Medicine & Society IV

MEDC 242.3
YEAR 2 TERM 2

COURSE SYLLABUS
2025/2026

miyo-maskihkīy

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

Medicine and Society IV: Physician Leadership Roles

COURSE DESCRIPTION

Through classroom and community-based learning experiences, this course will focus on the CanMEDs roles of Leadership and Advocacy which will allow students to develop skills related to health care leadership, management teams, patient advocacy, and lifelong learning skills.

This course, *Medicine and Society IV: Physician Advocacy and Leadership Roles,* is the fourth of four courses in the Medicine and Society series (following *Introduction to Patients, Health, and Medicine, Public Health and Prevention Medicine*, and *Meeting Patient Needs through the Health Care System*). Topics will include physician advocacy and leadership, debate, knowledge translation, global health and occupational health. This course explores many of the non-medical expert CanMEDs roles.

Medicine & Society IV integrates the following modules: (1) Community-Based Learning Experience (CLE), and 2) Ethics Modules. Further descriptions and information about each module appear later in this document.

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

OVERALL COURSE OBJECTIVES

By the completion of the Medicine & Society IV course, students will be able to:

1. Demonstrate a leadership approach for a given situation.

2. Propose effective strategies to manage change and conflict.

3. Explain how to Identify and initiate crucial conversations with colleagues.

4. Explain important professional considerations and practices related to knowledge translation through various media.

5. Demonstrate strategies for physician advocacy for patients, communities, and populations in various contexts, including but not limited to, occupational, global, environmental health and delivery of health care through virtual modalities.

6. Identify the importance of the CanMEDs roles of leader and advocate in a physician's career.

7. Recognize the work of community-based organizations to address social determinants of health, community advocacy, and community needs.

8.   Demonstrate ethico-legal reasoning.

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

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

More information on the 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. The College of Medicine a 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. Erin Hamilton – erin.hamilton@usask.ca

Chair, Medicine and Society: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Pre-Clerkship Program Coordinator Saskatoon: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 9665354

Pre-Clerkship Coordinator Regina: Cass Cozman – cassandra.cozman@saskhealthauthority.ca - (306) 7660552

COURSE SCHEDULE
There are blocks of Medicine and Society MEDC 242 scheduled throughout Term 2. Please refer to One45 for days and times of classes. Note that release time is provided within the schedule to support experiential learning components. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 242 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email.

INDEPENDENT LEARNING
Many sessions will include active group discussions where pre-readings have been assigned. It is very important that students come to class prepared, having read the assigned materials. Reading materials will be available on One45. Many classes, including the invited panel presentations and small group discussions, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Contributing to the small group sessions, is one of the elements that will be assessed by peers.

COURSE DELIVERY
The course will be delivered through a series of lectures, workshops and small group sessions. In addition, there may be site visits and community service-learning experiences to enhance the students understanding of leadership and management, other non-medical expert roles in health care, as well as the practice of occupational and global health. Mandatory sessions will be indicated in One45. Case studies illustrating various concepts and practical elements of problem-solving in community and organizational health settings will be used to stimulate discussion and provoke personal reflection on developing individual styles of practice and a professional identity.

COURSE MATERIALS
Course materials (including the syllabus, sessions, objectives, required reading, forms, and other useful documents) are posted on One45 and Canvas. Presentations and supplemental materials for reading and viewing will be posted to One45.

Assignments will be posted and submitted on Canvas.

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

OPTIONAL RESOURCES
The CMA provides free online resources for medical students through the Physician Leadership Institute here. (Requires CMA login). Please note the self-led online introduction courses (Introduction to self-awareness, Introduction to effective communication & Introduction to engaging others) at the bottom of the page.

Additional online resources include:
- Canadian Society of Physician Leaders (CSPL) https://physicianleaders.ca/index.html
- Canadian Journal of Physician Leadership (CJPL) https://cjpl.ca

COURSE ASSESSMENT OVERVIEW

Achievement in this course will be determined by the following:

Module	Assessment	Requirement	Due Date: All assignments are due on the date indicated below by 23:59
Medicine & Society IV General	*Major Assignments*		
	• Change Leadership Plan-Briefing Note Phase A Phase B Phase C	Pass* Pass* Pass*	Jan 30, 2026 Feb 6, 2026 Feb 27, 2026
	• Change Leadership Plan-Elevator Pitch	Pass*	March 27, 2026
	• Connections Assignment	Pass*	April 17, 2026
	Short Assignments		
	• Global Health Ethics Activity	Completion**	January 14, 2026 – in class
	• Peer Evaluations	Completion**	February 5, 2026 (1st peer evaluation) April 1, 2026 (2nd peer evaluation)
	• Intercultural Development Inventory (IDI)	Completion**	April 21, 2026
	• Medicine-Law Interprofessional Experience (This applies to students participating in this activity in term two. Students participating in this activity in term one will have the assessment count towards that term.)	Completion**	

