




# Clinical Skills I

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MEDC 133.9  
YEAR 1 TERM 1

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 **COURSE SYLLABUS**  
2024/2025



UNIVERSITY OF SASKATCHEWAN  
**College of Medicine**  
UNDERGRADUATE MEDICAL EDUCATION  
MEDICINE.USASK.CA



## LAND ACKNOWLEDGEMENT

*As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Four and 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.*

## CLINICAL SKILLS I – COURSE OVERVIEW

### COURSE DESCRIPTION

Learning in Clinical Skills I is designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to success in this course and all future clinical experiences. In addition, concepts around interprofessional collaboration and procedural skills are also introduced in this course.

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 the Clinical Skills I course, students will be expected to:

1. Establish ethical relationships with patients characterized by understanding and empathy.
2. Demonstrate effective communication and collaboration.
3. Conduct patient-centered interviews that:
  - apply the four dimensions of illness experience – “FIFE” (feelings, ideas, impact on function, expectations).
  - obtain a complete Medical History including all components from recommended template.
  - apply principles of cultural safety.
4. Perform a physical examination on an adult patient, in an orderly, efficient manner, demonstrating respect and sensitivity to patient comfort.
5. Recognize variations of normal findings during physical examination.
6. Present a concise verbal summary of the patient’s medical history, disease and illness experience, and physical examination findings.
7. Record findings from a completed history and physical examination into an appropriate format and provide an assessment and management plan.
8. Begin to practice clinical reasoning.

9. Participate in the development of procedural skills including suturing, point of care ultrasound, O.R. scrubbing, gowning and gloving, and PPE donning and doffing.
10. Exhibit professional behaviors consistently including: integrity, ethical behavior, respect for and effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments.

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. Please access the link below for the most current objectives.

<https://elentra.usask.ca/community/ugmecurriculum>

Information on literal descriptors for grading in the College of Medicine at the University of Saskatchewan can be found in the [Pre-Clerkship Student Information Guide](#) – Student Assessment Section.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment that can found on the [Policies, Procedures and Forms](#) page of the College of Medicine website.

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: <https://teaching.usask.ca/about/policies/learning-charter.php>

## COURSE CONTACTS

Course Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca)

Course Chair: Dr. Oriana Watt – [Oriana.watt@usask.ca](mailto:Oriana.watt@usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald - [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina: Cassie Eskra - [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) (306) 766-3773

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) (306) 766-0546

Administrative Assistant Saskatoon: – Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

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

## COURSE SCHEDULE

The Clinical Skills I Course consists of a variety of activities, including large group lectures, small group sessions, and on-line tutorials and interactive sessions. The schedule will be posted on One45. Please check One45 **DAILY** to ensure 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 must be made within 48 hours of the time scheduled in One45, affected students will be notified directly.

<b>Session</b>
<b>Lecture 1 Welcome, Introduction to Clinical Skills I, Communication Skills I, Patient Centered Care and Cultural Safety</b>
<b>Lecture 2 Medical Write-Up, Verbal Presentation, Introduction to Cultural Safety</b>
<b>Lecture 3 Introduction to PE A</b>
Session 1 Communication Skills I - Interview Simulated Patients
Session 1 Physical Exam A – General Observations, Vital Signs
Session 2 Communication Skills I - Interview Simulated Patients
Session 2 Physical Exam A – Hands, Nails, Skin, Hair, Axillary & Upper Limb Lymph Nodes
Session 3 Communication Skills I – Interview Simulated Patients
Surface Anatomy A – Upper and lower limbs (CLRC/RLC)
Session 3 Physical Exam A – Musculoskeletal Exam
Session 4 Communication Skills I - Patient Interview & Write-Up
<b>Lecture 4 Introduction to Physical Exam B and C</b>
Session 4 Physical Exam A – Student Skill Assessment
Session 1 Physical Exam C - Head & Neck (including cervical lymph nodes)
Surface Anatomy B – Thorax (CLRC/RLC)
Session 1 Physical Exam B - Cardiovascular Exam
Session 2 Physical Exam B - Respiratory Exam
Surface Anatomy C – Head and Neck, Abdomen (CLRC/RLC)
Session 2 Physical Exam C - Abdominal Exam
Session 3 Physical Exam B - Student Skill Assessment & Write-up
Session 4 Physical Exam B - Student Skill Assessment & Write-up
<b>Lecture 5 Introduction to Sensitive Exams, Physical Exam D and E</b>
Session 3 Physical Exam C - Student Skill Assessment
Session 1 Physical Exam E - Neurology Exam (Cranial Nerves)
Session 2 Physical Exam E - Neurology Exam (Motor, Sensory, Reflexes & Coordination)
Session 4 Physical Exam C – Student Skill Assessment
Session 3 Physical Exam E - Student Skill Assessment & Write-up
Session 1 Physical Exam D – Breast, Male/Female Genitourinary, Rectal Exam
<b>Lecture 6 PIAT (pre-recorded); OSCE Preparation; Q and A Skill Demonstration; Introduction to POCUS</b>
Session 4 Physical Exam E – Student Skills Assessment and write up
Putting It All Together Session
Point of Care Ultrasound (POCUS)
Brief Interprofessional Observership (BIO) Experience
Family Medicine Longitudinal Experience
Surgical Skills Labs
<b>OSCE – Tuesday, December 3, 2024</b>

## INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare, and practice skills learned as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation, and it is the responsibility of the student as an adult learner to adequately prepare for the sessions. Lack of preparation may result in the student being unable to effectively participate in learning activities and influence their assessment.

## COURSE DELIVERY

Students will learn through a variety of methods, including:

- Facilitated small group learning sessions with simulated patients
- Large group sessions
- On-line tutorials and interactive sessions
- Independent self-directed learning

## Clinical Learning Resource Center (CLRC) and Regina Learning Center (RLC)

The CLRC (2nd floor, E wing, Health Sciences Building - Saskatoon site) and the RLC (Regina General Hospital – Regina site) are where most small group sessions are held. Independent learning time at the CLRC and RLC may be available depending on scheduling.

## COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents are posted on One45.

If you are having difficulty accessing your account, please contact Student Central (306) 966-1212 or contact ICT Services Help Desk (306) 966-2222

First year medical students begin learning clinical skills in their first term of first year! Students are required to purchase some medical equipment in preparation for this training. Please see the list below (also found in Clinical Skills II Course Syllabus):

## MEDICAL INSTRUMENTS

### Required Medical Instruments

These required medical instruments must be purchased before the commencement of the school year:

- stethoscope (Littmann Cardiology IV preferred\*)
- watch with second hand or digital second display (analogue preferred)
- white College of Medicine lab coat\*\*
- pen light

\*\*Lab coats will be provided to students early in the term at the White Coat Ceremony. If you prefer to use a standard white lab coat for clinical use, please purchase separately.

**Note: Students should be prepared to wear lab coats at all clinical sessions in the CLRC and RLC if requested.**

### Recommended Medical Instruments

While the above medical instruments are required, the following instruments are required in subsequent Clinical Skills courses and are recommended for personal use and practice.

- tuning fork(s) (128 cps + 512 cps)
- reflex hammer (Queen's Square preferred)
- centimeter ruler
- flexible tape measure

### Optional Medical Instruments

The following instruments are useful for personal use and practice of technically challenging skills:

- ophthalmoscope/otoscope
- aneroid blood pressure cuff

## COURSE RESOURCES

### Textbooks:

Purchasing a clinical examination textbook is strongly recommended. Suggested reference texts:

1. Bates' Guide to Physical Examination and History Taking 13<sup>th</sup> Ed. (Bickley): this text will be referenced in lectures and is an introductory text to history taking and physical exam skills, with some clinical correlations:
  - Hardback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - My Textbooks](#))
  - E-book (on-line): Available through Health Sciences Library at: [Bates Guide to History Taking and Physical Exam 13 Ed \(Bickley\)](#)
2. Clinical Examination: A Systematic Guide to Physical Diagnosis 9<sup>th</sup> Ed., Vol 1 & 2 (Talley and O'Connor): this text is an introductory text to history taking and physical exam skills, and also serves as a reference for clinical correlation with various disease processes:
  - Paperback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - My Textbooks](#))
  - E-book (on-line) Available through Health Sciences Library at: (*Note: maximum of 3 users at a time may limit availability*) [Clinical Examination 8th Ed \(Talley and O'Connor\)](#)
3. Moore's Essential Clinical Anatomy 7<sup>th</sup> Ed (Agur and Dalley): this text introduces key concepts of surface anatomy, relevant to clinical examination and skills:

- Paperback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - MyTextbooks](#))
- E-book (on-line) Available through Health Sciences Library at: [Moore's Essential Clinical Anatomy 7th Ed \(Agur and Dalley\)](#)

