



Medicine & Society IV

MEDC 222

YEAR 2 TERM 2

COURSE SYLLABUS
2018/2019



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

COURSE DESCRIPTION

This course, *Physician Leadership Roles*, is the fourth of four courses in the Medicine and Society series (following *Introduction to Medicine and Society in Canada*, *Public Health and Community Medicine*, and *Canada's Health Care System*). Topics will include physician leadership, debate, knowledge translation, global health and occupational health. This course explores the context for the practice of medicine involving many of the non-medical expert CanMEDs roles.

Medicine & Society IV also includes the following modules as part of this course: (1) Community & Workplace Centred Learning Experiences (CWCLE), (2) Arts & Humanities, (3) Patient Safety Module, and (4) Research Qualitative Methods Modules. Please refer to pages 7-9 of the syllabus for further descriptions and information about each module.

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

OVERALL COURSE OBJECTIVES

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

1. Provide a sophisticated critique of a leadership situation and/or propose (with justification based on theory) a leadership approach for a real or hypothetical situation.
2. Propose effective approaches to communication in situations of change and conflict.
3. Demonstrate a respectful approach to debate related to controversial issues.
4. Demonstrate an effective approach to patient education.
5. Explain how to support quality through crucial conversations with colleagues.
6. Describe the importance of collaboration and communication within interprofessional teams with specific reference to the Competency Framework.
7. Explain important professional considerations and practices related to social media.
8. Explain opportunities for physician advocacy from a global health perspective.
9. Describe opportunities for physician advocacy from an occupational health perspective.
10. Identify the importance of the non-medical expert CanMEDs roles in a physician's career.
11. Describe the role of community based agencies and employers in addressing the social determinants of health.
12. Complete online Patient Safety Module to identify and mitigate potential sources of error in assessment and management of clinical conditions.
13. Express meaning of medical experiences metaphorically through discussion and representation.

COURSE CONTACTS

Course Director: Dr. Jacqueline Kraushaar - jacqueline.kraushaar@usask.ca - (306) 766-0557

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

Administrative Coordinator (Saskatoon): Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

Administrative Coordinator (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – (306) 766-0556

COURSE SCHEDULE

There are 7 blocks of Medicine and Society scheduled throughout term 2. Please refer to one45 for days and times of classes. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 212 is not held every week. Please check one45 **DAILY** throughout the term to ensure that you have the most current schedule information. The course schedule may be subject to changes, which will be posted on One45.

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://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

INDEPENDENT LEARNING

Many sessions are based on the “flipped” or “inverted” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the course reading package and refer to one45 for details. Contributing to the small group sessions which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

COURSE DELIVERY

The course will be delivered through a series of lectures, online modules, small group sessions, site visits and community service learning experiences, enabling students to deepen their understanding of and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health. When lecturers consent, lectures are recorded.

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 will be posted to one45. Assignments will be submitted on BBLearn.

COURSE INFORMATION

COURSE RESOURCES

Presentations and supplemental materials for reading and viewing will be posted to One45.

COURSE ASSESSMENT

Achievement in this course will be determined by the following:

MARKS WILL BE ALLOCATED AS FOLLOWS:

Course Component:	Assessment:	Course Value:	Due Date: indicated below Due Time: 23:59
Component: 1	Analysis Assignment	10% Each x 2 (Total 20%)	Mar 11, 2019 (first analysis) Apr 1, 2019 (second analysis)
	Peer Evaluation	3.33% Each x 3 (Total 10%)	Jan 21, 2019 (first peer evaluation) Mar 4, 2019 (second peer evaluation) Mar 25, 2019 (third peer evaluation)
	Arts & Humanities Module	10%	March 11, 2019
Component: 2	Major Written Assignment	30%	April 12, 2019 by 23:59
Component: 3	Final Examination	30%	April 29, 2019
	TOTAL	100%	
Component: 4	CWCLE Module -Attend the CWCLE Mixer -Reflective assignment -Attendance sheet	Pass	January 21, 2019 April 1, 2019 Due Date assignment April 1, 2019 Due Date attendance sheet
Component: 5	Patient Safety Module	Modules Completed	Complete modules by April 15, 2019
Component: 6	Qualitative Research Module - Interview transcript - Research abstract - Individual reflection	Pass	January 7, 2019 (one per group) March 13, 2019 (one per group) March 29, 2019 (individual)

* Assignments are mandatory and must be completed.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

In order to successfully complete the course for the purposes of promotion, students must pass the following listed course components. If required, two course components may be remediated once under the conditions stated below in order to complete the course requirements for passing. Students who are not promoted on the basis of failing this course will receive an “F” on their transcript.