CLE Module	• Step #4: CLE Placement Hours Submission	Completion**	April 1, 2026
	• Step #5: Reflective Module Assignment	Pass*	April 1, 2026
	• Step #6: Two-way interview (group task)	Completion**	April 22, 2026 (done in class)
	• Step #7: Group discussion (group task)	Completion**	April 30, 2026 (done in class)
Ethics Module	• Written Assignment	Pass*	April 20, 2026
Examinations	• Final Exam (3 hours)	Pass*	May 11, 2026

* Pass – student must achieve *Meets Expectation*s or greater to meet minimum pass criteria in the appropriate assessment.
**Completion – entails completion of the activity or attendance at all mandatory sessions with active participation

ASSESSMENT COMPONENTS

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

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

A. Short Assignments

Global Health Ethics Assignment:
Description: This assignment will be done in class. There will be work to do prior to the class where students will be required to watch a video, sign up for a topic group, and do some pre-reading around the topic to facilitate the in-class activity. There will be no assigned work after the class. Formative feedback will be given during class. Further details will be given in the first class of the course.

Peer Evaluation (1 peer evaluation must be completed for each session for a total of 2 peer evaluations):
Description: During this term we will be introducing small group mandatory learning opportunities including structured controversy and case discussions. Evaluations will be completed following the small group sessions on a peer of your choice. Students **must ensure that a peer evaluation is completed for themselves** by one of their peers for each of the sessions.

Refer to the Rubrics for the expectations on the peer evaluation.

Intercultural Development Inventory (IDI):
Description: This online survey is used to assess inter-cultural competence at the group (class) level. The survey is to be completed individually outside of class, and then the results will be grouped and analyzed anonymously and debriefed in class. The group results in MEDC 242 will be contrasted to those that the group obtained in MEDC 142. Further details will be given in the first class of the course.

B. Major Assignments –

Change Leadership Plan-Briefing Note
Description: Choose a change idea you wish to see implemented in health care. This can be a large-scale change, or a small one. It can be related to your previous discussions in your QI project or reform an idea completed in Medicine & Society III, based on discussions/ideas from Medicine & Society IV, or it can be a completely different idea. You can draw upon some of the topics that have been discussed within this course, an experience related to your CLE placement, or any other change idea related to health care from your experience or something in the media. Prepare a briefing note geared to health care leaders on your idea.

The Saskatchewan Health Authority often uses the SBAR format for briefing notes. More Information on SBAR can be found here:

A Simple Tool That Revolutionizes Workplace Communications: SBAR

A sample SBAR can be found here:
SBAR (SITUATION, BACKGROUND, ASSESSMENT, RECOMMENDATION)

This assignment will be presented as a briefing note, using an SBAR format. The briefing note should be brief, 1-3 pages maximum, and should include:
      a.   Situation - A clear summary of the current state and your idea for change
      b.   Background - Further facts to explain the current state and change opportunities
      c.   Assessment – What you believe is the change warranted and how this will be an improvement
      d.   Recommendation - How you would implement the change, including how you would use change management principles
      How you would address any potential barriers to implementation;
      The results you would expect to see when the change is implemented.

This assignment will be done in three phases:
      Phase A: Post a draft of your SBAR on Canvas
      Phase B: Provide comments & constructive feedback to two other SBARs online
      Phase C: Revise & turn in a polished version of the paper

Please refer to the Rubric for the expectations on the written component of the assignment.

Change Leadership Plan-Elevator Pitch
Description: Once you have an idea for your change, utilize the strategies for implementing change management to record an elevator pitch: imagine you have a 1-2 minute elevator ride to explain your pitch, and why it is important to someone involved. It could be directed to a

leader who may approve your project, or to someone who will be directly affected by the change. This is not the same as your briefing note and is intended to get the person you are speaking to excited about the project, and to understand <u>why</u> it is important.

In your pitch:
   a. Identify who you are speaking to;
   b. Speak as if you were explaining your idea directly to that individual, focusing on why the change is important and the impact it will have;
   c. Use the strategies learned in class around change management to help get them on board with the change;
   d. Ensure your pitch is less than 2 minutes.

Connections Assignment
Description: Choose one topic discussed in the Medicine & Society IV course. Describe connections that you have made between this topic and experiences you have had in your life, and how this learning experience may impact or change your future practice as a physician. This analysis should be brief, ~500 words.

