

Medicine & Society I

MEDC 132
YEAR 1 TERM 1

COURSE SYLLABUS

2025/2026



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



LAND ACKNOWLEDGEMENT

As we engage in teaching and learning, we acknowledge we are on Treaty Six and Treaty Four 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.

Medicine and Society I – Course Overview

COURSE DESCRIPTION

This course, *Introduction to Patients, Health, and Medicine*, is the first of four courses in the Medicine and Society series (followed by *Public Health and Preventative Medicine; Meeting Patient Needs through the Health Care System; and Physician Advocacy and Leadership Roles*). In this course, students explore concepts of the biopsychosocial model, health and illness, patient- and family-centered care (PFCC), Indigenous health and healing, culture, life course, resilience, physician roles and ethics.

The Medicine and Society I course includes the following modules: (1) Patient-and-family-centered care (PFCC), (2) Clinical Experiences in the Community, and (3) Ethics. Please see descriptions below for further details.

Completion of this course will help you to attain elements of your overall undergraduate program objectives ([Program Learning Objectives](#)).

OVERALL COURSE OBJECTIVES

By the completion of the Medicine and Society I course, students will be expected to:

1. Describe the impact of applying a biopsychosocial approach to understand health and provision of care.
2. Identify interpersonal and organizational changes required to achieve patient and family centered care (PFCC).
3. Analyze culturally safe health care, especially for Indigenous peoples and equity-deserving groups.
4. Recognize the roles of physicians in society.
5. Identify how personal and systemic biases affect the well-being of individuals and contribute to health.
6. Identify how systemic racism affects the well-being of individuals and contributes to health.
7. 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 [Student Information Guide](#) – Pre-Clerkship – Student Assessment Section.

More information on the U of S Academic Courses Policy relating to course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>. College of Medicine specific policies and procedures for course delivery, exams and assessment can be 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. Nnamdi Ndubuka: nnamdi.ndubuka@usask.ca – (306) 961-4245

Interim Course Chair: Dr. Nnamdi Ndubuka: nnamdi.ndubuka@usask.ca – (306) 961-4245

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

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

Administrative Assistant: Sweta Soni – ugme.year1@usask.ca – (306) 966-7202

COURSE SCHEDULE

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 are made to a session with less than 48 hours notice, affected students will be notified directly via email.

INDEPENDENT LEARNING

Many sessions will include active group discussions where pre-readings have been assigned. It is very important that students come to class prepared, having carefully read the assigned materials. Reading materials will be available on One45. Many classes, including the invited panel presentations, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation.

COURSE DELIVERY

Course materials will be posted to One45. Assignment details will be posted on Canvas. In addition to in-class learning, first year Medicine and Society courses include two experiential learning modules, PFCC and Clinical Experiences in the Community. Both of these modules extend past Term 1 and into Term 2, (see Modules below). Mandatory sessions will be indicated on One45.

COURSE MATERIALS

Course materials (including the syllabus, sessions, objectives, required readings, forms and other useful documents), are posted in One45 and Canvas. Presentations and supplemental materials for reading and viewing will be posted to One45.

Assignments will be posted and submitted on Canvas.

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

COURSE ASSESSMENT OVERVIEW

Module	Assessment	Requirement	All assignments are due on the date below by 23:59
Medicine and Society General			
	Inter-cultural Development Inventory	Completion*	August 13, 2025
	Indigenous Health and Wellness Experience (Mandatory Attendance on the assigned date and time)	Completion*	See One45 for dates
	Assessment 1 – Indigenous Health and Wellness Reflection	Pass**	October 9, 2025
	Assessment 2 – Othering and Stigma	Pass **	November 5, 2025
	Assessment 3 – Your Credo	Pass**	November 19, 2025
Patient & Family Centered Care (PFCC) Module – Term 1			
	Attend TWO Patient Family Partner (PFP) Sessions in Term 1 (Mandatory Attendance on the assigned date and time)	Completion*	See One45 for dates
Ethics Module			
	Tutorial Course on Research Ethics – CORE	Completion*	August 29, 2025

The assignment description, details, and rubric will be posted on Canvas.

Assessment #3: *Your Credo*

Description: The assignment will help students summarize and synthesize many course concepts and consolidate their commitment to good medical practice going forward. The assignment description, details, and rubric will be posted on Canvas.

Assessment #4 *(Ethics Module – Term 1): Essay*

Description: Written essay focused on ethical principles, guidelines, and an understanding of ethical problems. See Canvas for details and marking rubric.

Other Course Components

Inter-cultural Development Inventory Completion

Description: Completion of the Inter-cultural Development Inventory (IDI) to assess both individual and group cultural competency. Further details will be given in the first class of the course.