### Supplemental Online Resources:

- [Bates' Visual Guide to Physical Examination](#) A supplemental resource with video demonstrations of various physical exam techniques relevant to Clinical Skills I.
- [University of Toronto Clinical Skills Videos](#) A supplemental resource of video demonstrations of various physical exam techniques relevant to Clinical Skills I.
- [Undergraduate Diagnostic Imaging Fundamentals E-Book](#) by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.
- [Anatomy TV: https://libguides.usask.ca/PRIMAL](https://libguides.usask.ca/PRIMAL)
- For POCUS, students can supplement the course materials (found on Canvas) with the following electronic books. These resources will be of value throughout the Clinical Skills POCUS curriculum (CS I-IV):

<https://books.apple.com/ca/book/essentials-of-point-of-care-ultrasound/id841572764>  
<https://books.apple.com/ca/book/introduction-to-bedside-ultrasound-volume-1/id554196012>  
<https://books.apple.com/ca/book/practical-guide-to-critical-ultrasound/id1616972342>

- [Patient-centred writing tips for providers.](#)

### FEEDBACK ON STUDENT PERFORMANCE

Student feedback is information regarding student performance that is offered with the express purpose of improving student learning and future performance. It is considered one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007).

Clinical Skills courses are the practice arenas to develop and hone medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and peer feedback are all part of this course. Course tutors will provide students with a variety of formal and informal, verbal and written feedback throughout clinical sessions. Students will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. Students should also be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – students will receive formal and informal feedback throughout each module but do not discount the value of oral feedback and comments.

To provide students more individualized feedback following the OSCE, students will receive individual feedback sheets that will detail the student's progress towards achievement of their Clinical Skills course objectives.

### COURSE ASSESSMENT OVERVIEW

MODULE	COMPONENTS	SUCCESSFUL COMPLETION
<b>Communication Skills I</b>	Weekly Checklist Skills <ul style="list-style-type: none"> <li>History Checklists Weeks 1-3</li> </ul>	Completion*
	Professional Department and Observed Skills <ul style="list-style-type: none"> <li>Communication Skills I – Week 4: Student Skills Assessment Form</li> </ul>	Pass**
	Medical Write-up <ul style="list-style-type: none"> <li>Medical Write-up Assessment Form (<b>Due Date:</b> Must be submitted by 23:59 hrs on Canvas within 7 calendar days following student's final session).</li> </ul>	Pass**
<b>Physical Examination A &amp; Physical Examination C</b> <i>These are separate modules for assessment purposes.</i>	Weekly Checklist Skills <ul style="list-style-type: none"> <li>Physical Examination A Weeks 1-3</li> <li>Physical Examination C Weeks 1-2</li> <li>Surface Anatomy A and C Checklists</li> </ul>	Completion*
	Professional Department and Preparation & Observed Skills <ul style="list-style-type: none"> <li>Physical Examination A – Week 4: Student Skills Assessment Form</li> <li>Physical Examination C – Week 3 or 4: Student Skills Assessment Form</li> </ul>	Pass**
<b>Physical Examination B &amp; Physical Examination E</b> <i>These are separate modules for assessment purposes.</i>	Weekly Checklist Skills <ul style="list-style-type: none"> <li>Physical Examination B - Weeks 1-2</li> <li>Physical Examination E – Weeks 1-2</li> <li>Surface Anatomy B Checklist</li> </ul>	Completion*
	Professional Department and Preparation & Observed Skills <ul style="list-style-type: none"> <li>Physical Examination B – Week 3 or 4: Student Skills Assessment Form</li> <li>Physical Examination E – Week 3 or 4: Student Skills Assessment Form</li> </ul>	Pass**
	Medical Write-up <ul style="list-style-type: none"> <li>PE-B Medical Write-up Assessment Form (Assignment due by 23:59 hrs on Canvas within 7 calendar days following student's final session).</li> <li>PE-E Medical Write-up Assessment Form (Assignment due by 23:59 hrs on Canvas within 7 calendar days following student's final session).</li> </ul>	Pass**
<b>Physical Examination D</b>	Attendance with professional department	Completion*
<b>Putting it All Together (Individual Session)</b>	Attendance with professional department	Completion*
<b>Brief Interprofessional Observership Experience</b>	Attendance with professional department; satisfactory completion & submission of written assignment.	Completion*



<b>Family Medicine Longitudinal Experience</b>	Attendance with professional department	Completion *
<b>Point of Care Ultrasound (POCUS)</b>	Multiple choice question quiz following on-line tutorials (100% required, multiple attempts allowed without penalty).	Pass**
<b>Skills Half Days:</b> Two separate sessions: 1. O.R. Scrubbing, Gowning and Gloving; PPE Donning and Doffing 2. Introduction to Suturing	Attendance with professional department	Completion*
<b>Objective Structured Clinical Examination (OSCE)</b>	Formative OSCE. Can cover ALL/ANY components of Clinical Skills I. Attendance with professional department.	Completion*
OVERALL COURSE	ALL MODULES MUST BE SUCCESSFULLY COMPLETED and PASSED.	ALL PASS/FAIL

Attendance is required for all small group sessions.

