Medicine & Society III

MEDC 232
YEAR 2 - TERM 1

COURSE SYLLABUS
2024/2025

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

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Medicine and Society III – Course Overview

COURSE DESCRIPTION

This course, *Meeting Patient Needs through the Health Care System,* is the third of four courses in the Medicine and Society series (following *Introduction to Patients, Health and Medicine; Population Health and Preventative Medicine;* and followed by *Physician Roles and Leadership*). Topics will include the structure and function of Canada's Health Care System (HCS), health care reform, Medicine and Law Inter-professional Experience, quality improvement and patient safety, and physician organizations. This course explores the HCS context for meeting patient and societal health care needs.

Medicine & Society III also includes the following modules as part of this course: (1) Community-Based Learning Experiences (CLE) and (2) IHI Quality Improvement and Patient Safety online modules. In addition, there is a Medicine-Law Interprofessional Experience.

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 Medicine and Society III course, students will be able to:

1. Describe the basis, structure, function and financing of health care in Canada.

2. Discuss the role of community, social services and advocacy organizations in health care.

3. Apply principles of quality improvement/quality assurance/patient safety using a variety of approaches.

4. Discuss challenges for specific populations including Indigenous peoples within the Canadian Health Care System.

5. Describe principles and applications of health resource stewardship.

6. Discuss current ethical, regulatory and legal aspects of health care.

7. Explain the relationships between physicians, their organizations, the health care system and society.

8. Recognize the work of community-based organizations to address social determinants of health and community needs.

9. Demonstrate ethico-legal reasoning.

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: Learning charter - Teaching and Learning | University of Saskatchewan (usask.ca)

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca – (306) 966-5354 (Saskatoon)

Chair, Medicine and Society Courses: Dr. Juan-Nicolas Pena-Sanchez – juan-nicolas.ps@usask.ca – (306) 966-5727

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

Pre-Clerkship Coordinator (Regina): Cass Cozman- cassandra.cozman@saskhealthauthority.ca – (306) 766-0552

COURSE SCHEDULE
There are blocks of Medicine and Society MEDC 232 scheduled throughout Term 1. Please refer to One45 for days and times of classes. Note that release time is provided within the schedule to support experiential learning components. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 232 is not held every week. Please check One45 **DAILY** throughout the term for 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.

INDEPENDENT LEARNING
Some sessions may be based on the "flipped" classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the pre-assigned material, and deeper understanding of the in-class sessions is facilitated through this forward-loaded homework.

COURSE DELIVERY

The course will be delivered through a series of large and small group discussions and projects. In addition, there may be site visits and community service - learning experiences to enhance the students' understanding of the health care system and patient needs. Course materials will be posted to One45. Assignments will be submitted to Canvas.

COURSE RESOURCES

The following textbooks are resources, but not required. Copies are available for review in the library:

1. Understanding Health Policy: A Clinical Approach (9th ed., 2024) by Bodenheimer, T

2. Health, Illness, and Medicine in Canada (2020) by Clarke, J

3. Matters of Life and Death: Public Health Issues in Canada (2017) by Picard, A

4. Health Systems in Transition: Canada (3rd ed., 2021) by Marchildon , G

Textbooks are available for purchase at the University of Saskatchewan Bookstore.

Additional resources include the following on-line documents:

The Public Health Primer

https://phprimer.afmc.ca/en/

Canadian Institute for Health Information: Health Care in Canada—a focus on seniors and aging

Seniors' health | CIHI

Canadian Medical Association: The state of Seniors health care in Canada

https://www.cma.ca/sites/default/files/2018-11/the-state-of-seniors-health-care-in-canada-september-2016.pdf

Healthcare Excellence Canada (Formerly the Canadian Patient Safety Institute & the Canadian Foundation for Healthcare Improvement): Older Adults resource webpage

https://www.healthcareexcellence.ca/en/what-we-do/all-programs/

Interim Federal Health Program: Health Care for Refugees

https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/health-care/interim-federal-health-program/coverage-summary.html

