



Clinical Integration I

MEDC 114.4
YEAR 1 TERM 1

 COURSE SYLLABUS
2020/2021



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

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.

Clinical Integration I – Course Overview

The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2020-21 Fall Term. However due to pandemic circumstances, the College of Medicine undergraduate education program may need to:

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.

COURSE DESCRIPTION

This is the first of four courses in the Clinical Integration series. Clinical Integration I is designed to provide students with opportunities to gather and integrate knowledge and clinical reasoning skills. These attributes will be further developed in the Clinical Integration II Course (Term 2).

Students will engage in Ethics, InterProfessional Based Learning, Information Literacy, and Clinical Reasoning Cases aimed at developing critical thinking skills and integrating the information learned in the other courses both during this term.

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

OVERALL COURSE OBJECTIVES/COMPETENCIES

By the completion of Clinical Integration I course, students will be expected to:

1. Utilize Clinical Reasoning in:
 - Analyzing the patient interview
 - Determine appropriate questions to understand the disease process, illness experience and relevant patient context
 - Interpret the answers
 - Analyzing components of the physical examination
 - Determine appropriate maneuvers
 - Interpret the findings
 - Synthesizing information to develop a rational differential diagnosis and a working diagnosis

- Analyzing management
 - Determine appropriate investigations
 - Interpret the information
 - Synthesize the information to further define the patient's problem
 - Analyzing diagnostic errors
 - Identify common errors in information gathering and synthesis
 - Develop strategies to decrease errors in diagnosis
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.
 3. Demonstrate ethico-legal reasoning.
 4. Demonstrate effective information literacy skills to find relevant information.
 5. Critically appraise pertinent information.
 6. Demonstrate self-directed learning.
 7. Exhibit professionalism.
 8. Collaborate effectively.

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

Course Director: Dr. Andrea Symon – andrea.symon@usask.ca – (306) 374-2404

Clinical Integration Courses Chair: Dr. Deirdre Andres – d.andres@usask.ca – (306) 966-5354

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

Year One Administrative Assistant: Joelle Cote – joelle.cote@usask.ca – (306) 966-7202

COURSE SCHEDULE

Please check one45 **DAILY** to ensure that the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the course administrators.

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>

Date	Time	Topic
Friday, August 14, 2020	9:30-11:20	Information Literacy #1*
Wednesday September 2, 2020	1:30-2:20	Course Introduction and Introduction to Clinical Reasoning
	2:30 -3:20	Ethics #1
Wednesday, September 23, 2020	1:30-2:20	Ethics #2
	2:30-4:20	Ethics Small Groups #1
Wednesday, September 30, 2020	1:30-2:20	Ethics #3
	2:30-4:20	Ethics Small Groups #2
Wednesday, October 14, 2020	1:30-4:20	Clinical Reasoning Session
Monday, October 19, 2020	1:30-2:20	Clinical Reasoning Session
Wednesday, October 28, 2020	2:30-4:20	iPBL Session
Wednesday, November 4, 2020	2:30-4:20	iPBL Session
Monday, November 9, 2020	9:30-11:20	Clinical Reasoning Session
Monday, November 16, 2020	8:30-9:50	Information Literacy #2
Wednesday, November 18, 2020	1:30 – 4:20	Clinical Reasoning Session
Tuesday, November 24, 2020	1:30 – 4:20	Clinical Reasoning Session
Thursday, December 3, 2020	9:00 – 12:00	Final Exam

* Note that this session will be delivered asynchronously and online, but that the material will become available on the date.

COURSE DELIVERY

Sessions vary in length and are scheduled throughout the term. Students will learn through a variety of methods, including: small group with facilitators, large group sessions, and independent self-directed learning. Students will also be oriented to working in cooperative small groups for the cases. These cases are designed to help students develop a general approach to common clinical problems. The complexity of the problems increases as students progress through the four Clinical Integration courses. Learning is student-directed and students assign themselves roles to help facilitate the case discussion. A clinician facilitator helps to guide students through the case (e.g. answering questions for clarification, redirecting them if they get off track, etc). Objectives and pre-reading (if required) will be posted prior to each case. Information about each case is released sequentially during the case discussion.

COURSE RESOURCES

The following are resources, but not required.

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. 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/>

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

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

COURSE MATERIAL ACCESS

Marks for assignments will be posted in **one45**. Relevant handouts will be visible in **Blackboard**. Cases will be released on Blackboard at the start of the Clinical Reasoning Case session. Students can track their progress towards competencies using the "My Grades" link in the left-menu of the BBLearn course. Students can also use the "My Grades" to view grades and feedback on graded quizzes and assignments.

Course materials, including syllabus, sessions, objectives, required reading, forms, and other relevant documents are posted as handouts in One45. Cases will be released on Blackboard at the initiation of the Clinical Reasoning Case (CRC) session.