Indigenous Health and Wellness Experience

Description: The date and time for this experience will be announced at the beginning of the term. Please note that arrangements to commute need to be made. All students are required to attend this experience as part of the course. This experience supports Assessment #1.

Location: Saskatoon: Wanuskewin Heritage Park, Penner Rd, Saskatoon, SK S7K 3J7
Regina: First Nations University of Canada; 1 First Nations Way, Regina, SK S42 7K2
For date(s) see One45 schedule.

Patient Family Partner Sessions 1 and 2

Description: See Patient and Family Centered Care Handbook
For due date(s) see One45 schedule.

Tutorial Course on Research Ethics – CORE-2022

Description: All students are required to successfully complete the Tutorial Course on Research Ethics – CORE-2022 (<https://tcps2core.ca/>). The certificate obtained after completing this online course should be submitted through Canvas. Students who completed this tutorial previously do not need to repeat the course. They can upload their existing certificate.

Clinical Experiences in the Community Module

Description: Demonstration of appropriate participation in the Clinical Experiences in the Community, Community Service Learning Experience or Certificate in Global Health (CGH) or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I course.

- The reflective assignment for Clinical Experiences in the Community is due following completion in Term 2. Details of sign-up deadlines in Term 1 will be shared at orientation and in One45.
- Details of required assignments for co-curricular options (CSLE and CGH) will be shared at orientations for those options.

Final Exam

Description: The final examination focuses on the Medicine and Society general sessions, excluding the content of the Ethics, and Clinical Experiences in the Community Modules. The final examination will focus on the students' ability to *understand* and *reflect* upon the themes of the course. It will be a closed-book examination, meaning there will be NO access to course materials or any other resources while completing the examination. Further details about the final exam will be provided in the first class of the course.

COURSE ASSESSMENT COMPONENTS

Course components including written assessments are due at 23:59 SK time on the due date listed in the above table. Respect for due dates and time is a component of professionalism and is assessed as such. 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.

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

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, not maintaining academic integrity and/or patient confidentiality.

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. <https://medicine.usask.ca/policies/professional-behaviours-and-expectations.php>

EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances in which examinations during this course might 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 on Canvas for the relevant session.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

Successful Completion

Students will be considered to have successfully completed the course if they have:

1. Passed all course requirements. See Course Assessment Overview table above.
2. Completed all assignments and met all requirements of the Patient and Family Centered Care (PFCC), Ethics, and Clinical Experiences in the Community Modules.

Eligibility for Remediation

Students who do not pass and/or complete all the course requirements as listed in the Course Assessment Overview table above will be eligible for remediation up to a maximum of two failed assessments/requirements. A maximum of one remediation/supplemental attempt will be offered per assessment.

Course Failure

A student can be unsuccessful in the course for the below reasons:

1. Failure of more than two assessments/requirements.
2. Failure of a supplemental assessment.
3. Being deemed unsuccessful for professionalism. This would include, but is not limited to, submission of late assignments. Furthermore, 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](#).

Students not promoted as a result of being unsuccessful in the course will receive a grade of "F" on their transcripts.

Remediation and Supplemental Assessment Information:

1. Students who have met the above-described criteria for remediation will be offered remediation and supplemental assessment unless they have met the criteria for course failure.

2. The remediation timeline will begin once the student has been notified of failure in a module or course. Students eligible for remediation will be contacted by the course/module director and the academic support team to meet, discuss remediation and supplemental assessment, and develop a learning plan. The learning plan will be developed between the student, course/module director(s), and the academic support team. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the course/module director(s) or designate. This plan will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment.
3. The course/module director(s), in consultation with the assessment team, will determine the specific type, format, and content of the supplemental assessment(s). This may be in a different format from the original assessment.
4. Supplemental Examination Timelines:
 - a. Supplemental exams will only be scheduled after the final exam period. Students required to remediate modules will be informed of the specific supplemental examination dates.
 - b. If students have supplemental exams in more than one module or course, adjustments may be made to the supplemental exam schedule by the year chair in coordination with course/module director(s).
 - c. Supplemental assessments will be scheduled by the UGME office. Supplemental assessments will only be offered on scheduled dates barring exceptional circumstances. In cases of exceptional circumstances, students should follow the [Deferred Exam Procedure](#) to request adjustment of supplemental exam dates.
 - d. Students must be available in an appropriate site to complete the remediation process. It is strongly recommended that any travel be carefully planned with this in mind, including researching cancellation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case-by-case basis by the Program Manager of UGME, the Academic Director, and Associate Dean of UGME. Exceptions to this policy will be rare and granted under only very special circumstances.
5. A maximum of one (1) supplemental assessment per failed component will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental assessment will be deemed unsuccessful in the course.
6. Should a student meet the criteria to no longer be eligible for supplemental assessment during the remediation period, remediation can continue. However, no further supplemental assessment will be allowed in this course.
7. Recommendations for promotion, remediation, and supplemental assessment are made by the Year Promotions Committee. Decisions regarding promotion, remediation, and supplemental assessment are adjudicated by the Student Academic Management Committee.
8. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (in most cases a 70%).