ASSESSMENT OVERVIEW

Assessment		Due Date: Indicated Below Due Time: 23:59
Medicine and Society III General		
• QI Proposal (Team-Based)	Pass**	September 18, 2024
• Health Care Programs Assignment (Individual Short Paper)	Pass**	October 7,2024
• Health Advocacy Assignment ("Elevator Pitch" recording)	Pass**	October 28, 2024
• IHI online modules (6 total)	Completion*	November 25, 2024
• Medicine-Law Interprofessional Experience: This applies to students participating in this activity in term one. Students participating in this activity in term two will have the assessment apply in that term.	Completion*	
Community-based Learning Experience (CLE) Module		
• Step #1: Select a placement and formulate placement learning objective	Completion*	August 23, 2024
• Step #2: Defining Module Assignment	Pass**	November 15, 2024
• Step #3: Attendance Sheet	Completion*	November 15, 2024
Ethics Module		
• Written Assignment	Pass**	November 22, 2024
Examinations		
• **Final Exam Medicine and Society III**	Pass**	December 5, 2024

* *Completion* - entails completion of the activity or attendance at all mandatory sessions with active participation.

** *Pass* - student must achieve *minimum pass criteria* in the appropriate assessment.

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.

ASSESSMENT COMPONENTS

Assignments will be returned with comments, feedback, and suggestions. Where applicable, rubrics for all assignments will be posted on Canvas for the relevant session.

In addition to the assessments described below, please see specific module sections for corresponding module assignments/assessments.

QI Proposal (Team-Based)

Description: Given a clinical situation, students, working in teams, will prepare a QI proposal. The group will present their team's proposal to other students and faculty. The group assignments and scenarios will be distributed early in the term. A copy of the presentation is to be submitted to Canvas. Presentations will be assessed according to the rubric provided. Team QI proposals will be presented in class.

For due date(s) see Assessment Table above.

Health Care Programs *Assignment* (Individual Short Paper)

Description: There are various groups in Canada that have challenges for healthcare access and delivery. For example, there are concerns with healthcare provision in seniors, homeless, rural/remote, Indigenous, immigrants, refugees, veterans, and many other groups. Given a particular group's unique issues and challenges, discuss their significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care. Students may discuss issues broadly or may choose to focus on particular sub-groups. Students will prepare a short (1000 words approximately) essay that will be assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Health Care Advocacy Assignment ("Elevator Pitch" recording)

Description: You are in an elevator with the Minister of Health. Record up to a 5 minute "Elevator Pitch" about a potential or existing health issue and advocate to improve the issue. The student will recognize ethical concerns, develop a strategy/solution, and note limitations or roadblocks to the process. The elevator pitch recording will be assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Community Based Learning Experience Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Ethics Written Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Final Examination

Description: Written essays on course objectives. These essays will be assessed according to the rubric provided.

Refer to the Assessment Table above for the scheduled date for the Final Examination.

EXAM PROCTORING
Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

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 & REMEDIATION
For successful course completion for the purposes of promotion, students must complete and pass all course requirements. Students are expected to complete all assignments and meet all requirements of the CLE, Ethics, IHI QI and PS Modules, and Medicine-Law Interprofessional Experience (if applicable). Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts.

REMEDIATION AND COURSE FAILURE
If a student does not complete all the assessments or does not meet the course requirements, they will be required to meet with the Course Director and/or Course Chair and Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan, and to complete supplemental assessment. After the final examination period, the implications of failing to successfully complete course assessment/requirement will be adjudicated at the Year 2, Term 1 Promotions Committee, and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

A maximum of two failed assessments/requirements s will be allowed to be remediate. A maximum of one remediation/supplemental attempt will be offered per assessment. Failure of more than two assessments/requirements s or any supplemental assessment will result in a course failure.

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, submission of late assignments. Late submissions will be marked as per the UGME Assignment Submission Policy. Consequently, late submissions could be marked as "fail" and might be considered as a missing course requirement. 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 as per the UGME Procedures for Concerns with Medical Student Professional Behavior.

Note that late submissions will be marked as per the UGME Assignment Submission Policy. Consequently, late submissions could be marked as "fail" and might be considered as a missing course requirement. In addition, students with late submissions might be required to meet with the corresponding course or module director.