Suggested preparation for each session includes review of patient-centred interview techniques, physical examination, and clinical skills relevant to the case topics. It may be helpful to review the following websites:

<http://www.choosingwiselycanada.org>

www.machealth.ca

www.cochranlibrary.com

www.medicine.ox.ac.uk/bandolier

www.nice.org.uk

PubMed (www.ncbi.nlm.nih.gov).

Many restricted sites are accessible through the University of Saskatchewan library system.

COURSE ASSESSMENT OVERVIEW

The Clinical Integration I course will utilize both formative and summative assessments.

Formative Assessment - Working through the Clinical Reasoning Cases gives the student the opportunity to apply knowledge from multiple courses including Clinical Skills, Medicine & Society, and Principles of Biomedical Sciences. This process provides formative feedback about the student's medical knowledge and reasoning and helps to prepare the student for assessments in subsequent Clinical Integration courses.

Summative Assessment – In addition to the assignments as outlined below, there will be a number of questions within the Clinical Reasoning Cases that assess content from the Ethics and Information Literacy modules that will utilize competency-based assessment.

OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS

During this term, students will be introduced to a new model of assessment, Competency-Based Medical Education (CBME).

In order for a student to progress from the early stages of learning to the level of competence necessary to function in a clinical setting, we would expect them to be able to demonstrate that they are competent at least as many times as described in the table below across all assessment points aligned with that particular competency. As students will have approximately double the opportunities throughout the term for assessment of each competency, it is expected that feedback will be provided earlier in the term and will be better able to target individual education needs.

**All assignments are mandatory to complete.

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
Milestones		
1. Utilize Clinical Reasoning (CR) in:		
Analyzing the patient interview: <ul style="list-style-type: none"> To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context. To interpret the answers 	Cases Final Exam (Formatively Assessed)	5
Analyzing components of the physical examination: <ul style="list-style-type: none"> To determine appropriate maneuvers. To interpret the findings. 	Cases Final Exam (Formatively Assessed)	5
Synthesizing information to develop a rational differential diagnosis and a working diagnosis	Cases Final Exam (Formatively Assessed)	5
Analyzing management: <ul style="list-style-type: none"> To determine appropriate investigations. To interpret the information To synthesize the information to further define the patient's problem. 	Cases Final Exam (Formatively Assessed)	n/a
Analyzing diagnostic errors: <ul style="list-style-type: none"> To identify common errors in information gathering and synthesis. To develop strategies to decrease errors in diagnosis 	Clinical Reasoning/ Bias Lectures Cases Final Exam (Formatively Assessed)	3
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.	Cases Final Exam (Formatively Assessed)	5
3. Demonstrate ethico-legal reasoning.	Cases Final Exam Ethics Assignment (Summatively Assessed)	8
<ul style="list-style-type: none"> See Ethics Module for Milestones. 		
4. Demonstrate effective information literacy skills to find relevant information.	Cases Information Literacy Assignments Final Exam (Summatively Assessed)	2
<ul style="list-style-type: none"> See Information Literacy Module for Milestones. 		
5. Critically appraise pertinent information.	Formatively Assessed	n/a

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
6. Demonstrate self-directed learning. • See Self-Directed Learning Module for Milestones.	Formatively Assessed	n/a
7. Exhibit professionalism. * Failure to exhibit professional behaviour will be adjudicated on an individualized basis.	Individually Assessed	n/a
8. Collaborate effectively. • See InterProfessional Based Learning (iPBL) Module for milestones.	InterProfessional Skills Assignment (Summatively Assessed)	1

EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may 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.

RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

DESCRIPTION OF ASSESSMENTS:

Full details will be provided during the course orientation.

Assessment 1: Information Literacy Assignment I

Due Date: Friday, September 4, 2020

Description: Short assignment on assessing quality of medical journals. Detailed description and rubric will be posted on Blackboard on August 14, 2020.

Assessment 2: Ethics Written Assignment

Due Date: Wednesday, October 7, 2020

Description: The required written assignment will be a discussion of one of several cases in a short essay. Detailed description and rubric will be posted on Blackboard and one45.

Assessment 3: iPBL Written Assignment

Due Date: Wednesday, November 11, 2020

Description: A written assignment using the student's experience in their interprofessional group. Questions will be related to the competencies from the CIHC competency framework & their

key elements. Detailed description and rubric will be posted on Blackboard.

Assessment 4: Information Literacy Assignment II

Due Date: Monday, November 16, 2020

Description: With your assigned group, present your evaluation of a patient education web site (assignment, along with course materials will be made available on October 26 , 2020) during scheduled class time on November 16th. Detailed description and rubric will be posted on Blackboard.

Cases:

Due Date: Completed during scheduled case sessions.

