




Foundations in Clinical Medicine III

MEDC 226.18
YEAR 2 TERM 4

 **COURSE SYLLABUS**
2018/2019



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

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:

1. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology
2. Generate reasonable differential diagnoses and management plans
3. Select and interpret appropriate investigations
4. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at risk populations.

Note: In addition, each discipline-specific module in the course will also have its own specific module objectives and individual session objectives of learning. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

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.

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.

<https://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

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 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: 978-0-07-180216-1 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 Marcandante, 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 (2nd Edition). Eds. By Hilal-Dandan & Brunton. Or Principles of Pharmacology: The pathophysiologic Basis of Drug Therapy. By David E Golan (3rd 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

Diagnostic Imaging

<http://sites.usask.ca/undergradimaging/>

COURSE ASSESSMENT OVERVIEW

Course Component	Module Components	Module Weight	Component Requirement	Weighting in Final Foundations III Mark
Endocrine Module	5 Quizzes (2% each)	10%	70% on module	25%
	Assignment	10%		
	Mid-Module Exam I	40%		
	Mid-Module Exam II	40%		
Reproductive Module	Histology Assignment	5%	70% on module	25%
	2 Quizzes (7.5% each)	15%		
	Mid-Module Exam	40%		
	End of Module Exam	40%		
Mental Health Module	2 assignments (10% each)	20%	70% on module	25%
	3 Quizzes (10% each)	30%		
	End of Module Exam	50%		
Dermatology Module	Quiz	35%	70% on module	25%
	Mid-Module Exam	25%		
	End of Module Exam	40%		
Course Total Mark				100%
Foundations III Final Examination			60% on exam	-

COURSE POLICY FOR SUCCESSFUL COMPLETION AND 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 Foundations Final Examination for Foundations III. The Foundations Final 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 Final Examination.
- B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, as well as the Foundations III Final Examination. A mark of 0% will be given for any missed quiz, test or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy. Assignments are adjudicated as per the Assignment Submission Policy.
- C) Students who do not achieve the required 70% average grade in any of the four modules or a 60% grade in the Foundations III Final Examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or Foundations Final 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 2 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 Foundations Final 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), or the number of failed modules. Students who have **accrued four (4) or more** grade deficit points or accrued deficit points in **three (3)** modules 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.
- 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 Foundations 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 within 7 days of the last final exam and that supplemental exams for the final module of the term and the Foundations III Final Exam will be held mid-June. Where students have supplementals in more than one module or course then adjustments may be made to the supplemental exam schedule by the Year Chair in coordination with Course Chair/Module Director(s).

Supplemental examinations will **ONLY** be offered on dates other than those specified for each module and for the Foundations Final Exam in exceptional circumstances (such as personal illness, bereavement, etc.), and will be adjudicated by the Course Subcommittee in consultation with Assistant Dean Academic. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements. Decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee.

- G) A maximum of **one (1)** supplemental examination per module will be allowed, up to the point of course failure (see D). As well, students will only be allowed to write **one (1)** supplemental examination for the Foundations III Final Exam, up to the point of course failure (see D). 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, supplemental assignments may 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) 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.
- J) 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 Foundations Final Exam).
- K) 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 < 70% and ≥ 60%	Average < 60% and ≥ 50%	Average <50%
Endocrine Module	I	II	III
Reproductive Health Module	I	II	III
Mental Health Module	I	II	III
Dermatology Module	I	II	III
Foundations III Final Examination	N/A	I	II

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

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 CO-DIRECTORS

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Dr. Mark Inman

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MODULE DESCRIPTION

The Endocrine system is set up by topics, including pituitary, thyroid, adrenal, diabetes, obesity, and calcium. 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, pathophysiology, 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 yet a minimum passing mark is needed for full points (2% or full mark for 7/10 or more correct; 1% or half mark for 1-6/10 correct; 0% if not completed or 0/10) and completion dates will be posted. 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. An assignment pertaining to the diabetes workshop will account for 10% of the total module mark. Suggested reading for each topic may be 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 two noncumulative midterm exams, without a cumulative final.