ATTENDANCE EXPECTATIONS
What are the expectations for attendance in Medicine and Society III?
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.

For some remote sessions, the Course or Module Director will require cameras to be turned on as part of attendance.

How is attendance documented?
Attendance will be taken at mandatory sessions.

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.)

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.

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. Based partially on feedback from students, the Arts and Humanities Module has been removed from M&S III and IV and an elective in Arts and Humanities has been created for Clerkship students.

2. Some student feedback indicated that 9 hours for CLE was insufficient. Rather than increase the mandatory hours, students may voluntarily spend more time with the CLE organization if they wish. In addition, the students will have the opportunity to interact with different community-based organization representatives during the Community Plunge (in term 1) and the Two-Way Interviews (in term 2).

3. Protected curriculum time has been allocated for completing the QI and PS online modules, as well as for the community placement hours. Note that community hours may need to be scheduled on different dates and times depending on each community-based organization. Please communicate regularly with your sub-group leader and placement facilitator (details will be provided at the CLE module orientation).

Community-Based Learning Experience (CLE) Module

MODULE CONTACTS

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Coordinator (Saskatoon): Adrielle Souza Lira – adrielle.lira@usask.ca - (306) 966-2539

Pre-Clerkship Coordinator (Regina): Cassandra Cozman- Cassandra.cozman@saskhealthauthority.ca –

(306) 766-0552

MODULE DESCRIPTION
The CLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health and learn how to better practice medicine by accessing community resources.

Students will participate in an experiential learning module (including the module orientation, Community Plunge, 9-hour placement with a community-based organization, Two-way Interview, and module debriefing session) spanning both fall (Term 1) and winter (Term 2).

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

1. Explain how the community-based organizations and programs address social determinants of health and community needs.
2. Apply community engagement principles when working with community-based organizations.
3. Recognize the roles that physicians can play when working with community-based organizations to enhance the health and well-being of community members.
4. Develop relationships with community-based organizations to work on initiatives addressing social determinants of health.

MODULE REQUIREMENTS

Term 1:

Students are expected to:

A. Participate in the module orientation and the Community Plunge. Refer to One45 for details.
B. Select a placement and formulate one learning objective to be achieved during the community placement (Step #1).
C. Propose a module assignment to reflect learning from your placement and module (Step #2).
D. Complete a minimum of 3 hours with the selected placement of the required 9 hours (Step #3).

[Term 2: students are expected to (E) complete the total number of required community hours with the selected placement (a minimum of 9 hours including those completed in Term 1), (F) reflect on what you learn from your placement and the module, (G) participate in the Two-way Interview with a representative

of a community-based organization, and (H) contribute to the module debriefing session.]

MODULE ASSESSMENT

Successful completion of the module depends on attendance, and completion of all the module requirements for Term I. For items B, C, and D, students must submit the following:

Step #1:	*Select a placement and formulate your own learning objective.*
Description:	All students should have selected an organization and submitted your own learning objective (one) to be achieved at the selected placement. Please take into consideration the timeframe when formulating your objective. Also remember that your objective should be <u>specific, measurable, attainable, relevant, and time-based</u>. Refer to Canvas for details.

For due date(s) see Assessment Table above.

Step #2:	*Define how you are going to reflect learning from your placement and module.*
Description:	Students will define an individual deliverable to reflect learning and achievement of the defined placement objective. For example, you could decide to prepare a short video, infographic, letter of advocacy, community program, research project, painting, etc. Please take into consideration the needs of your community-based organization and clients. <u>You must discuss and agree with your placement facilitator about the proposed assignment.</u> Refer to Canvas for details.
	The proposed assignment in Term 1 will be completed and submitted in Term 2. In addition, a copy of your final module assignment will be shared with your placement facilitator at the end of Term 2.

For due date(s) see Assessment Table above.

