Foundations in Clinical Medicine IV

MEDC 246.21

YEAR 2 TERM 4

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 IV – Course Overview

COURSE DESCRIPTION

This course is the fourth 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: Kidney and Urinary Tract, Reproductive Health and Multi-System Complex Care.

Building on their learning from Foundations III 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 III (MEDC 236.21) or be conditionally promoted and engaged in a program of remediation for the MEDC 236.21 course as approved by the Student Academic Management Committee prior to the start of the Foundations of Clinical Medicine IV course.

OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 236.21, 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.
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.
5. Apply principles of research, health information literacy, and appropriate use of technology to clinical decision-making and practice.

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

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

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

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

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

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

COURSE CONTACTS

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

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

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

Administrative Coordinator: Kimberly Basque ugme.preclerkship@usask.ca (306) 966-6015

COURSE SCHEDULE

The Foundations in Clinical Medicine IV 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 on 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: I 978-0-07-1802161 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marcdante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.
4. Anatomy TV: https://libguides.usask.ca/PRIMAL
5. Additional Anatomy Resources: https://libguides.usask.ca/medicine/anatomy

Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. https://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 IV Mark
Kidney and Urinary Tract Module	Histology Assignment Dialysis CBL and Personal Reflection TBL – Basic Sciences & Tool Box TBL – Clinical Nephrology TBL – Clinical Urology End of Module Exam	P/F 5% 15% 15% 15% 50%	70% on Module	33.33%
Reproductive Health Module	Histology Assignment Anatomy In-Class Worksheet Quiz I Quiz II Mid-Module Exam End of Module Exam	P/F 5% 7.5% 7.5% 40% 40%	70% on Module	33.33%
Multi-System Complex Care Module	Multisystem Disease Project Geriatrics Models of Care Jigsaw Activity Mid-Module Exam I Mid-Module Exam II End of Module Exam	7.5% 2.5% 20% 20% 50%	70% on Module	33.34%
Case-Based Learning Module*	10 Cases CBL End of Module Exam	Competency Based	All required competencies met **and** 70% on CBL End of Module Exam	Pass/Fail
Course Total Mark				100.00%
Anatomy **	Lab Assessment **	Pass/Fail	60% on Lab Assessment	
Final Foundations IV Exam ***	May 15, 2026 [3-Hour Assessment]		60% on Exam	

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

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

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

** Anatomy Lab Assessment tests anatomy content covered in the Kidney and Urinary Tract and Reproductive Health Modules in Foundations IV. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labeled cadaveric specimens.

*** The Foundations IV Final Exam is a **cumulative exam** and tests clinical application of content from **Foundations I, II, III and IV block 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 IV 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 through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine Deferred Exam Policy and Procedure.

RUBRICS

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

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 IV 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 IV Course if they have achieved a minimum 70% average grade in each of the system-based modules (Foundations of the Kidney and Urinary Tract, Reproductive Health, and Multi-System Complex Care), the required amount of competencies for the Case-Based learning Module, 70% on the Case-Based Learning End of Module Exam, a minimum 60% grade on the Anatomy Lab Assessment, and a minimum 60% grade on the end of term Foundations IV 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 IV 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 system based modules, the required competencies in the Case-Based Learning module, 70% on the Case-Based Learning End of Module Exam or a 60% grade in the Foundations IV 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 IV Final Exam (see Table 1 & Table 2 for grade deficit point allocation rubric).

   Feedback regarding student progress in the Case-Based Learning module will be provided throughout the term and will be better able to target individual education needs. Students having difficulty meeting competencies 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. The goal of such a meeting is not meant to be punitive, but should 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, Anatomy Lab Assessment, or the Foundations IV 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 IV will be considered to have been unsuccessful in the Foundations IV Course and will NOT be offered further remediation or supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) 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 IV Final. A remediation plan will be arranged between the module director and student, in consultation with the Academic Support Specialist, which will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment. The module director, in consultation with the Assessment Specialist, will determine the specific type of supplemental assessment.

