Foundations in Clinical Medicine I

MEDC 136.21

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.

Foundations in Clinical Medicine I – Course Overview

COURSE DESCRIPTION

This course is first in a series of four Foundations of Clinical Medicine courses and includes three curricular components:

1. An introductory module encompassing key biomedical science concepts, principles of health promotion, and evidence-based medicine skill development. (Introduction to Foundations of Medicine Module)
2. A longitudinal Case-Based Learning Module.
3. Clinical systems-based modules (Hematology/Oncology and Endocrine/Metabolism).

Through these curricular components, students will begin to learn to apply knowledge and skills towards the care of people with common and/or urgent medical conditions.

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

OVERALL COURSE OBJECTIVES

Building on knowledge of normal anatomy, histology and physiology, students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to:

1. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology.
2. Generate reasonable differential diagnoses and evidence-based management plans, including pharmacologic, non-pharmacologic and multidisciplinary care measures.
3. Select and interpret appropriate evidence-based investigations.
4. Develop an evidence informed approach to health promotion, illness prevention and disease screening for healthy and at-risk populations.

In addition, each individual module in the course will also have its own specific module objectives and separate session objectives of learning. Detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

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 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 Co-Chairs: Dr. Dawn De Souza - dpd227@mail.usask.ca

Dr. John Verrall - jrv126@mail.usask.ca

TBD (Co-Chair Assessment)

Administrative Coordinator: Cheryl Pfeifer - cheryl.pfeifer@usask.ca (306) 966-6138

COURSE SCHEDULE

The Foundations in Clinical Medicine I Course is organized in 3 modules running sequentially on specific assigned days and a Case-Based Learning module that runs longitudinally throughout the term. Session schedules for each of the modules will be posted in One45.

All information relating to this course is available in **One45**. Please check One45 **DAILY** to ensure that you have the most current schedule information**.**

COURSE DELIVERY

Students will learn through a variety of methods, including:

- Large group sessions including lectures, interactive discussions, case-based problem solving.
- Interactive small group learning sessions.
- Independent self-directed reading and exercises.

COURSE MATERIAL ACCESS

Course materials are available Canvas unless otherwise indicated.

If you have difficulty accessing your account, please contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-4817.

RESOURCES

It is strongly recommended that you use the following resources (or similar general texts) as references for the Foundations course. Relying on class notes alone will not typically be sufficient to meet your learning objectives. Individual Modules will have additional specific recommended or required resources. It may be helpful to review websites such as http://www.choosingwiselycanada.org which is an evidence-based resource aimed at reducing unnecessary testing and treatments for patients.

The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available https://firstline.org/sha/

The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. Firstline - Microbial Pursuit

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The CANImmunize app with guidance for immunization schedules and information is available for free download through the App Store and Google Play.

Climate Wise Resource is an evidence-based educational resource on planetary health designed by a team of medical students across Canada. https://www.cwslides.com/?fbclid=IwAR2WGaK-y5p8qhUjo_YGtrI0qGDc3svUNHHTAU3jaQGUZrXnR7gKvGKQSAo

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The texts listed below are all available as free e-books through the Health Sciences library http://libguides.usask.ca/c.php?g=16462&p=91000. If you need assistance finding these texts, contact your Health Sciences librarian.

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: I 978-0-07- 1802161 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marcdante, Karen J (ISBN: 978-1-4557- 5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.
4. Anatomy TV: https://libguides.usask.ca/PRIMAL
5. Additional Anatomy Resources: https://libguides.usask.ca/medicine/anatomy
6. Canadian Family Medicine Clinical Cards

Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, 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. https://openpress.usask.ca/undergradimaging

Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.
https://openpress.usask.ca/undergradimaging/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/

Textbooks are available online from the University of Saskatchewan Bookstore:
https://bookstore.usask.ca/students.php#MyTextbooks

Another useful resource for different skin tones is VisualDX. Please see more information at the U of S Library for details.

COURSE ASSESSMENT OVERVIEW

Course Component	Module Components	Module Weight	Component Requirement	Weighting in Final Foundations I Mark
Introduction to Foundations of Medicine Module	Histology Virtual Microscopy Assignment Genetic Pedigree/Patterns of Inheritance Assignment Genetic Testing and Screening Assignment Module Exam – Block 1 Evidence-Based Medicine Assignment Health Promotion Quizzes (4 x 2.5% each) Module Exam – Block 2 Immunology Quizzes (5 x 1% each) Module Exam – Block 3	2% 3% 2% 30% 3% 10% 15% 5% 30%	70% on module	34%
Hematology/Oncology Module	3 Unit Exams (20% each) End of Module Exam	60% 40%	70% on module	33%
Endocrine/Metabolism Module	Diabetes Assignment Module Exam I Workbook Module Exam I Module Exam II Workbook Module Exam II	10% Completion 45% Completion 45%	70% on module	33%
Case-Based Learning Module * (CBL I)	10 Cases CBL End of Module Exam	Competency Based	All competencies met **and** 70% of competencies on CBL End of Module Exam	Pass/Fail
Course Total Mark				**100%**
Foundations I Final Exam **			60% on exam	

Assigned prereading is intended to supplement learning and is examinable material.

