



# Clinical Integration III

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MEDC 214.4

YEAR 2 TERM 1

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■ ■ **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 III – 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 third of four courses in the Clinical Integration series. Clinical Integration III 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 IV Course (Term 4).

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 and from previous terms (Year 1 - Term 1 and 2).

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 III 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](http://www.usask.ca/university_secretary/LearningCharter.pdf)

### **COURSE CONTACTS**

Course Director: Dr. Matt Kushneriuk – [matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca) – (306) 966-7202

Course Chair: Dr. Deirdre Andres – [d.andres@usask.ca](mailto:d.andres@usask.ca) – (306) 966-5354

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

Education Consultant (Regina): Christa Kaytor – [christa.kaytor@saskhealthauthority.ca](mailto:christa.kaytor@saskhealthauthority.ca) - (306) 766- 3157

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

## COURSE SCHEDULE

Please check one45 **DAILY** to ensure that they have 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 UGME Office.

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. Access the link below for the most current objectives.

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

Date	Time	Session	Learning Activity
August 12	1:30 – 4:20	Orientation & Clinical Reasoning Session	Small Group – see one45
August 19	8:30 - 9:20 9:30-12:20	Providing Effective Feedback Ethics Lecture/Small Groups	Lecture Lecture/Small Groups
August 26	1:30-2:20	Information Literacy	Small Groups –see one45
September 2	1:30 – 4:20	Clinical Reasoning Session	Small Groups-see one45
September 16	8:30 – 9:20	Information Literacy	Small Group – see one45
	9:30 – 12:20	Clinical Reasoning Session	Small Group – see one45
September 30	2:30 - 4:30	iPBL – HIV	Small Group – see one45
October 7	8:30-9:20 9:30-12:20	Information Literacy Clinical Reasoning Session	Small Group- see one45
	2:30 – 4:30	iPBL – HIV	Small Group – see one45
October 14	2:30 - 4:30	iPBL – HIV	Small Group – see one45
November 4	2:30 – 4:20	Clinical Reasoning Session	Small Group – see one45
November 25	8:30 – 12:20	Clinical Reasoning Session	Small Group – see one45
December 4	9:00-12:00	Final Exam	Exam

## COURSE DELIVERY

Sessions vary in length and are scheduled throughout the term. For most sessions, students will work interactively in small group settings. For Clinical Reasoning Cases and iPBL sessions, learning is student-directed, and students assign themselves roles to help facilitate the case discussion. A facilitator is present to guide students through the case (e.g. answering questions for clarification, redirecting them if they get off track, etc.).

## 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 978019900529). 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](http://www.machealth.ca)

[www.cochranelibrary.com](http://www.cochranelibrary.com)

[www.medicine.ox.ac.uk/bandolier](http://www.medicine.ox.ac.uk/bandolier)

[www.nice.org.uk](http://www.nice.org.uk)

PubMed ([www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)).

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

### COURSE ASSESSMENT OVERVIEW

**The Clinical Integration III course is an entirely pass-fail course based on student performance relative to course competencies/objectives.**

**Formative Assessment** - Working through the cases gives the student the opportunity to apply knowledge from multiple courses including Clinical Skills, Medicine & Society, and Foundations. This process provides formative feedback about the student's medical knowledge and reasoning and helps to prepare the student for assessments in other courses.

**Summative Assessment** – In addition to the assignments as outlined below, there will be a number of questions within the Clinical Reasoning Cases that will utilize competency-based assessment.

### OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS

During this term students will be assessed via Competency-Based Medical Education (CBME). This model of assessment is utilized throughout the Clinical Integration series within the pre-clerkship curriculum and has been implemented as per student feedback.

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, they will need to demonstrate 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.

**\*Note:** All assessments including the final exam are mandatory to complete with the exception of an excused absence for an assignment as noted below.