C. CLE Module – see details in CLE Module section below

D. Ethics Module – see details in Ethics section below

E. Final Exam
Description: The 3-hour final examination focuses on the Medicine & Society IV General section, excluding the Ethics, and CLE Modules. The final examination will focus on the students' ability to *understand* and *reflect* upon the themes of the course and may include both short answer and essay-type questions. It will be a closed-book examination, meaning there will be NO access to course materials or any other resources while completing the examination.

COURSE ASSESSMENT COMPONENTS
Course components including written assessments are due at 23:59 SK time on the due date listed in the above table. Respect for due dates is a component of professionalism and is assessed as such.

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

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

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

EXAM PROCTORING

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

FINAL EXAMINATION SCHEDULING

Final examinations must be written on the date scheduled. Students should avoid making prior travel, employment, or other commitments for the final exam. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine Deferred Exam policy and procedure.

RUBRICS

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

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

Successful Completion

Students will be considered to have successfully completed the course if they have:
1. Passed all course requirements. See Course Assessment Overview table above.
2. Completed all assignments and met all requirements of the Community Experience (CE) Modules and Ethics modules.

Eligibility for Remediation

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

Course Failure

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

1. Failure of more than two assessments/requirements.

2. Failure of a supplemental assessment.

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

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

Remediation and Supplemental Assessment Information:

1. Students who have met the above-described criteria for remediation will be offered remediation and supplemental assessment unless they have met the criteria for course failure.

2. The remediation timeline will begin once the student has been notified of failure in a module or course. Students eligible for remediation will be contacted by the course/module director and the academic support team to meet, discuss remediation and supplemental assessment, and develop a learning plan. The learning plan will be developed between the student, course/module director(s), and the academic support team. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the course/module director(s) or designate. This plan will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment.

3. The course/module director(s), in consultation with the assessment team, will determine the specific type, format, and content of the supplemental assessment(s). This may be in a different format from the original assessment.

4. Supplemental Examination Timelines:

   a. Supplemental exams will only be scheduled after the final exam period. Students required to remediate modules will be informed of the specific supplemental examination dates.

   b. If students have supplemental exams in more than one module or course, adjustments may be made to the supplemental exam schedule by the year chair in coordination with course/module director(s).

   c. Supplemental assessments will be scheduled by the UGME office. Supplemental assessments will only be offered on scheduled dates barring exceptional circumstances. In cases of exceptional circumstances, students should follow the Deferred Exam Procedure to request adjustment of supplemental exam dates.

   d. Students must be available in an appropriate site to complete the remediation process. It is strongly recommended that any travel be carefully planned with this in mind, including researching cancelation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case-by-case basis by the Program Manager of UGME, the Academic Director, and Associate Dean of UGME. Exceptions to this policy will be rare and granted under only very special circumstances.

5. A maximum of one (1) supplemental assessment per failed component will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental assessment will be deemed unsuccessful in the course.

6. Should a student meet the criteria to no longer be eligible for supplemental assessment during the remediation period remediation can continue. However, no further supplemental assessment will be allowed.

7. Recommendations for promotion, remediation, and supplemental assessment are made by the Year Promotions Committee. Decisions regarding promotion, remediation, and supplemental assessment are adjudicated by the Student Academic Management Committee.

8. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (in most cases a 70%).

EXAM REVIEW

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

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Medicine and Society IV?

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

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

How is attendance documented?

Attendance will be taken at mandatory sessions.

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

What are the implications of being absent?

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

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up for missed material. Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Clarification of the SBAR assignment and grading rubric

2. Increased active learning elements within the course.

3. Adjustments made to reduce redundancies across all M&S courses.

MODULE CONTACTS

Module Director: Dr. Cari McIlduff – cari.mcilduff@usask.ca

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

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

MODULE DESCRIPTION

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

Students will participate in an experiential learning module (including the Community Plunge, module orientation, 9-hour placement with a community-based organization, Two-way Interview, and module debriefing session) spanning both fall (Term 1) and winter (Term 2).

MODULE OBJECTIVES

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

1. Explain how the community-based organizations and programs address social determinants of health and community needs.

2. Apply community engagement principles when working with community-based organizations.

3. Recognize the roles that physicians can play when working with community-based organizations to enhance the health and well-being of community members.

4. Develop relationships with community-based organizations to work on initiatives addressing social determinants of health.

MODULE REQUIREMENTS

The requirements A to D were completed in Term 1 (see MEDC 232 syllabus).

Term 2 – students are expected to:

E. Complete the number of required community hours with the selected placement, a minimum of 9 including the hours completed in Term 1 (Step #4).

