# Foundations in Clinical Medicine II

**MEDC 146.21**

**YEAR 1 TERM 2**

## COURSE SYLLABUS

2025/2026

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

*As we engage in Remote 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 the second in a series of four Foundations of Clinical Medicine courses and includes two curricular components:

1. A longitudinal Case-Based Learning Module.
2. Clinical systems-based modules: Gastrointestinal, Respiratory, Cardiovascular, Dermatology and Plastics.

Building on their learning from Foundations I students will continue to learn to apply knowledge and skills towards 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).

## COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine I (MEDC 136.21) or be conditionally promoted and engaged in a program of remediation for the MEDC 136.21 course as approved by the Student Academic Management Committee prior to the start of the Foundations of Clinical Medicine II course.

## OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 136.21, 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.
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.
5. Apply principles of research, health information literacy, and appropriate use of technology to clinical decision-making and practice.

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

Dr. Jennifer Chlan - jmc134@mail.usask.ca

Dr. Robert Henderson (Co-Chair Assessment) – robert.henderson@usask.ca

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

## COURSE SCHEDULE

The Foundations in Clinical Medicine II Course is organized into 4 modules running sequentially on specific assigned days and a Case-Based-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 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 including laboratory learning
- Independent self-directed reading and exercises

## COURSE MATERIAL ACCESS

Course materials are available in One45. The syllabus, forms, and other useful documents will be posted there. In some modules, Canvas will be used for submission of assignments.

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.

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 is a useful resource with information around infectious diseases/microbiology and antibiotic choices. 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

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

Climate Wise Slides website provides educational systems-based material to help engage students with planetary health teaching topics. https://www.cwslides.com/?fbclid=IwAR2WGaK-y5p8qhUjo_YGtrI0qGDc3svUNHHTAU3jaQGUZrXnR7gKvGKQSAo

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

**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://open-press.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 |
|---|---|---|---|---|
| Gastrointestinal Module | Anatomy In-Class Worksheet<br>Clinical Practice Guidelines Assignment<br>Histology Assignment<br>Imaging Assignment<br>GI Infections Quiz<br>Mid-Module Exam<br>End-of Module Exam | 5%<br>3.75%<br>5%<br>3.75%<br>2.5%<br>30%<br>50% | 70% on module | 25% |
| Respiratory Module | Quiz I<br>Quiz II<br>Histology Assignment<br>Anatomy Quiz<br>Anatomy In-Class Worksheet<br>Mid-Module Exam<br>End of Module Exam | 8%<br>8%<br>3%<br>3%<br>3%<br>25%<br>50% | 70% on module | 25% |
| Cardiovascular Module | ECG On-Line Module<br>Anatomy In-Class Worksheet<br>Intro to Cardiology – In Class Quiz<br>Canvas Take Home ECG Quiz<br>Mid-Module Exam<br>End of Module Exam | 5%<br>5%<br>10%<br>5%<br>30%<br>45% | 70% on module | 25% |
| Dermatology & Plastics Module | Mid-Module Exam<br>End of Module Exam | 50%<br>50% | 70% on module | 25% |
| Case-Based Learning Module * | 10 Cases<br>CBL End of Module Exam | Competency Based | All required competencies met<br>**and**<br>70% on CBL End of Module Exam | Pass/Fail |
| Course Total Mark | | | | 100% |
| Anatomy ** | Lab Assessment** | Pass/Fail | 60% on assessment | |
| Foundations II Final Exam *** | May 13, 2026 [2.5 Hour Assessment] | | 60% on exam | |

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

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

* Questions with competency points associated are marked as either 0 (competency NOT met) or 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 Anatomy Lab Assessment tests anatomy content covered in the Gastrointestinal, Respiratory and Cardiovascular Modules in Foundations II. The exam will occur in the anatomy lab space where students progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

