Medicine & Society II

MEDC 142.3

Year 1 Term 2

COURSE SYLLABUS
2025/2026

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

Medicine and Society II – Course Overview

COURSE DESCRIPTION

This course, *Medicine & Society II: Public Health and Preventive Medicine*, is the second of four courses in the *Medicine and Society* series (following *Introduction to Patients, Health, and Medicine* and to be followed by *Meeting Patient Needs through the Health Care System* and *Physician Advocacy and Leadership Roles*). Topics will include the causes of good health or illness in communities; disease and injury prevention; screening; social determinants of health; health equity; health promotion; communicable disease control; environmental health; and public health ethics.

Medicine & Society II also integrates the following modules as part of this course: (1) Patient and Family Centered Care (PFCC), (2) Clinical Experiences in the Community, (3) Medical Arts & Humanities, and (4) Ethics. Please see descriptions below for further details.

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

OVERALL COURSE OBJECTIVES

On completion of the Medicine & Society II course, students will be able to:

1. Describe key aspects of public, population, and global health including epidemiology, the essential functions of public health, management of communicable diseases and an approach to common environmental hazards.

2. Identify how the social determinants of health affect the health of individuals and populations.

3. Describe the role of the physician in identifying and addressing barriers to the social determinants of health for individuals and specific populations.

4. Apply health promotion and prevention strategies to individual and population/public health issues.

5. Describe public health surveillance and population health assessment and their role in evaluating and improving population health.

6. Interpret the meaning of common measures of burden of illness at the population level.

7. Apply ethical frameworks to public health issues.

8. Recommend interpersonal and organizational changes required to achieve patient and family centered care (PFCC).

9. Express meaning of medical experiences metaphorically through discussion and representation.

10. 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 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. Ahmed Faress – ahmed.faress@usask.ca

Course Chair: Dr. Juan-Nicolás Peña-Sánchez – juan.nicolas.ps@usask.ca – (306) 966-5727

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

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

Administrative Assistant: Jennifer Walton – UGME.Year1@usask.ca (306) 966-7202

COURSE SCHEDULE

There are blocks of Medicine and Society MEDC 142 scheduled throughout Term 2. Please refer to One45 for days and times of classes. Note that release time is provided within the schedule to support experiential learning components. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 142 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email.

INDEPENDENT LEARNING

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 CE. Both of these modules extend past Term 1 and into Term 2, (see Modules below). Mandatory sessions will be indicated on One45.

COURSE MATERIALS

The primary resource for this course will be readings from the Association of Faculties of Medicine of Canada's *Primer on Population Health: A Virtual Textbook on Public Health Concepts for Clinicians* (available online at https://phprimer.afmc.ca/en/). Presentations and supplemental materials for reading and viewing will be posted to One45.

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

COURSE ASSESSMENT OVERVIEW

Module	Assessment	Requirement	Due Date (All assignments are due on the date below by 23:59 SK time)
M&S II General section	Individual IDI debriefing session	**Completion****	January 29, 2026
	1. IDI Reflection Assignment	**Completion****	February 13, 2026
	2. Artificial Intelligence in Public Health Assignment	**Pass***	March 30, 2026
Medical Arts & Humanities (A&H)	3. A&H Assignment	**Pass***	One week after the final session of each A&H stream
Ethics	4. Ethics Assignment	**Pass***	March 4, 2026
Patient and Family Centered Care (PFCC)	Attend TWO Patient Family Partner (PFP) Sessions in Term 2	**Completion****	Mandatory Attendance (Jan. 14 and April 15, 2026)
	5. PFCC Implications for Practice Essay	**Pass***	April 22, 2026
Clinical Experiences in the Community ***	Complete Experience	**Completion****	Mandatory Attendance
	6. Community Experience Reflective Assignment	**Pass***	Within 1 week of the completion of experience

	CE Supervisor Assessment Form (s)	**Completion****	Within 2 weeks of the completion of experience
Examinations	Short Exam	**Pass***	February 11, 2026
	Final Exam (3 hours)	**Pass***	May 11, 2026

(Note: Numbered items above identify assignments while non-numbered items are attendance/completion requirements)

* Pass - student must achieve Meets Expectations or greater or meet minimum pass criteria in the appropriate assessment.

