



Preparation for Residency

MEDC 409.8

YEAR 4 TERM 2

 **COURSE SYLLABUS**
2018-19



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

COURSE DESCRIPTION

The Preparation for Residency Course focuses on equipping students in the skills of quality improvement, as well as addressing key topics for the Medical Council of Canada Qualifying Exam Part 1 (MCCQE – 1). The goal of this course is to review the accumulated knowledge obtained over the course of the four years of medical school, focus on the clinical application, and ingrain the principles of physician wellness and development to carry forward throughout their careers.

This course will occur Jan 2-11 and Mar 18-April 12. All sessions within this course are **mandatory**.

Students are expected to attend in either Regina or Saskatoon. Any site changes for this course must be approved through the UGME office, as per protocol.

Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#)).

OVERALL COURSE OBJECTIVES

By the completion of this course, students will be expected to:

1. Develop a knowledge base appropriate for level of training to successfully complete the Medical Council of Canada examinations.
2. Prioritize a differential diagnosis based on clinical interpretation of information presented in clinical scenarios.
3. Select appropriate investigative tests that will contribute to an accurate management plan.
4. Identify and use appropriate sources of information to support the delivery of patient care.
5. Develop knowledge base and skills in financial literacy.
6. Develop goal setting skills for career planning.
7. Discuss strategies to personal wellness in the transition from medical school to residency.
8. Recognize the evolving contract between physicians, their organizations, and society.
9. Recognize the role of mentoring as it relates to the career transition process and long-term career planning.
10. Apply strategies to enhance patient safety during clinical care.
11. Discuss effective collaboration with interprofessional healthcare teams.
12. Identify a process for incorporating opportunities that promote advocacy measures such as: quality improvement, critical appraisal, professional development.
13. Effectively communicate information in peer group encounters.
14. Evaluate personal learning needs to enhance the comprehension of key concepts.

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: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

SASKATOON SITE

Dr. Ashley Selvig (Course Chair)
Email: ashley.selvig@usask.ca
Saskatoon

Carolyn Blushke (Administrative Coordinator)
Email: carolyn.blushke@usask.ca
Phone: (306) 966--7693
Fax: (306) 966-2601

Amy Winik (Administrative Assistant)
Email: amy.winik@usask.ca
Phone: (306) 966-5891
Fax: (306) 966-2601

REGINA SITE

Dr. Joelle McBain (Site Director)
Email: mcbainjoe@me.com
Phone: (306) 766-4890
Regina RGH

Annie Ethier
Email: annie.ethier@saskhealthauthority.ca
Phone: (306) 766-4890
Regina RGH

COURSE SCHEDULE

This course is a 6 week duration occurring from Jan 2-11, Mar 18-April 12. The sessions are coordinated across both sites through video conferencing. There will be 2 days set aside for a practice exams provided by the Medical Council of Canada, as a preparatory measure for the MCCQE I. This exam will be formative only.

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

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

COURSE DELIVERY

Students will learn through a variety of methods including:

- Lectures
- Independent self-directed learning
- Group sessions

COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents, are posted on One45. If you are having difficulty accessing your account please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-2222.

DIAGNOSTIC IMAGING EDUCATIONAL RESOURCES

<https://undergradimaging.pressbooks.com/> (Undergrad Diagnostic Imaging eBook)

<http://sites.usask.ca/undergradimaging/> (access links to download the eBook as a pdf or file for an eBook reader)

COURSE RESOURCES

Students are required to have their laptop or smart phone available for lectures to participate in cases and quizzes.

A general medical text should be consulted for reference in reading around Selected Topics in Medicine sessions. Optional resources include:

Diagnostic and Statistical Manual of Mental Disorders (DSM5) (5th ed). American Psychiatric, 2013

Corton MM et al: Williams Obstetrics (24th ed). McGraw-Hill Education, 2014

Goldman L and Schafer, A: Goldman-Cecil Medicine (25th ed). Saunders, 2015

Hoffman B and Schorge J: Williams Gynecology (3rd ed). McGraw-Hill Education, 2016

Kliegman RM et al: Nelson’s Textbook of Pediatrics (20th ed). Elsevier, 2015

Lake D, Baerg K, & Paslawski T: Teamwork, Leadership and Communication: Collaboration Basics for Health Professionals. Brush Education, 2015

Lawrence PF: Essentials of General Surgery (5th ed). Lippincott Williams & Wilkins, 2012