- All assignments are due by the date and time indicated. Clinical Reasoning cases must be completed by the end of the class session.
- Late assignments – for assignments completed outside of class hours, if submitted within 72 hours, the student will receive appropriate credit for the competency(ies) represented in the assignment. The student may receive a negative assessment for the professionalism competency. There will be no

action taken for one negative assessment. Two such negative assessments will require meeting with the course director. After the 72 hour deadline, zero credit will be given for the competency(ies) represented in the assignment and will be subject to the professionalism consequences as outlined above. The assignment must still be submitted, even after the 72-hour deadline.

- Missed assignments - for an excused absence and subsequent missed assignment an opportunity will be offered the student to complete the assignment. \*If the student chooses, they may forfeit those assessment points provided there are sufficient remaining opportunities to meet the competency. For an unexcused absence please see below.
  
- Student meeting with module/course director/academic support specialist - A student may request a meeting with the module, course director, or academic support specialist at any time they perceive themselves to be wanting help with meeting a competency. The module or course director will request a meeting with a student when:
  - 2 negative professionalism assessment points have accrued
  - There is an unexcused missed assignment
  - A tutor has identified an issue
  - There is a failure of a competency three times in a row, or if students are flagged as "at risk of competency failure" by the academic support team

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
Milestones		
1. Utilize Clinical Reasoning (CR) in:		
<b>Analyzing the patient interview:</b>		
<ul style="list-style-type: none"> <li>To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.</li> <li>To interpret the answers</li> </ul>	Cases Final Exam	5
<b>Analyzing components of the physical examination:</b>		
<ul style="list-style-type: none"> <li>To determine appropriate maneuvers.</li> <li>To interpret the findings.</li> </ul>	Cases Final Exam	5
<b>Synthesizing information to develop a rational differential diagnosis and a working diagnosis</b>	Cases Final Exam	5
<b>Analyzing management:</b>		
<ul style="list-style-type: none"> <li>To determine appropriate investigations.</li> <li>To interpret the information</li> <li>To synthesize the information to further define the patient's problem.</li> </ul>	Cases Final Exam	5
<b>Analyzing diagnostic errors:</b>		
<ul style="list-style-type: none"> <li>To identify common errors in information gathering and synthesis.</li> <li>To develop strategies to decrease errors in diagnosis</li> </ul>	Cases Final Exam	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	5
3. Demonstrate ethico-legal reasoning.	Cases Final Exam Ethics Assignment	8
<ul style="list-style-type: none"> <li>See Ethics Module for Milestones.</li> </ul>		
4. Demonstrate effective information literacy skills to find relevant information.	Cases Information Literacy Assignment	2
<ul style="list-style-type: none"> <li>See Information Literacy Module for Milestones.</li> </ul>		
5. Critically appraise pertinent information.	Cases Final Exam	2
6. Demonstrate self-directed learning.	Self-Directed Learning Assignment	3
<ul style="list-style-type: none"> <li>See Self-Directed Learning Module for Milestones.</li> </ul>		
7. Exhibit professionalism.		
* Failure to exhibit professional behaviour will be adjudicated on an individual basis.	Individually Assessed	n/a
8. Collaborate effectively.	Cases InterProfessional Skills Assignment	1
<ul style="list-style-type: none"> <li>See InterProfessional Based Learning (IPBL) Module for Milestones.</li> </ul>		



## ASSESSMENT COMPONENTS

Form of Assessment	Formative/Summative	Standard to be Met
1. Competency Assessment Points	Summative	Attainment of assessment points as outlined in the above chart.
2. Final Exam	Summative	Failure to attain 70% of the competency assessment points represented on the final exam will result in failure of the exam.

### DESCRIPTION OF ASSESSMENTS:

Full details will be provided during the course orientation.

#### **Assessment 1: Ethics Written Assignment**

Due Date: August 26, 2020 23:59 SK

Description: The required written assignment will be a discussion of one of several cases in a short essay format. More information in regard to details of this assignment will be provided at course orientation. Detailed description and rubric will be posted on BlackBoard.

