



# Clinical Integration III

MEDC 214.4

YEAR 2 TERM 1

**COURSE SYLLABUS**

**2018-19**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

## COURSE DESCRIPTION

This is the third of four courses in the Clinical Integration series. Clinical Integration III is designed to provide students with knowledge, skills and experiences in gathering and integrate knowledge and in clinical reasoning skills. These will be further developed in Clinical Integration IV Course (Term 4).

Students will engage in Ethics sessions, Interprofessional Problem-Based Learning, Information Literacy, Integrative Medicine and Clinical Reasoning Cases focused on developing critical thinking skills and integrating the information learned in the other courses both during this term and from previous terms (Year 1 - Term 1 and 2).

Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#))

## OVERALL COURSE OBJECTIVES

By the completion of Clinical Integration III course, students will be able to:

1. Collect relevant patient-centred data and synthesize the information based on the presenting concern.
2. Prioritize the diagnoses on the differential diagnosis list.
3. Identify the investigations, based on the clinical presentation, needed to narrow the differential diagnosis.
4. Integrate the knowledge obtained to develop a patient-centred management plan.
5. Identify opportunities to apply health promotion and illness prevention.
6. Discuss and analyze legal and ethical issues.
7. Demonstrate effective interprofessional collaboration and work effectively as a team.
8. Apply critical appraisal skills.
9. Model professional and ethical behaviour.
10. Demonstrate effective patient communication integrating the patient-centred clinical method.
11. Demonstrate effective information literacy skills.
12. Identify relevant elements of illness experience and patient context.
13. Demonstrate effective self-directed learning skills.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## COURSE CONTACTS

**Course Chair:** Dr. Deirdre Andres – [d.andres@usask.ca](mailto:d.andres@usask.ca) – (306) 655-4200

**Course Director:** Dr. Matt Kushneriuk – [matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca) – (306) 966-7202

**Administrative Coordinator (Saskatoon):** Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

**Education Consultant (Regina):** Christa Kaytor – [christa.kaytor@saskhealthregion.ca](mailto:christa.kaytor@saskhealthregion.ca) – (306) 766-3157

**Administrative Assistant:** Kimberly Basque – [kimberly.basque@usask.ca](mailto:kimberly.basque@usask.ca) – (306) 966-6151

## COURSE SCHEDULE

Please check one45 **DAILY** to ensure that they have the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the UGME Office.

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. Access the link below for the most current objectives.

<https://share.usask.ca/medicine/one45/kbase/Curriculum%20Objectives.aspx>

<b>Date</b>	<b>Time</b>	<b>Session</b>	<b>Learning Activity</b>
August 15	1:30 – 4:20	Orientation & Clinical Reasoning Case	Small Group – see one45
August 22	11:30 - 12:20	Information Literacy	Small Group – see one45
August 29	1:30 - 2:20	Ethics	Lecture – see one45
	2:30 - 4:20	Ethics	Small Group – see one45
September 12	8:30 – 9:20	Information Literacy	Small Group – see one45
	9:30 – 12:20	Clinical Reasoning Case	Small Group – see one45
September 26	8:30 – 9:20	Information Literacy	Small Group – see one45
	9:30 – 12:20	Clinical Reasoning Case	Small Group – see one45
October 3	2:30 - 4:20	iPBL - HIV	Small Group – see one45
October 10	2:30 – 4:20	iPBL - HIV	Small Group – see one45
October 17	2:30 - 4:20	iPBL - HIV	Small Group – see one45
November 7	1:30 – 4:20	Clinical Reasoning Case	Small Group – see one45
November 14	8:30 – 12:20	Clinical Reasoning Case	Small Group – see one45
November 26	1:30 - 4:20	Integrative Medicine	Lecture – see one45
November 27	8:30 – 11:20	Clinical Reasoning Case	Small Group – see one45

### **COURSE DELIVERY**

Sessions vary in length and are scheduled throughout the term. For most sessions, students will work interactively in small group settings. For Clinical Reasoning Cases and iPBL sessions, learning is student-directed and students assign themselves roles to help facilitate the case discussion. A facilitator is present to guide students through the case (e.g. answering questions for clarification, redirecting them if they get off track, etc.)

## COURSE MATERIAL ACCESS

**Relevant handouts will be posted on one45.** Cases will be released on Blackboard at the start of the Clinical Reasoning Case session.

Preparation for each session will include review of patient centred interview techniques, physical examination and clinical skills relevant to the case topics and review of clinical reasoning lecture notes. It may be helpful to review websites such as <http://www.choosingwiselycanada.org>.

