

Foundations in Clinical Medicine III

MEDC 236.21

YEAR 2 TERM 3

 **COURSE SYLLABUS**
2025/2026



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA



LAND ACKNOWLEDGEMENT

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

Foundations in Clinical Medicine III – Course Overview

COURSE DESCRIPTION

This course is the third in a series of four Foundations of Clinical Medicine courses and includes two curricular components:

1. A longitudinal Case-Based Learning Module.
2. Clinical systems-based modules: Musculoskeletal Medicine, Neurosciences and Mental Health.

Building on their learning from Foundations I and II students will continue to learn to apply knowledge and skills towards care of people with common and/or urgent medical conditions.

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

COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine II (MEDC 146.21) or be conditionally promoted and engaged in a program of remediation for the MEDC 146.21 course as approved by the Student Academic Management Committee prior to the start of the Foundations in Clinical Medicine III course.

OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 136.21 and MEDC 146.21, students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to:

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

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

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

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

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

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

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

COURSE CONTACTS

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

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

TBD (Co-Chair Assessment)

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

COURSE SCHEDULE

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

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

COURSE DELIVERY

Students will learn through a variety of methods, including:

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

COURSE MATERIAL ACCESS

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

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

RESOURCES

It is strongly recommended that you use the following resources (or similar general texts) as references for the Foundations course. Relying on class notes alone will not typically be sufficient to meet your learning objectives. Individual Modules will have additional specific recommended or required resources. It may be helpful to review websites such as <http://www.choosingwiselycanada.org>.

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

The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. [Firstline - Microbial Pursuit](#)

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

Climate Wise Slides website provides educational systems-based material to help engage students with planetary health teaching topics. https://www.cwslides.com/?fbclid=IwAR2WGak-y5p8qhUjo_YGtrI0qGDc3svUNHHTAU3jaQGUZrXnR7gKvGKQSAo

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

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: 978-0-07-180216-1 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marcandante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.
4. Anatomy TV: <https://libguides.usask.ca/PRIMAL>
5. Additional Anatomy Resources: <https://libguides.usask.ca/medicine/anatomy>
6. [Canadian Family Medicine Clinical Cards](#)

Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. <https://openpress.usask.ca/undergradimaging>

Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

<https://openpress.usask.ca/undergradimaging/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/>

Textbooks are available online from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

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

COURSE ASSESSMENT OVERVIEW

Course Component	Module Components	Module Weight	Component Requirement	Weighting in Final Foundations II Mark
MSK Module (Rheum/Ortho)	X-Ray Quiz I X-Ray Quiz II Anatomy Upper Limb Assignment Anatomy Lower Limb Assignment Mid-Module Exam I Mid-Module Exam II End of Module Exam	5% 5% 5% 5% 20% 20% 40%	70% on Module	33.33%
Neurosciences Module	Mid-Module Exam I Mid-Module Exam II End of Module Exam	25% 25% 50%	70% on Module	33.34%
Mental Health Module	Stigma Reflection Assignment Psychiatry at the Movies Assignment Patient Experience Reflection Assignment Quiz I Quiz II Quiz III End of Module Exam	10% 5% 5% 10% 10% 10% 50%	70% on Module	33.33%
Case-Based Learning Module* (CBL III)	10 Cases CBL End of Module Exam	Competency Based	All competencies met and 70% of competencies on CBL End of Module Exam	Pass/Fail
Course Total Mark				100.00%
Anatomy Lab**	Lab Assessment **	Pass/Fail	60% on Assessment	
Final Foundations III Exam ***			60% on Exam	

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

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

- * Questions with competency points associated are marked as either 0 (competency NOT met) or 1 (competency met). Grades are assigned according to a rubric, where inadequate answers are associated with a grade of 0 (no competency point awarded) and adequate or excellent answers are awarded 1 (one competency point awarded).
- ** Anatomy Lab Assessment tests anatomy content covered in the MSK and Neurosciences Modules in Foundations III. The exam will occur in the anatomy lab space where students progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.
- *** The Foundations III Final Exam is a cumulative exam and tests clinical application of content from Foundations I, II and III block modules as well as the CBL modules. This Final Exam is modeled on the national exam at the end of medical school, the MCCQE part 1 exam, and consists of a series of clinical vignettes that test a student's ability to diagnose, investigate, and treat various health conditions. Question styles may include: short answer, multiple choice, extended multiple choice, fill-in-the-blank, and matching. A minimum score of 60% on the Foundations III Final Exam is required for successful course completion.