*** The Foundations II Final Exam is a cumulative exam and tests clinical application of content from Foundations I and II block modules as well as the CBL modules. This Final Exam 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 II 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 will determine specific exceptional circumstances where examinations in this course might be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

## MIDTERM AND FINAL EXAMINATION SCHEDULING

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

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

## 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 II 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 II Course if they have achieved a minimum 70% average grade in each of the systems-based modules (Gastrointestinal, Respiratory, Cardiovascular and Dermatology/Plastics), the required amount of competencies for the Case-Based Learning Module, 70% on the Case-Based Learning End of Module Exam, a minimum of 60% grade on the Anatomy Lab Assessment, and a minimum 60% grade on the end of term Foundations II Final Examination.

B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, the Anatomy Lab Assessment as well as the Foundations II 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. Late assignments are adjudicated as per the Assignment Submission Policy.

C) Students who do not achieve the required 70% average grade in any of the systems-based modules, the required competencies in the Case-Based Learning module, 70% on the Case-Based Learning End of Module Exam, pass the Anatomy Lab Assessment, or a 60% grade in the Foundations II 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 II Final Exam (see Table 1 & Table 2 for grade deficit point allocation rubric).

Feedback regarding student's 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 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, the Anatomy Lab Assessment, or the Foundations II 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 II will be considered to have been unsuccessful in the Foundations II Course and will NOT be offered further remediation or supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 2) 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 II 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 of supplemental assessment(s).

C) Supplemental examinations, including the Anatomy Lab Exam, will **only** be scheduled after the final exam period in May. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for the Gastrointestinal and Respiratory Modules will ideally be held within 7 days of the last final exam and that supplemental exams for the Cardiovascular and Dermatology/Plastics, the Case-Based Learning Module, and the Foundations II Final Exam will be held mid-June. Where students have supplemental exams in more than one module or course then 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 II 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 II course. Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 2) 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. A deferred or supplemental lab final exam may take an alternative format which could include an oral or station-based exam as determined by course leadership. 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, this decision as to whether any additional remediation/supplemental assessment will be allowed 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 III Final Exam, or the anatomy practical 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**

| | Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations. | | |
|---|---|---|---|
| | < 70% and ≥ 60% | < 60% and ≥ 50% | <50% |
| Gastrointestinal Module | I | II | III |
| Respiratory Module | I | II | III |
| Cardiovascular Module | I | II | III |
| Anatomy Lab Assessment | N/A | I | II |
| Dermatology & Plastics Module | I | II | III |
| Foundations II 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 before remediation. | | |
|---|---|---|---|
| | One Competency **OR** Failure of the End of Module Exam | Two Competencies **OR** one competency and failure of the End of Module Exam | Three or More Competencies **OR** Failure of Module Exam and two 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-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 II?**

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 II – Module Syllabus

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

### MODULE 1

**GASTROINTESTINAL**

#### MODULE DIRECTOR

**Dr. Edward Ha**

Email: eddy.ha@usask.ca

Office Hours: Please contact to arrange a meeting

#### MODULE DESCRIPTION

The Gastrointestinal module is designed to provide the undergraduate medical student an overview of the normal function and structure of the gastrointestinal system. The module also provides a learning experience to understand how common disease processes may affect the GI system to create gastrointestinal illness. The symptoms and the clinical approach to these symptoms will be provided along with discussion of specific common GI illnesses. This will be accomplished by a combination of traditional lectures on common GI complaints along with lectures on specific diseases. Small group sessions will be held to apply the knowledge learned in the formal lectures using case discussions. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

#### MODULE OBJECTIVES

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

1. Describe the normal structure and function of the gastrointestinal tract and how the system can be affected by disease processes to create clinical illness.
2. Develop an approach to the differential diagnosis of common and serious GI presentations.
3. Describe common and serious GI conditions including their epidemiology and clinical features including history and physical findings.
4. Select and interpret testing for appropriate screening, surveillance and diagnosis of GI conditions.
5. Describe management of common GI conditions.

