One45.

#### MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic, interactive and case-based problem solving sessions
- Independent self-directed reading and exercises

## STUDENT ASSESSMENT

### **Assignments/Quizzes** **20%**

Pathology Assignment	5%
In-Class Quiz #1	7.5%
In-Class Quiz #2	7.5%

### **Exams** **80%**

Midterm Exam	30%
End of Module	50%

*Assignment 1:* Pathology Assignment

Value: 5% of final grade

Date: Posted in One45 - will be confirmed in the Pathology lecture

Description: See One45

*Quiz 1:* Quiz #1

Value: 7.5% of final grade

Date: February 9, 2017

Length: 50 minutes (last hour of class time)

Description: Written in-class assignment on Blackboard

*Quiz 2:* Quiz #2

Value: 7.5% of final grade

Date: March 9, 2017

Length: 50 minutes (last hour of class time)

Description: Written in-class assignment on Blackboard

*Midterm Exam*

Value: 30% of final grade

Date: February 17, 2017

Length: 50 minutes

Type: Examsoft in class

Description: Multiple choice questions

*Final Exam*

Value: 50% of final grade

Date: March 17, 2017

Length: 110 minutes

Type: Examsoft in class

Description: Multiple choice questions

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

## MODULE 3

### Mental Health

#### MODULE DIRECTOR

**Dr. Vern Bennett**

Email Address: vern.bennett@usask.ca

Office Hours: contact by email for an appointment

#### MODULE DESCRIPTION

The Foundations course in Mental Health will provide students with a comprehensive and integrative learning experience designed to establish a foundation of working knowledge of the classification of mental disorders, normative and abnormal phenomenology, diagnostic criteria and societal and individual implications of stigma. Introductory knowledge will be established in the treatment of mental disorders.

#### MODULE OBJECTIVES

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

- Describe normal stages of psychosocial development. (Medical Expert)
- Demonstrate introductory knowledge of the classification of mental disorders. (Medical Expert)
- Outline the essential diagnostic features, epidemiology, and presentation of the common psychiatric syndromes. (Medical Expert)
- Given a patient situation suggest a reasonable differential diagnosis, investigations, and treatment plan. (Medical Expert, Manager)
- Explain stigma and its etiology from a cultural and psychological perspective. (Medical Expert, Advocate, Communicator)
- Explain the implications of stigma within the general population, among patients, and within the ranks of health care professionals on patient care. (Medical Expert, Advocate, Collaborator, Communicator)
- Describe the prevalence of various psychiatric illness and mental health conditions in the community. (Medical Expert)

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

#### MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

#### REQUIRED RESOURCES

Required Text:

Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, (11<sup>th</sup> Ed.) B.J. Sadock (Author), V.A. Sadock (Author), R. Ruiz (Ed.), (2014) ISBN 978-1609139711

Recommended:

Interview Guide for Evaluating DSM-5 Psychiatric Disorders and the Mental Status Examination, by Mark Zimmerman, (2013) ISBN

The IACAPAP Textbook of Child and Adolescent Mental Health, Joseph M. Rey, Ed. 2012 (free online textbook)

## MODULE DELIVERY

Students will learn through a variety of methods, including:

- DSM 5 diagnostic terminology
- Flipped classroom
- Small group work
- PBL
- Clinical skill development within foundations
  - Screening questions
  - How do people present with mental disorders
- Patients with lived experience and case discussion
- Panels
- Active lecture – didactic/activity

## STUDENT ASSESSMENT

<b>Assignments/Quizzes</b>	<b>50%</b>
Assignment 1	10%
Assignment 2	10%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
<b>Exams</b>	<b>50%</b>
End of Module	50%

*Assignment 1:* Short Personal Reflection on Stigma

Value: 10% of final grade

Due Date: Draft to be posted by March 23; comments March 30; final copy April 3.

Description: A one to two page written reflection (approximately 500 words) chosen from a list of Statements and Vignettes that will be provided to you.

*Assignment 2:* Critical Appraisal and Debate Exercise – Small Groups

Value: 10% of final grade

Due Date: Initial Position due March 27; Rebuttal due April 3; Explanation to the Patient due April 5.

Description: Divided into groups of five, students will write a position paper after being assigned one of two positions:

1. Cannabis is relatively safe to use recreationally and it leads to minimal additional health burden.
2. Cannabis has inherent risks to mental health and requires tight regulation on its use.

Students must use medical literature to support their position. They will be provided with suggested 'search terms' in a class session to aid in their abbreviated literature review. Students will then (in their groups) write a rebuttal to a group with the alternate position, including assessing the weaknesses in the medical literature cited. Finally, individually, students must write a short description of how they would explain the risks and benefits of cannabis use to a teenager and his family if they were to present to their office.

*Quiz 1:* Review and Quiz 1  
Value: 10% of final grade  
Date: March 24, 2017  
Length: 50 minutes  
Description: Open-book and based on course content covered to date, will consist of 8 – 10 questions.

