



# Foundations in Clinical Medicine II

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MEDC 216.18  
YEAR 2 TERM 3

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 **COURSE SYLLABUS**  
2021/2022



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.*

## Foundations in Clinical Medicine II – 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 2021-22 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.*

**If you are on campus at any time, ensure you know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the [College of Medicine website](#).

### COURSE DESCRIPTION

The Foundations in Clinical Medicine Courses run over Terms 2, 3, and 4 and incorporate the eleven human body systems modules. The three modules explored in the Foundations of Clinical Medicine II (Term 3) Course include: Kidney & Urinary Tract, Musculoskeletal Medicine and Neurosciences. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

### COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine I (MEDC 126.18) or be conditionally promoted and engaged in a program of remediation for the MEDC 126.18 course as approved by the Student Academic Management Committee prior to the start of the Foundations of Clinical Medicine II course.

## OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 115.18 of normal anatomy, histology and physiology, and their knowledge from MEDC 126.18, students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to:

1. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology.
2. Generate reasonable differential diagnoses and management plans.
3. Select and interpret appropriate investigations.
4. Develop an evidence informed approach to health promotion, illness prevention and disease screening for healthy and at risk populations.

In addition, each discipline-specific module in the course will also have its own specific module objectives and individual session objectives of learning. Detailed individual lecture and session objectives will be posted in one45. Please take care to review in advance.

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

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment that can found on the [Policies, Procedures and Forms](#) page of the College of Medicine website.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## COURSE CONTACTS

Course Chairs: Dr. Jennifer Chlan – [jen.chlan@usask.ca](mailto:jen.chlan@usask.ca) - (306) 966-6557

Dr. TBD

Dr. Kelsey Brose (Co-Chair Assessment) – [kelsey.brose@saskcancer.ca](mailto:kelsey.brose@saskcancer.ca) - (306) 655-1483

Administrative Coordinator: Cheryl Pfeifer – [cheryl.pfeifer@usask.ca](mailto:cheryl.pfeifer@usask.ca) - (306) 966-6138

## COURSE SCHEDULE

The Foundations in Clinical Medicine II Course is organized in 3 modules running sequentially on specific assigned days. Session schedules for each of the modules will be posted on One45.

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

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>

## COURSE DELIVERY

Students will learn through a variety of methods, including:

- Large group sessions including lectures, interactive discussions, case-based problem solving
- Interactive small group learning sessions
- Independent self-directed reading and exercises

## COURSE MATERIAL ACCESS

Course materials are available on one45. The syllabus, forms, and other useful documents will be posted there. In some modules, Canvas will be used for submission of assignments.

## RESOURCES

It is strongly recommended that students use the following resources (or similar general texts) as references for the Foundations course. Relying on class notes alone will not typically be sufficient to meet learning objectives. Individual Modules will have additional specific recommended or required resources. It may be helpful to review websites such as <http://www.choosingwiselycanada.org>.

The Spectrum app is available for free download through the App Store and Google Play. A web-version is also available <https://spectrum.app/saskatoon/>

The CANImmunize app is available for free download through the App Store and Google Play.

The texts listed below are all available as free e-books through the Health Sciences library <http://libguides.usask.ca/c.php?g=16462&p=91000>. If assistance is needed finding these texts, contact the Health Sciences librarian.

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: 1 978-0-07-1802161 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marc dante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.

In addition, the student should be regularly referring to their Principles Course texts to assist with basic sciences content in the Foundations Course:

### **Physiology**

WF Boron & EL Boulpaep (2012). Medical Physiology. Updated Second Edition. Saunders Elsevier.