#### MODULE SCHEDULE

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

## SUGGESTED RESOURCES

Students seeking additional information regarding topics covered during the module have found the following resource helpful. However, this is not required in preparation for assignments or exams.

Qayed, Emad. *Gastroenterology Clinical Focus.*

## MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic lectures
- Case-based learning sessions
- Independent self-directed reading and exercises including assignments and GI Workbooks (optional)
- Anatomy laboratory experience

## STUDENT ASSESSMENT

| **Assessments** | **20%** |
|---|---|
| Anatomy In-Class Assignment | 5% |
| Clinical Practice Guidelines Assignment | 3.75% |
| Histology Assignment | 5% |
| Imaging Assignment | 3.75% |
| GI Infections Quiz | 2.5% |

| **Exams** | **80%** |
|---|---|
| Mid-Module | 30% |
| End of Module | 50% |

*Assessment 1:* Abdominal Wall and Gastrointestinal Tract Anatomy Flipped-Class Worksheet Assignment

Value: 5% of Final Grade

Due Date: January 8, 2026

Description: In-Class assignment that consists of several short answer questions relating to abdominal wall and gastrointestinal anatomy and clinical applications of anatomy.

*Assessment 2:* Clinical Practice Guideline Assignment

Value: 3.75% of Final Grade

Due Date: January 14, 2026

Description: Assignment to solidify learning around previously presented material and to introduce the application of guidelines and evidence-based medicine to clinical practice in take-home format.

*Assessment 3:* Histology Assignment

Value: 5% of Final Grade

Due Date: January 21, 2026

Description: Exploration of gastrointestinal histology knowledge through short answers in take-home format.

*Assessment 4:* GI Infections In-Class Quiz [Timed Assessment]

Value: 2.5% of Final Grade

Due Date: January 26, 2026

Description: In-Class. Closed book quiz with six (6) multiple choice questions covering content taught in the GI Infections lecture.

*Assessment 5:* Imaging Assignment

Value: 3.75% of Final Grade

Due Date: February 4, 2026

Description: Assignment to solidify learning around imaging related to GI conditions in take-home format.

*Mid-Module Exam* [Timed Assessment]

Value: 30% of Final Grade

Date: January 19, 2026

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, and matching questions based on all content up to and including January 14, 2026.

*End of Module Exam* [Timed Assessment]

Value: 50% of Final Grade

Date: February 5, 2026

Description: Cumulative - Based on ALL module content. Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, and matching questions based on all content within the module.

*Anatomy Lab Assessment* [Timed Assessment]

Value: Required pass component

Date: Saturday, April 11, 2026

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the GI, Resp, and CV modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

(Please note: Anatomy concepts may also appear on exams.)

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. The addition of GI workbooks which provide an opportunity to review and apply knowledge gained throughout the module.

## MODULE 2

**RESPIRATORY**

### MODULE CO-DIRECTORS

**Dr. Brittany Albrecht**

Email Address: brittany.albrecht@usask.ca

Office Hours: please contact to arrange a meeting

**Dr. Brianne Philipenko**

Email Address: bsp943@mail.usask.ca

Office Hours: please contact to arrange a meeting

### MODULE DESCRIPTION

This module will include the study of respiratory related anatomy and physiology in addition to the pathophysiology, diagnosis, prognosis and treatment of respiratory related diseases. Students will develop a clinical approach for patients with common and urgent thoracic/respiratory system problems including upper and lower airway, pleural and parenchymal disease/disorders/trauma/malignancies. Major vertical themes will be emphasized including public health implications related to respiratory diseases. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

### MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the respiratory system.
2. Construct a differential diagnosis in a patient presenting with airway/thoracic/respiratory abnormalities.
3. Order and interpret appropriate investigations.
4. Outline a management plan for patients with an airway/thoracic/respiratory disease/disorder.
5. Explain the pathogenesis and pathophysiology of common or urgent respiratory/thoracic diseases/disorders.