Following most exams, students will receive individual feedback sheets that detail the student's progress towards achievement of the course/module objectives.

* Questions with competency points associated are marked as either a 0 (competency NOT met) or a 1 (competency met). Grades are assigned according to a rubric, where inadequate answers are associated with a grade of 0 (no competency point awarded) and adequate or excellent answers are awarded 1 (one competency point awarded).

** The Foundations I Final exam is a cumulative exam and tests clinical application of content from Foundations I. It is modeled on the national exam at the end of medical school, the MCCQE part 1 exam, and consists of a series of clinical vignettes that test a student's ability to diagnose, investigate, and treat various health conditions. Question styles may include: short answer, multiple choice, extended multiple choice, fill-in-the-blank, and matching. A minimum score of 60% on the Foundations I Final Exam is required for successful course completion.

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.

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 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

A student's grade for each systems-based module will be determined at the end of each module and is based on the weighted cumulative average of all graded assessments within each individual module.

The requirements for successful completion of the Foundations I Course are listed below (see Student Information Guide). Students not promoted as a result of being unsuccessful in the course will receive a grade of "F" on their transcripts.

A) Students will be considered to have successfully completed the Foundations I Course if they have achieved a minimum 70% average grade in each of the three systems-based modules (Introduction to the Foundations of Medicine, Hematology/Oncology, and Endocrine/Metabolism Modules), the required amount of competencies for the Case-Based Learning Module, 70% of the required competencies in the Case-Based Learning End of Module Exam and a minimum 60% grade on the end of term Foundations I Final Examination.

B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, as well as the Foundations I Final Examination. A mark of 0% will be given for any missed quiz, test or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy. Assignments are adjudicated as per the Assignment Submission Policy.

C) Students who do not achieve the required 70% average grade in any of the three modules (Introduction, Heme/Onc, Endo/Metabolism), the required competencies in the Case-Based Learning module, 70% of the required competencies in the Case-Based Learning End of Module Exam or a 60% grade in the Foundations I Final Examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or Foundations I Final Exam (see Table 1 & Table 2 for grade deficit point allocation rubric).

Feedback regarding student progress in the Case-Based Learning module will be provided earlier in the term and will be better able to target individual education needs. Students who appear to be having difficulty meeting competencies in CBL I will be offered a meeting with Academic Support and the Module Director.

D) Students accumulating 2 or more grade deficit points at any point during the course will be deemed to be experiencing academic difficulty. The severity of academic difficulty will be based on the weighted grade deficit assessment. Students in academic difficulty will be required to meet with a course sub-committee of at least 2 people (made up of Course Chairs(s); Year Chair(s), Academic Support Specialist or designates), or others as needed, to discuss ways to improve academic performance. These meetings are not meant to be punitive, but will be student-centered, and focused on the success and well-being of the student. With any further accrual of deficit points, the student may be required to again meet with the course sub-committee.

REMEDIATION AND SUPPLEMENTAL ASSESSMENT INFORMATION

A) Students who have failed a module or the Foundations I Final Exam may be offered remediation. The determination of eligibility for any remediation will be based on the number of accumulated weighted grade deficit points (see Table 1 for grade deficit point allocation rubric), or the number of failed modules. Students who have **accrued a total of four (4) or more** grade deficit points or accrued deficit points in **three (3)** separate modules within Foundations I will be considered to have been unsuccessful in the Foundations I Course and will NOT be offered further remediation or supplemental assignments and/ or examinations in this course as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 1) Promotions Committee and the Student Academic Management Committee.

B) The module director will determine the specific type of remediation needed for each individual student. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the module director or designate. The remediation timeline will begin once the student has been notified of failure in a module or the Foundations I Final. A remediation plan will be arranged between the module director and student, in consultation with the Academic Support Specialist, which will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment. The module director, in consultation with the Assessment Specialist, will determine the specific type and content of the supplemental assessment(s).

C) Supplemental examinations will **only** be scheduled after the final exam period in December. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for the Introduction to Foundations Module and the Hematology/Oncology Module will ideally be held within 7 days of the last final exam and that supplemental exams for the Endocrine/Metabolism Module, the Case-Based

Learning Module, and the Foundations I Final Exam will be held mid-January. When 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 Chair/Module Director(s).

Supplemental assessments will be scheduled by the UGME office. Supplemental assessments will ONLY be offered on scheduled dates unless there are exceptional circumstances (such as personal illness, bereavement, etc.). In cases of exceptional circumstances, students should follow the Deferred Exam Procedure to request adjustment of their schedule. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements.

D) A maximum of one (1) supplemental examination per module will be allowed, up to the point of course failure. Additionally, students will only be allowed to write one (1) supplemental examination for the Foundations I Final Exam, up to the point of course failure. Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Foundations I course. Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 1) Promotions Committee and the Student Academic Management Committee.

E) If a student fails an assessment component, they may be required to complete a supplemental assessment. The specific type and content of the supplemental assessment(s) will be determined by the module director(s) and/or course chair(s) and communicated in writing to the student. Supplemental assessments must be completed by the date set by the Module Director and may be arranged between student and module director.