### **Histology**

Wheater's Functional Histology by Barbara Young, Phillip Woodford and Geraldine O'Dowd (2013) [ISBN 978-0-7020-4747-3]

OR

Histology: A Text and Atlas (2016) by M.H. Ross and W. Paulina [ISBN 978-1-4511-8742-7]

### **Embryology**

Larsen's Human Embryology by Shoenwolf, Brauer [978-0443-06811-9]

### **Anatomy** - One of:

Essential Clinical Anatomy by Moore KL, Agur MR [987 1145 1187496]

Grant's Atlas of Anatomy [978 0781796125]

Netters Atlas of Human Anatomy [9781455704187]

### **Pharmacology**

Goodman & Gilman's Manual of Pharmacology and Therapeutics (2<sup>nd</sup> Edition). Eds. By Hilal-Dandan & Brunton.

Principles of Pharmacology: The pathophysiologic Basis of Drug Therapy. By David E Golan (3<sup>rd</sup> Edition)

Applied Pharmacology. By Stan Bardal, Jason Waechter, Doug Martin. [978-1-4377-0310-8]

### **Microbiology**

Review of Medical Microbiology and Immunology (Lange Medical Books) Paperback. By Warren Levinson (Author). [978-0071818117]

Clinical Microbiology Made Ridiculously Simple: Mark Gladwin MD, William Trattler MD, C. Scott Mahan MD [978-1-9356-6015-6]

### **Immunology**

Review of Medical Microbiology and Immunology (Lange Medical Books) Paperback. By Warren Levinson (Author). [978-0071818117]

Immunology Made Ridiculously Simple: Massoud Mahmoudi [978-0-940780-89-7]

### **Pathology**

Robbins Basic Pathology, 9e (Robbins Pathology) [Hardcover] Vinay Kumar MBBS MD FRCPath (Author), Abdul K. Abbas MBBS (Author), Jon C. Aster MD PhD (Author) [ISBN 978-1-4377-1781-5] Edition 9

## **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/>

Textbooks are available online from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

## COURSE ASSESSMENT OVERVIEW

| Course Component                | Module Components                   | Module Weight | Component Requirement | Weighting in Final Foundations II Mark |
|---------------------------------|-------------------------------------|---------------|-----------------------|--|
| Kidney and Urinary Tract Module | Histology Assignment                | P/F           | 70% on                | 33.33                                  |
|                                 | Critical Appraisal Article Analysis | P/F           | Module                |  |
|                                 | Dialysis Reflection                 | P/F           |                       |  |
|                                 | Consolidation Concept Map           | 10%           |                       |  |
|                                 | TBL – Basic Sciences & Tool Box     | 15%           |                       |  |
|                                 | TBL – Clinical Nephrology           | 15%           |                       |  |
|                                 | TBL – Clinical Urology              | 15%           |                       |  |
|                                 | End of Module Exam                  | 45%           |                       |  |
| MSK Module (Rheum/Ortho)        | Applied Epidemiology Exercise       | 5%            | 70% on                | 33.33%                                 |
|                                 | Midterm I                           | 22.5%         | Module                |  |
|                                 | Midterm II                          | 22.5%         |                       |  |
|                                 | End of Module Exam                  | 50%           |                       |  |
| Neurosciences Module            | Online Training Modules             | 15%           | 70% on                | 33.34%                                 |
|                                 | Acute/Chronic Pain Group Assign     | 5%            | Module                |  |
|                                 | Midterm I                           | 22.5%         |                       |  |
|                                 | Midterm II                          | 22.5%         |                       |  |
|                                 | End of Module Exam                  | 35%           |                       |  |
| Course Total Mark               |                                     |               |                       | 100.00%                                |
| Final Foundations II Exam       |                                     |               | 60% on Exam           |  |

- \* The Foundations II Final exam is a cumulative exam and tests clinical application of content from both Foundations I and II. It is modeled on the national exam at the end of medical school, the MCCQE part 1 exam, and consists of a series of clinical vignettes that test a student's ability to diagnose, investigate, and treat various health conditions. Question styles will include: multiple choice, extended multiple choice, fill-in-the-blank, and matching. A minimum score of 60% is required for successful course completion.
- \* In order to provide students more individualized feedback following most exams students will receive individual feedback sheets that will detail the students' progress towards achievement of the course/module objectives.