C) Supplemental examinations including supplementals for the Anatomy Lab exam will **only** be scheduled after the final exam period in May. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for the Kidney and Urinary Tract and Reproductive Health Modules will ideally be held within 7 days of the last final exam and that supplemental exams for the Multi-System Complex Care, Case-Based Learning Modules, and the Foundations IV Final Exam will be held mid-June. Where students have supplementals in more than one module or course then adjustments may be made to the supplemental exam schedule by the Year Chair in coordination with Course Chair/Module Director(s).

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

D) A maximum of **one (1)** supplemental examination per module will be allowed, up to the point of course failure. As well, students will only be allowed to write **one (1**) supplemental examination for the Foundations IV 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 IV course. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee.

E) Supplemental assignments may be written as arranged between the student, module director and/ or course chair(s). Supplemental assignments must be completed by the date set by the Module Director with the latest possible due date being two weeks after the end of the module; however, alternative earlier due dates 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 decision as to whether any additional remediation/supplemental assessment will be allowed will be adjudicated by the Promotions Committee and the Student Academic Management Committee.

G) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module, 60% for the Anatomy Lab Assessment, 60% on the Foundations IV Final Exam, and 70% of competencies on CBL End of Module Exam and the minimum number of required competency points for Case-Based Learning).

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.

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

	Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations.		
	<70% and ≥ 60%	<60% and ≥ 50%	<50%
Kidney and Urinary Tract Module	I	II	III
Reproductive Health Module	I	II	III
Multi-System Complex Care Module	I	II	III
Anatomy Lab Assessment	N/A	I	II
Foundations IV Final Exam	N/A	I	II

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

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

	Number of Competencies not achieved before remediation.		
	One Competency **OR** Failure of the End of Module Exam	Two Competencies **OR** one competency and failure of the End of Module Exam	Three or More Competencies **OR** Failure of Module Exam and two or more Competencies
Case-Based Learning Module	I	II	III

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

ASSESSMENT REVIEW

Course or Module Directors will provide all students with a summary of post-examination learning points focusing on clarification of concepts where significant numbers of students appeared to have difficulty. Actual examination papers will not be made available to all students, however in the event of specific module or examination failure, students may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to discuss their examination performance.

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Foundations IV?

Attendance at small group sessions is mandatory. (See One45), unless an 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 IV – 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 IV Course.

MODULE 1

KIDNEY AND URINARY TRACT

MODULE DIRECTORS

Nephrology: Dr. Ingi Elsayed

Email Address: xat146@usask.ca

Urology: Dr. Garson Chan

Email Address: garsonkchan@gmail.com

Nephrology: Dr. Chance Dumaine

Email Address: csd337@mail.usask.ca

MODULE DESCRIPTION

Through an integrative approach, students will describe the normal structure and function of the kidney and urinary tract and contrast this with the pathogenesis and pathophysiological derangements responsible for renal and urinary tract clinical conditions. Using clinical reasoning skills, students will apply their knowledge to select and interpret appropriate investigations, generate reasonable differential diagnoses and develop management plans to treat renal and urinary tract conditions.

MODULE OBJECTIVES

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

1. Describe the embryological development, normal anatomical structure and physiological function of the kidney and urinary tract organs.
2. Differentiate the normal renal and urinary tract structure and function with the pathogenesis and pathophysiologic mechanisms that lead to the following core presenting patient issues:
    - Elevated Serum Creatinine and/or Urea
    - Electrolyte and Acid/Base Abnormalities
    - Hypertension
    - Hematuria
    - Proteinuria, Nephrotic Syndrome and Glomerulonephritis
    - Lower Urinary Tract Symptoms and Obstruction
    - Upper Urinary Tract Symptoms and Obstruction
    - Urinary Tract Infection
    - Urinary Tract Trauma
    - Urothelial, Renal, Testis and Prostate Cancer
    - Voiding Abnormalities (neurogenic dysfunction and incontinence)
    - Acute Kidney Injury and Chronic Kidney Disease
    - Genetic and Cystic Kidney Disease
    - End-Stage Renal Disease and Options for Renal Replacement Therapy