GENERAL MODULE OBJECTIVES

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

1. Describe the clinically relevant anatomy, physiology and biochemistry of the pituitary, adrenal, thyroid, pancreas, and parathyroid glands.
2. Describe the major clinical actions of hormones secreted from or under control by those glands.
3. Explain the clinical sequelae of under- or over-secretion of hormones of those glands.
4. Identify endocrine specific disorders in a patient presenting with a common non-specific complaint.
5. Given a high clinical suspicion of an endocrine abnormality, be able to explain how to order the appropriate laboratory and imaging tests to screen for the abnormality and to confirm it.
6. Given a firm diagnosis of an endocrine abnormality, develop a plan of management for that diagnosis, considering the relevant medical and psychosocial aspects of the treatment.
7. Describe the prognosis and recommended follow-up for patients with endocrine abnormalities.
8. Be able to describe the etiology, diagnosis criteria, and lab investigations associated with type 1 and 2 diabetes.
9. List and explain the management aspects of type 1 and type 2 diabetes including insulin action and adjustment, carbohydrate effect, and diabetes related technologies and to appreciate the role of the multidisciplinary team in diabetes management.
10. Describe the important aspects of obesity management and complication surveillance.

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

Jameson JL. Harrison's Endocrinology 3rd 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

Diabetes Canada Clinical Practice Guidelines (2018): <http://guidelines.diabetes.ca/fullguidelines>

Supplemental

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

Quizzes

10%

Quizzes x 5

5 x 2%

All quizzes will be done on BBLearn

Scoring as per: 7/10 or more correct = full marks; 1-6/10 correct = half marks; 0/10 or not completed = no marks

Assignment(s)

10%

Diabetes Assignment

10%

Exams

80%

Mid-Module Exam I

40%

Mid-Module Exam II

40%

Quiz 1 Pituitary Cases 1, 2, and 3

Value: 2% of Final Grade

Due Date: January 7, 2019

Description: The quiz will cover content drawn from pituitary cases 1, 2, and 3. Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Quiz 2 Thyroid Cases 1, 2 and 3

Value: 2% of Final Grade

Due Date: January 9, 2019

Description: The quiz will cover content drawn from thyroid cases 1, 2, and 3. Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Quiz 3 Calcium Cases 1 and 2

Value: 2% of Final Grade

Due Date: January 10, 2019

Description: The quiz will cover content drawn from calcium cases 1 and 2. Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Quiz 4 Diabetes Cases 1, 2, 3 and 4
Value: 2% of Final Grade
Due Date: January 21, 2019
Description: The quiz will cover content drawn from diabetes cases 1, 2, and 3. Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Quiz 5 Adrenal Cases 1, 2, and 3
Value: 2% of Final Grade
Due Date: January 23, 2019
Description: The quiz will cover content drawn from adrenal cases 1, 2, and 3. Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Assignment Diabetes Assignment
Value: 10% of Final Module Grade
Due Date: January 23, 2019
Description: At the conclusion of the diabetes workshop, students will be expected to work in small groups (assigned) to complete a clinical case assignment pertaining to a newly diagnosed patient with type 1 diabetes and a newly diagnosed patient with type 2 diabetes.

Mid-Module Exam I

Value: 40% of Final Grade
Date: January 14, 2019
Description: ExamSoft in-class. Questions based on Pituitary, Lab Medicine, Thyroid, Calcium, Pediatric Growth/Puberty, Transgender/Gonadal, Imaging and Introduction lectures.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Mid-Module Exam II

Value: 40% of Final Grade
Date: January 28, 2019
Description: ExamSoft in-class. Questions based on Adrenal, Diabetes, Obesity, Histology and Endocrine Media/Myths.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

The following changes are planned for the 2019 endocrine module, in response to feedback provided from the 2018 endocrine module year.

Lecture Content

1. A few lectures (thyroid – clinical; adrenal – clinical) will be amended to cover a few gaps or areas students would like more information on.

New Content

2. A transgender medicine/gonadal function overview will be added – a current gap.
3. We have added in a Diabetes – Special Populations lecture to cover Indigenous population, pregnancy, and children in more detail (i.e. their unique aspects).

Thyroid Lecture

4. The clinical thyroid lecture has been a challenge for the last few years. Despite our efforts, it has not fully improved. We will consider some adjustments to improve this lecture.

Midterm Reviews

We have instituted formal midterm reviews after BOTH Midterm 1 and Midterm 2.

The Midterm 1 Exam Review will occur within 48 hours of the exam. We will go through the pertinent points of the exam and students will receive their marks AFTER the review. This will enable us to focus on the material and the knowledge gaps.

There will also be a Midterm 2 exam review after Midterm 2 as per last year.

MODULE 2

Reproductive Module

MODULE CO- DIRECTORS

Dr. Melissa Mirosh

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Phone Number: (306) 844-1023

Office Location: RUH 4556

Office Hours: please contact in advance for a meeting

Dr. Afton Sielski

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Phone Number: c/o Cheryl Pfeifer (306) 966-6138

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 gynecologic 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.

