



Clinical Skills III

MEDC 233.9
YEAR 2 TERM 1

 **COURSE SYLLABUS**
2025/2026



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

LAND ACKNOWLEDGEMENT

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

CLINICAL SKILLS III – COURSE OVERVIEW

COURSE DESCRIPTION

Learning in Clinical Skills III (Year 2 - Term 1) will enable students to improve their patient-centered communication and physical examination skills. These skills will be improved upon through a combination of assessment of 'real-life' patients and structured learning sessions. Students will continue to develop clinical reasoning skills focusing on the development of differential diagnoses.

In addition to history taking and physical examination skills, students will begin to learn the importance and appropriate use of supplemental investigative tools. Ideally, students will move from gathering accurate data, to the process of information integration and eventually be able to provide a logical, appropriate differential diagnosis.

The course will include the following components: Advanced Communication Skills III, Focused Interview and Physical Examination (FIPE) and Review Sessions, Community Patient Learning Experience Sessions (ComPLEX) in Neurology, Physical Medicine and Rehabilitation, Mental Health and Eye Health, and Longitudinal Generalist Experience. When possible, Clinical Skills sessions will be organized around content students are learning in other courses.

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

Prerequisites: Successful completion of Clinical Skills I and II.

OVERALL COURSE OBJECTIVES

By the completion of Clinical Skills III course, students will be able to:

1. Establish ethical relationships with patients characterized by understanding, trust and empathy.
2. Demonstrate communication skills in conducting a patient-centered interview that:
 - explore and apply the four dimensions of illness – “FIFE” (feelings, ideas, impact on function, expectations)
 - explore the disease process and relevant past history
 - explore relevant social and family context with the patient
 - demonstrate awareness of socio-economic determinants of health
 - reach agreement with patients on the nature of their problems, appropriate goals of treatment, and roles of patient and doctor (and others, as appropriate) in management
 - apply ethical principles

- apply principles of cultural safety
3. Perform a physical examination relevant to a patient's presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort.
 4. Demonstrate clinical reasoning including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis.
 5. Present a concise verbal summary of the patient's history including the disease and illness experience, physical exam, potential differential diagnoses, a brief assessment and management plan, and record the information obtained in an appropriate format.
 6. Choose appropriate investigations for a particular clinical presentation.
 7. Interpret relevant investigations.
 8. Propose possible solutions to clinical problems and challenges suitable for level of training including advocating for the patient as necessary.
 9. Demonstrate skill in procedures taught in Clinical Skills.
 10. Reflect meaningfully on individual performance, feedback received, and feedback provided to other professionals.
 11. Demonstrate competence in personal time management, such that competing demands are prioritized, requirements are completed as described and deadlines are met.
 12. Demonstrate skills in using appropriate evidence-based resources to develop differential diagnoses, investigative and management plans.
 13. Exhibit professional behaviour consistently including integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.
 14. Demonstrate effective intra and interprofessional collaboration.

All learning objectives (course, module, and session) can be accessed on One45 and the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Access the link below for the most current objectives.

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

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

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

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

COURSE CONTACTS

Course Director: Dr. Danielle Desjardins – Danielle.desjardins@saskhealthauthority.ca

Course Chair: Dr. Oriana Watt – oriana.watt@usask.ca

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

Pre-Clerkship Coordinator (Regina): Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

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

Administrative Assistant (Regina): Sherry Lindenbach sherry.lindenbach@saskhealthauthority.ca – (306) 766-0578

COURSE SCHEDULE

The Clinical Skills III Course consists of a variety of activities (including lectures, CLRC sessions, department-based sessions, simulations, and ½ day skills specific learning). The schedule will be posted on One45.

See One45 for specific schedule. Times and locations will vary. Check regularly for changes as changes can occur up to 48 hours in advance of the session. If changes are made within 48 hours of the session, students will be contacted directly by the module coordinator or administrative assistant.

INDEPENDENT LEARNING

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

COURSE DELIVERY

Students will learn through a variety of methods, including:

- Facilitated small group learning sessions with simulated patients
- Community Patient Learning Experience sessions
- Simulations
- ½ day specific skills training
- Large group sessions
- Independent self-directed learning
- Teaching videos/Webinars
- Student-directed small group learning

COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents are posted on One45 and Canvas.

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

Readings/Textbooks

The Edmonton Manual: Approach to the OSCE 4th Edition, University of Alberta Medical Students' Association Bates Guide to Physical Examination and History Taking 11th Edition, Lippincott Williams & Wilkins, 2013.