* **Note** All assessments including the final exam are mandatory to complete.

F) If a failure of a supplemental examination occurs during or after the final examination period, decisions regarding any additional remediation/supplemental assessment(s) will be adjudicated by the Promotions Committee and the Student Academic Management Committee.

G) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module, 60% for the Foundations I Final Exam and the minimum number of required competency points).

Grade deficit points will not appear on the student's transcript, nor are they transferred to any other course in the UGME Program.

Students who are eligible for supplemental examination will be contacted by the Module Director and should arrange to meet with the Module Director and the Academic Support Specialist to discuss educational issues and develop a learning plan.

Table I: Grade Deficit Point Allocation for Systems-Based Modules and Foundations I Final Exam

	Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations.		
	< 70% and ≥ 60%	< 60% and ≥ 50%	<50%
Introduction to Foundations of Medicine Module	I	II	III
Hematology/Oncology Module	I	II	III
Endocrine/Metabolism Module	I	II	III
Foundations I Final Exam	N/A	I	II

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

Table II: Grade Deficit Point Allocation for Case-Based Learning Module

	Number of Competencies not achieved		
	One Competency **OR** Failure of the End of Module Exam	Two Competencies	Three or More Competencies **OR** Failure of Module Exam Plus One or more Competencies
Case-Based Learning Module	I	II	III

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

ASSESSMENT REVIEW

Course or Module Directors will provide all students with a summary of post module-examination learning points focusing on clarification of concepts where significant numbers of students appeared to have difficulty. Actual examination papers will not be made available to all students; however, in the event of specific module or examination failure students may work with the academic support team and the module/course leaders to review their examination performance and discuss concepts that students may be struggling with.

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Foundations I?

Attendance at small group sessions is mandatory (See One45) unless absence is excused. (See Attendance and Absence - Pre-clerkship)

In-class assessment sessions are mandatory.

If a student must be absent for a quiz or minor assessment, 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.)

Attendance for all other sessions falls under the regulations of the Pre-Clerkship Attendance and Absence Policy.

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

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 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.

If a student must miss a mandatory session, students are expected 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.

Foundations in Clinical Medicine I – Module Syllabus

This section of the course syllabus will describe the specific objectives, requirements and expectations, and assessment procedures for each systems-based module within the Foundations in Clinical Medicine I Course.

MODULE 1

Introduction to the Foundations of Medicine

MODULE CO-DIRECTORS

Dr. Glenda Wright – glenda.wright@saskhealthauthority.ca

Dr. Stan Bardal – stan.bardal@usask.ca

Office Hours: Please contact for a meeting

MODULE DESCRIPTION

The practice of medicine requires grounding in scientific principles, as well as understanding how current medical knowledge is scientifically justified, and how that knowledge evolves. Curiosity, skepticism, objectivity, and the use of scientific reasoning are fundamental to the practice of medicine. This module will introduce students to the principles of biomedical sciences that form the scientific basis of clinical medicine. Students will also be introduced to the concept of evidence-based medicine, an approach to sourcing and translating medical literature towards clinical care provision and a lifespan approach towards health promotion/preventative care considerations.

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

MODULE OBJECTIVES

By the completion of the Introduction to the Foundations of Medicine module, students will be expected to:

1. Explain the normal form and function of the human body with introductory application to human health and disease.
2. Apply at an introductory level, the basics of health promotion/illness prevention and have an approach to patient education around health promotion/illness prevention.
3. Apply, at an introductory level, principles of genetics to the diagnosis and management of common genetic disorders and have an approach to basic genetic counseling.
4. Describe the basic principles of pharmacology, how various agents alter homeostasis and the pharmacological basis of therapeutics.
5. Explain the basic principles of general immunology and microbiology with introductory application to human health and disease.
6. Begin to develop an evidence – informed approach to health care provision.

Detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

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

MODULE SCHEDULE

The Introduction to the Foundations of Medicine Module is organized in 3 sections running concurrently. Session schedules for each of the modules will be posted on One45.

All information relating to this course is available in **One45**. Please check One45 **DAILY** to ensure that you have the most current schedule information**.**

MODULE SECTIONS

Biomedical Sciences Section (includes Physiology, Histology, Embryology, Anatomy, Genetics, Immunology, Microbiology, Pharmacology, Pathology organized in topical blocks)

Health Promotion/ Illness Prevention Section

Evidence-Based Medicine Section

MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group sessions including lectures, interactive discussions, online materials, and case-based problem solving.
- Facilitated small group learning sessions.
- Independent self-directed reading and exercises.

MODULE MATERIAL ACCESS

Course materials are available in One45. Electronic assignment submission will be done through Canvas.

If you have not been assigned a username (NSID – U of S Network Service ID) and password for PAWS, contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-4817.