All write-ups must be completed and submitted individually, not in pairs/groups.

It is the student's responsibility to ensure assignments are successfully submitted prior to the deadline. Canvas returns a note confirming assignments were successfully uploaded.

- \* *Completion* - entails attendance at all mandatory sessions with professional department, demonstration of skills required in the weekly checklists.
- \*\* *Pass* - students must achieve *Meets Expectations or Greater* in the final week Student Skills Assessment Forms and written assignments, and on-line modules and quizzes.

A MODULE FAIL is defined as 1 or more *Below Expectations* on the final week Student Skills Assessment Forms or written assignments **or** *Non-Completion* of any component.

### EXAM PROCTORING

Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course be delivered remotely.

### MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

### RUBRICS

Where applicable, rubrics for all assignments will be posted in Canvas for the relevant session.

## COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For the purposes of promotion, students must successfully complete the following:

1. OSCE: Completion of the formative OSCE
2. Course Modules: Successful completion or pass of all course modules as outlined in the assessment overview.

**Successful completion of all modules and OSCE requires students to meet expectations regarding professionalism.** This includes professional attitudes towards simulated patients, peers, and tutors, as well as adherence to dress code policy (<https://medicine.usask.ca/policies/index.php>), with conservative professional attire. It is expected that students have lab coats available at all small group CLRC sessions, and their use will be at the discretion of tutors/preceptors. Note the following excerpt from the Student Guide:

*Your physical appearance should engender respect from your patients and colleagues. You should, therefore, maintain a neat, clean and 'appropriate' style of dress. This should take into consideration the fact that your patients will likely come from all age groups and walks of life. Your goal is to present a pleasant and professional appearance, one that promotes patient confidence and comfort. Students should consider how their appearance may affect their patients' perceptions of them as future doctors and use this as a guide when choosing attire.*

## WRITTEN COURSE ASSESSMENTS

For written assessments, the medical case write-ups are due **7 consecutive calendar days following the clinical encounter** unless otherwise noted in Canvas. Respect for due dates is a component of professionalism and is assessed as such.

## MODULE FAILURE

If a student passes one component of the module (e.g., Medical Write-up) and fails another component (e.g., Student Skills Assessment), the module is still considered failed – remediation will be targeted to the failing components. The Module Director, in consultation with the Course Director and/or the Academic Support Specialist, has discretion to target the remediation at areas considered of educational concern.

## REMEDICATION

1. In the event of a failure of a course module, a student may be offered remediation and supplemental assessment.
2. Upon failure of a single course module, students will meet with the module or course director to devise a learning plan. The course director, in consultation with the academic support specialist, will determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional practice sessions, assignments, assigned readings, and meetings with the module/course director and/or other mentors.

3. After completion of remediation, a supplemental assessment will be offered. The Course Director will determine the specific type of supplemental assessment, which may be in a different format than the original assessment. Remediation and supplemental assessment will typically be offered during the term, however remediation and supplemental assessment for components failed later in the term will be offered in January of the following term.
4. Failure of a supplemental assessment for the first time may result in a second remediation being offered for that module. If the second supplemental assessment is not successfully completed, this will result in automatic failure of the course. No more than two supplemental assessments will be offered.
5. If a student fails a second module, they will meet with a committee made up of at least two of the Course Director, Module Director, the Year One Chair, Academic Support Team, or Assistant Dean Academic (or their designates) to determine the appropriate remediation and supplemental assessment. This meeting may not apply if a failure of an additional course component is identified after the end of term.
6. A third failure (which may include a module, a supplemental assessment, or failure of the OSCE due to professionalism) regardless of successful remediation of the previous two failures, will result in automatic failure of the course.

### **COURSE FAILURE**

An overall course failure will result from:

1. Failure of any two supplemental assessments (whether failure of two separate module supplementals or failure of two supplemental assessments within a single module).
2. Failure of three modules (even if successful in two supplemental assessments in previously failed modules); and
3. Failure of two modules and failure of the OSCE (even if successful in two supplemental assessments in previously failed modules).

Further decisions regarding academic outcomes will be adjudicated by the Term I Promotions Committee and the Student Academic Management Committee.

### **ASSESSMENT REVIEW**

Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director, or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

### **ATTENDANCE EXPECTATIONS**

#### **What are expectations for attendance in Clinical Skills I?**

It is expected that students will attend all sessions unless absence is unavoidable.

Attendance at small group sessions is mandatory. (See One45)

Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy](#).