MODULE OBJECTIVES

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

1. Identify the underlying embryology, anatomy, and physiology of common disorders of the female reproductive system.
2. Formulate possible causes, investigations and management for common presentations of gynecologic disorders.
3. Discriminate the abnormal from normal processes of reproduction.

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:

Beckmann CRB, Ling FW. Beckmann and Ling's Obstetrics and Gynecology 8th ed. Wolters Kluwer; 2019

The SOGC Clinical Practice Guidelines are also recommended reading and can be accessed through the U of S Library or online.

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

Assessments	20%
Histology Assignment	5%
In-Class Quiz #1	7.5%
In-Class Quiz #2	7.5%
Exams	80%
Mid-Module Exam	40%
End of Module Exam	40%

Assignment 1: Histology Assignment

Value: 5% of Final Grade

Date: February 8, 2019

Description: Short answer take-home assignment done in Blackboard.

Quiz 1: In-Class Quiz #1

Value: 7.5% of Final Grade

Date: February 7, 2019

Description: Written in-class quiz on Blackboard consisting of short answer questions.

Quiz 2: In-Class Quiz #2

Value: 7.5% of Final Grade

Date: March 6, 2019

Description: Written in-class quiz on Blackboard consisting of short answer questions.

Mid-Module Exam

Value: 40% of Final Grade

Date: February 26, 2019

Description: ExamSoft in-class. Primarily Gynecology, testing on all topics up to and including February 15, 2019.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

End of Module Exam

Value: 40% of Final Grade

Date: March 18, 2019

Description: ExamSoft in-class. Primarily Obstetrics, testing on all material taught from February 25, 2019 until the end of module.

Examination may include any of the following types of questions: multiple choice, multiple choice multiple answer, clinical decision making, fill-in-the-blank, true/false, short answer.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student evaluations of this module, the following changes have been made:

1. In-class quizzes will now be done during class time only, not outside of class hours.
2. A greater focus on case-based teaching will occur this year.
3. An ongoing effort to have lectures originate from Regina is being made.
4. Some lectures have been reorganized to reduce topic overlap.

MODULE 3

Mental Health

MODULE DIRECTOR

Dr. Dawn De Souza

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Office Hours: contact Laura Critchley at laura.critchley@usask.ca for an appointment

MODULE CO-DIRECTOR

Dr. Vern Bennett, Education Director Department of Psychiatry

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 health disorders.

MODULE OBJECTIVES

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

1. Describe normal stages of psychosocial development.
2. Demonstrate introductory knowledge of the classification of mental disorders.
3. Outline the essential diagnostic features, epidemiology, and presentation of the common psychiatric syndromes.
4. Given a patient situation suggest a reasonable differential diagnosis, investigations, and treatment plan.
5. Discuss the implications of stigma in patient care and professional accountabilities.
6. Apply the principles of critical appraisal to form an evidence-based medical opinion and translate to a patient centered-explanation.

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, (11th 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 Large Group Teaching – Interactive Didactic Activity

STUDENT ASSESSMENT

Assessments	50%
Assignment 1 (Stigma)	10%
Assignment 2 (Critical Appraisal)	10%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Exams	50%
End-of-Module	50%

Assignment 1: Stigma Reflection Exercise

Value: 10% of Final Grade

Due Date: March 26, 2019 (draft reflection posted)
April 2, 2019 (comments on reflection posted)
April 4, 2019 (final revisions posted)

Description: Part 1:

1. Review the pre-reading and resources below.
2. Choose one statement from the following list, or a statement/personal observation of your own as it relates to stigma to complete the reflection assignment.
3. Complete a one to two-page written reflection (approx. 500 words). Content should include:
 - a. your opinion on the statement
 - b. a contrasting opinion
 - c. discuss how this specific statement, and bias, could affect your future training and practice
 - d. outline how you and/or the health care system could mitigate bias and stigma as it pertains to mental health

Part 2:

You will be divided into groups of ten and will access BBLearn where you will be able to upload your stigma reflection paper. Choose **at least** two other student reflections to provide comments and constructive feedback. To assist in gaining a deeper understanding of various perceptions and opinions peers may hold, you are encouraged to read all the reflections in your group.

Part 3:

Break out group discussion – This component will involve in class, breakout group discussion on the reflection essays you have posted and critiqued. This is an opportunity to articulate thoughts, share thoughts and feelings of experiences of stigma within and outside the health care setting.

Schedule:

Your draft reflection must be posted by midnight March 26, 2019. Comments are due by midnight April 2, 2019 and, after incorporation of the written feedback from your group and learning from the breakout group discussion, the final copy of reflection assignment is due April 4, 2019.