## 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.

## MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

## RUBRICS

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

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students must achieve a minimum grade of 70% in each of the three modules within the Foundations II course (Kidney and Urinary Tract, MSK, and Neurosciences Modules). Students must also achieve a minimum grade of 60% in the Foundations Final Examination for Foundations II. Students not promoted as a result of being unsuccessful on the course will receive a grade of "F" on their transcripts.

A student's grade for each module will be determined at the end of each module and is based on the weighted cumulative average of all graded assessments within each individual module.

The requirements for successful completion of the Foundations II Course are listed below. Please note that students must meet the overall Term 3 promotion standards in order to be promoted to Term 4 (see Student Information Guide).

- A) Students will be considered to have successfully completed the Foundations II Course if they have achieved a minimum 70% average grade in each of the three modules and a minimum 60% grade on the end-of-term Foundations II Final Examination.
- B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, as well as the Foundations II Final Examination. A mark of 0% will be given for any missed quiz, test or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy. Late assignments are adjudicated as per the Assignment Submission Policy.



- C) Students who do not achieve the required 70% average grade in any of the three modules or a 60% grade in the Foundations II Final Examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or Foundations II Final Exam (see Table 1 for grade deficit point allocation rubric). Students accumulating 2 or more deficit points at any point during the course will be deemed to be experiencing academic difficulty. The severity of academic difficulty will be based on the weighted grade deficit assessment. Students in academic difficulty will be required to meet with a course sub-committee of at least 2 people (made up of Course Chair(s); Year Chair(s), Academic Support Specialist or designates), or others as needed, to discuss ways to improve academic performance. The goal of such a meeting is not meant to be punitive, but will be student-centered, and focused on the success and well-being of the student. With any further accrual of deficit points, the student may be required to again meet with the course sub-committee.
- D) Students who have failed a module or the Foundations II Final Exam may be offered remediation and supplemental assessment. The determination of eligibility for any remediation will be based on the number of accumulated weighted grade deficit points (see Table 1 for grade deficit point allocation rubric), or the number of failed modules. Students who have accrued **four (4)** or more grade deficit points in Foundations II or accrued deficit points in all **three (3)** modules in Foundations II will be considered to have been unsuccessful in the Foundations II Course and will NOT be offered further supplemental assessments as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 3) Promotions Committee and the Student Academic Management Committee.
- E) The module director, in consultation with the Academic Support Specialist, will determine the specific type of remediation needed for each individual student. Remediation may be in the form of additional assignments, assigned readings, and/or meetings with the module director or designate. The remediation timeline will begin once the student has been notified of failure in a module or the Foundations II Final. A remediation plan will be arranged between the module director and student, in consultation with the Academic Support Specialist, which will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment. The module director, in consultation with the Assessment Specialist, will determine the specific type of supplemental assessment.
- F) Supplemental examinations will **only** be scheduled after the final exam period in December. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for all but the final module of the term will ideally be held within 7 days of the last final exam and that supplemental exams for the final module of the term and the Foundations II Final Exam will be held mid-January. Where students have supplementals in more than one module or course then adjustments may be made to the supplemental exam schedule by the Year Chair in coordination with Course Chair/Module Director(s).

Supplemental assessments will be scheduled after the final exam period and will be scheduled by the UME office. Supplemental examinations will ONLY be provided on dates other than those specified for each module and for the Foundations Final Exam in exceptional circumstances (such as personal illness, bereavement, etc.) In cases of exceptional circumstance, students should follow the Deferred Exam Procedure to request adjustment of their schedule. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements.