REQUIRED RESOURCES

Embryology

Larsen's Human Embryology 5th Ed. by Shoenwolf, Bleyl, Brauer, and Francis West [978-0443-06811-9]

Genetics

Schaefer, GB and Thompson, JN (2014) Medical Genetics an Integrated Approach. McGraw Hill Education: New York. Details of the pre-readings from this text for the lectures will be provided on One45. This is a recommended text which is available as an E-Book from the Health Sciences Library.

Histology

Both are available as Kindle editions:
Wheater's Functional Histology by Barbara Young, Phillip Woodford and Geraldine O'Dowd (2013) [ISBN 978-0-7020-4747-3]

OR

Histology: A Text and Atlas (2016) by M.H. Ross and W. Paulina [ISBN 978-1-4511-8742-7]

Immunology

Recommended

Review of Medical Microbiology and Immunology (Lange Medical Books) Paperback. by Warren Levinson (Author). 978-0071818117

Immunology Made Ridiculously Simple: Massoud Mahmoudi: 978-0-940780-89-7

CANImmunize app available for free download through the App Store or Google Play Store.

Microbiology

Review of Medical Microbiology and Immunology (Lange ...Medical Books) Paperback. by Warren Levinson (Author). [978-0071818117]

Clinical Microbiology Made Ridiculously Simple: Mark Gladwin MD, William Trattler MD, C. Scott Mahan MD: [9781935660156]

The First Line (formerly Spectrum) app for infectious disease/microbiology/antibiotic guidance is free and can be downloaded both through the App Store and Google Play. There is a web-version that can easily be accessed at https://firstline.org/sha/ . There is also an educational game – Microbial Pursuit on this platform which can be accessed at https://firstline.org/microbial-pursuit/

Pathology

Robbins & Kumar Basic Pathology, (Robbins Pathology) [Hardcover] Vinay Kumar (Author), Abul K. Abbas (Author), Jon C. Aster (Author), Andrea T Deyrup (Author) [ISBN 97803237901811] Edition: 11

Recommended: Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, 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.

https://openpress.usask.ca/undergradimaging/

Pharmacology

Recommended

Goodman & Gilman's Manual of Pharmacology and Therapeutics (2nd Edition). Eds. by Hilal-Dandan & Brunton.

Principles of Pharmacology: The pathophysiologic Basis of Drug Therapy. By David E Golan (3rd Edition).

Applied Pharmacology. By Stan Bardal, Jason Waechter, Doug Martin. ISBN [978-1-4377-0310-8

STUDENT ASSESSMENT

Assignments	**25%**
Histology Virtual Microscopy Assignment	2%
Genetics Pedigree Assignment	3%
Genetics Testing and Screening Assignment	2%
Immunology Quizzes (5 x 1% each)	5%
Health Promotion Quizzes (4 x 2.5% each)	10%
Evidence-Based Medicine	3%

Exams	**75%**
Module Exam – Block 1	30%
Module Exam – Block 2	15%
Module Exam – Block 3	30%

Assessment 1: Histology Virtual Microscopy Assignment

Value: 2% of Final Grade

Due Dates: Date is posted in One45

Description: Students will label cells and histological structures using virtual slides.

Assessment 2: Genetic Pedigrees and Patterns of Inheritance Assignment

Value: 3% of Final Grade

Due Date: August 11, 2025

Description: Take-home assignment in Canvas that consists of a pedigree drawing, determination of inheritance based on pedigrees and reasons for choosing the pattern of inheritance.

Assessment 3: Genetic Testing and Screening Assignment

Value: 2% of Final Grade

Due Date: August 15, 2025

Description: Take-home assignment in Canvas that consists of two cases which integrate the content from the Genetic Testing and Screening lectures.

Assessment 4: Immunology Quizzes

Value: 5% of Final Grade

Due Date: Dates are posted in One45

Description: Students will be asked to watch short videos related to the lecture material, either before or after the lecture. Then, the students will answer a short quiz based on the information provided in the video they watched. The quizzes consist of multiple choice, short answer and/or matching questions. These quizzes are open book and there are 5 in total worth 1% each.

Assessment 5: Evidence-Based Medicine Assignment

Value: 3% of Final Grade

Due Date: September 3, 2025

Description: Our aim in the introductory sessions is to ensure that all students understand the evidence-based medicine concepts that will be discussed in the case-based learning events. At the conclusion of the introductory sessions, students will be required to complete and submit an assignment consisting of short-answer questions relating to the topics covered. This assignment is intended to be formative, and so marks will be given so long as a decent effort is seen in answering all questions. We will then post an answer key for review. Students will then be welcome to contact us with questions.

Assessment 6: Health Promotion Quizzes

Value: 10% of Final Grade

Due Date: Dates are posted in One45

Description: A series of 4 quizzes worth 2.5% each to be completed in Canvas focusing on Health Promotion topics.

Module Exam: Block 1

Value: 30% of Final Grade

Date: August 27, 2025

Type: Comprehensive in-class covering the Embryology, Physiology, Histology, Genetics and Pathology sections.

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

Module Exam: Block 2

Value: 15% of Final Grade

Date: September 5, 2025

Type: Comprehensive in-class covering the Health Promotion and Evidence-Based Medicine sections.