For successful completion of this course for the purposes of promotion, students are required to successfully complete the following course components:

1. A cumulative mark of 70% on the two analysis reports, three peer assessments and the Arts & Humanities written assignment.
2. A 70% on the major written assignment.
3. A 70% on the final examination.
4. A “pass” on the CWCLE Module.
5. Completion of the online Patient Safety Modules.
6. A “pass” on the Qualitative Research Methods Module.

Remediation:

- A) Upon failure of a course component, students will meet with the module/course director and/or year chair to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors.
- B) If a student fails one or two of the above course components, remediation and supplemental assessment may be offered (to a maximum of one remediation attempt per component).
 - For course component 1, if a student fails one or more of the assignments but still achieves the 70% average, no remediation/ supplemental assessment is required. If a student fails to achieve the 70% average, they will be required to remediate each of the failed assignments separately after the end of term, but this will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided.
- C) Successful completion of remediation and supplemental assessment will result in a grade at the minimum passing grade for that component (70%).
- D) **Failure of 3 or more** course components will result in a course failure, with no remediation offered. Additionally, failure of a supplemental assessment of a failed course component will result in failure of the course.
- E) For non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy” sections below.

BRIEF ASSIGNMENT DESCRIPTION

A. Short Assignments

- a. During this term we will be introducing small group learning opportunities including a structured controversy (January 21) and case discussions (March 4 & March 25). For each of these sessions students will be asked to complete the following assessments:

1. Peer Assessment (1 completed for each session for a total of 3 peer assessments):

- To be completed following the small group sessions on a peer of your choice. Students are responsible to ensure that a peer assessment is completed for themselves by one of their peers for each of the sessions.
- Refer to the Rubric for the expectations on the peer assessment.
- *The Due Date for each peer assessment will be 23:59* of the day of the session (January 21, March 4 & March 25, 2019).*

2. Analysis Report (choose 2 sessions to complete an analysis for a total of 2 analysis reports):

- Prepare a brief written analysis (500 words maximum) describing your experience during the activity. Describe how this learning experience may impact or change your future practice as a physician. Also illustrate how this activity may be applied using a real example that you observed in practice or a situation which you participated in.
- Students may choose which **TWO (2)** of the three learning opportunities they wish to complete analysis reports.
- The Due Date for the analysis reports will be 23:59* on March 11, 2019 (first analysis report) and April 1, 2019 (second analysis report).

B. Major Written Assignment

- a. May choose either ONE (1) of the following two written assignments:

1. Leadership Analysis

Prepare a paper (1500 words max) to analyze and evaluate a specific leadership situation using key features, elements and strategies of leadership from class sessions and/or one's own reading and independent learning. The leadership situation ideally should be one in which you participated (as the leader or follower) but if not possible, one from current events or observations in healthcare settings or elsewhere is also acceptable.

- a) Briefly summarize and describe the principal aspects of the situation.
- b) Analyze and then evaluate the leadership situation using leadership theory, decision-making and conflict frameworks as discussed in class.
- c) Suggest ways that the participants might have done things differently and justify.

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn (*DUE DATE: March 29, 2019 by 23:59*)

Phase B: Provide comments & constructive feedback to two other papers online
(*DUE DATE: April 5, 2019 by 23:59*)

Phase C: Revise & turn in a polished version of the paper (*DUE DATE: APRIL 12, 2019 by 23:59*)

2. Change Leadership Plan

Prepare a paper (1500 words max) highlighting a leadership plan related to your previous discussions in your QI project or reform idea completed in MEDC 212 in term 1. In the paper, create a change leadership plan explaining what could be done to move the QI and reform ideas forward.

- a) Briefly summarize and describe the QI project or reform idea.
- b) Develop a change leadership plan using leadership theory, decision-making and conflict frameworks as presented in class.
- c) Explain challenges that may arise in implementing these changes and how these may be overcome or managed through effective leadership

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn (*DUE DATE: March 29, 2019 by 23:59*)

Phase B: Provide comments & constructive feedback to two other papers online
(*DUE DATE: April 5, 2019 by 23:59*)

Phase C: Revise & turn in a polished version of the paper (*DUE DATE: APRIL 12, 2019 by 23:59*)

C. Final Examination (APRIL 29, 2019)

The 3 hour final examination will test the students' understanding of material from the entire course using essay type questions.

COURSE EVALUATIONS QUALITY IMPROVEMENT

We have made a few specific changes to the course as a result of the helpful feedback received from students last year. We continue to incorporate additional cases and group discussions to provide more application and practical approaches to the topics. We have also aimed to avoid similar assignment due dates within the different modules. In the Patient Safety Module fewer and different modules have been chosen based on student feedback. The addition of the Qualitative Research component of the Research Vertical Theme. Changes have been implemented to the CWCLE Module based on a comprehensive module evaluation and in collaboration with community partners.