### **How is attendance documented?**

At the completion of every session, your preceptor will log into One45 and review/complete the session checklist with you which tracks attendance and ensures all material from the session was completed.

If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

Students should also contact the preceptor for the clinical or small group session.

### **What are the implications of being absent?**

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see [Pre-Clerkship Attendance and Absence Policy](#)) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

Students should be aware that professionalism is being assessed in every Clinical Skills session. Lateness or absences without appropriate notification/approval will likely result in low performance grading for professional behavior and may result in an informal discussion with documentation or completions of a professionalism report (see Procedures for [Concerns with Medical Student Professional Behaviour](#)).

Unapproved absences may result in failure of a module or the entire course.

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material.

## **COURSE EVALUATION AND QUALITY IMPROVEMENT**

The following changes reflect course quality review recommendations and student feedback:

1. The objectives and structure of the large group lectures and course package have been reviewed and modified. Large group sessions will continue to incorporate synchronous and asynchronous components to enhance student interaction/engagement, while supporting flexible access to course lecture material.
2. Utilize the Clinical Skills video library to support standardization and enhance learning in small group and large group settings.
3. Continue to support standardization amongst tutors by:
  - a. Including visual aids and session templates in exam rooms for reference
  - b. Modify mandatory tutor orientations to support interaction and discussion around physical examination techniques, with particular focus on skills where variation exists.

4. Introduce an Introduction to POCUS large group session prior to POCUS release time, to provide context and introduce this procedural skill to students.
5. Continue to support and develop the BIO experience as an introduction to interprofessional collaboration, with attention to streamlining related administration, vetting and supporting partner sites who are best able to support this session.

### **COURSE MODULES**

The physical exam modules are designed to allow skill development by systems. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive patient assessment.

## Communication Skills I

### MODULE CONTACTS

Module Director: Taegen Fitch – [taegen.fitch@saskhealthauthority.ca](mailto:taegen.fitch@saskhealthauthority.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson – [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) (306) 766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) - (306) 966-7202

### MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop the basic communication skills needed for patient-centered care. During the lectures, students will review requirements for the overall course, individual modules, and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 4 Sessions

### MODULE OBJECTIVES

By the completion of this module, the student will be expected to:

1. Demonstrate effective communication.
2. Conduct respectful, patient-centered interviews that:
  - a. Obtain a complete medical history including all components from recommended template
  - b. Apply 4 dimensions of illness experience (FIFE)
  - c. Apply principles of cultural safety & inclusivity
3. Present a concise verbal summary of the patient's medical history, and disease and illness experience.
4. Document the patient's information in a medical write up.
5. Demonstrate professionalism in interactions with patients, peers, and preceptors.

### MODULE ASSESSMENT

Student Skills Assessment & Write-up. Refer to Course Assessment Overview table above. See Communication Skills I module package for checklists and rubrics.

## Physical Exam A

### MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) – (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson- [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) – (306) 766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

### MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 4 Sessions

### MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate:
  - a. vital signs, physical measurements (including height, weight, respirations, pulse, temperature, blood pressure, oxygen saturation, Body Mass Index, waist circumference), general observations;
  - b. examination of skin and hair, hands, nails and clubbing, upper limb lymph nodes;
  - c. examination of the musculoskeletal system including: mobility, surface anatomy, palpation, range of motion, and functional assessment.
2. Define normal adult values for vital signs and physical measurements.
3. Explain the basic anatomy and physiology relevant to the vital signs.
4. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

### MODULE ASSESSMENT

Refer to Course Assessment Overview table above. See Physical Exam A module package for checklists.

## Physical Exam B

### MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) – (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) – (306) 766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

### MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 3 Sessions

### MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the anatomical landmarks relevant to the precordial and respiratory examinations.
2. Describe the physiology of cardiac cycle and jugular venous pressure (JVP).
3. Demonstrate the physical examination of the cardiovascular and respiratory systems, including arterial pulses, JVP, precordial examination, peripheral vascular examination, and respiratory examination.
4. Assess the characteristics of pulses, heart sounds and breath sounds.
5. Determine whether neck pulsation is carotid or jugular, including demonstrating abdominojugular reflux.
6. Perform, on a simulated patient, a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach, and complete a written report of the findings.

### MODULE ASSESSMENT

Refer to Course Assessment Overview table above. See Physical Exam B module package for checklists and rubrics.