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

EXAM PROCTORING

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

MIDTERM AND FINAL EXAMINATION SCHEDULING

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

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

RUBRICS

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

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

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

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

- A) Students will be considered to have successfully completed the Foundations III Course if they have achieved a minimum 70% average grade in each of the three system-based modules (MSK Rheumatology/Orthopedics, Neurosciences, and Mental Health), the required amount of competencies for the Case-Based learning Module, 70% of the required competencies in the Case-Based Learning End of Module Exam, a minimum of 60% on the Anatomy Lab Assessment, and a minimum 60% grade on the end of term Foundations III Final Examination.
- B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, the Anatomy Lab Assessment as well as the Foundations III Final Examination. A mark of 0% will be given for any missed quiz, test or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy. Late assignments are adjudicated as per the Assignment Submission Policy.
- C) Students who do not achieve the required 70% average grade in any of the three system based modules, the required competencies in the Case-Based Learning module, 70% of the required competencies in the Case-Based Learning End of Module Exam or a 60% grade in the Foundations III Final Examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or Foundations III Final Exam (see Table 1 & Table 2 for grade deficit point allocation rubric).

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

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

REMEDIATION AND SUPPLEMENTAL ASSESSMENT INFORMATION

- A) Students who have failed a module, the Anatomy Lab Assessment, or the Foundations III Final Exam may be offered remediation. The determination of eligibility for any remediation will be based on the number of accumulated weighted grade deficit points (see Table 1 for grade deficit point allocation rubric), or the number of failed modules. Students who have **accrued a total of four (4) or more** grade deficit points or accrued deficit points in **three (3)** separate modules within Foundations III will be considered to have been unsuccessful in the Foundations III Course and will NOT be offered further

remediation or supplemental assignments and/ or examinations in this course as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 3) Promotions Committee and the Student Academic Management Committee.

- B) The module director will determine the specific type of remediation needed for each individual student. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the module director or designate. The remediation timeline will begin once the student has been notified of failure in a module or the Foundations III Final. A remediation plan will be arranged between the module director and student, in consultation with the Academic Support Specialist, which will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment. The module director, in consultation with the Assessment Specialist, will determine the specific type and content of the supplemental assessment(s).
- C) Supplemental examinations, including supplementals for the Anatomy lab exam, will **only** be scheduled after the final exam period in December. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for the MSK and Neurosciences Modules will ideally be held within 7 days of the last final exam and that supplemental exams for the Mental Health, Case-Based Learning Modules, and the Foundations III Final Exam will be held mid-January. When students have supplemental exams in more than one module or course, adjustments may be made to the supplemental exam schedule by the Year Chair in coordination with Course Chair/Module Director(s).

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

- D) A maximum of **one (1)** supplemental examination per module or component will be allowed, up to the point of course failure. Additionally, students will only be allowed to write **one (1)** supplemental examination for the Foundations III Final Exam, up to the point of course failure. Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Foundations III course. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 3) Promotions Committee and the Student Academic Management Committee.
- E) If a student fails an assessment component, they may be required to complete a supplemental assessment. The specific type and content of the supplemental assessment(s) will be determined by the module director(s) and/or course chair(s) and communicated in writing to the student. A deferred or supplemental lab final exam may take an alternative format which could include an oral or station-based exam as determined by course leadership. Supplemental assessments must be completed by the date set by the Module Director and may be arranged between student and module director.

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

- F) If a failure of a supplemental examination occurs during or after the final examination period, the decisions regarding any additional remediation/supplemental assessment will be adjudicated by the Promotions Committee and the Student Academic Management Committee.
- G) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module, 60% for the Foundations III Final Exam, or the anatomy practical exam, and the minimum number of required competency points).

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

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

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

	Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations.		
	<70% and \geq 60%	<60% and \geq 50%	<50%
Musculoskeletal Module	I	II	III
Neurosciences Module	I	II	III
Mental Health Module	I	II	III
Anatomy Lab Assessment	N/A	I	I
Foundations III Final Exam	N/A	I	II

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

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

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

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

ASSESSMENT REVIEW

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

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Foundations III?

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

In-class assessment sessions are mandatory.

If a student must be absent for a quiz or minor assessment, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

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

How is attendance documented?