Bates' Visual Guide to Physical Examination. Available online under Health Sciences Library at:

<https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/13mcj8r/USaskIII.b35752683>

Case Files: Psychiatry, (5th Ed.). Toy, Klamen. 2016. (Mental Health Module)

Interview Guide for Evaluating DSM-5 Psychiatric Disorders and the Mental Status Examination, by Mark Zimmerman, (2013) ISBN (Mental Health Module)

[Patient-Centered writing tips for providers.](#)

[Canadian Family Medicine Clinical Cards](#)

Medical Instruments

These required medical instruments must be purchased before the commencement of the school year:

- Stethoscope
- Reflex hammer (Queen's Square preferred)
- Centimeter ruler
- Pen light
- Flexible tape measure
- Watch with second hand
- Lab coat*

While the above medical instruments are required, it is strongly recommended that students have the following instruments for personal use.

- Ophthalmoscope/otoscope
- Aneroid blood pressure cuff
- Tuning fork(s) (128 cps +/- 512 cps)

***Students should be prepared to wear lab coats at all clinical sessions.**

LEARNING CENTRES

Saskatoon Site:

The CLRC (2nd floor, E wing, Health Sciences Building) is where several small group sessions are held. The CLRC is available for students to practice clinical skills outside of class time when space is available. Students will need to request practice time in advance by emailing: clrc_scheduling@usask.ca or through a Super User.

Regina Site:

Regina small group learning sessions are held in the Regina General Hospital.

The learning centre is available after hours to students. Students need to use their SHA ID badges to access the space. Four exam rooms are open in the evenings to use. During the day, study and practice space is available, but must be booked through one of the UGME staff.

The simulation centre is also available to students after they have an individual orientation session with the simulation staff. Once that orientation is complete, the student's ID badge will allow them access to the space.

Please note: access to clinical learning spaces in Saskatoon and Regina outside of class time is dependent on when space is available.

FEEDBACK ON STUDENT PERFORMANCE

Clinical Skills courses are the practice arenas to develop and hone medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and peer feedback are all part of this course. Course tutors will provide students with a variety of formal and informal, verbal and written feedback throughout the clinical sessions. Students will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. Students should also be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – students will receive formal and informal feedback throughout each module, but do not discount the value of oral feedback and comments.

PROFESSIONALISM

Successful completion of all modules and OSCE requires students to meet expectations regarding professionalism. This includes professional attitudes towards simulated patients, peers, and tutors, as well as adherence to dress code policy (<https://medicine.usask.ca/policies/dress-code-policy.php>), with conservative professional attire. It is expected that students have lab coats available at all Clinical Skills sessions, and their use will be at the discretion of tutors/preceptors. Note the following excerpt from the Student Guide:

Your physical appearance should engender respect from your patients and colleagues. You should, therefore, maintain a neat, clean and 'appropriate' style of dress. This should take into consideration the fact that your patients will likely come from all age groups and walks of life. Your goal is to present a pleasant and professional appearance, one that promotes patient confidence and comfort. Students should consider how their appearance may affect their patients' perceptions of them as future doctors and use this as a guide when choosing attire.

COURSE ASSESSMENT OVERVIEW

	Assessment *Note pass mark is 70% for all assessments *Must meet expectations for professionalism for all sessions	Module Weight
Focused Interview and Physical Exam (FIPE)	Musculoskeletal History and Physical Exam Sessions	Formative
	Musculoskeletal Clinical Cases Musculoskeletal Written Assignment (Due 7 days after cases)	Formative Pass/Fail
	Neurological History and Physical Exam Session Neurological Clinical Cases Neurological Written Assignment (Due 7 days after cases)	Formative Formative Pass/Fail
Advanced Communication Skills (ACS)	Entrustable Professional Activity (EPA) 9 During Sessions Feedback Assessment Video Assignment (Due 7 days after session) Must Pass: Advanced Communication OSCE – October 28, 2025 (Supplemental Date: Friday, January 23, 2026)	Formative Pass/Fail Pass/Fail Pass/Fail
Skills for Interprofessional Education (SITE)	Written Assignment due <u>October 17, 2025</u> (added 8/12/2025)	Pass/Fail
Longitudinal Generalist Experience	Formative Feedback Assessment During Session	Formative
Community Patient Learning Experience (ComPLEX)	Neurological Health Direct Performance Assessment	Pass/Fail
	Infant, Child, and Youth Care Direct Performance Assessment Review	Pass/Fail
	Infant, Child, and Youth Care Case Write-up (Due 7 days after review session)	Pass/Fail
	Infant, Child, and Youth Care Direct Performance Assessment Development	Pass/Fail
	Infant, Child, and Youth Care Direct Performance Assessment Neurology	Pass/Fail
	Mental Health (Performance assessment of interview(s)) Mental Health Write-up	Pass/Fail
	Eye Health Session	Formative
Objective Structured Clinical Examination (OSCE)	Rehabilitative Health Direct Performance Assessment Rehabilitative Health Written Assignment	Pass/Fail Pass/Fail
	Summative OSCE December 2, 2025: Content covered in CS III ** (Supplemental Date: Friday, January 23, 2026)	

* OSCE pass mark will be set at the total OSCE score level using a criterion referenced standard such that a passing candidate is determined to be acceptably competent to progress within the curriculum. Cut scores, thus determined, will be adjusted to a pass mark of 70%.