## Physical Exam C

### MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) (306)766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

### MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 3 Sessions

### MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate the examination of the head and neck including head and neck lymphatics, including relevant surface anatomy (excluding cranial nerves).
2. Demonstrate the examination of the abdomen and inguinal region including: inguinal and femoral lymphatics, surface anatomy, inspection, auscultation, percussion, and palpation, assessment for ascites, hepatomegaly, and splenomegaly.
3. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

### MODULE ASSESSMENT

Refer to Course Assessment Overview table above. See Physical Exam C module package for checklists.

## Physical Exam D

### MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina: Cassie Eskra - [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) (306) 766-3773

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

### MODULE DESCRIPTION

During this session, students will practice physical examination skills on models. Students will work in small groups with a clinician preceptor. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 1 Session

### MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient and models will be expected to:

1. Describe steps taken to provide patient comfort: use of chaperone, effective communication, principles of sensitive practice.
2. Describe the relevant anatomy of: the breast, female and male genitourinary systems (including prostate), female rectum and male rectum.
3. Demonstrate examination of the female breast.
4. Demonstrate male genitourinary examination.
5. Demonstrate female genitourinary examination.
6. Demonstrate rectal examination.

### MODULE ASSESSMENT

Completion of module. Refer to Course Assessment Overview table above.

## Physical Exam E

### MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) (306) 766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) (306) 966-7202

### MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

**Location:** CLRC and RLC

**Duration:** 3 Sessions

### MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the relevant anatomy and function related to examination of the nervous system.
2. Demonstrate the examination of the neurological system including: level of consciousness, higher cortical functioning, cranial nerves, motor, reflexes, coordination and gait.
3. Perform on a simulated patient a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach; and complete a written report of the findings.

### MODULE ASSESSMENT

Refer to Course Assessment Overview table above. See Physical Exam E module package for checklists and rubrics.

## Putting It All Together Individual Session

### SESSION CONTACTS

Module Director: Dr. Angela Lapetsky – [angela.lapetsky@usask.ca](mailto:angela.lapetsky@usask.ca) (306) 966-8124

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) – (306) 766-0546

Administrative Assistant Saskatoon: Jaclyn Dalsgaard – [ugme.year1@usask.ca](mailto:ugme.year1@usask.ca) - (306) 966-7202

### SESSION DESCRIPTION

During this formative session, which occurs toward the end of the Clinical Skills I course, students will conduct a comprehensive patient centered interview and organized physical examination and provide a concise verbal summary of the patient’s medical history including disease and illness experience and physical examination findings. Students will work individually with a clinician preceptor and simulated patient.

**Location:** CLRC and RLC

**Duration:** 1 Session

### SESSION OBJECTIVES

By the completion of this session, students, working with a simulated patient, will be expected to:

1. Conduct a comprehensive patient centered interview and organized physical examination.
2. Present a concise verbal summary of the patient’s medical history including disease and illness experience and physical examination findings.

### SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table above.

## Interprofessional Team Skills

### BRIEF INTERPROFESSIONAL OBSERVERSHIP (BIO) EXPERIENCE

#### MODULE CONTACTS

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

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Meghan Nelson - [meghanemily.nelson@saskhealthauthority.ca](mailto:meghanemily.nelson@saskhealthauthority.ca) – (306) 766-0546

#### MODULE DESCRIPTION

As an introduction to interprofessional team function skill development, students will participate in a short observership experience with a multidisciplinary team. This initial experience serves to introduce students to interprofessional collaborative practice, supports student engagement in subsequent SITE modules in later Clinical Skills courses, and develops knowledge, skills, attitudes, and behaviours for effective interprofessional collaborative practice.

Students will be provided with several options of multidisciplinary teams from which to choose from along with 2 hours of release time to complete the experience. Students will be expected to use the National Interprofessional Competency Framework from the Canadian Interprofessional Health Collaborative (CIHC), which aligns with the module objectives, to help guide their observations. Students are encouraged to arrange for this experience early in the term in case they run into logistical issues & need to reschedule.

#### MODULE OBJECTIVES

By the end of the module, students will be expected to:

1. Role Clarification: a) Describe their professional role, b) Describe the role of other health professionals.
2. Team Functioning: a) Identify principles of teamwork dynamics and group processes that enable effective interprofessional team collaboration.
3. Interprofessional communication: a) Identify principles of effective interprofessional communication.
4. Collaborative leadership: a) Identify leadership and decision-making behaviors that are likely to contribute to group effectiveness.
5. Patient/family/community-centered care: a) Describe the input and engagement of patient/family/community in designing and implementing care/services.
6. Interprofessional conflict resolution: a) Identify areas of conflict resolution within interprofessional groups.

### **MODULE ASSESSMENT**

Students will be requested to submit a written assignment based on their observership experience. Questions will be provided in advance & will reflect the CIHC competency framework & module objectives. Assignment due date is **November 20, 2024**.