Attendance will be taken at all mandatory sessions.

What are the implications of being absent?

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event an unplanned absence (see Pre-Clerkship Attendance and Absence Policy) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

If a student must miss a mandatory session, students are expected to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material.

Foundations in Clinical Medicine III – Module Syllabus

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

MODULE 1

MUSCULOSKELETAL MEDICINE

MODULE DIRECTORS

Rheumatology: Dr. Bindu Nair

Email Address: bindu.nair@usask.ca

Office Hours: please contact for a meeting

Orthopedics: Dr. Scott Willms

Email Address: scott.willms@usask.ca

Office Hours: please contact for a meeting

MODULE DESCRIPTION

This module will include the study of common, urgent, and emergent musculoskeletal and connective tissue conditions affecting children and adults. Students will develop a clinical approach for patients with connective tissue diseases and for patients with musculoskeletal disease/disorders/trauma/malignancies. Major vertical themes will be emphasized.

GENERAL MODULE OBJECTIVES

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

1. Learn to care for children and adults with common, urgent and emergent musculoskeletal (MSK) and connective tissue conditions by acquiring knowledge and applying these learning and clinical reasoning skills to:
 - Generate a reasonable differential diagnosis.
 - Select and then interpret appropriate medical investigations.
 - Propose an appropriate management plan.
 - Explain the pathogenesis and pathophysiology at a level suitable for generalist medical graduates.
 - Recognize medical and surgical complications of MSK disease and therapies.
2. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at risk populations.
3. Distinguish between normal and abnormal structure and function for the musculoskeletal system.

Note: Students should also refer to overall Foundations III Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in one45. Please take care to review in advance.

MODULE SCHEDULE

All information relating to this course is available in **One45**. Please check one45 **DAILY** to ensure the most current schedule information.

REQUIRED RESOURCES

Albert, Lori. The Rheumatology Handbook for Clinicians, (3rd edition). This is an electronic textbook available through the U of S Library.

Additional resource materials recommended to students include:

1. Musculoskeletal Physical Examination Training Videos and Slides

[MSK Examination Videos · RheumTutor](#)

<https://www.ortho-teaching.feinberg.northwestern.edu/teaching-videos-slides/Physical%20Exam%20Videos/index.html>

<https://www.ortho-teaching.feinberg.northwestern.edu/teaching-videos-slides/powerpoints/index.html>

2. Health Care Resource Utilization and Stewardship: Choosing Wisely

<https://choosingwiselycanada.org/recommendation/rheumatology/>

<http://www.choosingwiselycanada.org/recommendations/orthopaedics/>

3. Diagnostic Imaging: Interpretation of MSK/Orthopaedic Radiographs

<https://media.aofoundation.org/trauma/-/media/project/aocd/aotrauma/documents/competency-based-education/14orphanoutenglishhow-to-read-xrays.pdf?rev=901dcf08a3d046b390ffde3285eabc27>

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

(access links to download the eBook as a pdf or file for an eBook reader)

<https://medicine.usask.ca/documents/ugme/roadmaps/DIAGNOSTIC%20IMAGING%20final.pdf>

(Diagnostic Imaging Roadmap)

<https://www.ortho-teaching.feinberg.northwestern.edu/XRreading/index.html>

4. Rheumatology Resources

Canadian Rheumatology Patient and Physician on-line educational resource:

<http://rheuminfo.com>

The same group, Rheum Info, has also developed a more in depth educational resource with on-line modules for various educational levels entitled *RheumTalks*. Registration to allow access to the modules is without cost.

<http://rheumtalks.com>

American College of Rheumatology Educational on-line resource: (includes case based instructional material)

<https://rheumatology.org/online-education>

Osteoporosis Canada Educational Clinical Tools

<https://osteoporosis.ca/bone-health/>

Get a Grip: RA/OA: There are two excellent educational on-line programs using virtual cases for RA and OA at the website below. (Registration is required, but there is no charge).

https://www.mdcme.ca/course_info/arthritis_grip

5. Orthopaedic Resources:

Orthopaedics: Wheelless' Textbook of Orthopaedics

<http://www.wheelessonline.com>

Ortho Bullets:

<http://www.orthobullets.com/>

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

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

MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic, interactive, and case-based problem-solving sessions
- Interactive small group learning sessions
- Independent work through an X-Ray learning module
- Independent self-directed reading and exercises
- Remote learning
- A mixture of live and pre-recorded lectures
- Anatomy Lab Experience
- Anatomy Assignments