- G) A maximum of **one (1)** supplemental examination per module will be allowed, up to the point of course failure (see D). As well, students will only be allowed to write **one (1)** supplemental examination for the Foundations II Final Exam, up to the point of course failure (see D). Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Foundations II course. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 3) Promotions Committee and the Student Academic Management Committee.
- H) If a student fails an assignment identified as a mandatory pass in a module, supplemental assignments may be written as arranged between the student, module director and/ or course chair(s). Supplemental assignments must be completed by the date set by the Module Director with the latest possible due date being two weeks after the end of the module; however, alternative earlier due dates may be arranged between student and module director.
- \*NOTE** All assessments including the final exam are mandatory to complete.
- I) If a failure of a supplemental examination occurs during or after the final examination period, the decision as to whether any additional remediation/supplemental assessment will be allowed will be adjudicated by the Promotions Committee and the Student Academic Management Committee.
- J) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module and 60% for the Foundations II Final Exam).
- K) Grade deficit points will not appear on the student's transcript, nor are they transferred to any other course in the UME Program.

Students who are eligible for remediation and supplemental examination will be contacted by the Module Director and should arrange to meet with the Module Director and the Academic Support Specialist to discuss educational issues and develop a learning plan.

**Table I: Grade Deficit Point Allocation**

|                                 | Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations. |                     |      |
|---------------------------------|---|---------------------|------|
|                                 | <70% and $\geq$ 60%   | <60% and $\geq$ 50% | <50% |
| Kidney and Urinary Tract Module | I   | II                  | III  |
| Musculoskeletal Module          | I   | II                  | III  |
| Neurology Module                | I   | II                  | III  |
| Foundations II Final Exam       | N/A   | I                   | II   |

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

## ASSESSMENT REVIEW

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

## IMPORTANT GUIDELINES FOR THIS TRANSITION TERM

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

### Throughout the Term:

- **Protect the Pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is Required and Expected of You:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all Guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key Channels of Communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

## Foundations in Clinical Medicine II – Module Syllabus

This section of the course syllabus will describe the specific objectives, requirements and expectations, and assessment procedures for each module within the Foundations in Clinical Medicine II Course.

### MODULE 1

#### Kidney and Urinary Tract

##### MODULE DIRECTORS

**Nephrology: Dr. Rahul Mainra**

Email Address: rahul.mainra@usask.ca

Phone Number: 306-655-5934

Office Location: St. Paul's Hospital

Office Hours: 08:00-16:00 Hours

**Urology: Dr. Trustin Domes**

Email Address: trustin.domes@usask.ca

Phone Number: 306-966-4330

Office Location:

Office Hours: 08:00-16:00 Hours

##### MODULE DESCRIPTION

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

##### MODULE OBJECTIVES

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

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

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

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in one45. Please take care to review in advance. Lecture recordings for Flipped Classes will be available through Canvas.

## MODULE SCHEDULE

All information relating to this course is available in one45. Please check one45 **DAILY** to ensure the most current schedule information.

## RECOMMENDED RESOURCES

Canadian Undergraduate Urology Curriculum, Canadian Urological Association, [www.cua.org/canuuc](http://www.cua.org/canuuc)

Campbell-Walsh Urology

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

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

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

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

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

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

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

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

### **Additional On-Line Resources:**

- Acland's Video Atlas of Human Anatomy <http://aclandanatomy.com/>
- American Urological Association Guidelines <http://www.auanet.org/education/aua-guidelines.cfm>
- AnatomyOne <http://www.anatomyone.com/anatomyone-a-new-generation-of-anatomy-thought-leaders/>
- Bates Visual Guide to Physical Examination <http://batesvisualguide.com/>
- Canadian Urological Association Guidelines [http://www.cua.org/guidelines\\_e.asp](http://www.cua.org/guidelines_e.asp)
- Edinburgh Renal Unit Website <http://www.edren.org/pages/edreninfo.php>
- Electrolyte and Acid-Base Workshop <http://www.learnphysiology.org/sim2/>
- National Kidney and Urologic Disease Information Clearinghouse <http://kidney.niddk.nih.gov>
- Nephrology on Demand [https://blog.ecu.edu/sites/nephrologyondemand/?page\\_id=6949](https://blog.ecu.edu/sites/nephrologyondemand/?page_id=6949)
- Precious Bodily Fluids <http://pbfluids.com>
- Renal Physiology in Real Time <http://www.biologymad.com/resources/kidney.swf>
- Surgery 101 Podcasts (Urology Sections) <http://surgery101.libsyn.com/?search=urology>
- UKidney, Internet School of Nephrology <https://ukidney.com>