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

Module Exam: Block 3

Value: 30% of Final Grade

Date: September 24, 2025

Type: Comprehensive in-class covering the Pharmacology, Microbiology and Immunology sections.

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

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Introduction of imaging basics and re-purposing of first laboratory lecture to introduce students early to clinical terminology and the concept of clinical reasoning.

Health Promotion/Illness Prevention Section

SECTION LEAD

Dr. Fei Ge

Email Address: fei.ge@usask.ca

Office Hours: Please contact in advance for a meeting

SECTION DESCRIPTION

In this portion of the Introductory Module, students will be introduced to and engaged in an approach to health promotion/ preventive care which will support future learning and participation in clinical care planning or delivery. During this section, focus will be placed on diet/nutrition, physical activity, maltreatment awareness, psychological health and cultural connection, vaccination, dental health, sleep health, and impact of environment/climate change on health. A framework based on ages/stages of life from infancy to the elderly will be utilized. Students will be introduced to the importance of considering the influence of social determinants of health-on-health promotion/ preventative care planning.

SECTION OBJECTIVES

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

1. Apply at an introductory level, the basics of health promotion/illness prevention and have an approach to patient education around health promotion/illness prevention.
2. Examine the roles of the interprofessional team and how they might best contribute to safe, efficient, and equitable delivery of patient care.

SECTION SCHEDULE

All information relating to this section is available in One45. Please check One45 DAILY to ensure that you have the most current schedule information.

SUPPLEMENTAL RESOURCES

1. Health Promotion and Disease Prevention. 3rd Edition. Editor Jessica Coviello

   http://library.usask.ca/scripts/remote?URL=http://dx.doi.org/10.1007/978-3-319-54509-7

2. Health Promotion and Aging: Practical Applications for Health Professionals. 8th Edition. David Haber

   http://library.usask.ca/scripts/remote?URL=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=2230728

3. Trauma, Resilience, and Health Promotion in LGBT Patients: What Every Healthcare Provider Should Know. Editors Kristen Eckstrand & Jennifer Potter

   http://library.usask.ca/scripts/remote?URL=http://dx.doi.org/10.1007/978-3-319-54509-7

4. Follow the Food BBC Series

   https://www.bbc.com/future/bespoke/follow-the-food/

5. Nutrition Related Resources

   https://www.scientificamerican.com/custom-media/science-for-life/how-diet-can-change-your-dna/

STUDENT ASSESSMENT

See details listed in Introduction to Foundations of Medicine module listed above.

Evidence-Based Medicine Section

SECTION LEAD

Dr. Joshua Lawson - josh.lawson@usask.ca

Ms. Erin Watson – erin.watson@usask.ca

Office Hours: Please contact for a meeting

SECTION DESCRIPTION

This section introduces the evidence-based medicine concepts and skills that will be applied and further developed in the case-based learning curriculum. It reinforces and builds upon students' existing information literacy knowledge and skills and introduces the critical appraisal of scientific evidence. All content will be specific to the medical context. Students will be asked to draw upon the skills and knowledge developed here when participating in case-based learning events.

SECTION OBJECTIVES

The purpose of this section is to provide a base of knowledge on which to build throughout the case-based learning series. By the completion of this section of the Introductory module, students will be expected to:

1. List and describe the common study designs used in quantitative research.
2. Describe the basic epidemiologic concepts related to critical appraisal such as validity (bias, random error confounding), interpretation of results, and application.
3. Describe scholarly publishing processes and trends.
4. Analyze patient websites.
5. Create a clearly defined, searchable question relevant to a clinical scenario.
6. Develop a well-constructed search strategy to find primary literature relevant to the question.
7. Discuss how the scientific method is applied in various studies.

SECTION SCHEDULE

All information relating to this section is available in **One45**. Please check One45 **DAILY** to ensure that you have the most current schedule information**.**

SUPPLEMENTAL RESOURCES

Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice, 3rd ed by Gordon Guyatt, Drummond Rennie, Maureen O. Meade, Deborah J. Cook. Available online at http://library.usask.ca/scripts/remote?URL=http://jamaevidence.mhmedical.com/book.aspx?bookID=847, and in print at the Leslie and Irene Dube Health Sciences Library at RA427 .U74 2015 and the Regina General Hospital Library at WB 102 U845 2015.

https://casp-uk.net/casp-tools-checklists/

STUDENT ASSESSMENT

See details listed in Introduction to Foundations of Medicine module listed above.

MODULE 2

HEMATOLOGY/ONCOLOGY

MODULE DIRECTOR

Dr. Rebecca MacKay

Email Address: rebecca.mckay@saskcancer.ca

Office Hours: Please contact for meeting

MODULE DESCRIPTION

The Hematology/Oncology module is divided into four units. Upon completion of each unit, students will be better equipped to perform a focused history and physical, select investigations in a prioritized fashion, and recommend appropriate treatment for common and/or important hematology/oncology conditions.