3. Elicit and synthesize the history, physical examination, laboratory and imaging data to develop a differential diagnosis of the core presenting patient issues (as above).
4. List, interpret and calculate (when applicable) appropriate resource-conscious laboratory and imaging findings which are key in the process of differential diagnosis of common and urgent renal and urinary tract conditions.
5. Formulate a patient-centered management plan for common and urgent renal and urinary tract conditions, including non-pharmacological, pharmacological and surgical treatment options.
6. Discuss preventative health strategies as they apply to conditions of the kidney and urinary tract.
7. Elicit and synthesize the history, physical examination, laboratory and imaging data to develop a differential diagnosis of the following pediatric conditions:
    - Hypertension
    - Hematuria and/or Proteinuria
    - Acute Kidney Injury and Chronic Kidney Disease
    - Enuresis and Incontinence
    - Hydronephrosis
    - Urinary Tract Infection
    - Foreskin Abnormalities
    - Cryptorchidism
8. Demonstrate collaboration and peer-teaching skills.
9. Recognize the multi-faceted impact of chronic kidney disease (CKD) and dialysis on patients' physical, emotional, and social well-being.

Note: Students should also refer to overall Foundations II 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. Lecture recordings for Flipped Classes will be available through Canvas.

MODULE SCHEDULE

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

RECOMMENDED RESOURCES

Canadian Undergraduate Urology Curriculum, Canadian Urological Association, www.cua.org/canuuc

Campbell-Walsh Urology, 12th Edition

Brenner & Rector's: The Kidney / [edited by] Barry M. Brenner

Primer on Kidney Diseases / editor, Arthur Greenberg; assoc. editors, Alfred K. Cheung ... [et al]

Clinical Physiology of Acid-Base and Electrolyte Disorders / Burton David Rose, Theodore W. Post

Acid-Base and Electrolyte Disorders: a companion to Brenner & Rector's The Kidney / Thomas D. DuBose

Oxford Handbook of Urology / John Reynard, Simon Brewster, Suzanne Biers

Problem Based Urology [electronic resource] / [edited by] Paolo Gontero, Roger Kirby, Culley Carson III

Lecture Notes: Urology 6th Edition / John Blandy, Amir Kaisary

Fluid, Electrolyte, and Acid-Base Physiology: A Problem-Based Approach / Mitchell L. Halperin, Kamel

Additional On-Line Resources:

Acland's Video Atlas of Human Anatomy http://aclandanatomy.com/

American Urological Association Guidelines http://www.auanet.org/education/aua-guidelines.cfm

AnatomyOne http://www.anatomyone.com/anatomyone-a-new-generation-of-anatomy-thought-leaders/

Bates Visual Guide to Physical Examination http://batesvisualguide.com/

Canadian Urological Association Guidelines http://www.cua.org/guidelines/

Canadian Urological Association Undergraduate Education modules https://www.cua.org/canuuc

Edinburgh Renal Unit Website http://www.edren.org/pages/edreninfo.php

Electrolyte and Acid-Base Workshop http://www.learnphysiology.org/sim2/

European Urology Association Guidelines https://uroweb.org/guidelines

National Kidney and Urologic Disease Information Clearinghouse http://kidney.niddk.nih.gov

Nephrology on Demand https://blog.ecu.edu/sites/nephrologyondemand/?page_id=6949

Precious Bodily Fluids http://pbfluids.com

Renal Physiology in Real Time http://www.biologymad.com/resources/kidney.swf

Surgery 101 Podcasts (Urology Sections) http://surgery101.libsyn.com/?search=urology

UKidney, Internet School of Nephrology https://ukidney.com

MODULE DELIVERY

Students will learn through a variety of methods, including:

- Virtually delivered lectures
- Team-Based learning small group and larger group sessions
- Large group didactic, interactive and case-based problem-solving sessions, including flipped lecture sessions
- Interactive small group learning sessions, including dialysis unit visit and patient encounter
- Independent self-directed reading and exercises

