



# Medicine & Society III

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MEDC 232  
YEAR 2 - TERM 1

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**COURSE SYLLABUS**  
**2025/2026**



UNIVERSITY OF SASKATCHEWAN  
**College of Medicine**  
UNDERGRADUATE MEDICAL EDUCATION  
[MEDICINE.USASK.CA](http://MEDICINE.USASK.CA)



## LAND ACKNOWLEDGEMENT

*As we engage in teaching and learning, we acknowledge we are on Treaty Six and Treaty Four Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.*

## Medicine and Society III – Course Overview

### COURSE DESCRIPTION

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

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

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

### OVERALL COURSE OBJECTIVES

By the completion of Medicine and Society III course, students will be able to:

1. Describe the basis, structure, function and financing of health care in Canada.
2. Discuss the role of community, social services and advocacy organizations in health care.
3. Apply principles of quality improvement/quality assurance/patient safety using a variety of approaches.
4. Discuss challenges for specific populations including Indigenous peoples and rural peoples within the Canadian Health Care System.
5. Describe principles and applications of health resource stewardship.
6. Discuss current ethical, regulatory and legal aspects of health care.
7. Explain the relationships between physicians, their organizations, the health care system and society.
8. Recognize the work of community-based organizations to address social determinants of health and community needs.
9. Demonstrate ethico-legal reasoning.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

<https://elentra.usask.ca/community/ugmecurriculum>

Information on literal descriptors for grading in the College of Medicine at the University of Saskatchewan can be found in the [Pre-Clerkship Student Information Guide](#) – Student Assessment Section

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment that can found on the [Policies, Procedures and Forms](#) page of the College of Medicine website.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [Learning charter - Teaching and Learning | University of Saskatchewan \(usask.ca\)](#)

## COURSE CONTACTS

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

Interim Chair, Medicine and Society Courses: Dr. Nnamdi Ndubuka  
[nnamdi.ndubuka@usask.ca](mailto:nnamdi.ndubuka@usask.ca) – (306) 961-4245

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

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

## COURSE SCHEDULE

**There are blocks of Medicine and Society MEDC 232 scheduled throughout Term 1. Please refer to One45 for days and times of classes. Note that release time is provided within the schedule to support experiential learning components.** To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 232 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45 with less than 48 hours notice, affected students will be notified directly via email.

## INDEPENDENT LEARNING

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

## COURSE DELIVERY

The course will be delivered through a series of large and small group sessions. In addition, there may be site visits and community service - learning experiences to enhance the students' understanding of the health care system and patient needs. Mandatory sessions will be indicated in One45.

## COURSE MATERIALS

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

1. Understanding Health Policy: A Clinical Approach (9<sup>th</sup> ed., 2024) by Bodenheimer, T
2. Health, Illness, and Medicine in Canada (2020) by Clarke, J
3. Matters of Life and Death: Public Health Issues in Canada (2017) by Picard, A
4. Health Systems in Transition: Canada (3<sup>rd</sup> ed., 2021) by Marchildon, G

Textbooks are available for purchase at the [University of Saskatchewan Bookstore](#).

**Additional resources include the following on-line documents:**

The Public Health Primer

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

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

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

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

[Seniors' health | CIHI](#)

Canadian Institute for Health Information: Rural health care in Canada

<https://www.cihi.ca/en/topics/rural-health-care-in-canada>

Canadian Institute for Health Information: The state of the health workforce in Canada, 2023

<https://www.cihi.ca/en/the-state-of-the-health-workforce-in-canada-2023>

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

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

Interim Federal Health Program: Health Care for Refugees

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

## COURSE ASSESSMENT OVERVIEW

Assessment		Due Date: Indicated Below Due Time: 23:59
<b>Medicine and Society III General</b>		
<ul style="list-style-type: none"> <li>Quality Improvement (QI) Proposal (Team-Based)</li> </ul>	Pass**	September 17, 2025
<ul style="list-style-type: none"> <li>Health Advocacy Assignment (“Elevator Pitch” recording)</li> </ul>	Pass**	October 8, 2025
<ul style="list-style-type: none"> <li>Medicine-Law Interprofessional Experience: This applies to students participating in this activity in term one. Students participating in this activity in term two will have the assessment apply in that term.</li> </ul>	Completion*	
<b>Community-based Learning Experience (CLE) Module</b>		
<ul style="list-style-type: none"> <li>Step #1: Select a placement and formulate placement learning objective</li> </ul>	Completion*	August 20, 2025
<ul style="list-style-type: none"> <li>Step #2: Defining Module Assignment</li> </ul>	Pass**	November 17, 2025
<ul style="list-style-type: none"> <li>Step #3: Attendance Sheet</li> </ul>	Completion*	November 17, 2025
<b>Ethics Module</b>		
<ul style="list-style-type: none"> <li>Written Assignment</li> </ul>	Pass**	November 19, 2025
<b>Examinations</b>		
<ul style="list-style-type: none"> <li><b>Final Term Paper Medicine and Society III</b></li> </ul>	Pass**	November 21, 2025