### MODULE SCHEDULE

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

### REQUIRED RESOURCES

**(On reserve at the Leslie and Irene Dubé Health Sciences Library)**

West JB (J Burnard), Luks A. West's Pulmonary Pathophysiology: The Essentials. New York: Woulters Kluwer, 2017.

Additional resource materials recommended to students include:

Online lectures by J.B. West: https://meded.ucsd.edu/ifp/jwest/resp_phys/

Kasper D, Fauci, A, Hauser S, Longo D, Jameson JL, Loscalzo J. Harrison's principles of internal medicine (19th ed.) New York: McGraw-Hill, 2015. Available online at library.usask.ca.

Chapter Nine of the Undergraduate Imaging addresses CXR https://undergradimaging.pressbooks.com/front-matter/introduction/

Acid-Base Workbook (See materials posted under Session One of this module in One45).

* This workbook includes in-depth renal causes of acid-base disorders which may be beneficial for student practice, but this workbook is not examined in the respiratory module.

Further individual session resources and pre-readings may also be posted within One45.

## MODULE DELIVERY

Students will learn through a variety of methods, including:

Large group didactic session with case-based questions within the session

Interactive small group case-based learning sessions,

Independent self-directed reading and exercises,

Histology laboratory experience with virtual microscopy slides

Anatomy laboratory experience

**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.

## STUDENT ASSESSMENT

| | |
|---|---|
| **Assessments** | **25%** |
| Anatomy In-Class Worksheet | 3% |
| Histology Assignment | 3% |
| Anatomy Quiz | 3% |
| Quiz I | 8% |
| Quiz II | 8% |
| | |
| **Exams** | **75%** |
| Mid-Module | 25% |
| End of Module | 50% |

*Assessment 1: Anatomy: Thoracic Wall, Lungs and Pleura In-Class Worksheet*

Value: 3% of Final Grade

Due Date: February 10, 2026

Description: In-class worksheet. Please ensure that you are present in class that day and have view the pre-recorded videos.

*Assessment 2: Histology Assignment*

Value: 3% of Final Grade

Posting Date: February 6, 2026

Due Date: February 12, 2026

Description: Take home assignment download and submitted through Canvas.

*Assessment 3: Anatomy Quiz*

Value: 3% of Final Grade

Posting Date: February 12, 2026

Due Date: February 24, 2026

Description: Online quiz covering all anatomy material.

*Assessment 4: Quiz I*

Quiz Value: 8% of Final Grade

Posting Date: February 24, 2026

Due Date: March 2, 2026

Description: On-line quiz covering physiology, ABGs, CXRs and PFTs.

*Assessment 5: Quiz II*

Quiz Value: 8% of Final Grade

Posting Date: March 9, 2026

Due Date: March 12, 2026

Description: On-line quiz covering material on adult Respirology topics.

*Mid-Module Exam*

Value: 25% of Final Grade [Timed Assessment]

Date: March 3, 2026

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all content up to and including February 26, 2026.

*End of Module Exam* [Timed Assessment]

Value: 50% of Final Grade

Date: March 18, 2026

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

*Anatomy Lab Assessment* [Timed Assessment]

Value: Required Pass Component

Date: Saturday, April 11, 2026

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the Gastrointestinal, Respiratory, and Cardiovascular modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

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. The lectures and evaluations will be updated to include z-scores.
2. The bonus review document will be sent a minimum of 2 weeks prior to the end of module examination.