** In the setting of remediation and review of student performance, the OSCE is considered a special form of examination, and as such, copies of the OSCE checklists are not available for review by students. In order to provide students with more individualized feedback following the OSCE(s), students will receive individual feedback sheets that will detail the students' progress towards achievement of their Clinical Skills course objectives.

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

EXAM PROCTORING

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

MIDTERM AND FINAL EXAMINATION SCHEDULING

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

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam 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

Rubrics for all assignments will be posted on Canvas for the relevant session.

WRITTEN COURSE ASSESSMENTS

Written assessments (e.g., Case write-up, Reflective Journaling Assignment) are due **7 consecutive calendar days following the clinical encounter**. For example, an assignment from a session on a Tuesday will be due the following Tuesday at 23:59 SK unless otherwise noted in Canvas. Respect for due dates is a component of professionalism and is assessed as such.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

Completion

In order to successfully complete the course for the purposes of promotion, students must complete all assessments and be successful in all three of the components below:

1. **OSCE:** Successful completion of the end-of-term summative OSCE achieving a pass as determined by criterion referenced standard setting.
2. **In-Module pass/fail Assessments (includes SITE):** Students must not fail more than 2 pass/fail assignments or assessments throughout all the modules (including SITE)
3. **ACS Mini-OSCE:** Students must pass

Remediation

1. In the event of a failure of any **one** of the above components, a student may be offered remediation and supplemental assessment. Failure of **more than one of the necessary components to pass the course will** result in an automatic failure of the course, with no remediation offered.
2. Upon identification of failure of the final OSCE, ACS Mini-OSCE, or the number of in module assessments components, students will meet with the Module/Course Director, and/or Year Chair and Academic Support Team to devise a learning plan if remediation is being offered. The Module Director/Course Director, in consultation with the Academic Support Team, will determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional assignments, assigned readings, and meetings with the Module Director and/or other mentors.
3. After completion of the remediation, a supplemental assessment will be offered at the end of the term. The Module Director/Course Director will determine the specific type of supplemental assessment, which may be in a different format than the original assessment.
4. Failure of a supplemental assessment will be deemed as a failure resulting in automatic failure of the course.
5. A maximum of 1 course component remediation and supplemental assessment will be offered for the course. Where the in-module assessment component needs to be remediated, this will require remediation of each failed assignment/assessment separately, but still shall be considered the remediation of one course component for the purposes of this policy. Successful completion of remediation and supplemental assessments will result in a minimum pass grade for that component, or for those assignments.
6. In the event that remediation of any part of this course (Assignments or either OSCE) is required, students must be available in an appropriate site until early February 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 Assistant Dean Academic and Associate Dean of UGME. Exceptions to this policy will be rare and granted under only very special circumstances.
7. There will only be a single site supplemental OSCE. The supplemental OSCE will either be in Saskatoon or Regina and students will be expected to travel to whichever site is chosen.

COURSE FAILURE

Students who fail two or more of the above course components will be considered unsuccessful in the Clinical Skills III Course and will NOT be offered additional remediation or supplemental assessment in this course. This includes failure of a supplemental assessment.

Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct.

Students not promoted as a result of failure of this course will receive an “F” on their transcripts for the relevant course.

Further decisions regarding academic outcomes will be adjudicated by the Year 2 Term I Promotions Committee and the Student Academic Management Committee.

ATTENDANCE

What are expectations for attendance in Clinical Skills 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](#).

How is attendance documented?

At the completion of every session, your preceptor will log into One45 and review/complete the session checklist with you which tracks attendance and ensures all material from the session was completed.

For the Saskatoon Surgery ComPLEX sessions, attendance and formative assessment will be tracked with paper forms that need to be handed into the Undergraduate Surgery Office (B413 HSB), faxed to (306) 966-2288 or scanned and emailed to surgery.preclerkship@usask.ca within ONE week of the completed session.)

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. (See the contact list at the beginning of the syllabus or check your Canvas course.)

Students should also contact the preceptor for the clinical or small group session.

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 or to submit correspondence regarding the unprofessional behaviour.

Students should be aware that professionalism is being assessed in every Clinical Skills session. Lateness or absences without appropriate notification/approval will likely result in low performance grading for professional behavior and may result in an informal discussion with documentation or completions of a professionalism report (see [Procedures for Concerns with Medical Student Professional Behaviour](#)). Unapproved absences may result in failure of a module or the entire course.

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.

What to do if your tutor does not arrive for a scheduled session

If the tutor does not arrive for a scheduled session:

- verify session details on One45 as last-minute changes are occasionally necessary.

- contact the course administrative support person in the UGME as soon as possible (See the contact list at the beginning of the syllabus or check your Canvas course) who will contact the Module Director and Administrative Assistant for the relevant module.
- if the session is scheduled in the CLRC, please also advise the CLRC staff, as they may also be able to assist in contacting the tutor.