Description: Questions found within the Cases will be individually answered and facilitator graded, but formatively assessed (excluding Ethics and Information Literacy content). Detailed description and rubric will be posted on Blackboard.

Final Exam:

Date: Thursday, December 3, 2020 at 9:00 am – 12:00 pm

Type: Comprehensive and case-based

Description: Case-based questions similar to those found within the Cases throughout the term. Will incorporate all course modules, with the exception of iPBL and be formatively assessed, with the exception of Ethics and Information Literacy content. Students who are unsuccessful on the final exam will be required offered the opportunity for remediation for their own learning, but it is only required remediation if they have failed a summatively assessed competency.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students will achieve the minimum number of successful competency assessment points in the Ethics, Information Literacy and iPBL modules. Points can be accrued toward summative competencies on the final exam. The remainder of course content will be formatively assessed. Students who fail a **summative** competency **must** remediate, while students who fail a **formative** competency will be offered remediation for their own learning purposes.

REMEDIATION AND COURSE FAILURE

If a student fails to meet one or two course objectives/competencies that are summatively assessed (i.e Ethics and Information Literacy), they may be offered remediation and supplemental assessment to a maximum of one remediation attempt per objective/competency. All assignments must be completed and failure to submit all assignments will result in course failure. Failure of more than two course objectives/competencies or failure of remediation will result in a course failure. Note: failure of the “exhibits professionalism” objectives/competency may result in an outright course failure. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair and Academic Support Specialist to identify areas of weakness and develop a structured remediation and learning plan and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

Students who do not accrue the expected number of competency points for the remainder of the course objectives/competencies over the term will be considered to have difficulty in Clinical Reasoning and applying the

Patient Centered Clinical Method. These students will be required to meet with the Course Director and will be offered an opportunity to develop an individualized learning plan to remediate these objectives.

A key component of competency based learning is self monitoring toward competency. To aid students, we will be monitoring students' progress, identifying those students who appear to be at risk of not meeting competency(is), and additional support offered. Students who identify for themselves that they are having questions are strongly encouraged to reach out.

EXAM REVIEW

Time has been built into the curriculum for post examination reviews. During these sessions Directors or Chairs will clarify key concepts where misunderstanding was apparent. Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

ATTENDANCE EXPECTATIONS

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

What are Expectations for Attendance in Clinical Integration I?

See the Attendance Policy for expectations. It is expected that students will attend all sessions unless absence is unavoidable. Attendance at small group sessions is mandatory. Unexplained absences should expect to receive a Breach of Professionalism report which may include academic consequences.

How is Attendance Documented?

Attendance will be taken during the session.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. The addition of formal Clinical Reasoning Teaching.
2. Use of Cases to reinforce Clinical Integration Content and content of other courses.
3. Cases are reviewed and altered annually to reflect up-to-date clinical content and student and tutor feedback.
4. Move to competency based assessment to ensure students are meeting the objectives of the course.

COURSE MODULES

This course is composed of the following modules: Ethics; Information Literacy; Clinical Reasoning; InterProfessional Based Learning (iPBL); and Clinical Reasoning Cases. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive application of information learned throughout the term.

Clinical Reasoning Module

MODULE DIRECTOR

Dr. Andrea Symon – andrea.symon@usask.ca – (306) 374-2404

MODULE DESCRIPTION

This module introduces students to the concept of clinical reasoning and its components and introduces an approach to differential diagnosis. Students will be introduced to sources of bias/error and their effect on clinical decisions and patient care. Basic clinical reasoning skills will be reinforced through the use of cases. In these small group learning experiences, the student will work through patient cases in order to have practice applying knowledge from the various courses in this first term and to further develop clinical reasoning skills. One of the cases will also have an introductory exercise to demonstrate the principles of self-directed learning. In some cases, a flipped classroom model may be utilized.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competencies:

1. Utilize Clinical Reasoning (CR) in:

Milestones:

- i) Analyzing the patient interview
 - Determine appropriate questions to understand the disease process, illness experience and relevant patient context
 - Interpret the answers
- ii) Analyzing components of the physical examination
 - Determine appropriate maneuvers
 - Interpret the findings
- iii) Synthesizing information to develop a rational differential diagnosis and a working diagnosis
- iv) Analyzing management
 - Determine appropriate investigations
 - Interpret the information
 - Synthesize the information to further define the patient's problem

- v) Analyzing diagnostic errors
 - Identify common errors in information gathering and synthesis
 - Develop strategies to decrease errors in diagnosis
- 2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.
- 3. Demonstrate self-directed learning.

MODULE ASSESSMENT

Satisfactory completion of this module will be based on questions found within the clinical reasoning Cases. The details for this assessment will be posted on **BlackBoard**. Please refer to the assessment breakdown above. Satisfactory completion of this module will be based on the student's participation in the small group sessions and completion of questions within the Cases.