#### **Assessment 2: Clinical Reasoning Cases**

Due Date: Assignments will be performed in-class throughout the Clinical Reasoning Cases

Description: Competencies will be assessed throughout the Clinical Reasoning Cases. Cases will contain both individually assessed questions as well as group questions. The individually assessed questions will specifically target one of the course competencies. These questions will all be answered in-class and will be graded by facilitators at the completion of the case. Additionally, some of the cases content will drawn from Foundations, Clinical Skills, and Medicine and Society. Some cases may contain aspects of self-directed learning.

#### **Assessment 3: Self-Directed Learning Assignment**

Due Date: Part 1, Element 1 - August 19, 2020 by 23:59  
 Part 2, Element 1 - September 9, 2020 by 23:59  
 Part 2, Element 2 - September 23, 2020 by 23:59  
 Part 3, Element 1 - October 14, 2020 by 23:59

Description: This assignment will allow students the opportunity to reflect on their learning and identify an area they would like to gain additional learning around. By working through the process of this assignment students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning.

**Assessment 4: Information Literacy Assignment**

Due Date: October 14, 2020 23:59 SK

Description: A take-home assignment bringing together the material covered in the three sessions will be posted on Blackboard.

**Assessment 5: InterProfessional Skills Assignment**

Due Date: Wednesday October 21, 2020 23:59 SK

Description: The required written assignment will be posted on Blackboard and due 1 week after the last iPBL session.

**Final Exam (Required):**

Date: December 4, 2020

Length: 3 hours

Type: Summative, cumulative, examination.

**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.

**COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION**

For successful course completion for the purpose of promotion, students will achieve both

- A. The minimum number of competency assessment points in all course competencies/objectives.
- B. Achieve a minimum of 70% of the competency assessment points on the final exam.

## REMEDIATION AND COURSE FAILURE

- If a student fails to meet one or two course competencies OR fails to attain 70% of the competency assessment points on the final exam they may be offered remediation and supplemental assessment to a maximum of one supplemental attempt.
- Failure of the following situations will result in a course failure and remediation will not be offered
  - Failure of three or more competencies, OR
  - Failure of one or two competencies AND the final exam, OR
  - Failure of the supplemental assessment, will result in a course failure and remediation will not be offered.

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 the Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan and complete a supplemental assessment. A maximum of one (1) supplemental examination will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Clinical Integration III course. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

Supplemental examinations will ONLY be offered on dates other than those specified in exceptional circumstances (such as personal illness, bereavement, etc.), and will be adjudicated by the Course Subcommittee in consultation with Director Academic. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements.

## 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.

As per the Attendance Policy, all small group sessions are mandatory for attendance. This will include all Clinical Reasoning Cases, Ethics Small Groups, Information Literacy Small Group sessions and the IPBL sessions.

Students who miss a session without appropriate approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for that session and this may result in a meeting to discuss professionalism.

For students who have an approved absence or unavoidable absence due to illness, please see above discussion titled **Missed Assignments**.

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. A self-directed learning assignment has been created, this assignment has been edited as per recent student feedback.
2. There will be more variety in the type of assignments used in this course to ensure better yield in terms of learning. A focus will be placed on timely feedback for students. Competency-Based Medical Education (CBME) has been established.
3. Attempts will be made to align the content of the Clinical Reasoning Cases with knowledge students are currently studying in Foundations or other courses.

## COURSE MODULES

### Clinical Reasoning Module

#### MODULE CONTACTS

Module Director: Dr. Matt Kushneriuk – [matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca) – (306) 966-7202

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

Administrative Officer (Regina): Sherry Lindenbach - [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

Administrative Coordinator (Regina): Holly Doell – [holly.doell@saskhealthauthority.ca](mailto:holly.doell@saskhealthauthority.ca) (306) 766-0552

#### MODULE DESCRIPTION

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 third term and to further develop clinical reasoning skills. All material covered in Year 1 (Terms 1 & 2) can be drawn on as well. In some cases, a flipped classroom model may be utilized.