1. Anemia – An introduction to the physiology of red blood cell formation and important disorders that cause anemia.
2. Hemostasis and Thrombosis – An introduction to the physiology of platelet production and clotting, with a focus on disorders that cause excess clotting and/or bleeding.
3. Malignancy – An introduction to the principles of oncology, including oncogenesis, genetics, screening, diagnosis, and treatment principles. Application of these principles to a wide variety of malignant conditions will be demonstrated, with a primary focus on hematological cancers. The approach to differentiating malignant from non-malignant presentations will also be highlighted.
4. Wrap-Up – A final overview of the module as a whole, with a focus on presentations that span the first 3 units, including pancytopenia and hematology/oncology emergencies.

MODULE OBJECTIVES

By the completion of this module, students will be able to do the following for selected hematology/ oncology presentations/diseases:

1. Describe human development, structure, and function including the inherent variability in health and disease.
2. Describe the spectrum of pathology and pathophysiology of acute and chronic diseases.
3. Develop a prioritized differential diagnosis through clinical reasoning and integration of clinical information.
4. Select appropriate diagnostic investigations and interpret results.
5. Develop and implement an appropriate patient-centered and evidence-informed management plan.
6. Apply evidence-informed principles of surveillance and screening, as appropriate.

MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information**.**

REQUIRED RESOURCES

Lecture notes are designed to be comprehensive enough for most purposes. Students wishing to deepen their understanding can refer to the supplemental textbooks listed below.

Supplemental Resources:

Essential Hematology (Wiley-Blackwell, 8th edition)

Note: Student pre-reading is required in this module. Students are strongly encouraged to come to class prepared to actively participate in the educational sessions.

MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic, interactive and case-based problem-solving sessions
- Interactive small group learning sessions
- Independent self-directed reading and exercises

STUDENT ASSESSMENT

Exams	**100%**
Unit 1 Exam – Anemia	20%
Unit 2 Exam – Hemostasis and Thrombosis	20%
Unit 3 Exam – Malignancy	20%
End of Module Exam	40%

Unit 1 Exam: Anemia

Value: 20% of Final Grade

Date: October 7, 2025

Description: Tests the student's knowledge of normal blood formation, as well as the approach to a patient with anemia.

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

Unit 2 Exam: Hemostasis and Thrombosis

Value: 20% of Final Grade

Date: October 20, 2025

Description: Tests the student's knowledge of normal coagulation, as well as the approach to a patient presenting with bleeding or clotting abnormalities.

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

Unit 3 Exam: Malignancy

Value: 20% of Final Grade

Date: November 6, 2025

Description: Tests the student's approach to the patient presenting findings suggestive of a malignancy, as well as the principles of oncology.

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

End of Module Exam

Value: 40% of Final Grade

Date: November 28, 2025

Description: A comprehensive exam of all the hematology/oncology module objectives.

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

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. The hematology module will be delivered over approximately 12 weeks instead of 6 weeks. Students will have more time to learn the information and develop clinical decision-making skills, which is central to this module.
2. The small group cases will be reviewed and edited to optimize the content and standardize the experience between groups.

MODULE 3

ENDOCRINE/METABOLISM

MODULE CO-DIRECTORS

Dr. Anmol Cheema

Email Address: bok235@mail.usask.ca

Dr. Reza Behdani

Email Address: behdani.reza@usask.ca

MODULE DESCRIPTION

The Endocrine system is set up by topics, including core sections of pituitary, thyroid, calcium, diabetes, and adrenal. Didactic lectures provide objectives and literature references where appropriate. In addition to clinical endocrinology, the basic science, pathophysiology, diagnostic imaging, and laboratory medicine integral to Endocrine assessment is introduced within these lectures and clinical cases. Separately, clinical case scenarios that encompass both chronic endocrine disorders and important endocrine emergencies are provided in a question-answer format. Self-directed time is provided to work through 1-2 clinical cases at a time. There will also be a hands-on diabetes workshop to provide real-world experience into diabetes management.

MODULE OBJECTIVES

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

1. Describe the clinically relevant anatomy, physiology and biochemistry of the pituitary, adrenal, thyroid, pancreas, and parathyroid glands.
2. Describe the major clinical actions of hormones secreted from or under control by the pituitary, adrenal, thyroid, pancreatic islet, and parathyroid glands and their relationship to disease.
3. Explain the clinical sequelae of under- or over-secretion of hormones of the pituitary, adrenal, thyroid, pancreatic islet, and parathyroid glands.
4. Identify endocrine specific disorders in a patient presenting with a common, non-specific complaints.
5. Given a high clinical suspicion of an endocrine abnormality, describe and interpret appropriate investigations.
6. Given a firm diagnosis of an endocrine abnormality, develop an appropriate plan of management and prognosis, including involvement of multidisciplinary care.

MODULE SCHEDULE

All information relating to this course is available in One45 and Canvas. Please check One45 **DAILY** to ensure that you have the most current schedule information and Canvas for session materials and other information pertinent to this module.