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

***CE expectations are waived if student is completing Interprofessional Community Services Learning Program (CSLP) or Making the Links/

Certificate in Global Health (CGH)

ASSESSMENT COMPONENTS

*Note that assessment requirements and due dates appear in the Course Assessment Overview

table above

It is the student's responsibility to ensure assignments are successfully submitted prior to the

deadline. Canvas returns a note confirming assignments were successfully uploaded.

Assessment 1   IDI Reflection Assignment

Description: The student will complete and submit a reflection after having an individual
debriefing   session on personal IDI results. A detailed description will be posted
on Canvas.

Assessment 2   Artificial Intelligence in Public Health Assignment

Description: The student will complete an assignment using an artificial intelligence tool,
critically evaluate the results, and reflect on the assignment process. A detailed
description and rubric will be posted on Canvas.

Assessment 3   A&H Assignment

Description: Students will participate in a particular Arts and Humanities stream and
create a final project that demonstrates at least one of the four
competencies/milestones listed in the Medical Arts and Humanities Module
description.

Assessment 4   Ethics Written Assignment

Description: This assignment will be a discussion of one of several cases in a short essay format. A detailed description and rubric will be posted on Canvas.

Assessment 5 PFCC Implications for Practice Reflective Essay

Description: PFCC Implications for Practice Reflective Essay. A copy of your reflective assignment will be shared with a PFP affiliated with SHA. Please refer to Canvas for details and rubric.

Assessment 6 CE module Reflective Assignment*

Description: This is a reflective assignment of approximately 250 words. See corresponding module section below.

Note: For students completing the Inter-professional Community Service Learning Experience or Making the Links as an alternative to the Community Experience, this assignment is not required. The requirements of those programs will be shared at program-specific orientations.

Short Exam **TIMED**

Description: This closed book exam may include multiple choice, multiple choice multiple answer, fill in the blank, true/false, short answer, matching, and extended written questions. Further details will be discussed in class.

Final Exam **TIMED**

Description: Cumulative closed book exam may include multiple choice, multiple choice, multiple answer, fill in the blank, true/false, short answer, matching, and extended written questions. Further details to be discussed in class.

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 is a component of professionalism and is assessed as such.

* 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.

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.

SHORT EXAM AND FINAL EXAMINATION SCHEDULING

Short exam 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 Exams Policy https://medicine.usask.ca/policies/deferred-exams.php

RUBRIC

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

COURSE POLICY FOR SUCCESSFUL COMPLETION & 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), Arts and Humanities (A&H), 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 cancelation 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.
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 examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director, or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

ATTENDANCE EXPECTATIONS

What are the expectations for attendance in Medicine and Society II?

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

Attendance at small group sessions is mandatory. In addition, large group sessions/lectures that are marked "mandatory" (See One45) also have mandatory attendance.

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. Please note that A&H sessions are not eligible for flex days, as outlined in this policy.

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.

Participation

Activities in this course will include small group discussions and collaborations. It is important that you participate to the best of your ability for your classmates and to get the most out of this class.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Organization and scheduling of course components have been revised to improve coherence between lectures, modules and assessments and to provide students with earlier narrative feedback.

2. Priority has been given to assignment marking and improving the quality of narrative feedback to ensure students receive timely and beneficial feedback.

3. Removal of the Real People Real Experiences (RPRE) component of the PFCC module.

Module 1: Patient and Family Centered Care (PFCC) (Part B)

MODULE CONTACTS

Module Director: Dr. Krista Baerg – dr.kbaerg@usask.ca

Administrative Assistant: UGME.Year1@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 core concepts related to patient and family centered care and patient engagement. Students participate in Patient Family Partner (PFP) meetings (two per term) seeking to understand the patient/client family experience and implications for future practice.

By completing the Term 2 Patient and Family Centered Care module, students will meet the Med 142 course level objective, "*recommend 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. Assess factors impacting expression of the pillars of patient and family centered care (PFCC) at the interpersonal level

2. Suggest organizational changes required to advance from system-centered care to achieve patient and family centered care (PFCC).

3. Develop a plan to integrate patient and family centered care (PFCC) and patient engagement principles into 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 for the current schedule information. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the UGME Office.

INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned for their own progress in meeting the broad objectives for the medical program. **Sessions require prior preparation,** and it is the student's responsibility to adequately prepare. Lack of preparation may result in being unable to effectively participate in learning activities and may influence your assessment.

MODULE DELIVERY

This longitudinal module extends over term 1 and 2 with discrete requirements in each term. In each term, students will have two PFP meetings (see course schedule, mandatory).