STUDENT ASSESSMENT

Assessments	20%
X-Ray Quiz I	5%
X-Ray Quiz II	5%
Anatomy Upper Limb Assignment	5%
Anatomy Lower Limb Assignment	5%
Exams	80%
Mid-Module Exam I	20%
Mid-Module Exam II	20%
End of Module	40%

Assessment 1 X-Ray Quizzes

Value:	10% of Final Grade	
	Quiz I – Long Bones & Upper Extremity	5%
	Quiz II – Lower Extremity & Spine	5%
Due Dates:	Quiz I – August 15, 2025	
	Quiz II – August 29, 2025	
Description:	The quizzes will be made available as you work through the independent X-ray learning module. The quizzes are designed to show you similar images to the module and to test your ability to recognize different diagnoses based on X-ray alone.	

Assessment 2 Anatomy Assignments

Value: 10% of Final Grade

Assignment 1 - Upper Limb 5%

Assignment 2 – Lower Limb 5%

Due Dates: Assignment 1 – August 22, 2025

Assignment 2 – September 8, 2025

Description: Students will work in groups to complete this assignment. Each group will be presented with clinical cases followed by short essay-type questions relating to the anatomy of the upper and lower limbs. The goal is to apply anatomical knowledge to real-world clinical scenarios, fostering a deeper understanding of how anatomical structures and functions relate to medical practice.

Mid-Module Exam I

Value: 20% of Final Grade

Date: August 18, 2025

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

Mid-Module Exam II

Value: 20% of Final Grade

Date: September 3, 2025

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on content from between the first and second midterm.

End of Module Exam

Value: 40% of Final Grade

Date: September 12, 2025

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on content from the entire module with an emphasis on the material covered after the second midterm.

Anatomy Lab Assessment

Value: Required Pass Component

Date: Saturday, October 18, 2025

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

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Revamped anatomy lectures decreasing level of detail with focus on clinically relevant concepts.
2. Two new anatomy-based assignments have been added to allow for clinical application of knowledge of anatomical structures and functions.
3. Review of orthopedic and rheumatology content to highlight main concepts and ensure level of detail is appropriate.

MODULE CO-DIRECTORS**Neurology: Dr. Layla Gould**

Email Address: layla.gould@usask.ca

Office Hours: Contact by E-mail

Neuroanatomy: Dr. Jennifer Chlan

Email address: jen.chlan@usask.ca

Phone number: (306) 220-0014

Office Hours: Contact by E-mail

Neurology: Dr. Paul Masiowski

Email Address: apm844@mail.usask.ca

Office Hours: Contact by E-mail

MODULE DESCRIPTION

The module will begin by focusing on clinically relevant neuroanatomy. Afterwards, it will include the study of the diseases and dysfunction of the central and peripheral nervous system, including health promotion and prevention, epidemiology, genetics, pathophysiology, pharmacology, diagnosis, prognosis, treatment, and multidisciplinary management of the most frequent neurological conditions in children and adults. Students will develop a clinical approach for patients with common and acute neurological conditions including stroke, epilepsy, dementia, headache/migraine, peripheral nerve diseases, neuromuscular disorders, movement disorders, multiple sclerosis, neuroinflammatory disorders, pain, and neuroinfectious diseases. In addition, the course provides key information regarding common neurosurgical problems such as tumors, back pain, brain injury, hydrocephaly and treatment of cerebrovascular diseases, and the approach to the most common congenital abnormalities of the central nervous system. Finally, an approach to the most common ophthalmological presentations and conditions will be reviewed.

GENERAL MODULE OBJECTIVES

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

1. Identify the basic localization and lateralization of common neurologic/neurosurgery/pain conditions/ophthalmology conditions.
2. Underline principles of health promotion and preventive for the common neurological/neurosurgery/pain/ophthalmology conditions.
3. Select and interpret evidence-based investigations at risk population and identify frequent risk factors/epidemiology in common neurological/neurosurgery/pain/ophthalmology conditions.
4. Construct a differential diagnosis in a patient presenting with acute and common neurological/ neurosurgery/pain/ophthalmology conditions across the lifecycle.
5. Select and interpret appropriate evidence-based investigations and be able to interpret them.