### **I-PASS**

I-PASS is a one-day symposium organized by the Health Sciences Students' Association of Saskatchewan (HSSA-SK). The purpose of I-PASS is to introduce health sciences students to the concept of inter-professional collaboration, giving an overview of some of the issues facing Saskatchewan health services. Students explore inter-professional initiatives being implemented to address these issues and consider the roles that current and future health professionals play in the area of patient-centred care. The day will feature keynote speakers, smaller breakout sessions with your choice of topics, and various exhibitor booths.

**Students will be required to attend the annual I-PASS event:** Information to follow by email.

## Family Medicine Longitudinal Experience

### MODULE CONTACTS

**Module Lead:** Dr. Matt Kushneriuk ([matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca)) Office: 306-655-4200 (West Winds)

**Administrative Assistant:** Tracy Lewis ([dafm.ugme.saskatoon@usask.ca](mailto:dafm.ugme.saskatoon@usask.ca)) Office: 306-655-4211

**Description:** The Longitudinal Family Medicine Experience aims to provide Year 1 students with early exposure to the dynamic field of family medicine. Each pair of students will have one three-hour session in Term 1, and two three-hour sessions in Term 2 (Clinical Skills II). This will generally be with the same preceptor, as the aim is to provide a longitudinal experience. These are not meant to be shadowing sessions, but rather, students are expected to be active participants in patient care, especially as their skills develop throughout the year. Students will work on integrating history, vital signs, and physical exam findings to generate an appropriate differential diagnosis. Assessment for the longitudinal family medicine experience is formative with verbal feedback provided to students throughout the sessions. The focus of these longitudinal sessions is to provide students with early exposure to family medicine and to provide an opportunity to develop their clinical skills in a real clinical environment.

**Location:** Please check your One45 schedule

**Duration:** 3 Sessions total (Term 1 & 2), 3 hours each

**Groups:** Students attend sessions in groups of 2. Please check your One45 schedule.

**Module Objectives:** By the completion of the family medicine small group sessions, the students will be able to:

Clinical Skills I:

- **Explore healthcare/patient relationships in primary care through early exposure to clinical settings.**
- Apply learned communication and collaboration strategies to the clinical context.
- Begin to recognize social determinants of health (housing, SES, social network, education, work, culture, environment) and their impact on care when interviewing a patient.
- Apply learned physical examination techniques in the clinical context.

**Formative Assessment:** This will occur on an ongoing basis throughout the sessions. Verbal feedback will be provided by preceptors throughout the sessions.

**Summative Assessment:** Formative Assessment only.

**Successful Completion of module:** Attendance at all sessions. Act in a professional manner, including preparation and participation.

## Point of Care Ultrasound (POCUS)

### MODULE CONTACTS

Module Director: Dr. Tom Guzowski – [gut938@mail.usask.ca](mailto:gut938@mail.usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

### MODULE DESCRIPTION

Point-of-care ultrasonography (POCUS) is defined as the acquisition, interpretation, and clinical integration of ultrasonographic imaging performed by a treating clinician at the patient's bedside rather than by another healthcare provider. POCUS is an inclusive term; it is not limited to any specialty, protocol, or organ system.

### MODULE OBJECTIVES

1. Describe basic understanding of ultrasound physics (penetration, attenuation, reflection).
2. Describe how ultrasound images are displayed and interpreted.
3. Describe the main imaging planes and imaging conventions.
4. Describe basic transducer maneuvers required to generate an image.
5. Describe the concepts of test performance, operator dependence, safety, and limitations of Point of Care Ultrasound (POCUS).

### MODULE ASSESSMENT

The online sessions will include brief tutorials and review questions to be completed at the end of the session. Students must answer 100% of the questions correctly in order to pass the session (multiple attempts permitted without penalty).



## Skills Half Days - O.R. Scrubbing, Gowning and Gloving, Personal Protective Equipment (PPE) Donning and Doffing

### SESSION CONTACTS

Session Leads: Wendy Lissinna

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Pre-Clerkship Coordinator Regina: Cassie Eskra – [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) - (306) 766-3773

### SESSION DESCRIPTION

This tutorial, in conjunction with a video that is to be viewed before the session, consists of practicing the skills needed to scrub, and perform independent gowning and gloving in preparation for scrubbing into a surgical case in the OR. Students will watch a demo and then perform the skills themselves. In addition, students will see some common instrumentation used in the O.R. and be trained with donning and doffing of PPE.