STUDENT ASSESSMENT

Assessments	**5%**	
Histology Assignment	Pass/Fail	
Dialysis Visit Individual Case-Based Learning	5%	
In-Class Assessments	**45%**	
Team-Based Learning – Basic Sciences & Tool Box	15%	(10% individual and 5% team)
Test and Individual Self-Assessment – Clinical Nephrology	15%	(10% individual and 5% team)
Team-Based Learning – Clinical Urology	15%	(10% individual and 5% team)
Exams	**50%**	
End of Module	50%	

Assessment 1: Histology Assignment

Value: Pass/Fail

Due Date: January 14, 2026

Description: Using lecture notes, study room materials, on-line websites and textbooks as resources, students are asked to label cells and structures in virtual slides of the kidney, ureter, bladder and urethra.

Assessment 2: Dialysis Visit: Individual Case-Based Learning and Personal Reflection

Value: 5% of Final Grade

Due Date: February 2, 2026 [Saskatoon Campus] / 7 days after the Scheduled Visit [Regina Campus]

Length: 1000 words maximum

Description: The student will initially pick a topic of relevance to management of end-stage renal disease. The topics will be posted in Canvas. Then the student will have the opportunity to interact with a patient with end-stage renal disease, receiving maintenance hemodialysis. The student will combine self-directed learning around the topic they chose as well as their patient interaction to synthesize a patient-centred mini-review on the topic they chose. They will also reflect on this experience by commenting on what they saw, how it affected them, and what changes in their future assumptions, attitudes, values or beliefs resulted from the interaction. The mini review will be scored against key content model answer. The reflection will be assessed using a scoring rubric. This rubric will be posted in Canvas.

In-Class Assessment I: Team-Based Learning Review – Basic Sciences & Tool Box Investigations* [Timed Assessment]

Value: 15% (10% individual and 5% team)

Date: January 15, 2026

Length: Individual Readiness Assurance Test (approx. 45 mins), Team-Based Test (approx. 60 mins)

Description: The basic science and tool-box investigations content of the course will be reviewed using a team-based approach, where students will first individually take a readiness assurance multiple choice test. After the individual test is completed, students will join pre-assigned groups and will answer a portion of the individual tests as a team using a scratch card specifically designed for team-based learning.

In-Class Assessment II: Team-Based Learning Review – Clinical Nephrology* [Timed Assessment]

Value: 15% (10% individual and 5% team)

Date: January 29, 2026

Length: Individual Readiness Assurance Test (approx. 45 mins), Team-Based Test (approx. 60 mins)

Description: The clinical nephrology content of the course will be reviewed using a team-based approach, where students will first individually take a readiness assurance multiple choice test. After the individual test is completed, students will join pre-assigned groups and will answer a portion of the individual tests as a team using a scratch card specifically designed for team-based learning.

In-Class Assessment III: Team-Based Learning Review – Clinical Urology* [Timed Assessment]

Value: 15% (10% individual and 5% team)

Date: February 4, 2026

Length: Individual Readiness Assurance Test (approx. 45 mins), Team-Based Test (approx. 60 mins)

Description: The clinical urology content of the course will be reviewed using a team-based approach, where students will first individually take a readiness assurance multiple choice test. After the individual test is completed, students will join pre-assigned groups and will answer a portion of the individual tests as a team using a scratch card specifically designed for team-based learning.

End of Module Exam [Timed Assessment]

Value: 50% of Final Grade

Date: February 6, 2026

Description: Cumulative - Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all content from the course.

Anatomy Lab Assessment [Timed Assessment]

Value: Required Pass Component

Date: Saturday, March 14, 2026

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the Kidney and Urinary Tract and Reproductive Health 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.

NOTE: Successful completion of all assignments is mandatory. Unsuccessful completion of any assignment may result in remediation and will be determined by the module directors on a case-by-case basis.

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

* In-class assessments – these sessions are **MANDATORY TO ATTEND** as per the Attendance Policy. It is mandatory for all students to attend the student team-based discussions throughout the module.

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. None to report.