#### MODULE COMPETENCIES/MILESTONES

##### Competencies:

1. Utilize Clinical Reasoning (CR) in:

##### Milestones:

- i. Analyzing the Patient Interview:
  - To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.
  - To interpret the answers.
- ii. Analyzing Components of the Physical Examination:
  - To determine appropriate maneuvers.
  - To interpret findings.
- iii. Synthesizing Information to Develop a Rational Differential Diagnosis and a Working Diagnosis
- iv. Analyzing Management:
  - To determine appropriate investigations.
  - To interpret the information.
  - To synthesize the information to further define the patient’s problem.

- v. Analyzing Diagnostic Errors:
  - To identify common errors in information gathering and synthesis.
  - To develop strategies to decrease errors in diagnosis.
2. Utilize the Patient-Centred Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.
3. Demonstrate ethico-legal reasoning. Critically appraise pertinent information.
4. Critically appraise pertinent information.
5. Demonstrate self-directed learning.
6. Exhibit professionalism.
7. Collaborate effectively.
8. Demonstrate Effective Information Literacy Skills to Find Relevant Information

### **MODULE ASSESSMENT**

The assessment will focus on Clinical Reasoning Cases. The details for this assessment will be posted on one45.

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.

## InterProfessional Based Learning (iPBL) Module

### MODULE CONTACTS

Module Director: Sean Polreis – [sean.polreis@usask.ca](mailto:sean.polreis@usask.ca) – (306) 966-1311

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

Administrative Officer (Regina): Sherry Lindenbach – [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

Administrative Coordinator (Regina): Kayla Trevena – [kayla.trevena@saskhealthauthority.ca](mailto:kayla.trevena@saskhealthauthority.ca) - (306) 766-0632

### 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

#### Milestones:

1. Role Clarification
  - Assess how you used other group members' skills & knowledge through consultation to care for the patient.
  - Describe how other health care professionals (currently not on the team) could contribute to the care of the patient.
2. Team Functioning
  - Describe how the use of effective group processes contributes to patient care.
3. Interprofessional Communication
  - Describe how elements of effective interprofessional communication improve team function.

#### 4. Collaborative Leadership

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

#### 5. Patient/client/family/community-centred care

- Determine useful communication approaches based on an understanding of the patient/family and the situation/context and the implications for management.

#### 6. Interprofessional Conflict Resolution

- Describe steps and strategies for conflict resolution within interprofessional groups.

### **MODULE ASSESSMENT**

Assessment for the iPBL of Clinical Integration III will be based on the student's attendance at small group sessions and satisfactory completion of a written assignment. Please refer to the assessment breakdown above. The required written assignment will be posted on Blackboard and due Wednesday October 21, 2020 23:59 SK. Where applicable, rubrics for all assignments will be posted on one45 for the relevant session.



## Ethics Module

### MODULE CONTACTS

Module Director: Ryan Meneses – [rym482@mail.usask.ca](mailto:rym482@mail.usask.ca)

Lecturer: Dr. Susan Hayton

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

Administrative Coordinator (Regina): Kathryn Cooper – [kathryn.cooper@saskhealthauthority.ca](mailto:kathryn.cooper@saskhealthauthority.ca) (306) 766-0556

### MODULE DESCRIPTION

This module is intended to provide further discussion and analysis on the topics: End of Life Decision Making, and Medical Assistance in Dying. Students will be expected to demonstrate an accurate understanding of ethical principles, guidelines, laws, and present a reasonable argument for a course of action.

Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations. Students will have the opportunity to think critically about controversial issues in a group environment facilitated by healthcare professionals.

Students are encouraged to reflect upon their personal morals, beliefs and values, and recognize the impact that these beliefs have on patient care.

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### **Competency:**

3. Demonstrate Ethico-Legal Reasoning

#### **Milestones:**

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of his/her own morals, beliefs and values.
5. Propose rationally justified solutions and approaches to legal and ethical issues.

### MODULE DELIVERY

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 different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates. Feedback will be written by facilitators and delivered to students via email.

## **RECOMMENDED RESOURCES**

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

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on one45.