### **MODULE DELIVERY**

Students will learn through a variety of methods, including:

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

### **STUDENT ASSESSMENT**

|   |            |                              |
|---|------------|------------------------------|
| <b>Assessments</b>                              | <b>10%</b> |                              |
| Consolidation Concept Map                       | 10%        |                              |
| Histology Assignment                            | Pass/Fail  |                              |
| Critical Appraisal Article Analysis             | Pass/Fail  |                              |
| Dialysis Visit Personal Reflection              | Pass/Fail  |                              |
| <b>In-Class Assessments</b>                     | <b>45%</b> |                              |
| Team-Based Learning – Basic Sciences & Tool Box | 15%        | (10% individual and 5% team) |
| Team-Based Learning – Clinical Nephrology       | 15%        | (10% individual and 5% team) |
| Team-Based Learning – Clinical Urology          | 15%        | (10% individual and 5% team) |
| <b>Exams</b>                                    | <b>45%</b> |                              |
| End of Module                                   | 45%        |                              |

*Assessment 1:* Histology Assignment

Value: Pass/Fail

Due Date: August 13, 2021

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

*Assessment 2:* Consolidation Concept Map

Value: 10% of Final Grade

Due Date: September 6, 2021

Description: Using a concept map design, organize and link key concepts of the course (basic science/clinical) together to explain a clinical problem that will be assigned to each group. The concept map will include a focus question or theme, topics or concepts and linking arrows and words. The concept map and virtually-recorded presentation will be assessed using a scoring rubric which will be posted on one45.

*Assessment 3:* Critical Appraisal Article Analysis Assignment

Value: Pass/Fail

Due Date: September 10, 2021

Length: 750 words maximum

Description: Complementary medicine therapies are commonly used by patients, but it is important to critically review the empirical scientific evidence to support such therapies. A list of articles focusing on complementary medicine therapies pertaining to the kidney and urinary tract will be provided. Students will be expected to read and critically analyze one article from the list and submit their written analysis for review. The article (and any additional literature, where applicable) should be cited using the International Committee of Medical Journal Editors (ICMJE) recommendations, see

[http://www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html) for examples. The analysis will be assessed using a scoring rubric.

*Assessment 4:* Dialysis Visit Personal Reflection Assignment

Value: Pass/Fail

Due Date: September 10, 2021

Length: 500 words maximum

Description: The student will have the opportunity to interact with a patient with end-stage renal disease on dialysis. The student will individually reflect on this experience by commenting on what they saw, how it affected them, and what changes in their future assumptions, attitudes, values or beliefs resulted from the interaction. The reflection will be assessed using a scoring rubric.

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

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

Date: August 16, 2021

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

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

*In-Class Assessment II: Team-Based Learning Review – Clinical Nephrology\**

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

Date: August 30, 2021

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

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

*In-Class Assessment III: Team-Based Learning Review – Clinical Urology\**

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

Date: September 9, 2021

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

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

*End of Module Exam*

Value: 45% of Final Grade

Date: September 13, 2021

Type: Comprehensive

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

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



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

\*In-class assessments – these sessions are **MANDATORY TO ATTEND** as per the Attendance Policy.

### **COURSE EVALUATION QUALITY IMPROVEMENT**

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

1. Weekly check-in/Q&A sessions to enhance feedback and review throughout the course.
2. Utilizing pre-recorded lectures and using face to face time with faculty for application of concepts.