They will attempt to contact the scheduled tutor or an alternate and if unable to make arrangements, the session will be rescheduled. Rescheduling is difficult due to very full schedules, so every attempt will be made to deliver the session as scheduled.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Addition of new Patient Experiences sessions to highlight the realities of historically marginalized groups.
2. Reduced the overall number of assessments and reweighted topics to be more reflective of content and hours of instruction.
3. Reorganization of Orthopedics to better align with content in Foundations III and clinical skills hours redistributed/allocated to orthopedics physical exam teaching and practice to better support learning and solidify skills.

COURSE MODULES

The modules are designed to allow skill development by systems. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive patient assessment.

Focused Interview and Physical Exam (FIPE)

MODULE CONTACTS

Dr. Danielle Desjardins – danielle.desjardins@saskhealthauthority.ca

Senior Administrative Coordinator: Kyla Denton - kyla.denton@usask.ca – (306) 966-6946

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

Pre-Clerkship Coordinator (Regina): Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-

0556 Administrative Assistant: Twyla Downing – ugme.year2@usask.ca – (306) 966-6151

Administrative Assistant (Regina): Sherry Lindenbach - sherry.lindenbach@saskhealthauthority.ca – (306) 766-0578

MODULE DESCRIPTION

Students will discuss and practice history taking and physical examination relevant for the system that they are studying in the Foundations course. Initially, students will work with a physician and simulated patient to identify key components in history taking and physical examination relevant to common presentations. The next opportunity will be to perform an interview and physical exam of a simulated patient in a case-based format. After each encounter, students will be developing a differential diagnosis and management/investigation plan. Sessions will emphasize feedback on clinical reasoning skills at a level appropriate for the learner.

LOCATION: CLRC/LC/SIM Centre

MODULE OBJECTIVES

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

1. Demonstrate an appropriate patient-centered focused history relevant to Neurology and Musculoskeletal systems.
2. Demonstrate specific physical examination techniques relevant to Neurology and Musculoskeletal systems.
3. Identify aspects of the history and physical exam findings that might be expected in common Neurology, Musculoskeletal presentations.
4. Utilize effective patient centered communication skills during data gathering and information sharing.
5. Propose management plans, including any appropriate initial investigations and/or treatment for common clinical presentations.
6. Generate differential diagnoses for common clinical presentations.

7. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptor.
8. Provide a written case report summary.
9. Exhibit professional behavior consistently including; integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

FIPE MODULE-ASSESSMENT AND SUCCESSFUL COMPLETION

Formative Assessment:

This will occur on an ongoing basis throughout the sessions. Student assessment checklists are designed to be used for formative feedback and to inform the final summative assessments.

Musculoskeletal History and Physical Exam Sessions

Musculoskeletal Clinical Cases

Neurological History and Physical Exam Session

Neurological Clinical Cases

Summative Assessment:

There are two summative assignments which will be based on the related physical examination and case sessions. The assignments will be graded as PASS/FAIL.

Musculoskeletal Written Assignment

Neurology Written Assignment

MSK/Orthopedics

SECTION CONTACTS

Section Lead: Dr. Scott Willms- scott.willms@usask.ca

Regina Lead: Dr. Jordan Buchko – jordanbuchko@gmail.com

Administrative Assistant: Sheena Kaiser – ortho.undergrad@usask.ca

Pre-Clerkship Coordinator (Regina) - Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

SECTION DESCRIPTION

Students will attend 3 sessions of 3 hours each to learn and practice the various physical exams important to the musculoskeletal system. The expectation is that 1.5 hours will be devoted to each joint(s):

- | | | |
|--------------------------|-------------------|-------------------|
| 1. Shoulder and elbow | 2. Hand and wrist | 3. Spine |
| 4. Hip and pediatric hip | 5. Knee | 6. Foot and ankle |

Students are expected to view 8 online videos posted on Canvas pertaining to the physical examinations prior to their FIPE sessions. These videos are mandatory to watch and discuss the important points related to taking the clinical history and performing the physical exam of specific areas along with the special tests. A review of pertinent x-ray findings are shown in some of the videos. A PDF summarizes each video.

Please refer to the student package for further details of this section. Sessions will be posted on One45, and course materials will be available in Canvas.

Neurology

SECTION CONTACTS

Section Lead: Dr. Nassrein Hussein – nassrein.hussein@usask.ca

Pre-Clerkship Coordinator (Regina) - Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

SECTION DESCRIPTION

There are 2 sessions in this system. The first session is to review the history taking and physical examination skills learned last year in Clinical Skills I & II and build on them to develop a focused patient-centered history and physical examination for the Neurological system.