Assignment 2: Critical Appraisal and Health Education Exercise – Small Groups

Value: 10% of Final Grade

Due Date: March 27, 2019 (Part 1 due)
April 4, 2019 (Part 2 due)

Objectives: Critically appraise the medical evidence surrounding the mental health implications of cannabis use.

Communicate the mental health implications of cannabis use to a patient or in the broader population.

Description: Part 1: Health Canada has approached your expert group in the COM at the University of Saskatchewan to provide a position statement on the potential mental health risks and benefits of Cannabis use in light of pending cannabis legalization. Write your position statement as an expert group of 5 after searching and critically analyzing the medical literature to provide an evidence base for your statement.

Part 2: Within the same groups as Part 1, you will be tasked with summarizing and communicating your position statement to a lay audience. You will be given a list of methods to do so and your group must choose ONE.

1. Create a public information brochure (tri-fold, with information on front and back) with information on the mental health risks and benefits of cannabis.
2. Create a YouTube video describing the mental health risks and benefits of cannabis use.
3. Create a 30-second television public service ad describing the mental health risks and benefits of cannabis use.
4. Create a PowerPoint/media slide show that could auto-play on screens in public health and family doctor's offices describing the mental health risks and benefits of cannabis use.
5. Create a full-size poster with information on the mental health risks and benefits of cannabis use that can be used as a backdrop if you were to visit high schools to provide education.
6. Media outlets have requested a one-page press release from your expert group so they can write a news story on your position statement. Provide them with one, keeping in mind that any line from the press release can be quoted in their article.

Quiz 1: Quiz 1 and Review

Value: 10% of Final Grade

Date: March 22, 2019

Description: Based on course content covered to date.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

Quiz 2: Quiz 2 and Review

Value: 10% of Final Grade

Date: March 27, 2019

Description Based on course content covered to date.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

Quiz 3: Quiz 3 and Review

Value: 10% of Final Grade

Date: April 2, 2019

Description Based on course content covered to date.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

End of Module Exam

Value: 50% of Final Grade

Date: April 8, 2019

Description: ExamSoft in-class. All objectives from all sessions are in effect.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student evaluations of this module, the following changes have been made:

1. Substantive changes were made for the 2017/2018 academic year. The 2018/2019 year includes editorial changes.

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, benign skin lesions, 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:

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

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, 8th Ed. Klaus Wolff, Richard Allen Johnson, 2017

Toronto Notes Dermatology Section

Blackboard access to virtual microscopy slides

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

MODULE DELIVERY

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

STUDENT ASSESSMENT

Assessments 35%

Take-Home Quiz 35%

Exams 65%

Mid-Module Exam 25%

End of Module Exam 40%

Quiz Take Home Quiz

Value: 35% of Final Grade

Due Date: April 21, 2019

Description: Comprehensive take home quiz due at the end of the course. Will cover various topics, as well as a section on benign skin lesion identification and common skin findings.

Mid-Module Exam

Value: 25% of Final Grade

Date: April 18, 2019

Description: Based on the first week of lectures.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

End of Module Exam

Value: 40% of Final Grade

Date: April 26, 2019

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

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student evaluations of this module, the following changes have been made:

1. The exam question bank has been review to ensure objective lecture exam content correlation.
2. Plastic surgery lectures will be available on One45 in advance.
3. Any further feedback to improve the module is welcome.

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

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 syllabus¹.

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 student, if submitting a late assignment that is deemed to be at or above the pass

¹ 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.

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.

EXAM REVIEW PROCESS

The College understands the pedagogical value of a post exam review and feels that these are best handled by the Course Director(s)/Instructor(s) who can clarify concepts rather than students just viewing the “right” answer. Time has been built into the curriculum for the post exam reviews. Please Note: Students will not be allowed to see their individual exam during these sessions nor are they eligible to view their exam unless they were unsuccessful in achieving the minimum mark of 70% or in considering appealing their mark. In the event of a specific module or exam failure, a student may request to review their assessment by contacting the appropriate Module Director, Course Director or Course Chair.

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

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

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, 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 (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or (306) 966-8817.

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) 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)

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

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

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 the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, www.students.usask.ca/aes or contact AES at 966-7273 or aes@usask.ca.

Students registered with AES 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 AES.

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:

COM Student Affairs Coordinator, Edith Conacher at edith.conacher@usask.ca or (306) 966-4751.

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at lisa.persaud@saskhealthauthority.ca or (306) 766-0620.

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 <http://library.usask.ca/studentlearning/>.

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 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>).

ABORIGINAL STUDENTS CENTRE

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal 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 also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

As we gather here today, we acknowledge we are on Treaty Six 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.