#### Saskatoon Site:

Combined Scrubbing, Gowning, Gloving and PPE Donning and Doffing

**Location:** RUH OR, Ground Floor (Room G124)

**Duration:** 1 Session - 3 hours

#### Regina Site:

2 separate sessions

#### Scrubbing, Gowning, Gloving

**Location:** Regina Learning Centre

**Duration:** 1 session – 2 hours

#### Donning and Doffing PPE

**Location:** Regina Learning Centre

**Duration:** 1 session – 1 hour

### SESSION OBJECTIVES

By the completion of the Scrubbing, Gowning, and Gloving in the OR Setting and Donning and Doffing PPE session students will be able to:

1. Perform a traditional soap and water hand scrub.
2. Perform a waterless hand preparation.
3. Demonstrate ability to independently put on surgical gown and gloves.

4. Identify some basic surgical instrumentation.
5. Identify OR etiquette and expected practices when in the OR setting.
6. Donn and doff PPE

#### **SESSION ASSESSMENT**

Completion of session. Refer to Course Assessment Overview table above.

## Introduction to Suturing

### SESSION CONTACTS

Session Lead: Amila Nawarathne

Pre-Clerkship Program Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) - (306) 966-5354

Pre-Clerkship Coordinator Regina: Cassie Eskra – [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) - (306) 766-3773

### SESSION DESCRIPTION

Through a combination of presentation, demonstration and hands-on experience, students will be introduced to all things related to suturing. This will include suture products, needles, instrumentation, and the basic techniques required for proper wound closure. There will be an emphasis on safe needle handling when suturing to protect both the student and others in the vicinity.

**Location:**     **Saskatoon:** Suture Lab 3B15 B-wing 3<sup>rd</sup> Floor  
                  **Regina:** Dilawri Simulation Centre

**Duration:**    1 Session - 2.5 hours

**Groups:**       Small groups

### SESSION OBJECTIVES

By the completion of the Introduction to Suturing session students will be expected to:

1. Recognize and identify suture size, suture type/category, and needle specifics indicated on the suture package.
2. Describe the name and proper handling technique of basic suturing instruments.
3. Demonstrate proper suturing technique which will include:
  - the safe loading/reloading and driving of the needle, forehand and backhand
  - atraumatic handling of tissue
  - applying the mechanics of proper needle placement and driving to achieve the best results
  - tying of square knots
4. Demonstrate simple stitch patterns as determined by the instructor.

### SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table above.

## 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

### TECHNICAL STANDARDS – ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR THE STUDY OF MEDICINE

<https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms>

### 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

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<sup>1</sup> Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

Coordinator in Saskatoon, or the Pre-Clerkship Coordinator 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 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)

#### **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 Canvas site under Course Materials. However, each lecturer reserves the right to choose whether 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.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

## REQUIRED VIDEO USE

At times in this course, you may be required to have your video on during video conferencing sessions, to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

## COPYRIGHT

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). 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](#).

**You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>).

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

Assignments in this course are designed to support your learning and professional development, and the work you submit should demonstrate your own knowledge and understanding of the subject matter. Artificial intelligence text generator tools (also known as large language models, such as ChatGPT or similar), are not permitted to be used in any assessments for this course, unless permission is explicitly given in the assessment instructions that these tools may be used. Any unauthorized use of such tools is considered academic misconduct.

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct of self-plagiarism.

### **ACCESS AND EQUITY SERVICES (AES)**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

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 AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.

Any student registered with AES may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at (306) 966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

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, Academic Support Team**

Faculty Consultant: Dr. Ayla Mueen – [ayla.mueen@usask.ca](mailto:ayla.mueen@usask.ca)

Academic Support Specialist: Dr. Joshua Lloyd – [joshua.lloyd@usask.ca](mailto:joshua.lloyd@usask.ca)

Academic Support Administration Office – [med.academicssupport@usask.ca](mailto:med.academicssupport@usask.ca)

#### **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:

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

COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

Student Affairs Coordinator Regina, Sue Schmidt - [sue.schmidt@saskhealthauthority.ca](mailto:sue.schmidt@saskhealthauthority.ca) or (306) 766-0620

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

Student Affairs Site Director Regina, TBD

Director, Student Services, Dr. Ginger Ruddy – [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) or (302) 966-7275

### **Academic Help for Students**

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend workshops, access online resources and research guides, book 1-1 appointments or hire a subject tutor through the [USask Tutoring Network](#).

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) at the Saskatoon campus.

SHA Library: <https://saskhealthauthority.libguides.com/home>

### **Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides 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>).

### **Gordon Oakes Red Bear Student Centre**

The Gordon Oakes Red Bear Student Centre is dedicated to supporting Indigenous 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 an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php>.

### **International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect



international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.