The second session is a practice session with clinical cases presented by a simulated patient. Students are expected to perform an appropriate interview and examination, then discuss potential differential diagnosis and (when relevant) management with clinician preceptors. This session will emphasize feedback on clinical reasoning skills at a level appropriate for the learners.

Please refer to the student package for further details of this section. Sessions will be posted on One45, and course materials will be available in Canvas.

Clinician Performed Ultrasound

LEAD

Dr. Linden Kolbenson- linden.kolbenson@usask.ca

MODULE CONTACTS

Module Director: Dr. Paul Olszynski – pao292@usask.ca

Pre-Clerkship Program Coordinator: Sonja MacDonald- sonja.macdonald@usask.ca - (306)-966-5354 Pre-Clerkship Coordinator (Regina): Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

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

Location: CLRC (Saskatoon)/Dilawri Simulation Centre (Regina)

Duration: 1 Session, 2 hours

DESCRIPTION

The growing worldwide use of clinician-performed ultrasound (CPU) heralds a dramatic change in medical education, bedside medicine, and patient care. With steadily improving portability, accessibility and technology, ultrasound continues to be a rapidly growing part of healthcare worldwide. Likewise, the application of CPU in medical education is also increasing, with medical schools throughout Europe and North America integrating ultrasound-based learning throughout their undergraduate curriculum. As a learning tool, ultrasound through real and dynamic imaging, allows students to assess and explore key anatomic and physiologic concepts.

OBJECTIVES

During the sessions, students will be expected to:

1. Demonstrate basic image generation skills.
2. Explain and describe human anatomical structure as seen in 2D ultrasound images.

SECTION DELIVERY

The ultrasound-guided anatomy section is instructor directed (instructors will be supervising and assisting with image generation at each session) but also requires a significant amount of self, independent and experiential learning. Students need to prepare for the lab in advance by watching short tutorial videos (~15 minutes/session) that will introduce learners to the image generation techniques required for the given session.

ASSESSMENT

Formative Assessment: Formative verbal individual and group feedback will be given throughout the session.

Advanced Communication Skills III

MODULE CONTACTS

Module Director: Dr. Taegen Fitch - taegen.fitch@saskhealthauthority.ca -

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

Pre-Clerkship Coordinator (Regina): Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

Administrative Assistant: Twyla Downing - ugme.year2@usask.ca — (306) 966-6151

Administrative Assistant (Regina): Sherry Lindenbach - sherry.lindenbach@saskhealthauthority.ca – (306) 766-0538

MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop more advanced and more challenging communication skills needed for patient-centered care. There will be 4 large group lectures and 3 sessions where each student in a group will perform an interview of a standardized patient.

LOCATION: Student sessions will be posted on One45

MODULE OBJECTIVES

By the completion of the Advanced Communication Skills III module, students will be able to:

1. Conduct effective patient-centered interviews.
2. Demonstrate patient-centered communication skills in specific situations including:
 - Advance directives/level of care
 - Performing a sexual history
 - Issues around abuse
 - Disclosing medical errors
3. Exhibit professional behavior consistently including; integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

COMMUNICATION SKILLS ASSESSMENT AND SUCCESSFUL COMPLETION OF MODULE

Formative Assessment:

1. Will occur on an ongoing basis throughout sessions.
- 2 Student performance will be assessed by EPA #9 (Communicate in Difficult Situations), to be completed by MD tutors during or immediately after each small group session.

Summative Assessment:

Small group session assessments -

- Student feedback assessments – Student feedback provided during each small group session will be assessed after each session (Pass = 70% overall)
- Video Assignment – due 7 days after video is available on Canvas (Pass = 70%)

ACS OSCE – Must pass:

1. • Advanced Communication OSCE: Students do not need to pass each individual OSCE station, but must pass the OSCE as a whole (Pass = 70% overall)

Interprofessional Team Skills Module

SKILLS FOR INTERPROFESSIONAL EDUCATION (SITE)

MODULE CONTACTS

Module Director: Sean Polreis – sean.polreis@usask.ca – (306) 966-1311

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

Pre-Clerkship Coordinator (Regina) - Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-

0556 Administrative Assistant - Twyla Downing – ugme.year2@usask.ca – (306) 966-6151

MODULE DESCRIPTION

Health professions' students work in teams to gain knowledge and experience in Interprofessional Collaboration, using a Skills for Interprofessional Team Effectiveness (SITE) approach.

Some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions' students participating in Interprofessional based learning. Students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

LOCATION

IPECT is an online platform used by all USask Health Sciences learners to manage Interprofessional learning for the SITE sessions. The SITE case will be released on Monday and is to be completed by Friday – as noted in One45/Canvas. Release time will be provided. Details will be provided in correspondence closer to the session dates.

MODULE COMPETENCIES/OBJECTIVES

Competency:

Demonstrate effective intra and interprofessional collaboration

Enabling Competencies/Objectives:

1. Role Clarification
 - Assess how you used other group members' skills & knowledge through consultation to care for the patient.
 - Describe how other health care professionals (currently not on the team) could contribute to the care of the patient.
2. Team Functioning
 - Describe how the use of effective group processes contributes to patient care.