6. Outline the initial, ongoing management, and multidisciplinary plan for patients with acute and common neurological/neurosurgery/pain/ophthalmology conditions.
7. Explain the pathogenesis and pathophysiology of acute, common, or urgent neurological/neurosurgery/pain/ophthalmology conditions.

Note: Students should also refer to overall Foundations III Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

MODULE SCHEDULE

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

REQUIRED RESOURCES

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

Neuroanatomy Section:

This textbook is required to work through for the cases covered in this section. It will be necessary for the first week of class and is a recommended resource for the remainder of the module:

- * Blumenfeld, H. (2010) Neuroanatomy through Clinical Cases, 2nd edition. Sinauer Associates, Inc. Sunderland, MA QM451.B64 2010 (also available for purchase online)

RECOMMENDED RESOURCES

Neurology/Neurosurgery Section:

Merritt's Neurology – by Lewis P. Rowland (Author, Editor), Timothy A. Pedley MD (Editor)

Adams and Victor's Principles of Neurology 10th Edition Hardcover – by Allan Ropper (Author), Martin Samuels (Author)

Continuum: Lifelong Learning in Neurology – up to date reviews on numerous topics in neurology. Available online through the usask library website.

Ophthalmology Section:

Timroot.com – OphthoBook (free online resource)

Clinical Key - Synopsis of clinical ophthalmology (available through libguides at the usask library website)

<https://libguides.usask.ca/c.php?g=16462&p=91000>

MODULE DELIVERY

Students will learn through a variety of methods, including:

Large group didactic, interactive and case-based problem-solving sessions

Interactive large group learning sessions

Independent self-directed reading and exercises

STUDENT ASSESSMENT

Exams	100%
Mid-Module Exam I	25%
Mid-Module Exam II	25%
End of Module	50%

Mid-Module I Exam

Value: 25% of Final Grade

Date: September 29, 2025

Type: Includes Neuroanatomy and Gross Anatomy content.

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

Mid-Module II Exam

Value: 25% of Final Grade

Date: October 15, 2025

Type: Includes Neuroanatomy and Clinical Neurology content.

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

End of Module Exam

Value: 50% of Final Grade

Date: October 27, 2025

Type: Comprehensive

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all module content with a focus on content from lectures and assignments.

Anatomy Lab Assessment

Value: Required Pass Component

Date: Saturday, October 18, 2025

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

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Anatomy content will be streamlined to avoid redundancy between what is taught in Neurosciences and other modules.
2. The content density of some topics will be reduced.
3. Some course objectives will be changed to be more clinically appropriate.

MODULE 3

MENTAL HEALTH

MODULE DIRECTOR

Dr. Dawn De Souza

Email Address: dpd227@mail.usask.ca

MODULE DESCRIPTION

The Mental Health module will provide students with a comprehensive and integrative learning experience designed to establish a foundation of working knowledge of the classification of mental disorders, normative and abnormal phenomenology, diagnostic criteria and societal and individual implications of stigma. Introductory knowledge will be established in the treatment of mental health disorders.

MODULE OBJECTIVES

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

1. Describe normal stages of psychosocial development.
2. Describe the classification of mental disorders.
3. Explain the risk factors and etiology of the mental disorders.
4. Outline the essential diagnostic features, epidemiology, and presentation of the common psychiatric syndromes.
5. Taking into account the biopsychosocial context of a specific patient presentation, suggest a reasonable diagnosis, differential diagnosis, investigations, and treatment plan.
6. Discuss the implications of stigma in patient care and professional accountabilities.

MODULE SCHEDULE

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

REQUIRED RESOURCES

Required Text:

Kaplan and Sadock's Concise Textbook of Clinical Psychiatry - Benjamin Sadock, Virginia A. Sadock MD, Pedro Ruiz MD, 2017. Paperback: 1000 pages Publisher: Wolters Kluwer; 4th edition (Feb. 2 2017) ISBN: 978-1496345257 (full text available online through library).