MODULE 2

REPRODUCTIVE HEALTH

MODULE CO-DIRECTORS

Dr. Dorian Kristmanson

Email Address: dorian.kristmanson@usask.ca

Office Hours: please contact in advance for a meeting

Dr. Susan Auvinen

Email Address: sva527@mail.usask.ca

Office Hours: please contact in advance for a meeting

MODULE DESCRIPTION

This course includes the embryology, anatomy, histology, and physiology of the female and male reproductive systems followed by exploration of disorders of the gynecologic system. The second half of the course involves learning around the normal and abnormal processes of reproduction.

MODULE OBJECTIVES

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

1. Identify the underlying embryology, anatomy, and physiology of common disorders of the female reproductive system.
2. Formulate possible causes, investigations, and management for common presentations of gynecologic disorders.
3. Discriminate the abnormal from normal processes of reproduction.
4. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at risk populations.

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

The recommended textbook is:

Beckmann CRB, Ling FW. Beckmann and Ling's Obstetrics and Gynecology 8th ed. Wolters Kluwer; 2019

The SOGC Clinical Practice Guidelines are also recommended reading and can be accessed through the U of S Library or online.

Each lecture may have additional readings; these should be checked before each lecture on One45.

MODULE DELIVERY

Students will learn through a variety of methods, including: large group didactic, interactive and case-based problem-solving sessions, and independent self-directed reading and exercises.

STUDENT ASSESSMENT

Assessments	**20%**
Histology Assignment	P/F
Anatomy Assignment	5%
Quiz #1	7.5%
Quiz #2	7.5%
Exams	**80%**
Mid-Module Exam	40%
End of Module Exam	40%

Assessment 1: Histology Assignment

Value: Pass/Fail

Due Date: March 9, 2026

Description: Short answer take-home assignment done in Canvas.

Assessment 2: Reproductive Health Anatomy Flipped Class Worksheet Assignment

Value: 5% of Final Grade

Due Date: February 10, 2026

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

Quiz 1: Quiz #1 [Timed Assessment]

Value: 7.5% of Final Grade

Date: February 13, 2026

Description: Written at home. Question types may include short answer, true/false and MCQ. Includes content up to February 12, 2026.

Quiz 2: Quiz #2 [Timed Assessment]

Value: 7.5% of Final Grade

Date: March 13, 2026

Description: Written at home. Question types may include short answer, true/false and MCQ.

Mid-Module Exam [Timed Assessment]

Value: 40% of Final Grade

Date: March 6, 2026

Description: Midterm contains material up to and including March 2, 2026.

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

End of Module Exam [Timed Assessment]

Value: 40% of Final Grade

Date: March 20, 2026

Description: Final exam contains material from March 4, 2026 until the end of module.

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

Anatomy Lab Assessment [Timed Assessment]

Value: Required Pass Component

Date: Saturday, March 14, 2026

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

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

COURSE EVALUATION QUALITY IMPROVEMENT

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

1. Addition of topic-specific worksheets to highlight important concepts and aid in exam preparation.
2. Ensuring key concepts tested on exams and quizzes aligns with lecture content.

MODULE 3

MULTI-SYSTEM COMPLEX CARE

MODULE DIRECTOR

Dr. Regina Taylor-Gjevre

Email Address: r.gjevre@usask.ca

MODULE DESCRIPTION

This final block module in the Foundations of Clinical Medicine course series builds upon the learning in earlier modules to support exploration around more advanced concepts in clinical medicine including relating to infectious disease, multisystemic disease, organ transplantation and intersecting co-morbid disease/disorders. In preparation for student advancement towards the clinical clerkship stages of the medical education program, portions of this module are also dedicated to supporting students synthesizing learning around provision of health care for perioperative, pediatric, geriatric populations as well as care for people with disabilities. Sessions dedicated to approach to palliative care add further opportunity for students to enhance their learning towards care of vulnerable people within our society.

MODULE OBJECTIVES

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

1. Describe pathogenesis and pathophysiology of selected multisystemic disease and/or intersecting co-morbidities.
2. Describe a patient-centered approach to diagnosis, investigation, and management for a patient with multisystemic involvement/impact from acute and/or chronic disease.
3. Develop a patient-centered approach to investigation and acute and/or chronic management of a patient with intersecting co-morbidities.
4. Explain a palliative approach to care.
5. Apply knowledge of life-stage related context to patient care situations.
6. Incorporate concepts of complex care needs in patient-centered collaborative assessment/ management planning.
7. Apply an evidence-informed approach to health promotion, illness prevention and disease screening for healthy and at-risk populations.