3. Interprofessional Communication

- Describe how elements of effective interprofessional communication improve team function.

4. Collaborative Leadership

- Describe leadership and decision-making behaviours that are likely to contribute to group effectiveness.

5. Patient/client/family/community-centred care

- Determine useful communication approaches based on an understanding of the patient/family and the situation/context and the implications for management.

6. Interprofessional Conflict Resolution

- Describe steps and strategies for conflict resolution within interprofessional groups.

MODULE ASSESSMENT

Assessment for SITE of Clinical Skills III will be based on the students' attendance at small group sessions and satisfactory completion of a written assignment. Please refer to the assessment table above. The required written assignment will be posted on Canvas. Where applicable, rubrics for all assignments will be posted in Canvas for the relevant session.

Longitudinal Generalist Experience

MODULE CONTACTS

Module Lead: Dr. Carla Holinaty (carla.holinaty@usask.ca)

Administrative Assistant: Tracy Lewis (dafm.ugme.saskatoon@usask.ca) Office: 306-655-4211

Regina Site Pre-Clerkship Coordinator: Randi Bodas - randi.bodas@saskhealthauthority.ca (306) 766-3776

Description: The Longitudinal Primary Care Experience aims to provide Year 2 students with early exposure to the dynamic field of generalism in medicine. Majority of students will be placed with a family physician to explore generalism in the field of family medicine. A minority of students will also have the option available to select or request general surgery for their generalist experience, however this cannot be guaranteed. Each pair of students will have two three-hour sessions in Term 1, and two three-hour sessions in Term 2 (Clinical Skills IV). This will generally be with the same preceptor, as the aim is to provide a longitudinal experience. These are not meant to be shadowing sessions, but rather, students are expected to be active participants in patient care, especially as their skills develop throughout the year. Students will work on integrating history, vital signs, and physical exam findings to generate an appropriate differential diagnosis. Assessment for the longitudinal primary care experience is formative with verbal feedback provided to students throughout the sessions. The focus of these longitudinal sessions is to provide students with early exposure to family medicine and to provide an opportunity to develop their clinical skills in a real clinical environment.

Location: Please check your One45 schedule

Duration: 4 Sessions total (Term 1 & 2), 3 hours each

Groups: Students attend sessions in groups of 2. Please check your One45 schedule.

Module Objectives: By the completion of the family medicine small group sessions, the students will be able to:

Clinical Skills III:

- **Continue to explore healthcare/patient relationships in primary care through early exposure to clinical settings.**
- Conduct a patient centered interview including:
 - o Eliciting the patient's experience of illness (FIFE)
 - o Practicing shared decision making
 - o Considering a patient's personal history and context.
- Demonstrate effective communication skills, such as: the appropriate use of open and closed-ended questions, active listening, paraphrasing and use of non-verbal indicators.
- Perform a focused physical exam appropriate to the student's level of training.
- Acquire and interpret a full set of vital signs.
- Create a problem list after conducting a history and physical exam.
- Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

Formative Assessment: This will occur on an ongoing basis throughout the sessions. Verbal feedback will be provided by preceptors throughout the sessions.

Summative Assessment: Formative Assessment only

Community Patient Learning Experience (ComPLEX)

MODULE DESCRIPTION

During these sessions, students will participate in clinical assessment of real patients in a variety of clinical settings (Infant, Child, and Youth Care, Neurological Health, Mental Health, and Eye Health). This will include obtaining an accurate and relevant history and physical examination, presenting a differential diagnosis, formulating a plan for diagnostic interventions and beginning to formulate a management plan. Students will work in small groups with a clinician preceptor. Objectives related to patient-centeredness and professionalism apply to all sessions as outlined in the course objectives.

LOCATION

See One45 for specific schedule. Times and locations will vary. Check regularly for changes as changes can occur up to 48 hours in advance of the session. If changes are made within 48 hours of the session, students will be contacted directly by the module coordinator or administrative assistant.

DRESS CODE

All sessions require professional attire for clinic. Please refer to the professionalism policy above for dress code details.

MODULE OBJECTIVES

By the completion of their Community Patient Learning Experience, students be able to:

1. Conduct patient-centered interviews relevant to patients' presenting concerns and the clinical setting.
2. Perform physical examinations relevant to patients' presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort.
3. Practice clinical reasoning, including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis.
4. Suggest appropriate preliminary diagnostic investigations and management plan.
5. Present a concise verbal summary of the patient's disease and illness experience, potential differential diagnoses, attempt to provide a brief assessment and management plan, and record the information obtained in an appropriate format as required.
6. Exhibit professional behaviour consistently including integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; and appropriate attire.