Patient Family Partner Meetings

Sessions with a Patient Family Partner are scheduled. Attendance is mandatory and tracked through

Zoom. Session objectives, pre-readings, and worksheets are included in the module handbook.

Supplementary PFCC Shadowing Experience**

Students may arrange a shadowing experience with their PFP. Shadowing must be arranged with your assigned PFP 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 PFP. *Please ensure your PFP and Dr. Baerg have a minimum 48 hours' notice and all mandatory PFCC requirements are met.*

**Optional, prior approval required

MODULE MATERIAL ACCESS

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

MODULE RESOURCES

- PFCC Module Handbook posted on Canvas
- 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
- Framework for Patient Engagement by Carman et al at https://www.healthaffairs.org/doi/10.1377/hlthaff.2012.1133

MODULE REQUIREMENTS & ASSESSMENT TERM 2

1. Attend TWO Patient Family Partner Meetings – attendance is recorded. Adherence with netiquette guidelines outlined in the PFCC Handbook is required for successful session completion. Note: one remediation attempt will be allowed for a missed session; advance notice of absence is required.

2. Pass Assignment #5: PFCC Implications for Practice Reflective Essay. Please refer to Canvas for details. A copy of your reflective assignment will be shared with a PFP affiliated with Saskatchewan Health Authority as part of the assessment process. Note: one remediation attempt will be allowed for a failed assignment up to the point of course failure.

Note: This module was introduced in Term 1 (MEDC 132) and continues in Term 2 (MEDC 142)

MODULE DESCRIPTION

Details regarding the Clinical Experiences in the Community Module options were provided during an orientation in the Medicine & Society I course – see One45. The Clinical Experiences in the Community is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Interprofessional Community Services Learning Experience (CSLE) or Making the Links/ Certificate in Global Health (MTL) are waived of the requirement to complete the Community Experience.

Demonstration of successful participation in the CE, CSLE or MTL, as relevant to the option selected, is required to successfully complete the M&S II course. Specific assessment description details are provided on One45.

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

MODULE LEVEL OBJECTIVES

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

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 SCHEDULE

All information relating to this module is available in One45. Please check One45 DAILY for the current

schedule information.

MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on One45.

MODULE REQUIREMENTS & ASSESSMENT

Deadlines for application are noted below. Note that option C has space limitations.

A. One Week Clinical Experience 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. *Your Community Experience proposal was due in the fall term.*

Faculty Lead: Dr. Olukayode Olutunfese (oao168@usask.ca)

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

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

B. **Community Service Learning Project (CSLE):** A longitudinal volunteering experience doing non-clinical work with a community-based organization serving people in underserved communities in Saskatoon and Regina. See documents posted to One45 for more details. Students completing this program will receive a letter of completion.

Faculty Lead: Dr. Olukayode Olutunfese (oao168@usask.ca)

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

C. **Making the Links (MTL) – Certificate in Global Health:** Combines academic courses and experiential learning in marginalized, underserved communities locally and globally. Your MTL application was due in the fall term**.**

Faculty Lead: Dr. Sarah Oosman (sarah.oosman@usask.ca) and Dr. Jacob A.K. Alhassan

(jacob.alhassan@usask.ca)

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

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

MODULE ASSESSMENT OVERVIEW

Successful completion of the Community Experience requires:

- Completion of the one-week clinical immersion experience.
- Evidence of satisfactory participation in clinical learning experiences on the assessment form completed by the CE supervisor(s). Pass Assignment #6 Community Experience Reflection (approximately 250 words) due within 2 weeks of completion of the experience.

Note: The two other optional programs that are alternative to the CE each include reflective activities and specific assessment, details of assessments were provided at orientation for the students selected, and in materials specific to that option.

Specific assessment details will be provided and posted to One45.

ACKNOWLEDGEMENT

Module 3: Medical Arts and Humanities

MODULE CONTACTS

Module Director: Dr. Helen Chang - helen.chang@usask.ca

Administrative Assistant: UGME.Year1@usask.ca

MODULE DESCRIPTION

Several streams will be offered and will run based on sufficient interest (examples are given below but offerings may change).

Writing (online, both sites)

Learners will experiment with creative writing and poetry to explore the lived experience of illness/disease and healthcare; and through self-reflection, practice empathy and compassion for patients, others and themselves.