\*\*Pass – students must achieve Meets Expectations or greater to meet minimum pass criteria in the appropriate assessment.

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

## ASSESSMENT COMPONENTS

**\*Note:** assessment requirements and due dates appear in the Course Assessment Overview table above

### Quality Improvement (QI) Proposal (Team-Based)

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

### **Health Care Advocacy Assignment (“Elevator Pitch” recording)**

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

### **Community Based Learning Experience Assignment**

Description: Please see description in module information below.

### **Ethics Written Assignment**

Description: Please see description in module information below.

### **Final Examination**

Description: Written term paper on fundamental course objectives. The term paper should describe the current basis, structure, function and financing of health care in Canada **AND** outline an innovative approach to ensuring all Canadians have a primary care provider with an emphasis on rural & remote communities. This essay will be assessed according to the rubric provided.

## **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.

It is the student’s responsibility to ensure assignments are successfully submitted prior to the deadline. Canvas returns a note confirming assignments were successfully uploaded.

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

## **PROFESSIONALISM**

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments, not maintaining academic integrity and/or patient confidentiality.

Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior. <https://medicine.usask.ca/policies/professional-behaviours-and-expectations.php>

## EXAM PROCTORING

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

## MIDTERM AND FINAL EXAMINATION SCHEDULING

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

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

## RUBRICS

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

## COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

### Successful Completion

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

1. Passed all course requirements. See Course Assessment Overview table above.
2. Completed all assignments and met all requirements of the CLE and Ethics Modules.

### Eligibility for Remediation

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

### Course Failure

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

1. Failure of more than two assessments/requirements.
2. Failure of a supplemental assessment.
3. Being deemed unsuccessful for professionalism. This would include, but is not limited to, submission of late assignments. Furthermore, late submissions will be marked as per the [UGME Assignment Submission Policy](#). Consequently, late submissions could be marked as "fail" and might be considered as a missing course requirement. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation as per the [UGME Procedures for Concerns with Medical Student Professional Behavior](#).

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

### Remediation and Supplemental Assessment Information:

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



## EXAM REVIEW

Students will not be provided with the opportunity to view their examinations questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director, or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

## ATTENDANCE EXPECTATIONS

### What are the expectations for attendance in Medicine and Society III?

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

Attendance at small group sessions is mandatory. (See One45) Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy](#). For some remote sessions, the Course or Module Director will require cameras to be turned on as part of attendance.

### How is attendance documented?

Attendance will be taken at mandatory sessions.

If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form 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 missed material. Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

## COURSE EVALUATION AND QUALITY IMPROVEMENT

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

1. Students have indicated that the written ethics assignment is repetitive from previous years. Changes to the assignment are as follows;
  - Release the assignment at the beginning of the module so students can contemplate what they will write about during the self-directed learning time and the discussion session time.
  - Change the assignment question to be specific to the content of the module rather than the generic questions that are used for all ethics assignments.
  - A looser application of the rubric will give students more freedom to write what is important and interesting to them.
2. Final Exam has been removed and instead there will be a Final Term Paper.

## COURSE MODULES

### Community-Based Learning Experience (CLE) Module

#### MODULE CONTACTS

Interim Module Director: Dr. Cari Dawn McIllduff - [cari.mcillduff@usask.ca](mailto:cari.mcillduff@usask.ca)

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

Pre-Clerkship Coordinator (Regina): Cassandra Cozman- [Cassandra.cozman@saskhealthauthority.ca](mailto:Cassandra.cozman@saskhealthauthority.ca) – (306) 766-0552

#### MODULE DESCRIPTION

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

Students will participate in an experiential learning module (including the module orientation, Community Plunge, 10-hour placement with a community-based organization, Two-way Interview, and module debriefing session) spanning both fall (Term 1) and winter (Term 2).