## MODULE 3

## CARDIOVASCULAR

### MODULE CO-DIRECTORS

**Dr. Brendon Macknak**

Email Address: brm136@mail.usask.ca

Office Hours: please contact to arrange meetings

**Dr. Michael Cenkowski**

Email Address: mjc381@mail.usask.ca

Office Hours: please contact to arrange meetings

### MODULE DESCRIPTION

This module will include the study of cardiovascular related anatomy and physiology in addition to the pathophysiology, diagnosis, prognosis and treatments of cardiovascular related diseases. Students will develop a clinical approach for patients with common and urgent/emergent cardiac and vascular related problems including peripheral vascular, ischemic, dysrhythmic, valvular, myocardial, infectious/inflammatory and pediatric congenital disease/disorders. Major vertical themes will be emphasized including preventative medicine implications related to cardiovascular diseases. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

### MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the cardiovascular system.
2. Construct a differential diagnosis for a patient presenting with cardiovascular related symptomatology or abnormalities.
3. Order appropriate medical investigations and be able to interpret them.
4. Outline a management plan for patients with cardiovascular related disease/disorders.
5. Explain the pathogenesis and pathophysiology of common or urgent/emergent cardiac and/or vascular related diseases/disorders.
6. Describe evidence-based approaches to primary and secondary prevention of cardiovascular disease.

### MODULE SCHEDULE

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

### RECOMMENDED RESOURCES

**(* denotes availability at the Leslie and Irene Dubé Health Sciences Library)**

**Required Reading:** Pathophysiology of Heart Disease: An introduction to cardiovascular medicine. (2021) 7th ed, Lilly L. * https://premiumbasicsciences-lwwhealthlibrary-com.cyber.usask.ca/book.aspx?bookid=2958

A case workbook of clinical cases focusing on coronary artery disease, valvular heart disease, and heart failure for use in small group sessions will be provided to each student via One45**.**

**Required:** ECG Module at teachingmedicine.com – students will be contacted early in the Foundations course to be enrolled in the on-line course to be able to access the ECG module at www.teachingmedicine.com

Sources for optional additional ECG Practice:

The Only EKG Book You'll Ever Need. (2019), Thaler, M. *

- https://ecg.bidmc.harvard.edu/maven/mavenmain.asp
- https://litfl.com/ecg-library/

Further course/individual session resources and pre-readings may also be posted within One45.

## 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 required reading and exercises

Anatomy laboratory experience

**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. Pre-reading material will predominantly be assigned from the Pathophysiology of Heart Disease textbook. A reference for sections associated with each lecture will be provided.

## STUDENT ASSESSMENT

| | | |
|---|---|---|
| **Assessments** | **25%** | |
| ECG On-Line Module Assignment | 5% | (Completion Required) |
| Anatomy Assignment | 5% | |
| Intro to Cardiology in Class Quiz | 10% | |
| Canvas Take Home ECG Quiz | 5% | |
| | | |
| **Exams** | **75%** | |
| Mid-Module | 30% | |
| End of Module | 45% | |

*Assessment 1:* *ECG On-Line Module Participation*

Value: 5% – Students must complete the module.

Due Date: Module completion by April 7, 2026 at 11:59 PM

Description: On-line module participation to build understanding of ECGs and improve comfort with interpreting ECGs. Available at: teachingmedicine.com. The threshold for successful completion of ECG Modules I and II is 80%. Module 3 completion is not required; the content will be covered in class. Please budget time appropriately to ensure completion, prior students have noted up to 10 hours required for completion.

*Assessment:* *Cardiovascular Anatomy Flipped Class Worksheet Assignment **

Value: 5% of Final Grade

Date: To be completed during CV Anatomy session March 24, 2026 [Group 1 -8:30-9:50 and Group 2 – 10:00-11:20]

Description: In-class assignment that consists of several short answer questions relating to cardiovascular anatomy and clinical applications of anatomy.

*Quiz 1* Intro to Cardiology In-Class Quiz * [Timed Assessment]

Value: 10% of Final Grade

Date: March 26, 2026

Description: In class quiz based on CV physiology, CV anatomy, and cardiac diagnostic testing lectures. Question types may include MCQ, fill in the blank, and short answer.