EXAM REVIEW

Students will not be provided with the opportunity to view their examinations 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 the expectations for attendance in Medicine and Society 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](#). 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, complete the [application for absence form](#), and cc the course and/or module director. (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 for missed material. Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

COURSE EVALUATIONS QUALITY IMPROVEMENTS

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

1. Instructors reminded to start/end class sessions and mark/return assignments on schedule.
2. Course assignment due dates have been adjusted across the term.
3. Faculty have been provided with appropriate tools and support to develop more interactive opportunities.
4. Additional support for developing formative feedback provided to instructors.
5. The Real People Real Experiences module was removed.

PFCC Module: Patient & Family Centred Care Learning Experiences (10 hours)

MODULE DIRECTOR

Dr. Krista Baerg – dr.kbaerg@usask.ca

MODULE DESCRIPTION

This module provides students with authentic experiences of health and health care from the perspective of patients. The student will seek to understand the patient/family experience and implications for future practice. This experiential learning module encourages reflective practice and builds on available learning opportunities.

The four pillars of patient- and family-centered care are explored within the care delivery context, considering the continuum of patient engagement and factors influencing patient engagement. Note: for the purposes of this module, the terms “patient” and “client” are used interchangeably.

This longitudinal Year 1 experience extends over Term 1 and 2. An introductory seminar in Term 1 introduces students to key concepts related to patient- and family centered care. Students participate in two Patient Family Partner (PFP) sessions.

By completing the term 1 PFCC module, students will meet the course level objective, “Identify interpersonal and organizational changes required to achieve patient and family centered care”.

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

MODULE OBJECTIVES

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

1. Recognize factors impacting expression of the pillars of patient- and family-centered care (PFCC) at the interpersonal level.
2. Recognize organizational changes required to advance from system-centered care to achieve patient- and family-centered care (PFCC).
3. Assess factors impacting expression of the pillars of patient- and family-centered care (PFCC) at the interpersonal level.
4. Suggest organizational changes required to advance from system-centered care to achieve patient- and family-centered care (PFCC).
5. Develop a plan to integrate patient- and family-centered care (PFCC) and patient engagement principles into your future practice.

MODULE SCHEDULE

The schedule will be posted on One45. 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. However, since patient partners are engaged in program delivery, last minute changes may occur. Please check One45 WITHIN 24 HOURS OF YOUR SESSION to ensure the most current schedule information. If changes are made to a

session which has already been scheduled in One45 with less than 48 hours notice, affected students will be notified directly via email by the UGME Office.

MODULE DELIVERY

This longitudinal module extends over term 1 and 2 with discrete requirements in each term. In each term, students will have Patient Family Partner sessions (see course schedule, attendance sign-in required).

PATIENT FAMILY PARTNER SESSIONS

These mandatory sessions are scheduled during class time (see One45). For more information on session objectives and required preparation, refer to the module handbook. During these sessions, it is required that students keep their video on per the request of patient partners.

Supplementary PFCC Shadowing Experience**

Students may arrange a shadowing experience with their advisor. Shadowing must be arranged with your assigned PFCC Advisor or through Heather Thiessen. Students may allocate up to 2 hours of their total 10-hour shadowing requirement to attend an appointment or treatment with their PFCC Patient Advisor. *Please ensure your advisor and Dr. Baerg have a minimum 48 hours' notice and all mandatory PFCC requirements are met.*

**Optional, prior approval required

MODULE RESOURCES

- Introduction to PFCC lecture posted on One45
- Institute for PFCC at www.ipfcc.org
- Patient First Review Update and Patient Experience Case Studies, Government of Saskatchewan - <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review>

MODULE ASSESSMENT

MODULE REQUIREMENTS TERM 1 (MEDC 132):

- Attend mandatory Intro to Patient and Family Centered Care lecture
- Attend TWO Patient Family Partner Sessions – attendance recorded

See Module Package for details.

Clinical Experiences in the Community Module

MODULE DESCRIPTION

Details regarding the Clinical Experiences in the Community options will be provided during an orientation in the Medicine & Society I course – see One45 for scheduling details. Clinical Experiences in the Community is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Inter-professional Community Service-Learning Experience are waived of the requirement to complete the Clinical Experiences in the Community. At the end of Term 1, each student must be enrolled in one of the streams; Clinical Experiences in the Community, Community Service-Learning Project or Certificate in Global Health.