*Quiz 2:* Review and Quiz 2  
Value: 10% of final grade  
Date: March 29, 2017  
Length: 50 minutes  
Description: Open-book and based on course content covered to date, will consist of 8 – 10 questions.

*Quiz 3:* Review and Quiz 3  
Value: 10% of final grade  
Date: March 31, 2017  
Length: 50 minutes  
Description: Open-book and based on course content covered to date, will consist of 8 – 10 questions.

*Final Exam*

Value: 50% of final grade  
Date: April 7, 2017  
Length: 110 minutes  
Type: Examsoft in class  
Description: All objectives from all sessions are in effect.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

## MODULE 4

### Dermatology and Plastic Surgery

#### MODULE DIRECTOR

**Dr. Rachel Asiniwasis**

Email Address: asiniwasis@gmail.com

Phone Number: 306-552-7546

Office Location: 310 Gardiner Park Court, Regina SK

Office Hours: 8:00 am – 4:00 pm

#### MODULE DESCRIPTION

Lectures will cover the following subjects:

**DERMATOLOGY:** Dermatology basics (skin structure and function, nomenclature, integument histology), psoriasis and other papulosquamous diseases, urticaria, acne, rosacea, perioral dermatitis, dermatitis and infestations, bullous diseases, disorders of pigmentation, genodermatoses, pediatric dermatology, skin infections, miscellaneous topics (pregnancy rashes, mucous membrane diseases, psychocutaneous diseases, photodermatoses), cutaneous manifestations of internal disease, hair and nails, drug reactions, pharmacology in Dermatology, non-melanoma skin cancer, moles and melanoma

**PLASTIC SURGERY:** Surgical care of malignancies & principles of reconstruction, wound healing, dressings & wound care, surgical care of soft tissue infections, burns

Students will learn to care for patients with common and urgent dermatological conditions by applying their knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major cross-cutting themes such as mental health, aboriginal health, and interprofessional education will be discussed. Students will be prepared to enter their clerkship where they will participate in the care of patients with dermatological conditions and expand and deepen their knowledge and skills in this area. A more detailed breakdown of objectives (including MCC relevant objectives) for each subject will be provided in the Dermatology course syllabus.

#### MODULE OBJECTIVES

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

- To distinguish between normal and abnormal structure and function for the dermatological system. (Medical Expert)
- Identify the underlying pathophysiology of common and urgent dermatological disorders. (Medical Expert)
- Describe an approach to the care of patients with common and urgent dermatological conditions. (Medical Expert)
- Formulate possible causes, investigations and patient centered medical/surgical management for common and urgent presentations of skin conditions. (Medical Expert, Manager, Communicator)
- Explain the population health aspects of key dermatological conditions including prevention and identify opportunities and propose avenues for advocacy and interprofessional collaboration. (Advocate, Medical Expert, Collaborator)
- Apply knowledge of risk factors of special populations, such as First Nations, children and the elderly, to individual patient situations. (Advocate, Medical Expert)
- Explain the potential psychosocial and mental health impacts of select dermatological conditions. (Medical Expert, Advocate, Collaborator)
- Apply an evidence-based approach to identify benefits, risks, and efficacy for patients using holistic therapies (integrative medicine) for skin conditions. (Medical Expert)

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

## MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

## RECOMMENDED RESOURCES

Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology, 6th Ed. Klaus Wolff, Richard Allen Johnson, 2009.

Toronto Notes Dermatology Section.

Blackboard access to virtual microscopy slides

- Rural settings need a copy of the required text or at least needs to be added to the package students already get – online resources
- Clickers available

## MODULE DELIVERY

Students will learn through a variety of methods, including lectures and quizzes. See detailed module description in Dermatology and Plastics system course syllabus.

## STUDENT ASSESSMENT

<b>Assignments</b>	<b>60%</b>
Quiz 1	25%
Quiz 2	25%
Assignment 1	5%
Assignment 2	5%
<b>Exams</b>	<b>40%</b>
End of Module	40%

*Quiz 1*            Take Home Quiz 1  
Value:            25% of final grade  
Due Date:        April 16, 2017 at 11:59 pm  
Description      Take home quiz that will include material from the first week of lectures.

*Quiz 2*            Take Home Quiz 2  
Value:            25% of final grade  
Due Date:        April 23, 2017 at 11:59 pm  
Description      Take home quiz that will include material from the second week of lectures.

*Assignment 1:* Benign Skin Lesion Identification and Common Skin Findings

Value: 5% of final grade

Due Date: April 23, 2017 at 11:59 pm

Description: Take home assignment, mode of administration to be announced.

*Assignment 2:* Skin Infections

Value: 5% of final grade

Due Date: April 23, 2017 at 11:59 pm

Description: Take home assignment, mode of administration to be announced.

*Final Exam*

Value: 40% of final grade

Date: April 24, 2017

Length: 110 minutes

Type: Examsoft in class

Description: Comprehensive exam with Dermatology represented in 60% of the content and Plastic Surgery 40%.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.