COURSE MODULES

Community & Workplace Centered Learning Experience (CWCLE)

MODULE CONTACTS

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Assistant (Saskatoon): Valerie Umaefulam – valerie.umaefulam@usask.ca – (306) 966-7813

Administrative Assistant (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – (306) 766-0556

MODULE DESCRIPTION

The CWCLE 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 (SDOH) (education, income, food security, housing, health services, etc.) and learn how to better practice medicine by accessing community resources for patients' benefit.

Students will participate in a 13.5-hour experiential learning module (3 hours Community Plunge and 9 hours with a placement in a community agency or workplace) spanning both fall 2018 (Term 1) and winter 2019 (Term 2), as well as the in-class module orientation in Term 1 and the Mixer in Term 2.

MODULE OBJECTIVES

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

1. Explain how the community agency or workplace selected addresses the SDOH of its clients, employees and/or volunteers.
2. Identify how socio-political context affects the work of community agencies in addressing SDOH.
3. Explain the role of work, working conditions, and occupational health and safety policies on health and well-being of employees/volunteers at the agency or workplace selected.
4. Explain the roles physicians can play in working with community agencies and workplaces to enhance health and well-being.
5. Promote relationships with community agencies or workplaces selected to collaborate with and advocate for initiatives addressing SDOH.

MODULE REQUIREMENTS

Please note that the expectation A to E were completed in Term 1.

Term 2:

Students are expected to:

- F. Complete their community hours with the selected agency, 9 in total including the hours completed in Term 1.
- G. Have an on-site informal conversation with a client or clients of your agency. Please make arrangements with your agency facilitator for accomplishing this component of the module or, if an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance).
- H. Participate in a one-hour in-class mixer sharing your community learning experiences and your draft assignment.
- I. Reflect on what you learn from your placement and module.

MODULE ASSESSMENT

Pass/Fail. Successful completion of the module depends on attendance and completion of all the module requirements for term 2 (note that the Assignment 1, 2 and 3 were completed in Term 1). Regarding the item F and I, students must submit the following assignments for term 2:

- Assignment #4 Submit completed and signed attendance sheet form.
- Due Date and Time: April 1, 2019, at 23:59
- Description: Students must submit through BBLearn the completed and signed CWCLE Attendance sheet before the Due Date. The attendance form was attached to the introductory package and posted to one45 and Blackboard. Please note that you should submit here the hours completed in December 2018.
- Note:** If you completed the required 9 hours in Term 1 and already submitted the corresponding attendance sheets, you are exempted from this assignment in Term 2.
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- Assignment #5: Reflect learnings from your placement and module.
- Due Date and time: April 1, 2019, at 23:59
- Description: Please take in consideration your placement learning objective submitted (Assignment #1) and the proposed assignment to reflect your learning (Assignment #2) in term 1. Refer to BBLearn for details.

MODULE ASSESSMENT

Module Director: Dr. Deirdre Andres – d.andres@sasktel.net

Administrative Assistant (Saskatoon): Kimberly Basque – kimberly.basque@usask.ca - (306) 966-6151

Administrative Coordinator (Regina): Christa Kaytor – christa.kaytor@saskhealthauthority.ca – (306) 766-3157

MODULE DESCRIPTION

Several streams will be offered. Below are the streams confirmed at the time of writing, with others to be added as instructors are confirmed.

- **Figure Drawing**
 - Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
 - Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
 - Topics of relevance to medicine and society will be explored. Some pre-reading will be required.
- **Philosophy**
 - Students will discuss various topics relating to the philosophy of medicine.
- **Literature in Medicine**
 - Through assigned readings students will explore the meaning of illness.
- **Writing your Medical Experience**
 - Students will explore the implications of medical education and patient care through their own written work.
- **Indigenous Experience**
 - Students will be guided through various aspects of First Nation/Metis history and culture, making links with current health perspectives. This may involve some outdoor activities in Saskatoon; students will need to dress accordingly.

MODULE OBJECTIVES

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

1. Express empathy for patients and families using representational or metaphorical works.
2. Demonstrate creative problem-solving skills which will incorporate tolerance of uncertainty and differing perspectives.
3. Develop a strategy for using arts in patient and physician care for the clerkship years.