Note: Due to BBLEARN formatting all clinical reasoning cases will be labeled "Tests" rather than assignments, however, for the purposes of the undergraduate medical education assignment submission policy they will be considered assignments.

Ethics

MODULE DIRECTOR

Ryan Meneses – rym482@mail.usask.ca – (306) 491-4636

Dr. Susan Hayton (Lecturer)

MODULE DESCRIPTION

This module is designed to introduce students to basic ethical topics in medicine, and to begin analyzing problems using the principles of biomedical ethics. This analysis sets the foundation for ethical reasoning in medicine and elucidates the ethical problem.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

3. Demonstrate Ethico-Legal Reasoning

Milestones:

By the end of the module, students will be expected to:

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and diverse perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of the student's own morals, beliefs and values.

MODULE DELIVERY

Lecture-based sessions are designed to deliver information about approaches to ethical problem solving and to educate students about the legal and ethical requirements associated with certain aspects of patient care. Small group discussion sessions provide an opportunity for students to discuss and analyze ethical cases under the guidance of 1-2 facilitators and fellow classmates. Feedback will be written by facilitators and delivered to students via email.

MODULE ASSESSMENT

This assessment will focus on ethical principles, guidelines and an understanding of ethical problems in a written essay 500-750 words. The details for this assessment will be posted on **one45**. The written assignment is due **Wednesday, October 7, 2020**.

RECOMMENDED RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

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

Information Literacy Module

MODULE DIRECTOR

Erin Watson – erin.watson@usask.ca – (306) 966-7327

MODULE DESCRIPTION

This module reinforces and expands upon students' existing information literacy (IL) knowledge and skills to develop IL knowledge and skills **specifically** for the medical context.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

4. Demonstrate Effective Information Literacy Skills to find Relevant Information

By the end of the module, students will be expected to:

1. Identify the importance of proper attribution of others' work.
2. Demonstrate correct usage of International Committee of Medical Journal Editors' style to write citations.
3. Distinguish between good-quality scholarly publications and non-scholarly, or poor-quality, ones.
4. Locate patient education websites.
5. List characteristics of good-quality patient education web sites.
6. Evaluate web sites for their appropriateness for use by patients.

MODULE ASSESSMENT

This assessment will focus on information literacy . The details for this assessment will be posted on **BlackBoard**. Please refer to the assessment breakdown above. There will be an assignment due **September 4, 2020** on understanding scholarly publications. The final assignment will involve evaluating a patient education web site based on a clinical case and will be due **November 16, 2020**.

InterProfessional Based Learning (iPBL)

MODULE DIRECTORS

Sean Polreis – sean.polreis@usask.ca – (306) 966-1311

Module Administrative Coordinator – TBA

MODULE DESCRIPTION

Health professions 'students work in teams to gain knowledge and experience in Interprofessional Collaboration, using a Skills for InterProfessional Team Effectiveness (SITE) approach.

IPECT is an online platform used by all USask Health Sciences learners to manage Interprofessional learning for the SITE sessions.

Some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions 'students participating in InterProfessional based learning. Students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

8. Collaborate Effectively

By the end of the module, students will be expected to:

1. Role Clarification

- Describe his/her professional role.
- Describe the role of other health professionals.

2. Team Functioning

- Identify principles of team work dynamics and group processes that enable effective interprofessional team collaboration.

3. Interprofessional Communication

- Identify principles of effective interprofessional communication.

4. Collaborative Leadership

- Identify leadership and decision-making behaviours that are likely to contribute to group effectiveness.

5. Patient/Client/Family/Community-Centred Care

- Describe the input and engagement of patient/ family/community in designing and implementing care/services.

6. Interprofessional Conflict Resolution

- Identify areas of conflict within interprofessional groups.

MODULE ASSESSMENT

This assessment will be based on iPBL. The details for this assessment will be posted on **Blackboard**. Please refer to the assessment breakdown above. Satisfactory completion of this module will be based on the student's participation in iPBL sessions and satisfactory completion of a written assignment, due **Wednesday, November 11, 2020**.

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, 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.

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.

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.

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

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

Note: Due to BBLEARN formatting all clinical reasoning cases will be labeled “Tests” rather than assignments, however, for the purposes of the undergraduate medical education assignment submission policy they will be considered assignments.

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.

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 UME 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, in order 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.

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

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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(<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS>). Students should also be familiar with the Procedures for Concerns with Medical Student Professional Behaviour which speak to the professional standards of the College of Medicine UME program and the interface with academic activities.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - [https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial\[RA1\]](https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial[RA1])

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

COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at bev.digout@usask.ca or (306) 966-8224

Administrative Assistant, Chelsea Malkowich (Saskatoon) at chelsea.malkowich@usask.ca or (306) 966-7331

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.