Step #3:	*Submit completed and signed CLE attendance form.*
Description:	Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form will be attached to the introductory package and posted on Canvas. A minimum of 3 hours must be completed before the due date in Term 1. Students may complete further hours during this term and holidays break depending on the organization's availability.''Please note that curriculum time is allocated for community hours. Community hours could be scheduled on different timeframes depending on the community-based organization that each student selects. Students must communicate with their placement facilitators after receiving a confirmation of the selected placement in Step #1.

For due date(s) see Assessment Table above.

Ethics Module

MODULE CONTACTS

Module Director: Ryan Meneses – *r.meneses@usask.ca*

Administrative Assistant: Twyla Downing – u*gme.year2@usask.ca*– (306) 966-6151

Pre-Clerkship Coordinator (Regina): Cass Cozman – *cassandra.cozman@saskhealthauthority.ca* - (306) 766-0552

MODULE DESCRIPTION

This module is intended to provide further discussion and analysis on the topics: End of Life Decision Making, and Medical Assistance in Dying. Students will be expected to demonstrate an accurate understanding of ethical principles, guidelines, laws, and present a reasonable argument for a course of action. Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations. Students will have the opportunity to think critically about controversial issues in a group environment facilitated by healthcare professionals. Students are encouraged to reflect upon their personal morals, beliefs and values, and recognize the impact that these beliefs have on patient care.

MODULE OBJECTIVES

By the 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.

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.

MODULE ASSESSMENT

Description: This assessment will focus on ethical reasoning and critical thinking in a written essay. The required written assignment will be a discussion of one of several cases in a short essay format, 750-words max. Detailed description and rubric will be posted on Canvas.

For due date(s) see Assessment Table above.

QUALITY IMPROVEMENT AND PATIENT SAFETY MODULE (ONLINE)

MODULE DESCRIPTION

In preparation for the Clerkship years, Medicine and Society III introduces additional opportunities for student learning around quality assurance and patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement (IHI) courses on these aspects for students. These modules are online and must be completed as part of this course. Students are provided with release time during the term for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum, as well as patient safety modules which will contribute towards preparation for clerkship.

- QI I02: How to Improve with the Model for Improvement

- QI 103: Testing and Measuring Changes with PDSA Cycles

- QI 104: Interpreting Data: Run Charts, Control Charts and Other Measurement Tools

- PS 101: Introduction to Patient Safety

- PS 102: From Error to Harm

- PS 103: Human Factors and Safety

Please note that **QI 102, QI 103, QI 104, PS 101, PS 102, and PS 103** should be completed in Medicine and Society III.

For due date(s) see Assessment Table above.

Certificates of completion must be uploaded via Canvas.

INSTRUCTIONS FOR STUDENTS

http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx

Medicine-Law Interprofessional Experience: Understanding and Resolving Medico-Legal Disputes

This Interprofessional experience consists of approximately 2 hours of interaction with law student colleagues in a role-playing scenario that works at resolving a simulated medical malpractice case. Medical students will role-play the physician or patient involved in a medical malpractice case, and law students will role-play the lawyer(s) representing the physician or patient. This experience will introduce medical students to the process of Alternative Dispute Resolution (ADR) as a method of resolving conflicts, including medical malpractice situations.

This activity will be small group-based. Most students will participate in the fall term. The remainder will participate in the winter term. Communications around organization of the small group schedules will be shared at the beginning of term. Release time for this activity will be in the fall term for all students. Questions or concerns can be directed to the Senior Administrative Coordinator, Tamara Hominuke – tamara.hominuke@usask.ca.

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[1].

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the 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

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[1] 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.

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

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.

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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.
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
Academic Support Specialist: Dr. Joshua Lloyd – joshua.lloyd@usask.ca
Academic Support Administration Office – med.academicsupport@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 or (306) 966-4751
COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at bev.digout@usask.ca or (306) 966-8224
Student Affairs Coordinator Regina, Sue Schmidt - sue.schmidt@saskhealthauthority.ca or (306) 766-0620
Student Affairs Site Director Regina, Dr. Nicole Fahlman - nicole.fahlman@usask.ca or (306) 209-0142
Student Affairs Site Director Regina, TBD
Director, Student Services, Dr. Ginger Ruddy – 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.