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.

MODULE DELIVERY

Students will learn through a variety of methods which may include: didactic lectures, pre-recorded presentations, small group work, case-based activities, student self-study, panel discussions and peer-guided learning.

STUDENT ASSESSMENT

Assessments	**10%**
Multisystem Disease Project	7.5%
Geriatrics Models of Care Jigsaw Activity Quiz	2.5%

Exams	**90%**
Mid-Module Exam I	20%
Mid-Module Exam II	20%
End-of-Module	50%

Assessment 1: Multisystem Disease Project

Value: 7.5% of Final Grade

Due Date: [In-Class Presentation]

Description: Multisystem Disease Project. Many chronic diseases have multisystemic manifestations which can lead to complexity in patient care. This small group activity provides a template or model for students to use in developing a deeper understanding of how cellular/molecular pathophysiologic mechanisms connect to clinical manifestations, treatment targets, other care directions, and prognosis in multisystemic disease. Each student small group will select an example multisystem disease to work through. An oral presentation will be prepared by each group and shared with the class. Assessment components are outlined in the rubric posted in Canvas.

Assessment 2: Geriatrics Models of Care Summary

Value: 2.5% of Final Grade

Due Date: [In-Class Activity]

Description: Each geriatrics models of care jigsaw group will complete a summary table comparing and contrasting different models of care for seniors in Saskatchewan. This summary table and the grading rubric will be posted in Canvas.

Mid-Module Exam I [Timed Assessment]

Value: 20% of Final Grade

Date: April 2, 2026

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.

Mid-Module Exam II [Timed Assessment]

Value: 20% of Final Grade

Date: April 15, 2026

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 [Timed Assessment]

Value: 50% of Final Grade

Date: May 4, 2026

Description: ExamSoft. 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 EVALUATION QUALITY IMPROVEMENT

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

1. The transplantation half day has been switched to a morning session to better accommodate the time requirements for the speakers.
2. The infectious disease component of the module has been adjusted to further support students in preparation for their upcoming clerkship.
3. Some session sequencing has been modified to support horizontal curriculum integration with other courses.

MODULE 4

CASE-BASED LEARNING

MODULE CONTACTS

Case-Based Learning Development Director

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

Module Director

Dr. Joan Hamilton – Email: jml379@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 Phone: (306) 766-0552

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

MODULE DESCRIPTION

This module introduces students to the concept of clinical reasoning and its components and to evidence-informed practice. Students will develop an approach to clinical diagnostic reasoning and clinical management reasoning and will use evidence to inform decisions. Students will be introduced to sources of bias/error and their effect on clinical decisions and patient care. In small group learning sessions, the student will work through patient cases in order to have practice applying knowledge from the various courses and to develop clinical reasoning skills and will learn to apply evidence-based principles to find, evaluate and apply information to clinical management

Most sessions will focus on a clinical case, which will be released one week before the discussion. You will complete the case independently, answering questions in Canvas. Details on required answers are provided in the student package. Responses are due by 23:59 the night before the facilitated group session.

These cases are designed to help you develop a systematic approach to common clinical problems and strengthen your clinical reasoning. During the session, students and facilitators will discuss reasoning and case approaches. Some sessions may be held in a large, instructor-led format.

Along with the case based discussion (CBL) there will be an evidence-based medicine (EBM) session aimed at applying evidence to patient care. EBM sessions will follow a journal club format, where students identify, appraise, and present an article. Efforts will be made to align EBM topics with the week's clinical focus. The EBM case will also be released a week in advance, with related questions completed in Canvas. Specific journal club requirements and schedules will be provided separately.

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.

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   ii) Analyzing components of the physical examination.

   Determine appropriate maneuvers.

   Interpret the findings.

   Milestones:

   Choose physical exam strategies to stratify differential diagnosis.