*Quiz 2* *Canvas Take-Home Quiz*

Value: 5% of Final Grade

Due Date: April 13, 2026

Description: Canvas take-home quiz to strengthen interpretation skills for common and important ECGs.

*Mid-Module Exam **[Timed Assessment]

Value: 30% of Final Grade

Date: April 6, 2026

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all content up to and including the lecture on “Clinical Approach to Dysrhythmias” on April 2, 2026. Of note, ECG interpretation of single lead ECGs/rhythm strips will be included on the midterm exam. There will be no 12 lead ECGs on the midterm.

*End of Module Exam* * [Timed Assessment]

Value: 45% of Final Grade

Date: April 16, 2026

Description: Cumulative - Comprehensive questions on full course content, weighted slightly more heavily to those topics not on the midterm, including dysrhythmia, heart failure, valvular disease and pediatric heart disease.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all content. Of note, ECG interpretation will be included on the end of module exam. This will include interpretation of single lead AND 12 lead ECGs.

*Anatomy Lab Assessment* * [Timed Assessment]

Value: Required pass component

Date: Saturday, April 11, 2026

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the GI, Resp, and CV modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

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

* In-class assessments – these sessions will be mandatory as per Attendance Policy.

## COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Students felt that the level 1 and 2 teaching medicine modules were helpful, but the level 3 teaching medicine was too time consuming. They also felt that there was not enough opportunity to review the ECG assignments with cardiologists. As a response to this we removed the level 3 module and added an hour of didactic ECG lecture time specifically to review the more complex ECGs seen in the course (similar to the ones presented in the level 3 module).
2. Students felt that the ECG objectives in the module were vague, and they were not clear about the extent of knowledge and understanding required around ECG interpretation. This year the ECG objectives were modified to be more specific so that it is clear exactly what types of ECG patterns the students are expected to know. In addition, the ECG assignments, quiz, and exams will be reflective of these updated objectives.

## MODULE 4

## DERMATOLOGY AND PLASTICS

### MODULE CO-DIRECTORS

**Dr. Kirsten Walker**

Email Address: walkerka@dal.ca

Office Hours: please contact by email

**Dr. Jodi Parent**

Email Address: parent.jodi@gmail.com

Office Hours: please contact by email

**Dr. John Staples [Plastics]**

Email Address: john.staples@usask.ca

Office Hours: please contact by email

### MODULE DESCRIPTION

Students will learn to care for patients with common and urgent dermatological conditions by applying their knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major cross-cutting themes such as mental health, aboriginal health, and interprofessional education will be discussed. Students will be prepared to enter their clerkship where they will participate in the care of patients with dermatological conditions and expand and deepen their knowledge and skills in this area.

### MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the dermatological system.
2. Identify the underlying pathophysiology of common and urgent dermatological disorders.
3. Describe an approach to the care of patients with common and urgent dermatological conditions.
4. Formulate possible causes, investigations and patient centered medical/surgical management for common and urgent presentations of skin conditions.
5. Explain the population health aspects of key dermatological conditions including prevention and identify opportunities and propose avenues for advocacy and interprofessional collaboration.
6. Apply knowledge of risk factors of special populations, such as First Nations, children and the elderly, to individual patient situations.
7. Explain the potential psychosocial and mental health impacts of select dermatological conditions.
8. Apply an evidence-based approach to identify benefits, risks, and efficacy for patients using holistic therapies (integrative medicine) for skin conditions.

### MODULE SCHEDULE

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

## RECOMMENDED RESOURCES

Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology, 8th Ed. Klaus Wolff, Richard Allen Johnson, 2017

Canvas access to virtual microscopy slides

Visualdx for Dermatology photos of Caucasian and non-Caucasian skin tones. See the library website for details: https://libguides.usask.ca/c.php?g=696313&p=4938668

## MODULE DELIVERY

Students will learn through a variety of methods, including lectures and quizzes.