Internal Medicine – Neurology

SECTION CONTACTS

Section Lead: Dr. Nassrein Hussein - nassrein.hussein@saskatoonhealthregion.ca – (306) 955-5433

Administrative Assistant: Angela Vanderlinde – angela.vanderlinde@usask.ca – (306) 844-1153

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

SECTION DESCRIPTION

During these three-hour sessions, students will refine their clinical skills and become increasingly proficient at establishing diagnoses and planning therapeutic intervention. Due to the degree of student/patient interaction during this module, the values and attitudes pertaining to the physician/patient relationship will also be stressed.

LOCATION: Student sessions will be posted on One45

ASSESSMENT

Formative Assessment:

Completed in session during both Neurology sessions.

Summative Assessment:

Direct Performance Assessment after Neurology session (Pass/fail).

Pediatrics

SECTION CONTACTS

Section Lead: Dr. Rupesh Chawla – rupesh.chawla@saskhealthauthority.ca – (306) 844-1271

Administrative Assistant: Cammie Morgan - cammie.morgan@usask.ca - (306) 844-1271

Pre-Clerkship Coordinator (Regina) - Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

SECTION DESCRIPTION

During these sessions, students will participate in the clinical assessment of real patients in a variety of pediatric clinical settings. The students will continue to develop an approach to the pediatric history and physical examination and gain practice integrating information from the history and physical examination in order to generate differential diagnoses and a management plan. Students will work in small groups with a clinician preceptor.

RECOMMENDED READING

Review Session:

Clinical Skills II documents on Pediatric History and Physical Exam

Developmental Session:

Campbell, W (2011). Developmental Delay in Children Younger than 6 Years in L Bajaj (5th ed) Berman's Pediatric Decision Making. Philadelphia, PA: Elsevier Mosby
Developmental Chart

Neurology Session:

Bernard, TJ (2011). Evaluation of Neurologic Disorders in L Bajaj (5th ed) Berman's Pediatric Decision Making (pp. 306-311). Philadelphia, PA: Elsevier Mosby

Collins, A et al (2011). Tics and Tourette Syndrome in L Bajaj (5th ed) Berman's Pediatric Decision Making (pp. 346-353). Philadelphia, PA: Elsevier Mosby

Arndt D. et al (2011). Seizure Disorders: Febrile in L Bajaj (5th ed) Berman's Pediatric Decision Making (pp. 354-357). Philadelphia, PA: Elsevier Mosby

Arndt D. et al (2011). Seizure Disorders: Nonfebrile in L Bajaj (5th ed) Berman's Pediatric Decision Making (pp. 358-362). Philadelphia, PA: Elsevier Mosby

Kedia S et al (2011). Headache in L Bajaj (5th ed) Berman's Pediatric Decision Making (pp. 322-325). Philadelphia, PA: Elsevier Mosby

Dooley JM. Neurological Examination in RB Goldblooms (4th ed) Pediatric Clinical Skills (pp. 186-205). Philadelphia, PA: Elsevier Saunders.

SECTION ASSESSMENT

Formative Assessment:

During each session the students will receive verbal formative feedback on their history taking and physical examination skills. The students will also complete a case write up based upon the patient that they obtained a history from and performed the physical examination on. The preceptor will review the case write-ups and will provide narrative feedback to the students.

Summative Assessment:

1. Direct performance assessment review session
2. Direct performance assessment developmental session
3. Direct performance assessment neurology session

Mental Health

SECTION CONTACTS

Section Lead Saskatoon: Dr. David Porter – david.porter@usask.ca - (306) 844-1307

Section Lead Regina: Dr. Godwin Udoh – gou394@mail.usask.ca

Administrative Assistant Saskatoon: Nadine Loran – nadine.loran@usask.ca – (306)-844-1312

Administrative Coordinator Regina: Cass Cozman - Cassandra.Cozman@saskhealthauthority.ca - (306) 766 – 0552

SECTION DESCRIPTION

The module is delivered in a clinical environment providing an experiential learning opportunity. Students directly interview patients that have psychiatric diagnoses under the supervision of a preceptor. The intensiveness of the module allows for rapid skill acquisition, challenges the student to reflect on personal attitudes and the culture bound nature of stigma, and the key role as physician in facilitating understanding with a genuine empathic approach to the patient.

During the clinical sessions, each student will have the opportunity to complete at least one clinical patient interview supervised by the preceptor and in the presence of their peers. Each interview is approximately 45 minutes. Following the interview, 20-30 minutes is devoted to reviewing the patient presentation and receiving interview feedback from peers and preceptors.

SECTION ASSESSMENT

Formative Assessment:

Students will have the opportunity to learn to give and receive peer feedback with the moderation of a preceptor after every patient interview.

Summative Assessment

The summative assessment is the One45 compilation of the students' performance on interview assessments and the ONE submitted write-up assessment.

1. Interview Assessment

- a. To be completed by the preceptor after the observed interview with a real patient.