Online textbook can be accessed using the link below. Click on "Connect to the Online Version".
<https://sundog.usask.ca/record=b4803014~S8>

Recommended:

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

The IACAPAP Textbook of Child and Adolescent Mental Health, Joseph M. Rey, Ed. 2012 (free online textbook)

MODULE DELIVERY

Students will learn through a variety of methods, including:

DSM 5 Diagnostic Terminology

Flipped Classroom

Small Group Work

PBL

Clinical Skill Development within Foundations

Screening Questions

How do People Present with Mental Disorders

Patients with Lived Experience and Case Discussion

Active Large Group Teaching – Interactive Didactic Activity

STUDENT ASSESSMENT

Assessments	50%
Stigma Reflection Assignment	10%
Psychiatry at the Movies Assignment	5%
Patient Experience Reflection	5%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Exams	50%
End-of-Module	50%

Assessment 1: Short Personal Reflection on Stigma Assignment

Value: 10% of final grade

Due Date: Draft Reflection Due: November 5, 2025

Final Copy including Part II Commentary Due: November 25, 2025

Description: The aim of this assignment is to establish a forum for you to reflect upon the meaning of stigma and personal biases that could impact your approach to patient care. Research has shown that one way to directly decrease stigma among health care professionals is the examination of our own beliefs and behaviors about people with mental illness and developing alternative attitudes and culturally progressive behaviors.

You will choose one statement from a list, or a statement/personal observation of your own as it relates to stigma to complete the reflection assignment. This assignment will be a one-to-two-page (approx. 500 words) document.

Assessment 2: Psychiatry at the Movies Assignment

Value: 5% of Final Grade

Due Date: November 17, 2025

Description: In Medicine, the diagnosis, and care we provide, is enhanced by empathy, psychological mindedness, and psychosocial understanding of the mental illness. This large group session will use movie clips to demonstrate these concepts with in-class practice. You will then choose one movie from the list provided for a written reflective assignment. The assignment is one paragraph to one page (maximum) in length.

Assessment 3: Patient Experience Reflection

Value: 5% of Final Grade

Due Date: November 24, 2025

Description: As physicians, it is important that we protect the voice and perspectives of our patients, their cultures and communities. Students will work within small groups, using cases and directed readings to identify and reflect on patient experiences as they access and interface with health care. Where possible, two students will be assigned the same cases/readings allowing them to discuss and present to the group together. Students will be graded on presentations to peers within their assigned groups. Peer assessments will be compiled to form a final assessment based on a rubric. Teaching faculty will rotate between groups to help guide and provide feedback on discussion.

Quiz 1: Quiz 1
Value: 10% of Final Grade
Date: November 3, 2025
Description Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision-making questions.

Quiz 2: Quiz 2
Value: 10% of Final Grade
Date: November 17, 2025
Description Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision-making questions.

Quiz 3: Quiz 3
Value: 10% of Final Grade
Date: November 24, 2025
Description Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision-making questions.

End of Module Exam

Value: 50% of Final Grade
Date: November 28, 2025
Description: Comprehensive: All objectives from all sessions are in effect.
Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision-making questions.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Quizzes will continue as the students valued them.
2. Discussions to support student understanding of the different assessments' relevance.

MODULE 4

CASE-BASED LEARNING III

MODULE CONTACTS

Case-Based Learning Development Director

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

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

Dr. Erin Cuddington – Email: erin.cuddington@usask.ca

Dr. Josh Lawson [EBM Co-Chair] – Email: josh.lawson@usask.ca

Ms. Erin Watson [EBM Co-Chair] – Email: erin.watson@usask.ca

Administrative Staff

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

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

Year Two Admin Assistant – Twyla Downing twyla.downing@usask.ca (306) 966-6151

MODULE DESCRIPTION

Basic clinical reasoning skills from Year One will be expanded and reinforced using cases. In these small group learning experiences, students will practice applying knowledge from the various courses, expand upon existing evidence-based medicine knowledge and develop skills specific for the patient/medical context.

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

Following the case-based discussion will be a session focusing on evidence-based medicine skills. To meet our overall objective, which is to determine an evidence-based course of action in response to a patient problem, we expand on EBM topics covered in year 1 and consider qualitative, mixed methods, and patient/community engaged research as well as quality improvement and integrated/alternative medicine. Attempts will be made to relate the EBM content to the clinical focus for that week. As with the clinical part of the case, the EBM case will be made available the week prior to the session discussion. After opening you will work through the case on your own answering questions in Canvas. Answers are due at 23:59 PM the night prior to the facilitated group session.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competencies

1. Utilize Clinical Reasoning in:

i) Analyzing the patient interview.

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

Interpret the answers.

Milestones:

Ask questions to clarify significant positives and negatives from a patient history.

Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.

ii) Analyzing components of the physical examination.

Determine appropriate maneuvers.

Interpret the findings.

Milestones:

Choose physical exam strategies to stratify differential diagnosis.

Give rationale for the choices.

Explain the significance of normal and abnormal findings.

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

Milestones:

Develop differential diagnoses using either mnemonics or systems.

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

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

iv) Analyzing diagnostic errors.

Identify common errors in information gathering and synthesis.

Develop strategies to decrease errors in diagnosis.

Milestones:

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

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

Identify how errors affect patient care.

- v) Effectively manage patient's problems.

Milestones:

Develop a problem list that specifies patient values and Social Determinants of Health (SDoH).

Prioritize management steps.

Develop appropriate therapeutic plan, including pharmacological and non-pharmacological interventions that incorporate a patient-centered approach and include elements of follow-up, what results to expect, and when to expect them.

Include discussion and Benefits, Risks, Alternatives, consequences of doing nothing (BRAN).

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

- vi) Order appropriate investigations.

Milestones:

Choose investigations that will help stratify differential diagnoses.

Provide a sound rationale for the choice of investigations.

Utilize concepts of false positives and false negatives results.

Begin to interpret the results of investigations, especially as they apply to the patient's presentation and including utility of the test, current and ongoing costs to the patient and the healthcare system.

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

Milestones:

Use FIFE and patient context to begin to share decision-making.

Begin to use values-based care in decision making.

3. Utilize opportunities for health promotion and illness prevention.

Milestones:

Identify opportunities for health promotion and illness prevention.

Begin to provide evidence for interventions.

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

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

Ask clear, answerable questions.

Acquire strong evidence.

Critically appraise the validity and applicability of the evidence.

Apply evidence to guide the management of the patient's problem.

Milestones:

Begin to integrate evidence-based research into management plans and explain planning to patients.

5. Demonstrate self-directed learning (SDL).

Self-identification of learning needs.

Independent identification analysis, and synthesis of relevant information.

Appraisal of the credibility of information sources.

Feedback on these skills.

Milestones:

Formulate a clinical question.

Work through the 4 steps of self-directed learning.

6. Exhibit professionalism.

Milestones:

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

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

MODULE RESOURCES

The following are recommended resources for student use:

1. Clinical Reasoning Handbook

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

2. Approach to Clinical Reasoning Video from Term One. Available on Canvas.

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

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

MODULE ASSESSMENT OVERVIEW

The Case Based Learning module will be assessed at multiple points throughout the semester. It may be assessed during the Case-Based Learning sessions and during the End of Module Final Exam.

The student will need to acquire a pre-set number of assessment points to demonstrate competency (see chart below). Competency points can be accrued during the case-based learning sessions. **The End of Module Exam questions will not count towards the number of assessment points needed to demonstrate competency.**

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

The end of module exam will be written on November 26, 2025. During the CBL end of module exam, multiple competencies will be assessed with a requirement that 70% of competencies on this exam need to be met. Failure to achieve 70% of the competencies on this exam will result in failure of the module and the requirement for remediation.

OVERALL MODULE COMPETENCY COMPONENTS

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

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

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

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

Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
<p>4. Determine an evidence-based course of action in response to a patient problem.</p> <p>Ask clear, answerable questions.</p> <p>Acquire strong evidence.</p> <p>Critically appraise the validity and applicability of the evidence.</p> <p>Apply the evidence to guide management of the patient problem.</p>	Cases	10
<p>5. Demonstrate self-directed learning.</p> <p>Self-identification of learning needs.</p> <p>Independent identification, analysis, and synthesis of relevant information.</p> <p>Appraisal of the credibility of information sources.</p> <p>Feedback on these skills.</p>	Cases Formatively Assessed	--
<p>6. Exhibit professionalism.</p> <p>*Failure to exhibit professional behaviour will be adjudicated on an individual basis.</p>	Individually Assessed	--

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed

to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

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

CITATION FORMAT

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

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

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

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

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

REQUIRED VIDEO USE

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

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INTEGRITY

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

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

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

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

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

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

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that

use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions, including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

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

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

ACCESS AND EQUITY SERVICES (AES)

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

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

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

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

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

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

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

STUDENT SUPPORTS

College of Medicine, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – ayla.mueen@usask.ca

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

Academic Support Administration Office – med.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 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.