## COURSE ASSESSMENT OVERVIEW

Formative Assessment - Working through the cases gives the student the opportunity to apply knowledge from multiple courses including Clinical Skills, Medicine & Society, and Principles of Biomedical Sciences. This process provides formative feedback about the student's medical knowledge and reasoning and helps to prepare the student for assessments in other courses.

Summative Assessment – In addition to the assignments as outlined below, there will be a number of questions within the Clinical Reasoning Cases that will utilize standard-based assessment (in-group peer marking, according to predetermined criteria).

Module Assignments		25%
• Ethics	5%	
• Self-Directed Learning Assignment	5%	
• Information Literacy	5%	
• iPBLs	10%	
Clinical Reasoning Cases		45%
• Clinical Reasoning Case Assignments	42%	
• Integrative Medicine Questions	3%	
Final Examination		30%
	Total Marks	100%

## ASSESSMENT COMPONENTS

### Assignment: Ethics Assignment

Value: 5% of final grade

Due Date: Wednesday, September 5, 2018 11:59 PM.

Description: The required written assignment will be a discussion of **one** of several cases in a short essay approximately TWO pages in length (double-spaced, Times New Roman 12 font, \*maximum 500 words in length).

### Assignment: Clinical Reasoning Cases

Value: 45% of final grade (6 assignments total, each worth 7%, integrative medicine questions worth 3%)

Due Date: Due the week following the Integrative Case session. All assignments must be submitted by 11:59 PM on their due date.

Description: Each Clinical Reasoning Case session will be assessed based on either a take-home clinical question that is to be completed in structured essay form and will be marked by the tutor/facilitator (if applicable, rubrics will be made available in one45) or an in-class assignment, either peer marked or tutor/facilitator marked. Cases may include content from Term III and all previous terms completed. Additionally the focus of the cases will be on the Clinical Integration objectives but may also assess objectives drawn from Foundations, Clinical Skills, and Medicine and Society. Some cases may contain aspects of self-directed learning.

### Assignment: Self-Directed Learning

Value: 5%

Due Date: Part 1, Elements 1&2 - August 15, 2018 by 23:59;  
Part 2, Element 1 - November 2, 2018 by 23:59;  
Part 2, Element 2 - November 7, 2018 by 23:59; and  
Part 3, Element 1 - November 27, 2018 by 23:59.

Description: This assignment will allow students the opportunity to reflect on their learning and identify an area they would like to gain additional learning around. By working through the process of this assignment students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning.

### Assignment: iPBL Assignment

Value: 10% of final grade

Due Date: Wednesday, October 24, 2018 11:59 PM.

Description: Detailed description will be posted on

### Blackboard. Assignment: Information Literacy

Value: 5% of final grade

Due Date: Wednesday, October 3, 2018 11:59 PM

Description: Written assignment posted online after the last session.

### Final Exam

Value: 30% of final grade

Date: Thursday, December 6, 2018  
Length: 3 hours  
Type: Summative, Cumulative, examination.

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students are to obtain a cumulative mark of at least 70% across all the course assignments AND achieve a mark of at least 70% on the final exam. Students not promoted as a result of being unsuccessful on the course will receive a grade of 'F' on their transcripts. Students are also expected to complete all assignments within the course.

## REMEDIATION AND COURSE FAILURE

If a student fails either the combined average of all the course assignments or the final examination, a maximum of one remediation attempt will be provided. Failure of a remediation/supplemental exam will result in a course failure. If a student fails **both** the combined average of all the course assignments and the final examination, this will be considered a course failure and remediation will not be offered. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Term 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee

## ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

As per the Attendance Policy, all small group sessions are mandatory for attendance. This will include all Clinical Reasoning Cases, Ethics Small Groups, Information Literacy Small Group sessions and the iPBL sessions.

Students who miss a Case or iPBL without appropriate approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for that session, and may result in a meeting to discuss Professionalism. In this situation, students are strongly encouraged to review case materials to address the learning objectives of the case.

Students who have an approved absence or unavoidable absence due to illness (see Attendance Policy) should notify the Course Director, and the Preclerkship Coordinator in Saskatoon or the Education Consultant in Regina, Students will be given an opportunity to complete the case independently and submit the assignment, which will be weighted as 7% (or prorated to reflect missing in-class marks if those are part of the missed session).

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. More cases will be added, with the addition of a self-directed learning integrative case.
2. There will be more variety in the type of assignments used in this course to ensure better yield in terms of learning. A focus will be placed on timely feedback for students.
3. Attempts will be made to align the content of the integrative cases with what the students are currently studying.