## STUDENT ASSESSMENT

| **Exams** | **100%** |
|---|---|
| Mid-Module Exam | 50% |
| End of Module Exam | 50% |

*Mid-Module Exam* [Timed Assessment]

Value: 50% of Final Grade

Date: April 28, 2026

Description: ExamSoft in class.

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* [Timed Assessment]

Value: 50% of Final Grade

Date: May 6, 2026

Description: ExamSoft in-class.

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. Updated module assessment weighting to remove cumulative final assessment and split assessment between exams evenly.
2. Adding questions to assessments to reduce individual question weighting.

## MODULE 5

## CASE-BASED LEARNING

### MODULE CONTACTS

#### Case-Based Learning Development Director

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

#### Module Director

Dr. Opeoluwa Aina – Email: ope.aina@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 – Jennifer Walton ugme.year1@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 through the use of cases. In these small group learning experiences, the student will work through patient cases in order to have practice applying knowledge from the various courses and to develop clinical reasoning skills. Cases will also reinforce and expand upon students' existing information literacy knowledge and skills to develop skills specific for the patient/medical context.

This module will consist of a series of patient-based cases.

Most sessions will consist of a case. The case will be made available the week prior to the session discussion. You will work through the case on your own answering questions in Canvas. The student package will give more detail 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 clinical case-based discussion, there will be a session focusing on evidence-based medicine skills. To meet our overall objective, which is to determine an evidence-based course of action in response to a patient problem, we expand on EBM topics covered in the introductory section of the Foundations course and Term 1, which focused on measures of association, studies of therapy, and studies of diagnosis to consider studies of etiology and studies of prognosis. The format will largely follow that of MED 136 except that students will also be required to present in a journal club style format. Attempts will be made to relate the EBM content to the clinical focus for that week. As with the clinical part of the case, the EBM 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. Answers are due at 23:59 PM the night prior to the facilitated group session. Special instructions will be distributed about the journal club.

## 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 and negatives from a patient history.

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

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   ii) Analyze components of the physical examination.

   Determine appropriate maneuvers.

   Interpret the findings.

   **Milestones:**

   Choose physical exam strategies to stratify differential diagnosis.

   Give a sound rationale for the choices.

   Explain the significance of abnormal findings.

---

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

   **Milestones:**

   Develop differential diagnoses using either mnemonics or systems.

   Stratify differential diagnoses by likelihood, seriousness, outcome, acuity/chronicity.

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

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   iv) Analyze diagnostic errors.

   Identify common errors in information gathering and synthesis.

   Develop strategies to decrease errors in diagnosis.

   **Milestones:**

   Identify when and where errors are made in the clinical reasoning process.

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

   Identify how errors affect patient care.

---

v) Effectively manage the patient's problems.

**Milestones:**

Develop a problem list.

Prioritize management steps.

Develop an appropriate therapeutic plan, including pharmacological and non-pharmacological interventions.

Identify urgency, acuity, chronicity and when you need help.

Begin to identify concurrent or other problems that would benefit from management.

vi) Order appropriate investigations.

**Milestones:**

Choose investigations that will help stratify differential diagnosis.

Provide a sound rationale for the choice of investigations.

Utilize concepts of false positives and false negative results.

Begin to interpret the results of investigations, especially as they apply to the patient's presentation.

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 in the interview.

Identify relevant elements of the patient context (including social determinants of health) that might affect the patient's management.

3. Utilize opportunities for health promotion and illness prevention.

**Milestones:**

Identify opportunities for health promotion and illness prevention.

Begin to provide the evidence-base for interventions.

Begin to incorporate patient preference and expectations into health promotion and illness prevention interventions.

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.

   **Milestones:**

   Explain evidence-based research to patients.

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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:**

   Of several problems presented, choose one, work through the steps of Self-Directed Learning.

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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.

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## 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. Symptom to Diagnosis Podcast (Case-Based Diagnostic Reasoning) [McGraw Hill's Access Medicine]

   This podcast presents case-based discussion of signs, symptoms, and diagnostic tests to improved clinical reasoning and evidence-based practice. It is available for free on several podcast streaming services.