#### MODULE OBJECTIVES

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

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

#### MODULE REQUIREMENTS

##### **Term 1:**

Students are expected to:

- A. Participate in the module orientation and the Community Plunge. Refer to One45 for details.
- B. Select a placement and formulate one learning objective to be achieved during the community placement (Step #1).
- C. Propose a module assignment to reflect learning from your placement and module (Step #2).
- D. Complete a minimum of 3 hours with the selected placement of the required 10 hours (Step #3).

*[Term 2: students are expected to (E) complete the total number of required community hours with the selected placement (a minimum of 10 hours including those completed in Term 1), (F) reflect on what you*

*learn from your placement and the module, (G) participate in the Two-way Interview with a representative of a community-based organization, and (H) contribute to the module debriefing session.]*

### MODULE ASSESSMENT

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

*Step #1: Select a placement and formulate your own learning objective.*

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

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

*Step #2: Define how you are going to reflect learning from your placement and module.*

Description: Students will define an individual deliverable to reflect learning and achievement of the defined placement objective. For example, you could decide to prepare a short video, infographic, letter of advocacy, community program, research project, painting, etc. Please take into consideration the needs of your community-based organization and clients. You must discuss and agree with your placement facilitator about the proposed assignment. Refer to Canvas for details.

The proposed assignment in Term 1 will be completed and submitted in Term 2. In addition, a copy of your final module assignment will be shared with your placement facilitator at the end of Term 2.

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

*Step #3: Submit completed and signed CLE attendance form.*

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

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

## Ethics Module

### MODULE CONTACTS

Module Director: Ryan Meneses – [r.meneses@usask.ca](mailto:r.meneses@usask.ca)

Administrative Assistant: Twyla Downing – [ugme.year2@usask.ca](mailto:ugme.year2@usask.ca) – (306) 966-6151

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

### MODULE DESCRIPTION

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

### MODULE OBJECTIVES

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

1. Identify legal and ethical principles, theories, and issues relevant to the care of patients, their families, and others involved in patient care.
2. Demonstrate knowledge of conflicting ethical principles and perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of his/her own morals, beliefs, and values.
5. Propose rationally justified solutions and approaches to legal and ethical issues.

### MODULE DELIVERY

Self-directed learning session with recommended resources to prepare students for discussion session and written assignment. Small group discussion sessions provide an opportunity for students to discuss different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates.

### RECOMMENDED RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on One45.

## MODULE ASSESSMENT

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

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

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

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

This activity will be small group-based. Most students will participate in the fall term. The remainder will participate in the winter term. Communications around organization of the small group schedules will be shared at the beginning of term. Questions or concerns can be directed to the Senior Administrative Coordinator, Kyla Denton – [kyla.denton@usask.ca](mailto:kyla.denton@usask.ca)

## IMPORTANT AND RELEVANT STUDENT INFORMATION

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

### **UGME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

### **NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT**

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

<https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms>

### **OFFICE OF STUDENT AFFAIRS**

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

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified). Canvas returns confirmation that an assignment has been submitted. If the confirmation note is not shown, the assignment may not be properly logged. Please note: Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning. All due dates or timelines for assignment submission are published in the student course syllabus.

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

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

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

**All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline.** All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

### CITATION FORMAT

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

### PROFESSIONALISM

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

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

### RECORDING OF THE LECTURES

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

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

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

### REQUIRED VIDEO USE

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



## 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](mailto: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](mailto:aes@usask.ca).

Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

### **STUDENT SUPPORTS**

#### **College of Medicine, Academic Support Team**

Faculty Consultant: Dr. Ayla Mueen – [ayla.mueen@usask.ca](mailto:ayla.mueen@usask.ca)

Academic Support Specialist: Dr. Ayesha Iqbal – [ayesha.iqbal@usask.ca](mailto:ayesha.iqbal@usask.ca)

Academic Support Administration Office – [med.academicssupport@usask.ca](mailto:med.academicssupport@usask.ca)

#### **College of Medicine, Office of Student Affairs**

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact:

Student Affairs Coordinator (Saskatoon), Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or (306) 966-4751

COM Coordinator (Saskatoon), Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

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

Student Affairs Site Director Regina, TBD

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

### **Academic Help for Students**

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend workshops, access online resources and research guides, book 1-1 appointments or hire a subject tutor through the [USask Tutoring Network](#). Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) at the Saskatoon campus.

SHA Library: <https://library.saskhealthauthority.ca/home>

### **Teaching, Learning and Student Experience**

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

### **Financial Support**

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

### **Gordon Oakes Red Bear Student Centre**

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

### **International Student and Study Abroad Centre**

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