F. Reflect on what you have learned from your placement and module (Step #5).

G. Participate in the two-way interview with a representative of a community-based organization (Step #6).

H. Contribute to the module debriefing session (Step #7).

MODULE ASSESSMENT

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

Successful completion of the module depends on attendance, completion of all the module requirements for Term 2, and passing the module assignment. Regarding items E and G above, students must submit the following:

Step #4:   Submit completed and signed CLE attendance form.

   Description: Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form is attached to the introductory package and posted to One45 and Canvas. Please note that students may complete further hours during this term and holiday break depending on the availability of your community-based organization and students' class schedule.

 You should submit this term any hours that you have completed between December 2024 and March 2025.

Please note that curriculum time is allocated for the community hours. The community hours could be scheduled on different timeframes depending on the organization that each student selects. Students must communicate with their community placement facilitators.

Note: If you completed the required 9 hours in term 1 and already submitted the corresponding attendance sheets, you are exempted from this requirement in Term 2.

Step #5:   CLE Reflective Module Assignment

Description: Illustrate what you learned from your placement and module. You must take into consideration your placement learning objective (Step #1) and the proposed assignment to reflect your learning (Step #2) in Term 1, as well as the feedback received from the instructor and placement facilitator.

At the end of the term, a copy of your module assignment will be shared with your placement facilitator and could be used by the respective community based organization or program. Refer to Canvas for further details and submission guidelines and rubric

Step #6:   Complete the CLE two-way interview and submit signed attendance form (group task)

Description: You will be organized in small groups for the Two-Way Interviews. Each group will be assigned to visit a community-based organization in Regina or Saskatoon. No changes are allowed among assigned groups and organizations. Students must submit on Canvas the signed attendance form for the Two-Way interview.

Your group will receive a printed copy of the attendance form in the classroom. Please ensure the interviewed community-based organization representative signs your attendance sheet at the end of your visit. One post is expected per group.

Step #7:   Small group discussion - CLE module debrief (group task)

Description: In the same groups of the Two-Way Interview, you will discuss your community placements and the completed Two-way Interview. In addition, each group will select one of the final CLE module assignments submitted by the group members (e.g., poster, infographic, pain, etc.). The group will post the selected assignment as an attachment to the group post. Details will be provided in class and posted on Canvas.

MODULE CONTACTS

Module Director: Ryan Meneses – r.meneses@usask.ca

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

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

MODULE DESCRIPTION

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

MODULE OBJECTIVES

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

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

2. Demonstrate knowledge of conflicting ethical principles and diverse perspectives.

3. Analyze legal and ethical problems in a rational and logical manner.

4. Recognize personal biases and the impact of his/her own morals, beliefs, and values.

5. Propose rationally justified solutions and approaches to legal and ethical issues.

MODULE DELIVERY

50-minute self-directed learning session to cover information about approaches to ethical problem solving, and to educate students about the legal and ethical requirements associated with certain aspects of patient care. Small group discussion sessions provide an opportunity for students to discuss different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates.

RECOMMENDED RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert

(Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

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

MODULE ASSESSMENT

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

Ethics Written Assignment

Description: This assessment will focus on ethical reasoning and critical thinking in a written essay.

The required written assignment will be a discussion of one of several cases in a short essay format. More information about the details of this assignment will be provided at course orientation. Detailed description and rubric will be posted in Canvas.

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

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

the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

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

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

CITATION FORMAT

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the

concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

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

RECORDING OF THE LECTURES

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

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

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

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

REQUIRED VIDEO USE

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

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

USE OF TECHNOLOGY*

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

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

- AI-enabled glasses

- Smartwatches

- Smart jewelry

- Smart lenses

- Any similar smart or AI-enabled technology

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

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

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

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

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You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy. For example, posting

others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit https://library.usask.ca/copyright/students/index.php or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or (306) 966-8817.

INTEGRITY

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

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

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

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

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

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

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work.

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

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

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

ACCESS and EQUITY INFORMATION

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

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office. Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations. Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for

mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit https://students.usask.ca/health/centres/accessequity-services.php, or email aes@usask.ca.

STUDENT SUPPORTS

College of Medicine, Academic Support Team

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

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

Academic Support Coordinator: Meghan Nelson – meghanemily.nelson@saskhealthauthority.ca

College of Medicine, Office of Student Affairs

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

Student Affairs Coordinator Saskatoon, Bev Digout at bev.digout@usask.ca or (306) 966-8224

Student Affairs Administrator Saskatoon, TBD

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

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

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

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

Academic Help for Students

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

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

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

Teaching, Learning and Student Experience

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

Financial Support

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

GORDON OAKES RED BEAR STUDENT CENTRE

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

INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE

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