## **MODULE ASSESSMENT**

This assessment will focus on ethical reasoning and critical thinking in a written essay. The details for this assessment will be posted on one45. The written assignment is due: August 26<sup>th</sup>, 2020 23:59 SK.

## Information Literacy Module

### MODULE CONTACTS

Module Director: Erin Watson – [erin.watson@usask.ca](mailto:erin.watson@usask.ca) – (306) 966-7327

Regina Instructor: Michelle Dalidowicz: [Michelle.Dalidowicz@saskhealthauthority.ca](mailto:Michelle.Dalidowicz@saskhealthauthority.ca); 306-766-8936

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Administrative Coordinator (Regina): Kathryn Cooper – [kathryn.cooper@saskhealthauthority.ca](mailto:kathryn.cooper@saskhealthauthority.ca) – (306) 766-0556

### MODULE DESCRIPTION

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

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### **Competency:**

4. Demonstrate Effective Information Literacy Skills to Find Relevant Information

#### **Milestones:**

1. Examine good quality information resources for answering various clinical information needs.
2. Create a clearly defined, searchable question relevant to clinical scenario provided.
3. Develop a well-constructed search strategy to find primary literature relevant to the question.
4. Identify pre-appraised/point of care resources.
5. Select pre-appraised/point of care resources.
6. Navigate pre-appraised/point of care resources.

### MODULE ASSESSMENT

A take-home assignment bringing together the material covered in the three sessions will be posted on Blackboard on October 7, 2020 and due October 14, 2020 23:59 SK. The assignment will offer students an opportunity to attain 3 competency assessment points. To attain the information literacy competency for Clinical Integration III, students must successfully obtain 2/3 competency assessment points.

## Self-Directed Learning Module

### MODULE CONTACTS

Module Director: Dr. Matt Kushneriuk – [matt.kushneriuk@usask.ca](mailto:matt.kushneriuk@usask.ca) – (306) 966-6151

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

Administrative Officer (Regina): Sherry Lindenbach - [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

### MODULE DESCRIPTION

Students will have the opportunity to reflect on their learning and identify an area they would like to gain additional knowledge. By working through this process students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning. Please view this as an opportunity to explore an area of difficulty or interest through the use of self-directed learning.

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### **Competency:**

6. Demonstrate Self-Directed Learning

#### **Milestones:**

Being a self-directed learner involves a five-step process:

1. Reflecting on and identifying individual learning needs, including setting a personal learning goal to guide the self-directed learning process.
2. Seeking out credible resources to address the learning need and enhancing their learning.
3. Sharing lessons learned with peers/mentors/tutors.
4. Applying lessons learned to the resolution of the learning need.
5. Identifying a plan for monitoring future effectiveness.

### MODULE ASSESSMENT

This module will be assessed through a longitudinal assignment spread throughout the term that will allow students the opportunity to reflect on their learning and identify an area they would like to gain additional learning around. By working through the process of this assignment students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning.

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

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

### **UGME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

### **NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT**

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

### **OFFICE OF STUDENT AFFAIRS**

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

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

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

All due dates or timelines for assignment submission are published in the student course syllabus<sup>1</sup>.

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.

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<sup>1</sup> 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](http://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

Each lecturer reserves the right to choose whether or not their lectures will be posted for viewing by students. If a lecturer provides consent to share their recording, it will be posted to the course Blackboard site for students to view. 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.

## 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](http://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](http://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](http://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](http://www.students.usask.ca/aes) or contact AES at (306) 966-7273 or [aes@usask.ca](mailto: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](mailto:edith.conacher@usask.ca) or (306) 966-4751

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

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

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

Student Affairs Director, Dr. Nicole Fahlman (Regina) at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or (306) 209-0142

Student Affairs Director, Dr. Tiann O'Carroll (Regina) at [tiann.ocarroll@usask.ca](mailto:tiann.ocarroll@usask.ca) or (306) 529-0777

Administrative Assistant (Regina), Jennie Antal at [jennie.antal@saskhealthauthority.ca](mailto:jennie.antal@saskhealthauthority.ca) or (306) 766-0553

### 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.