Longo D et al: Harrison’s Principles of Internal Medicine (18th ed). McGraw-Hill Education, 2011

Marx J et al: Rosen’s Emergency Medicine- Concepts and Clinical Practice (8th ed). Mosby/Elsevier 2013

Ruldoph CD et al: Rudolph’s Pediatrics. McGraw-Hill Education, 2011

Tintinalli JE et al: Tintinalli’s Emergency Medicine: A Comprehensive Study Guide (8th ed). McGraw-Hill Education, 2016

Townsend CM et al: Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice (19th ed). Elsevier, 2012

COURSE ASSESSMENT OVERVIEW

Component	Weighting in Final Mark
Preparation Quizzes (participation)	30%
Weekly Quizzes	70%

ASSESSMENTS/ASSIGNMENTS

Preparation Quizzes

Students will be required to participate in completion of quizzes as a formative exercise to contribute to their exam preparation sessions. A grade will be allocated for completion of this exercise.

Weekly Quizzes

Students will be quizzed on weekly content during the duration of the course. Quizzes will occur on blackboard.

Practice Exams

Students will be provided an opportunity to complete the Medical Council of Canada Practice Exams- one multiple choice and one clinical decision making. These are formative only.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

The requirements for successful completion of the Preparation for Residency Course are listed below. Please note that students must meet the overall Year 4 graduation standards in order to graduate: (see Student Information Guide)

- A. For successful completion of this course for the purposes of promotion, students are required to attain a cumulative mark of at least 70%.
- B. Students who have not achieved a cumulative mark of at least 70% may be offered opportunity for remediation and supplemental assessment. The student will be required to meet with the Course Director and/ or a course sub-committee (which may include the MCC prep coordinator; Year 4 Chair or designates) to discuss ways to improve academic

performance and to plan remediation. The student is encouraged to invite a Student Services representative to be present if desired.

- C. The Year 4 chair in consultation with the MCC prep coordinator or designates will determine the specific type of remediation needed for each individual student, targeted to the areas of academic weakness. This remediation may be in the form of supplemental assignments, and/ or supplemental examinations as determined by the course chair(s). A maximum of one remediation/supplemental assessment will be allowed.
- D. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70%). Remediation will most likely occur by the end of Year 4.
- E. Any student who does not achieve a cumulative mark of at least 70%, even after remediation/supplemental assessment, will be considered to have failed the course. In this situation, the student will NOT be offered further supplemental assignments and/or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee. Students who do not graduate or are not promoted as a result of failing the course will receive a "FAIL" on their transcript for this course.

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>

ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

All sessions within this course are **mandatory**.

Course Modules

Quality Improvement

This module covers competencies required for providing safe patient care. It builds upon content covered in Medicine and Society I-IV and Success in Medical School III. Skills covered in the module include patient handover, discharge planning, medication reconciliation, reporting and disclosure of patient safety incidents and teamwork. Content will be delivered through a combination of didactic lectures, case presentations, and interactive group exercises. Learning will be assessed during the Year 4 OSCE.

Module Director: Dr. Michael Prystajeky- michael.prystajeky@usask.ca

MCC Review Course

This module involves a high-yield review of topics as they contribute to preparation for the MCC Part I qualifying exam (MCCQE-I) and topic sessions that address the general knowledge base required for completion of medical school and transition into a residency program. Attendance is mandatory. This module will be assessed through sessional quizzes. Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#)).

Module Director: Dr. Ashley Selvig- ashley.selvig@usask.ca

Career Advising and Mentorship

This module will review strategies for resilience so as to adapt to change and recover from challenges, as well as to recognize appropriate resources for support. Students will have an opportunity to discuss career planning in residency. Finally, sessions on financial literacy will be included.

Module Directors: Dr. Bindu Nair- bindu.nair@usask.ca and Stephanie Marshall- stephanie.marshall@usask.ca

Important and Relevant 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**
- **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 deadline 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 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

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 to enhance understanding of the concepts.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your 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 you 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 you copy or distribute others' copyright-protected materials, please ensure that your 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, 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, 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 Affairs Director, Dr. Nicole Fahlman at nicole.fahlman@usask.ca or 306-209-0142 Student

Affairs Director, Dr. Tiann O'Carroll at tiann.ocaroll@usask.ca or 306-529-0777

COM Student Affairs Director (Prince Albert) Dr. Dale Ardell at drardellpc@sasktel.net or 306-763- 8888

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.