2. Write-Up Assessment

- a. The student will submit ONE write-up to the preceptor who witnessed the interview

Eye Health

SECTION CONTACTS

Section Lead: Dr. Rob Pekush - drpekush@sasktel.net

Administrative Assistant: Sweta Soni - surgery.preclerkship@usask.ca – (306) 966-5668

Pre-Clerkship Coordinator (Regina) - Randi Bodas – randi.bodas@saskhealthauthority.ca - (306) 766-0556

LOCATION: Student sessions will be posted on One45.

SUGGESTED RESOURCES

Basic Ophthalmology for Medical Students and Primary Care Providers CA Bradford, editor, 2010, 9th Edition published by the American Academy of Ophthalmology & available at their website www.aao.org for \$48 US (product no. 0230060) or ISBN 1-56055-363-3. Copies are available at the Health Sciences library.

SECTION ASSESSMENT

Formative Feedback:

Will be provided during the session.

Physical Medicine and Rehabilitation Skills Half Day

MODULE CONTACTS

Saskatoon Physician Lead: Dr. Kiersten Stuart-Kobitz - Kiersten.StuartKobitz@saskhealthauthority.ca

Regina Physician Lead: Dr. Amanda Kleisinger – amandakleisinger@gmail.com

Administrative Assistant: Amy Hilderbrandt – amy.hildebrandt@saskhealthauthority.ca

Pre-Clerkship Coordinator (Regina): Cass Cozman - Cassandra.Cozman@saskhealthauthority.ca - (306) 766 – 0552

MODULE DESCRIPTION

This module is designed to provide an outline of the current state of Physical Medicine and Rehabilitation with particular reference to its philosophy and professional expertise.

All practicing physicians must be able to perform a functional assessment of persons living with significant physical and/or cognitive impairments, set realistic patient-centered functional goals, and provide supportive medical care, including appropriate referral for rehabilitation assistance.

LOCATION

Saskatoon City Hospital (Saskatoon) and Wascana Rehabilitation Centre (Regina)

Student sessions will be posted on One45. For patient encounters, 2-3 students/patient. For activities, 5-7 students/activity.

MODULE OBJECTIVES

By the completion of the two Physical Medicine and Rehabilitation Skills Half Days, students will be able to:

1. Demonstrate skill in obtaining a comprehensive functional assessment as part of the history and physical examination for persons living with common medical conditions causing physical and/or cognitive impairments, including:
 - Traumatic Brain Injury (TBI)
 - Stroke
 - Spinal Cord Injury (SCI)
 - Limb Amputation
 - Arthritis
 - Other disabling neurological and musculoskeletal conditions
2. Present a summary of relevant medical history and current functional status of each person interviewed, focusing on basic and instrumental activities of daily living, safety and support, identifying methods of minimizing activity limitation and participation restriction, including the use of mobility aids and adaptive devices.
3. Identify and demonstrate techniques to safely transfer, reposition and mobilize a patient.
 - Transfer refers to moving a patient from one surface to another.

- Reposition refers to moving a patient on the same surface, such as repositioning on a bed.
 - Safe mobilization may require the prescription of mobility aids and/or equipment (wheelchairs) as well as supervision and/or physical assistance.
4. Demonstrate awareness of the experiential challenges experienced by persons living with disability (impairments, activity limitations and participation restrictions) and their family members/caregivers.
 5. Prepare two brief written patient-demographic case reports based on assigned clinical encounters and assigned reading.
 6. Apply the World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF) definition of disability when evaluating the functional status of patients, including:
 - Impairments: problems in body structure or function
 - Activity Limitations: difficulties encountered by an individual in executing a task or action
 - Participation Restrictions: problems experienced by an individual in involvement in life situations.
 7. Communicate and interact effectively with patients, families, caregivers, peers and the health care team.
 8. Demonstrate appropriate professionalism skills including respect for patients and health team personnel, timeliness, dress, honesty, appropriate boundaries, responsibility, integrity and confidentiality.

MODULE ASSESSMENT

Formative Assessment:

Will occur at each station during the half day.

Summative Assessment:

1. Direct performance assessment completed at second session
2. Written assignments based on pre-reading and patient encounters
 - Student to select ONE patient encounter to complete the assignment on
 - Due 7 days after the second session

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

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

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

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

CITATION FORMAT

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

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts. Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses

Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

REQUIRED VIDEO USE

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

COPYRIGHT

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INTEGRITY

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

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

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

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

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

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

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

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

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

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.

Any student registered with AES may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at (306) 966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

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

STUDENT SUPPORTS

College of Medicine, Academic Support Team

Academic Support Administration Office – med.academicssupport@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 Site Director Regina, TBD

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

Academic Help for Students

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

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) at the Saskatoon campus.

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

Teaching, Learning and Student Experience

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

<http://students.usask.ca>.

Financial Support

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

Gordon Oakes Red Bear Student Centre

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

International Student and Study Abroad Centre

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