## COURSE MODULES

### Clinical Reasoning Cases

**Module Director:** Dr. Matt Kushneriuk – [matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca) – (306) 966-7202

**Administrative Assistant (Saskatoon):** Kimberly Basque  
[kimberly.basque@usask.ca](mailto:kimberly.basque@usask.ca) - (306) 966-6151

**Administrative Officer (Regina):** Sherry Lindenbach  
[sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

**Administrative Coordinator (Regina):** Holly Doell – [holly.doell@saskhealthauthority.ca](mailto:holly.doell@saskhealthauthority.ca)  
(306) 766-0552

In these small group learning experiences, the student will work through patient “cases” in order to have practice applying knowledge from the various courses in this third term and to further develop clinical reasoning skills. All material covered in Year 1 (Terms 1 & 2) can be drawn on as well.

#### **Objectives:**

See Course Objectives.

#### **Assessment:**

The assessment will focus on Clinical Reasoning Cases. The details for this assessment will be posted on one45. Please refer to the assessment breakdown above.

### Interprofessional Problem-Based Learning (iPBL)

**Module Director:** Sean Polreis – [sean.polreis@usask.ca](mailto:sean.polreis@usask.ca) – (306) 966-1311

**Administrative Officer (Regina):** Sherry Lindenbach – [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

**Administrative Coordinator (Regina):** Holly Doell – [holly.doell@saskhealthauthority.ca](mailto:holly.doell@saskhealthauthority.ca) – (306) 766-0552

In these small group learning experiences, students will work through patient “cases” in order to have practice applying knowledge from the various courses in this third term and to further develop clinical reasoning skills. All material covered in Year 1 (Terms 1 & 2) can be drawn on as well. Health professions’ students work in teams to gain knowledge and experience in Interprofessional Collaboration. The team (comprised of approximately 10 students from three or more health disciplines with a trained tutor) is progressively provided with information on the health problems and social issues of a fictitious patient or client. In two 2-hour sessions, one week apart, the team will use a systematic, participatory, and collaborative approach to develop an evidence-based and patient-centered plan of care for the patient or client.

Students are exposed to interprofessional competencies first as an orientation at the beginning of each case and then throughout the case discussions as needed and finally at the end of each session. Students are guided to consider and discuss their roles, various dynamics that enable or interfere with effective interprofessional team collaboration, concepts of shared leadership, aspects of effective interprofessional communication including conflict resolution, and patient/client/family community-centered care. Thus some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions’ students participating in Interprofessional Problem-Based Learning (iPBL) and students have an opportunity to develop knowledge, skills, attitudes and behaviors for effective interprofessional collaborative practice.

**Objectives:**

In the iPBL module, students will:

1. Role Clarification
  - Describe the importance of role clarification in caring for patients with complex health care needs
  - Describe how other health care professionals (currently not on the team) could contribute to the care of the patient.
2. Team Functioning
  - Describe problem resolution with ineffective team functioning within a group.
3. Interprofessional Communication
  - Integrate elements of effective interprofessional communication to improve team function.
4. Collaborative Leadership
  - Compare leadership and decision-making behaviours that are likely to contribute to group effectiveness.
  - Compare resources, including community resources, social service agencies, and government programs that contribute to quality care.
5. Patient/client/family/community-centred care
  - Determine useful communication approaches based on an understanding of the client's usual communication style & the implications for management.
6. Interprofessional Conflict Resolution
  - Describe steps and strategies for conflict resolution within interprofessional groups.

**Assessment:**

Assessment for the iPBL of Clinical Integration III will be based on the student's attendance at small group sessions and satisfactory completion of a written assignment. Please refer to the assessment breakdown above. The required written assignment will be posted on Blackboard and due 1 week after the last iPBL session, **Wednesday, October 24th, 2018 11:59 PM**.

**Integrative Medicine**

**Module Director:** Dr. Louise Gagne – [lgagne@sasktel.net](mailto:lgagne@sasktel.net)

**Administrative Assistant:** Kimberly Basque – [Kimberly.basque@usask.ca](mailto:Kimberly.basque@usask.ca) – (306) 966-6151

**Administrative Coordinator (Regina):** Alexis Robb – [alexis.robb@saskhealthauthority.ca](mailto:alexis.robb@saskhealthauthority.ca) (306) 766-0556

As defined by the Arizona Center for Integrative Medicine, integrative medicine is "...healing-oriented medicine that takes account of the whole person, including all aspects of lifestyle. It emphasizes the therapeutic relationship between practitioner and patient, is informed by evidence, and makes use of all appropriate therapies."

Facing a tsunami of chronic disease and an ever-increasing demand by patients for an integrative medicine approach to their health problems, it is incumbent upon physicians to be knowledgeable in the areas of prevention and management of chronic disease.