3. Resources from the USask Library

   There are many resources listed at the start of the Foundations syllabi that will be helpful for CBL. See the attached link to library resources. https://libguides.usask.ca/medicine/cbl

## 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 and Evidence Based Medicine sessions and during the End of Module Exam.

### Case Based Learning/Evidence Based Medicine Sessions (Competency Points)

The student will need to acquire a pre-set number of assessment points to demonstrate competency (see chart below).

**Note:** **The End of Module Exam questions will not count towards the number of assessment points needed to demonstrate competency**.

Questions with competency points associated are marked as either 0 (competency NOT met) or 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).

**Note:** Due to the format of the CBL/EBM Modules, late assignment submissions will not earn competencies. Late assignments (i.e., handed in after the posted due date) may result in consequences via the professionalism policy. This is an exception to the assignment submission policy as approved by Curriculum Committee.

Failure to achieve the minimum number of competencies in one or more competency will result in a failure of the module and a requirement for remediation and supplemental assessment.

### End of Module Exam

**The end of module exam will be written on May 4, 2026**. During the CBL end of module exam, multiple competencies will be assessed, with a pass mark of 70%. Failure to achieve 70% on this exam will result in a 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 that they are competent as indicated in the table below. Maintenance of competency will be assessed on the module final 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.

| Competencies | Where competency may be assessed | Number of successful competency assessments to display competence |
|---|---|---|
| 1. Utilize Clinical Reasoning (CR) to:<br>**Analyze the patient interview:**<br>Determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.<br>Interpret the answers. | Cases/Exams | 6 |
| **Analyze components of the physical examination:**<br>Determine appropriate maneuvers.<br>Interpret the findings. | Cases/Exams | 6 |
| **Synthesize information to develop a rational differential diagnosis and a working diagnosis.** | Cases/Exams | 6 |
| **Analyze diagnostic errors:**<br>Identify common errors in information gathering synthesis.<br>Develop strategies to decrease errors in diagnosis. | Cases/Exams | 2 |
| **Effectively manage the patient's problems:** | Cases/Exams | 2 |
| **Order appropriate investigations:** | Cases/Exams | 4 |

| Competencies | Where competency may be assessed | Number of successful competency assessments to display competence |
|---|---|---|
| 2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision making around management. | Cases/Exams | 6 |
| | | |
| 3. Utilize opportunities for health promotion and illness prevention. | Cases/Exams | 4 |
| | | |
| 4. Determine an evidence-based course of action in response to a patient problem.<br>Ask clear, answerable questions<br>Acquire strong evidence<br>Critically appraise the validity and applicability of the evidence<br>Apply the evidence to guide management of the patient problem. | Cases/Exams | 10 |
| | | |
| 5. Demonstrate self-directed learning.<br>Self-identification of learning needs.<br>Independent identification, analysis and synthesis of relevant information.<br>Appraisal of the credibility of information sources.<br>Feedback on these skills. | Cases Formatively Assessed | - - |
| | | |
| 6. Exhibit professionalism.<br>*Failure to exhibit professional behavior will be adjudicated on an individual basis. | Globally Assessed | - - |
| | | |

## COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Due dates were reviewed and revised to allow more time for case review.
2. Assessment rubrics were revised to optimize feedback and provide more consistency.

## 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.[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.

## 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

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

## RECORDING OF THE LECTURES

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

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

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

## REQUIRED VIDEO USE

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

## COPYRIGHT

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

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

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), 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 Coordinator Regina, Saba Khan – saba.khan@saskhealthauthority.ca or (306) 766-0527

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

### Academic Help for Students

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

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

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

### Teaching, Learning and Student Experience

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

### Financial Support

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

**Gordon Oakes Red Bear Student Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit https://students.usask.ca/international/issac.php for more information.