## MODULE 2

### Musculoskeletal Medicine

#### MODULE DIRECTORS

**Rheumatology: Dr. Regina Taylor-Gjevre**

Email Address: r.gjevre@usask.ca

Phone Number: 306-966-6138

Office Location: HSB 3A20

Office Hours: please contact in advance for a meeting

**Orthopaedics: Dr. Anne Dzus**

Email Address: anne.dzus@usask.ca

Phone Number: 306-844-1114

Office Location: A5504 RUH

Office Hours: please contact in advance for a meeting

#### MODULE DESCRIPTION

This module will include the study of common, urgent and emergent musculoskeletal and connective tissue conditions affecting children and adults. Students will develop a clinical approach for patients with connective tissue diseases and for patients with musculoskeletal diseases/disorders/trauma/malignancies. Major vertical themes will be emphasized.

#### GENERAL MODULE OBJECTIVES

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

1. Learn to care for children and adults with common, urgent and emergent MSK and connective tissue conditions by acquiring knowledge and applying these learning and clinical reasoning skills to:
  - Generate a reasonable differential diagnosis
  - Select and then interpret appropriate medical investigations
  - Propose an appropriate management plan
  - Explain the pathogenesis and pathophysiology at a level suitable for generalist medical graduates
  - Recognize medical and surgical complications of MSK disease and therapies
2. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at risk populations

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in one45. Please take care to review in advance.

#### MODULE SCHEDULE

All information relating to this course is available in **one45**. Please check one45 **DAILY** to ensure the most current schedule information.

## REQUIRED RESOURCES

**Primer on the Rheumatic Diseases** ed. J.Klippel (electronic textbook available to all students– on-line at U of S library)

### Additional resource materials recommended to students include:

1. Musculoskeletal Physical Examination Training Videos (Rheumatology AND Orthopaedics)  
McMaster University on-line **McMaster MSK Examination Video Series** training resource.  
<https://fhs.mcmaster.ca/medicine/rheumatology/examine-hip.htm>
  
2. Health Care Resource Utilization and Stewardship: Choosing Wisely  
<http://www.choosingwiselycanada.org/recommendations/rheumatology/>  
<http://www.choosingwiselycanada.org/recommendations/orthopaedics/>
  
3. Diagnostic Imaging: Interpretation of MSK/Orthopaedic Radiographs  
<http://www.mf.uni-lj.si/media-library/2015/01/4b317ee16ef18cb8001b1e27460b8964.pdf>  
[https://aotrauma.aofoundation.org/-/media/project/aocmf/aotrauma/documents/education\\_pdf/orp\\_handout\\_english\\_how-to-read-x-rays.pdf?la=en&hash=3ED5C66F43196E46B69205435C546BD0950A22D8](https://aotrauma.aofoundation.org/-/media/project/aocmf/aotrauma/documents/education_pdf/orp_handout_english_how-to-read-x-rays.pdf?la=en&hash=3ED5C66F43196E46B69205435C546BD0950A22D8)  
<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)  
<https://medicine.usask.ca/documents/ugme/roadmaps/DiagnosticImaging.pdf> (Diagnostic Imaging Roadmap)
  
4. Rheumatology Resources
  - A. Canadian Rheumatology Patient and Physician on-line educational resource:  
<http://rheuminfo.com>
  
  - B. The same group Rheum Info has also developed a more in depth educational resource with on-line modules for various educational levels entitled RheumTalks. Registration to allow access to the modules is without cost.  
<http://rheumtalks.com>
  
  - C. American College of Rheumatology Educational on-line resource: (includes case based instructional material)  
<http://www.rheumatology.org/education/training/Rheum2Learn.asp>

D. Osteoporosis Canada Educational Clinical Tools and Case Studies

<http://www.osteoporosis.ca/health-care-professionals/clinical-tools-and-resources/>

E. Get a Grip: RA/OA: There are two excellent educational on-line programs using virtual cases for RA and OA at the website below. (Registration is required, but there is no charge).

<https://www.mdcme.ca/grip/>

5. Orthopaedic Resources:

A. Orthopaedics: Wheelless' Textbook of Orthopaedics

<http://www.wheelsonline.com>

B. Ortho Bullets:

<http://www.orthobullets.com/>

Further individual session resources and pre-readings may also be posted within one45/Canvas.