**Objectives:**

Through the use of specific cases, by the end of this session, students will be able to:

1. Compare and contrast an integrative versus conventional approach to chronic illness
2. Describe how to reduce the risk of Alzheimer's/dementia
3. Describe how to potentially reduce the risk of chronic disease by improving the function of the gastrointestinal system.



**Assessment:**

The assessment will focus on Integrative Medicine of Clinical Integration. The details for this assessment will be posted on one45. Please refer to the assessment breakdown above.

**ETHICS MODULE**

**Module Director:** Ryan Meneses – [rym482@mail.usask.ca](mailto:rym482@mail.usask.ca)

**Lecturer:** Dr. Susan Hayton

**Administrative Assistant:** Kimberly Basque – [Kimberly.basque@usask.ca](mailto:Kimberly.basque@usask.ca) – (306) 966-6151

**Administrative Coordinator (Regina):** Alexis Robb – [alexis.robb@saskhealthauthority.ca](mailto:alexis.robb@saskhealthauthority.ca) (306) 766-0556

This module is intended to provide further introduction to a number of important topics in medical ethics. The ethics module in this course is designed to develop and reinforce concepts that were initially introduced in first year. Students will be expected to demonstrate an accurate understanding of ethical problems, and present arguments for their viewpoints.

Students will develop a deeper understanding of the role moral decision-making plays in medicine and all of healthcare. Students are encouraged to view ethics as an integral component of medicine, rather than a stand-alone subject or discipline. Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations.

Students are encouraged to reflect upon their personal morals, beliefs and values, and recognize the impact that these beliefs have on patient care.

**Objectives:**

Upon completion of this module, students will be able to:

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of his/her own morals, beliefs and values.
5. Propose rationally justified solutions and approaches to legal and ethical issues.

**Module Delivery:**

Lecture-based sessions are designed to deliver information about approaches to ethical problem solving, and to educate students about the legal and ethical requirements associated with certain aspects of patient care.

Small group discussion sessions provide an opportunity for students to discuss different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates. Feedback will be written by facilitators and delivered to students via email.

**Assessment:**

This assessment will focus on ethics. The details for this assessment will be posted on one45. Please refer to the assessment breakdown above. The written assignment is due: TBA

**Recommended Resources:**

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on one45.

## Information Literacy

**Module Director:** Megan Kennedy – [megan.kennedy@usask.ca](mailto:megan.kennedy@usask.ca) – (306) 966-1496 (Saskatoon)

Susan Baer – [susan.baer@saskhealthauthority.ca](mailto:susan.baer@saskhealthauthority.ca) (Regina)

**Administrative Assistant (Saskatoon):** Kimberly Basque – [kimberly.basque@usask.ca](mailto:kimberly.basque@usask.ca) – (306) 966-6151

**Administrative Coordinator (Regina):** Alexis Robb – [alexis.robb@saskhealthauthority.ca](mailto:alexis.robb@saskhealthauthority.ca) – (306) 766-0556

### Objectives:

Upon completion of this module, students will be able to:

1. Examine good quality information resources for answering various clinical information needs.
2. Create a clearly defined, searchable question relevant to clinical scenario provided.
3. Develop a well-constructed search strategy to find primary literature relevant to the question.
4. Identify pre-appraised/point of care resources.
5. Select pre-appraised/point of care resources.
6. Navigate pre-appraised/point of care resources.

### Assessment:

A take-home assignment bringing together the material covered in the three sessions will be posted on Blackboard on September 26, 2018 and due October 3, 2018.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for student 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, HARASSMENT, 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 syllabus<sup>1</sup>.

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 Co-ordinator 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 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 Co-ordinator. 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.

<sup>1</sup> 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.

## 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)

## PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

## 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 rather to enhance understanding of the concepts.

## COPYRIGHT

Course materials are provided to the student based on registration in a class, and anything created by the 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 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 copying or distributing others' copyright-protected materials, please ensure that 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](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 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, check

<https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 306-966-7273 or [aes@usask.ca](mailto: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 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, in Saskatoon please contact:

COM Student Affairs Coordinator(Saskatoon): Edith Conacher [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) 306-966-4751.

COM Student Affairs Coordinator (Regina) Lisa Persaud [Lisa.Persaud@saskhealthauthority.ca](mailto:Lisa.Persaud@saskhealthauthority.ca) 306-766-0620

Student Affairs Director (Regina): Dr. Nicole Fahlman [Nicole.fahlman@usask.ca](mailto:Nicole.fahlman@usask.ca) 306-209-0142

Student Affairs Director Dr. Tiann O'Carroll at [tiann.ocarroll@usask.ca](mailto:tiann.ocarroll@usask.ca) – 306-529-0777.

### 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.*