RECOMMENDED RESOURCES

Jameson JL. Harrison's Endocrinology 3rd ed. New York (NY): McGraw-Hill; 2013: ISBN-10: 0071814868; ISBN-13: 9780071814867

Greenspan's Basic and Clinical Endocrinology, Ninth Edition: David Gardner, Dolores Shoback: ISBN-9780071622431

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

Supplemental
Please note that articles and/or clinical guidelines of major relevance for course review and future use will be provided at the onset of the course. These articles/guidelines will also supplement the cases and can be used as key sources of information for preparing them.

MODULE DELIVERY

Students will learn through a variety of methods, including didactic lectures, small group learning, group workshops, and student self-assessment.

STUDENT ASSESSMENT

Workbooks

Module Exam I Workbook	Completion
Module Exam II Workbook	Completion

Assessment(s)	**10%**
Diabetes Assignment	10%

Exams	**90%**
Module Exam I	45%
Module Exam II	45%

Module Exam I Workbook

Value: Completion Required

Due Date: October 27, 2025

Description: Workbooks may be completed as many times as a student would like, however, they must be completed at least once before Module Exam I.

Each question within the workbooks will have a description of why each incorrect answer is incorrect and why each correct answer is correct. These are intended to be used for learning and to enhance performance on the module exams.

Module Exam II Workbook

Value: Completion Required

Due Date: November 25, 2025

Description: Workbooks may be completed as many times as a student would like, however, they must be completed at least once before Module Exam I.

Each question within the workbooks will have a description of why each incorrect answer is incorrect and why each correct answer is correct. These are intended to be used for learning and to enhance performance on the module exams.

Assessment: Diabetes Assignment

Value: 10% of Final Module Grade

Due Date: November 18, 2025

Description: At the conclusion of the diabetes workshop, students will be expected to work in small groups (assigned) to complete a clinical case assignment pertaining to a newly diagnosed patient with type 1 diabetes and a newly diagnosed patient with type 2 diabetes.

Module Exam I

Value: 45% of Final Grade

Date: October 28, 2025

Description: Please reference Module Exam I Blueprint for breakdown of Module Exam I material and question allotment.

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

Module Exam II

Value: 45% of Final Grade

Date: November 26, 2025

Description: Please reference Module Exam II Blueprint for breakdown of Module Exam II material and question allotment.

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

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

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Workbook format adopted to reduce assessment density.

MODULE 4

CASED-BASED LEARNING

MODULE CONTACTS

Case-Based Learning Development Director

Dr. Sharon Card – Email: sharon.card@usask.ca

Module Director (Please Note: student questions should be addressed to the Module Director)

Dr. Azeez Olajide – Email: hcv479@usask.ca

Administrative Staff

Pre-Clerkship Administrator – Kimberly Basque ugme.preclerkship@usask.ca (306) 966-6015

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

Administrative Assistant – Janine Rover de Mello janine.rover@usask.ca (306) 966-7202

MODULE DESCRIPTION

This module introduces students to the concept of clinical reasoning and its components and introduces an approach to differential diagnosis. Students will be introduced to sources of bias/error and their effect on clinical decisions and patient care. Basic clinical reasoning skills will be reinforced using cases. In these small group learning experiences, the student will work through patient cases to practice applying knowledge from the various courses in this first term and to develop clinical reasoning skills. Cases will also reinforce and expand upon students' existing evidence-based medicine knowledge and skills to develop skills specific for the patient/medical context.

Most sessions will consist of a case. The case will be made available the week prior to the session discussion. After opening you will work through the case on your own answering questions in Canvas. The student package will give more details as to answers required. Answers are due at 23:59 PM the night prior to the facilitated group session. The cases are designed to help students develop a general approach to common clinical problems and develop your clinical reasoning skills. It is expected that students and facilitators will discuss the material focusing on clinical reasoning and approaches to the case. Students' clinical reasoning, related to the case content, will be explored and further developed. Some sessions may be large group and instructor led.

Following the case-based discussion will be a session focusing on evidence-based medicine skills.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competencies

1. Utilize Clinical Reasoning in:

   i) Analyzing the patient interview.

      Determine appropriate questions to understand the disease process, illness experience and relevant patient context.

      Interpret the answers.

      Milestones:

      Choose significant positives from a patient history.

      Ask questions relevant to prioritizing the differential diagnosis and provide the rationale for choosing these questions.

   ---

   ii) Analyzing components of the physical examination.

      Determine appropriate maneuvers.

      Interpret the findings.

      Milestones:

      Choose physical exam strategies to help clarify diagnoses on the differential diagnosis and provide sound rationale.

      Interpret the physical exam findings and describe as normal or abnormal.

   ---

   iii) Synthesizing information to develop a rational differential diagnosis and a working diagnosis.

      Milestones:

      Use mnemonics (VINDICATE, VITAMINS – ABCDE) to develop a differential diagnosis.

      Narrow the differential diagnosis based on presenting data (age, sex).

      Utilize data from history and physical exam to support the differential diagnosis.

   ---

   iv) Analyzing diagnostic errors.

      Identify common errors in information gathering and synthesis.

      Develop strategies to decrease errors in diagnosis.

      Milestones:

      Bias – describe its effects on patient interactions.

      Utilize strategies to identify and decrease the changes of diagnostic error.

---

v) Effectively manage the patient's problems.