Visual Art – Life Drawing (in person, both sites)

Students will have the opportunity to work with both a female and a male nude model. Your instructor will introduce several methods used to warm up for sketching sessions and several methods for achieving a likeness. A skeleton and planes of the face model are also available.

Narrative Medicine (in person, SKTN)

Everyone has a story - both the patient and the health care provider. We discuss the rich intersection of story and the experience of illness and health care.

Drama (Improv) (in person, Regina)

We go through about 20 different improvisation games per session. The last half hour was reserved for writing their reflections. The improvisation centers on listening, reacting, communicating, and team-based activities. The goal is to be more spontaneous and collaborative.

Drama (Improv) (in person, SKTN)

In Medical Arts & Humanities Drama (Saskatoon) I introduce students to improvisational communication skills. Improvisation is proven to enhance and develop empathy, positive communication, problem solving and team building skills. It is a valuable communication tool for all medical students and it's fun!

Photography (in person, SKTN)

Basic introduction to photography; why do we all take so many photographs; pros and cons of digital camera phones; role of photography in medicine and medical education; past and possible future of credible images with growth of AI.

Singing (in person from Regina, online link to SKTN)

Students learn practical, efficient vocal techniques through singing, allowing them to communicate more easily and with longevity. In addition, students listen to diverse singing styles to be analyzed through subjective and objective parameters, becoming more aware of vocal nuances. Students can sing for one another, solo or ensemble, and receive feedback from the instructor. Parallels are drawn between singing, speaking, advocating, other creative art forms, and life in general, focusing on living in uncertainty.

History of Medicine (in person from SKTN, online link to Regina)

Introduction to history of medicine

Philosophy of Medicine (in person, SKTN)

Fruitful and engaging discussions on some central topics in Philosophy of Medicine. Those include; theory of health and disease, normativism vs. objectivism, mind-body problem, philosophical conceptions of mental illness as a disease, and reductionism vs. holism. Discussions were interactive and flexible depending on student interests.

Chess (in person SKTN, may be outside curricular hours)

Chess is mental acrobatics and exercise that improves skills in critical thinking, memory, and creativity. Evaluate complex situations/problems and choose a course of action/solution with limited time and information. Learn to evaluate a position, calculate tactics with mental visualization, and employ fundamental principles and concepts of chess strategy.

Verbatim Theatre/Performance/Dance/Movement (in person, both sites linked online)

Engage with patient and health care provider (HCP) narratives using theatre or dance– as audience members, creators, and performers. Trainees will watch a recorded verbatim play based on the journal of an adolescent cancer patient and interviews conducted with his family, friends, and HCPs. After viewing, trainees will rehearse and perform sections of the script for each other. In the second session, trainees will create their own verbatim theatre/movement pieces. Sessions facilitated by actor/director and peer medical student choreographer. Debriefing led by pediatric specialist physicians. Performance encouraged, not mandatory.

Self-directed experience

Students will plan an arts project that will span the term and will enable them to fulfil the required competencies. Students should have sufficient background in their chosen area to work independently. Students will submit a proposal to the module director outlining their past experience, their proposed work, and outlining clearly how this body of work will enable them to meet the competencies outlined below.

MODULE LEVEL OBJECTIVES/COMPETENCIES/ASSESSMENT

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

Competency	Milestones Term 2
Development of skills in observation, listening, critical thinking	Demonstrate skill development related to the A&H stream in which they are participating (e.g., drawing/photography emphasize observation, drama/singing listening, history/philosophy critical thinking)
Perspective taking: Patient-centeredness, compassion, empathy	Find examples both from the A&H experience and from other clinical experiences where patient centeredness, compassion, and empathy, or the lack thereof, influenced an outcome of an interpersonal reaction (clinical or otherwise). **Assessment*:** an original product (e.g., poem, sketch, etc.) that demonstrates a new perspective or awareness.
Skills in reflexivity	Examine one's own response to an experience within the A&H module
Professional behaviour formation: Critical thinking, cultural awareness, self-identity/behaviours reflection	Analyze changes in one's thinking about professional identity/behaviors that have occurred over the course of the term as a result of participation in the A&H module.

MODULE CONTACTS

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

MODULE DESCRIPTION

The primary focus of this module is Racism and Prejudice in Healthcare. This module is intended to continue the development of ethical skills and analysis from Term 1. Students will be expected to demonstrate an accurate understanding of ethical principles, guidelines, laws, and present a reasonable argument for a course of action.

Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations. Students will have the opportunity to think critically about controversial issues in a group environment facilitated by healthcare professionals.

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

MODULE LEVEL OBJECTIVES

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

1. Identify legal and ethical principles, theories, and issues relevant to the care of patients their families and others involved in patient care.

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 RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 4th Edition by Philip Hebert

(Oxford University Press, Toronto, 2020, ISBN 9780199005529).

This text is available through the U Sask Bookstore and limited copies are available in the Health

Sciences and Archer Libraries. (Note: 2009 and 2014 editions may also be available.)

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

Appropriate terminology and language at: https://cad.ca/issues-positions/terminology/

MODULE DELIVERY

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. The written assignment is an opportunity for students to engage in critical self-reflection and ethical analysis.

MODULE ASSESSMENT

Assessment: Ethics Written Assignment

Value: Pass/Fail

Description: This assignment will be a discussion of one of several cases in a short essay

format. A detailed description and rubric will be posted on Canvas.

In addition, Ethics may also be assessed within the short exam and/or final exam.

The following information is extremely important for your success in medical school. Please refer to the UGME Policies page and the Student Information Guide for the following policies:

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms **OFFICE OF STUDENT AFFAIRS**

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at http://policies.usask.ca/policies/academic-affairs/academic-courses.php

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified).

All due dates or timelines for assignment submission are published in the student course syllabus[1].

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be 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.

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.

CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at www.nlm.nih.gov/bsd/uniform_requirements.html

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

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

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

REQUIRED VIDEO USE

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

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

USE OF TECHNOLOGY*

If you prefer to take notes on your devices, please make sure that the volume is off and avoid doing anything that may be a distraction for those around you. If you receive a phone call, refrain from answering it. If you must answer it, please step outside to do so.

Prohibited Devices: The following devices are not permitted in any UGME learning environment, including classrooms, clinical settings, and all examinations:

- AI-enabled glasses

- Smartwatches

- Smart jewelry

- Smart lenses

- Any similar smart or AI-enabled technology

Social Media Use: UGME does not endorse or permit social media content creation in any university or clinical setting. Under no circumstances should patient privacy or confidentiality be compromised.

Any breach of academic integrity related to the use of these technologies will result in serious consequences, in accordance with the College of Medicine and University of Saskatchewan academic misconduct policies. Such conduct will also result in a major or critical professionalism concern being reported.

If you require support with accommodations related to computer use, IT needs, or exam technologies, please connect with OSA.

*Please refer to the Technology Policy on the UGME website which will continue to be updated in this rapidly evolving field.

COPYRIGHT

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the CC license. Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act.

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

INTEGRITY

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

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

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

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

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

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

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

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

There is also a policy for the use of AI by faculty to help ensure accuracy, fairness, and ethical compliance for details please refer to the Policies page of the UGME website as this is a quickly moving area and the policy will continue to be updated.

ACCESS and EQUITY INFORMATION

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 that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general,

students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations. Any student registered with AES, as well as those who require accommodations on religious grounds, 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/accessequity-services.php, or email aes@usask.ca.

STUDENT SUPPORTS

College of Medicine, Academic Support Team

Academic Support Administration Office – med.academicsupport@usask.ca

Academic Support Specialist: Dr. Ayesha Iqbal – ayesha.iqbal@usask.ca

Academic Support Coordinator: Meghan Nelson – meghanemily.nelson@saskhealthauthority.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, Bev Digout at bev.digout@usask.ca or (306) 966-8224

Student Affairs Administrator Saskatoon, TBD

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

Student Affairs Coordinator & OCAM Coordinator, Saba Khan – saba.khan@saskhealthauthority.ca or (306) 766-0527

Student Affairs Site Director Prince Albert, Dr. Romy Moodliar – romym@hotmail.com or (306) 953-1688

Director, Student Services, Dr. Ginger Ruddy – ginger.ruddy@usask.ca or (306) 966-7275

Academic Help for Students

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

Connect with library staff through the AskUs chat service or visit various library locations at the Saskatoon campus.

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

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site http://students.usask.ca.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (https://students.usask.ca/student-central.php).

GORDON OAKES RED BEAR STUDENT CENTRE

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit https://students.usask.ca/indigenous/index.php or students are encouraged to visit the ASC's website https://students.usask.ca/indigenous/gorbsc.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.