Demonstration of appropriate participation in Clinical Experiences in the Community, Community Service-Learning Project or Certificate in Global Health, or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I course. Specific assessment description details are provided on One45 (or on the CGH website for CGH).

MODULE LEVEL OBJECTIVES

1. Describe how various physician (CanMEDS) roles can contribute to the overall well-being and health of patients, families, communities, and populations.
2. Explain how physicians can collaborate with community members to contribute to health-related needs and community initiatives.
3. Discuss factors that impact patients and communities encountered during your experience.

MODULE REQUIREMENTS

Application deadlines are noted below. Note that option C has space limitations.

- A. 1-Week Clinical Experiences in the Community: A mandatory 1-week clinical observership experience in a rural/remote or urban underserved community generally completed in May/June. See documents posted to One45 for more details.

Faculty Lead: Dr. Olukayode Olotunfese - olukayode.olutunfese@saskhealthauthority.ca

Timing/Duration: 40 hours after the end of Term 2

The Community Experience Proposal is due on One45 by October 10, 2025.

Note: Students selected for one of the two optional programs listed below are waived of the requirement to complete Clinical Experiences in the Community.

- B. Community Service Learning Experience (CSLE): A longitudinal volunteering experience doing non-clinical work with a community-based organization serving people in underserved communities. See documents posted to One45 for more details and on Canvas for

assignment information. Students completing this program will receive a letter of completion.

Faculty Lead: Dr. Olukayode Olutunfese - olukayode.olutunfese@saskhealthauthority.ca

Timing/ Duration: 45 hours over Terms 1 and 2 (October-March)

Timing/Duration: 45 hours over Terms 1 and 2 (October-March)

The CSLE Application is due by August 29, 2025

- C. Certificate in Global Health (CGH): Combines academic courses and experiential learning in marginalized, underserved communities locally and globally.

Faculty Lead: TBA

Administrative Coordinator: Carlyn Seguin (carlyn.seguin@usask.ca)

Timing/Duration: runs over Years 1 & 2 with a community-based experience each summer

The CGH Application is due by September 5, 2025.

For more information and how to apply please email Carlyn Seguin directly.

MODULE ASSESSMENT OVERVIEW

Successful completion of the Clinical Experiences in the Community module requires:

- Completion of the one-week clinical immersion experience.
- Evidence of satisfactory participation in clinical learning experiences on the assessment form completed by the Clinical Experience supervisor(s).
- Satisfactory completion of a reflective assignment (approximately 250 words) due within 1 week of completion of the experience (pass/fail).

Note: CSLE and CGH each include reflective activities and assessments; assessment details will be provided in the program orientation and materials.

Since this module extends beyond Term 1, required assessments may occur after completion of Term 1.

MODULE ASSESSMENT COMPONENTS

Specific assessment details will be provided in orientation and Canvas as noted at the orientation.

ACKNOWLEDGEMENT

The UGME would like to acknowledge the Saskatchewan Medical Association (SMA) for their support of the Clinical Experiences in the Community module with their funding of physician remuneration and emergency student housing.

Ethics Module

MODULE CONTACTS

Module Director: Ryan Meneses – r.meneses@usask.ca – (306) 491-4636

MODULE DESCRIPTION

This module is designed to introduce students to basic ethical topics in medicine, and to begin analyzing problems using the principles of biomedical ethics. This analysis sets the foundation for ethical reasoning in medicine and elucidates the ethical problem.

MODULE OBJECTIVES

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

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and diverse perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of the student's 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 and analyze ethical cases under the guidance of 1-2 facilitators and fellow classmates.

MODULE ASSESSMENT

This assessment will focus on ethical principles, guidelines, and an understanding of ethical problems in a written essay of 750 words max. The details for this assessment will be posted on Canvas.

As part of this module, all students are also required to successfully complete the Tutorial Course on Research Ethics – CORE (<https://tcps2core.ca/>). The certificate obtained after completing this online course should be submitted through Canvas.

For due date(s) see Assessment Table above.

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). <https://sundog.usask.ca/record=b3526222>. 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).

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). Canvas returns confirmation that an assignment has been submitted. If the confirmation note is not shown, the assignment may not be properly logged. Please note: 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. All due dates or timelines for assignment submission are published in the student course syllabus.

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 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 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 required 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 required to complete the Academic Integrity Tutorial in SiMS 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.

Please see the AI Guidelines posted on the College of Medicine website alongside the student guides for further information.

Students wanting to submit 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. Ayesha Iqbal – ayesha.iqbal@usask.ca

Academic Support Administration Office – 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 or (306) 966-4751

COM 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, 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://library.saskhealthauthority.ca/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.