ASSESSMENT

Successful completion of the module will require:

1. Successful completion of guided reflective including submission of a relevant piece of work, focusing on their arts and humanities experience and how it contributed to achieving the objectives of the module. Details of assignment and rubric will be posted to One45. For students in a stream where work is produced, attach a piece of work that you have produced. For students in a stream in which original work is not produced, attach a piece of work that you feel is meaningful or relevant to your experiences, appropriately acknowledged. The Due Date for this assignment is **one week following the final March 4, 2019 session by 23:39**. (10% of total course mark)
2. Attendance at the year-end Final Show, subject to the pre-clerkship Attendance Policy

The Final Show

The final show will occur at the end of the fourth term (i.e. year 2, term 2). This will be a mandatory session and will be cumulative. This session will be time for students to reflect on each other's work over the three terms and will complete the Arts and Humanities module.

Students are strongly encouraged to bring examples of the work they have been completing over the three terms from their A & H stream. Students should come to the final show prepared to discuss / explain their experiences.

- Examples of work students may bring to the show would be:
 - Philosophy, Drawing and Writing streams: samples of their written work
 - Literature stream: copies of books they have been working through
 - Photography stream: examples of photos taken during the terms
 - History of Medicine stream: timelines
 - Indigenous experience stream: a prepared discussion of their experience at Wanuskewin.

Note: these are only examples and students are free to bring work they feel is a good reflection of their time in their streams.

Patient Safety Module

In preparation for the Clerkship years, Medicine and Society III & IV introduce additional opportunities for student learning around patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement courses on Patient Safety for students. These patient safety modules are online and must be completed by the end of Term 2 in Year Two. Students are provided with release time during the year for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum in Medicine and Society III, as well as patient safety modules which will contribute towards preparation for clerkship:

- QI 102: How to Improve with the Model for Improvement
- QI 103: Testing and Measuring Changes with PDSA Cycles
- QI 104: Interpreting Data: Run Charts, Control Charts and Other Measurement Tools
- PS 101: Introduction to Patient Safety
- PS 102: From Error to Harm
- PS 103: Human Factors and Safety.

Please note that QI 102, 103 and 104 should be completed in Medicine and Society III. The PS 101, 102, and 103 modules should be completed as a requirement of Medicine and Society IV.

INSTRUCTIONS FOR STUDENTS

<http://www.ihl.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx>

Research Module: Qualitative Methods

MODULE CONTACTS

Module Director: Dr. Anne Leis – anne.leis@usask.ca – (306) 966-7878

Administrative Assistant (Saskatoon): Valerie Umaefulam – valerie.umaefulam@usask.ca – (306) 966-7813

Administrative Assistant (Regina): Alexis Robb – alexis.Robb@saskhealthauthority.ca – (306) 766-0556

MODULE DESCRIPTION

The vertical research theme (<http://medicine.usask.ca/documents/ugme/roadmaps/researchebm.pdf>), including sessions within the Medicine and Society courses, aims to build capacity for students to demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care. This involves:

- Exposing students to different fields of research and research methodologies
- Supporting students in the development of rudimentary research knowledge and skills
- Encouraging students to gain confidence in participating in research during their UGME program

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies. During the second year, the focus on learning about and participating in a qualitative research exercise.

The summers following Years One and Two, students are eligible to apply for Dean's Summer Studentship Research Awards. Learning around research methodologies encourages participation in experiential research activities, but also supports the acquisition of skills in critical appraisal of medical literature and promotes the development of evidence-based medicine approaches for clinical practice.

MODULE OBJECTIVES

1. Define qualitative research.
2. Describe/summarize common or frequently used qualitative methods.
3. Describe/summarize common or frequently used analyses in qualitative methods.
 - similarities and differences
 - inductive and deductive
 - thematic and/or content analysis

MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on One45.

ASSESSMENT

Since this module extends beyond term 1, some required assessments will occur in term 2. Successful completion of the Research Module requires in Term 1:

Assignment 1:

Students must submit through BBLearn the interview transcript (Interview conducted with staff member of a community agency in Term 1) by January 7, 2019, at 23:59.

Assignment 2:

Achieve a mark of at least 70% in the research abstract – one per small group – which should be submitted by March 13, 2019, at 23:59 through BBLearn.

Assignment 3:

Submit a reflection – one page per person by March 29, 2019, at 23:59 through BBLearn.

IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for student 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, HARASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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 syllabus¹.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original Due Date for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Educational Consultant 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.

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

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 Due Date. All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

CITATION FORMAT

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

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Blackboard site under *Course Materials*. *However, each lecturer reserves the right to choose whether or not 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*.

COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to students based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

Before copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

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 the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

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, OFFICE OF STUDENT AFFAIRS

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

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

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at lisa.persaud@saskhealthauthority.ca or 306-766-0620

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing 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>).

ABORIGINAL STUDENTS CENTRE

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal 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 also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

As we gather here today, we acknowledge we are on Treaty Six 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.