   Give a sound rationale for the choices.

   Explain the significance of 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 from history and physical exam to support the differential diagnosis.

---

   iv) Analyze diagnostic errors.

   Identify common errors in information gathering and synthesis.

   Develop strategies to decrease errors in diagnosis.

   Milestones:

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

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

   Identify how errors affect patient care.

   Disclose diagnostic or management errors to the patient/family.

---

v) Effectively manage the patient's problems.

Milestones:

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

Prioritize management steps.

Develop an 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 therm.

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

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

Begin to identify second-line management strategies.

vi) Order appropriate investigations.

Milestones:

Choose investigations that will help stratify differential diagnosis.

Provide a sound rationale for the choice of investigations.

Utilize concepts of false positives and false 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.

Use resources like Choosing Wisely.

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

Milestones:

Utilize FIFE and patient context to share decision-making taking into account patients' goals and values and cultural values.

Begin adding value to the patient's care (including but not limited to patient's values, system values).

Begin to identify barriers to implementing values-based care.

3. Utilize opportunities for health promotion and illness prevention.

Milestones:

Identify opportunities for health promotion and illness prevention.

Provide the evidence base for interventions.

Incorporate patient preferences and expectations into health promotion and illness prevention interventions.

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

Ask clear, answerable questions.

Acquire strong evidence.

Critically appraise the validity and applicability of the evidence.

Apply the evidence to guide management of the patient problem.

Milestones:

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

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5. Demonstrate self-directed learning (SDL).

Self-identification of learning needs.

Independent identification, analysis, and synthesis of relevant information.

Appraisal of the credibility of information sources.

Feedback on these skills.

Milestones:

Formulate a clinical question.

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

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

3. Teaching Medicine Website

   https://www.teachingmedicine.com/

   The Teaching Medicine website provides access to a range of computer-based patient cases for learning. Some cases will be assigned for use during CBL sessions, while others are available for optional practice. Student accounts were activated in Term I.

4. There are many applicable resources at the start of the Foundations syllabi that will be very helpful for CBL-EBM.

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

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

The student will need to acquire a pre-set number of assessment points to demonstrate competency (see chart below). Competency points can be accrued during the case-based learning sessions.

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

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

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

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

End of Module Exam

The end of module exam will be written on May 6, 2026. During the CBL End of Module Exam, multiple competencies will be assessed with a pass mark of 70%. Failure to achieve 70% will result in a failure of the module and a requirement for remediation and supplemental assessment.

OVERALL MODULE COMPETENCY COMPONENTS

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

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

Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
1. Utilize Clinical Reasoning (CR) to: **Analyze the patient interview:** Determine appropriate questions required to understand the disease process, illness experience, and relevant patient context. Interpret the answers.	Cases/Exams	5
Analyze components of the physical examination: Determine appropriate maneuvers. Interpret the findings.	Cases/Exams	5
Synthesize information to develop a rational differential diagnosis and a working diagnosis.	Cases/Exams	8
Analyze diagnostic errors: Identify common errors in information gathering synthesis. Develop strategies to decrease errors in diagnosis.	Cases/Exams	2
Effectively manage the patient's problems.	Cases/Exams	6
Order appropriate investigations.	Cases/Exams	6

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

COURSE EVALUATION QUALITY IMPROVEMENT

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

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

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified). Canvas returns confirmation that an assignment has been submitted. If the confirmation note is not shown, the assignment may not be properly logged. Please note: Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning. All due dates or timelines for assignment submission are published in the student course syllabus.[1].

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

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

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

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

CITATION FORMAT

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

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

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

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

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

REQUIRED VIDEO USE

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

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

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

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

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

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

ACCESS AND EQUITY SERVICES (AES)

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

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

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

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

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

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

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

STUDENT SUPPORTS

College of Medicine, Academic Support Team

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

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

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

College of Medicine, Office of Student Affairs

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

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

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

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

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

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

Academic Help for Students

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

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

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

Teaching, Learning and Student Experience

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

Financial Support

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

Gordon Oakes Red Bear Student Centre

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

International Student and Study Abroad Centre

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