Milestones:

Develop a problem list.

Identify initial steps in management, including investigations and therapeutic interventions.

Begin to develop an appropriate therapeutic plan including pharmacological and non-pharmacological interventions.

Begin to identify acuity/chronicity/scope of management.

---

vi) Order appropriate investigations.

Milestones:

Choose investigations that will help stratify the differential diagnosis

Begin to provide a rationale for the choice of investigations

---

2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.

Milestones:

Identify the elements of FIFE (feelings, ideas, function, expectations) in the interview.

Begin to identify social determinants of health (SDoH) that might affect the patient's management.

---

3. Utilize opportunities for effective health promotion and illness prevention.

Milestones:

Identify opportunities for health promotions and illness prevention.

---

4. Determine an evidence-based course of action in response to a patient problem.

Ask clear, answerable questions.

Acquire strong evidence.

Critically appraise the validity and applicability of the evidence.

Apply evidence to guide the management of the patient problem.

---

5. Demonstrate self-directed learning (SDL).

   Self-identification of learning needs.

   Independent identification, analysis, and synthesis of relevant information.

   Appraisal of the credibility of information sources

   Feedback on these skills.

   Milestones:

   Given a clinical question, search for an answer, present the result and receive feedback.

---

6. Exhibit professionalism.

   Milestones:

   Display professional attitudes towards peers, tutors, all teaching and administrative staff.

   Finish all required casework and Evidence-Based Medicine assignments by the posted date and time.

MODULE RESOURCES

The following are recommended resources for student use:

1. Clinical Reasoning Handbook

   The Clinical Reasoning Handbook by Dr. Andrea Symon and Dr. Deirdre Andres overviews the clinical reasoning process and its components for early medical learners. It serves as a good background resource for the information and principles you will need to use during the CBL module. You will be provided access to this resource at the beginning of the term.

2. Orientation to Clinical Reasoning Video. Available on Canvas.

MODULE ASSESSMENT OVERVIEW

The Cased Based Learning module will be assessed at multiple points throughout the semester. It may be assessed during the Case-based learning sessions and during the end of module final exam.

The student will need to acquire a pre-set number of assessment points during the Case-Based Learning sessions to demonstrate competency (see chart below).

Questions with competency points associated are marked as either a 0 (competency NOT met) or a 1 (competency met). Grades are assigned according to a rubric, where inadequate answers are associated with a grade of 0 (no competency point awarded) and adequate or excellent answers are awarded 1 (one competency point awarded).

The end of module exam will be written on November 24, 2025. During the CBL end of module exam, multiple competencies will be assessed, with a requirement that 70% of competencies on this exam will need to be met. Failure to achieve 70% of the competencies on this exam will result in failure of the module and the requirement for remediation.

OVERALL MODULE COMPETENCY COMPONENTS

During this module students will be introduced to the Competency-Based Medical Education (CBME) model of assessment.

For a student to progress from the early stages of learning to the level of competence necessary to function in a clinical setting, they should demonstrate they are competent as indicated in the table below. Maintenance of competency will be assessed on the End of Module Exam, where 70% of competencies must be met to achieve success in the module. Feedback will be provided earlier in the term to target individual educational needs. Students in academic difficulty for a competency will be offered a meeting with Academic Support and/or the module director or their designate.

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Changes have been made to marking process and audits to improve timeliness of feedback in Canvas to ensure students can apply the feedback to future cases. This work is ongoing.
2. Ongoing development of Case Rubrics and Faculty Orientation to grading to improve specificity of feedback to allow greater learning for students.

Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
1. Utilize Clinical Reasoning (CR) to: **Analyze the patient interview:** Determine appropriate questions required to understand the disease process, illness experience, and relevant patient context. Interpret the answers.	Cases/Exams	6
Analyze components of the physical examination: Determine appropriate maneuvers. Interpret the findings.	Cases/Exams	6
Synthesize information to develop a rational differential diagnosis and a working diagnosis.	Cases/Exams	6
Analyzing diagnostic errors: Identify common errors in information gathering synthesis. Develop strategies to decrease errors in diagnosis.	Cases/Exams	3
Effectively manage patient's problems.	Cases/Exams	2
Order appropriate investigations.	Cases/Exams	4
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision making around management.	Cases/Exams	4
3. Utilize opportunities for health promotion and illness prevention. Identify opportunities for health promotion and illness prevention.	Cases/Exams	4
4. Determine an evidence-based course of action in response to a patient problem. Ask clear, answerable questions. Acquire strong evidence. Critically appraise the validity and applicability of the evidence. Apply the evidence to guide management of the patient problem.	Cases/Exams	10

Competencies	**Where competency may be assessed**	**Number of successful competency assessments to display competence**
5. Demonstrate self-directed learning. Self-identification of learning needs Independent identification, analysis, and synthesis of relevant information. Appraisal of the credibility of information sources. Feedback on these skills.	Cases Formatively Assessed	- -
6. Exhibit professionalism.	Individually Assessed	- -
*Failure to exhibit professional behavior will be adjudicated on an individual basis.		

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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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 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 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.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 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.