**Note:** Student pre-reading is required in this module. Students are strongly encouraged to come to class prepared to actively participate in the educational sessions.

### MODULE DELIVERY

Students will learn through a variety of methods, including:

Large group didactic, interactive and case-based problem solving sessions

Interactive small group learning sessions

Independent self-directed reading and exercises

Remote learning

A mixture of live and pre-recorded lectures

### STUDENT ASSESSMENT

**Assessments** **5%**

Applied Epidemiology Exercise 5%

**Exams** **95%**

Midterm I 22.5%

Midterm II 22.5%

End of Module 50%

### *Assessment 1 Applied Epidemiology Exercise*

Value: 5% of Final Grade

Due Date: October 15, 2021

Descriptions: An in-class exercise utilizing selected epidemiologic principles to evaluate musculoskeletal disease from a population perspective. Students will participate in the exercise in-class and subsequently submit the completed assignment on Canvas.

### *Midterm Exam I*

Value: 22.5% of Final Grade

Date: September 24, 2021

Type: Comprehensive In-Class

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

### *Midterm Exam II*

Value: 22.5% of Final Grade

Date: October 4, 2021

Type: Comprehensive

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

### *End of Module Exam*

Value: 50% of Final Grade

Date: October 18, 2021

Type: Comprehensive

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

If a student must be absent for a quiz or minor assessment, the student must inform the College of Medicine Office prior to the session as per the procedure outlined in the [Attendance Policy](#).

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

## **COURSE EVALUATION QUALITY IMPROVEMENT**

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

1. Based on feedback from students, we will continue to support inclusion of some pre-recorded lectures in the delivery of this module.
2. Based on feedback from students, we will remove the small percentage of the assessment grade attributed to self-directed learning performance.
3. We have also included as a listed resource, newly created University of Saskatchewan College of Medicine MSK educational videos developed with support from a 2020 summer Dean's project.

## Neurosciences

### MODULE CO DIRECTORS

#### Neurology: Dr. Brett Graham

Email Address: [brett.graham@usask.ca](mailto:brett.graham@usask.ca)

Phone Number: (306) 931-2858

Office Location: Neurology Wing, RUH Old Building

Office Hours: contact to arrange a meeting

#### Neurosciences: Dr. Jennifer Chlan

Email address: [jen.chlan@usask.ca](mailto:jen.chlan@usask.ca)

Phone number: (306) 966-6557

Office Location: GB29 Health Sciences Building

Office Hours: contact by e-mail to arrange meeting

### MODULE DESCRIPTION

The module will begin by focusing on clinically relevant neuroanatomy. Afterwards, it will include the study of the diseases and dysfunction of the central and peripheral nervous system, including health promotion and prevention, epidemiology, genetics, pathophysiology, pharmacology, diagnosis, prognosis, treatment, and multidisciplinary management of the most frequent neurological conditions in children and adults. Students will develop a clinical approach for patients with common and acute neurological conditions including stroke, epilepsy, dementia, headache/migraine, peripheral nerve diseases, neuromuscular disorders, movement disorders, multiple sclerosis, neuroinflammatory disorders, pain, and neuroinfectious diseases. In addition, the course provides key information regarding common neurosurgical problems such as tumors, back pain, brain injury, hydrocephaly and treatment of cerebrovascular diseases, and the approach to the most common congenital abnormalities of the central nervous system. Finally, an approach to the most common ophthalmological presentations and conditions will be reviewed.

### GENERAL MODULE OBJECTIVES

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

1. Identify the basic localization and lateralization of common neurologic/neurosurgery/pain conditions/ophthalmology conditions.
2. Underline principles of health promotion and preventive for the common neurological/neurosurgery/pain/ophthalmology conditions.
3. Select and interpret evidence-based investigations at risk population and identify frequent risk factors/epidemiology in common neurological/neurosurgery/pain/ophthalmology conditions.
4. Construct a differential diagnosis in a patient presenting with acute and common neurological/neurosurgery/pain/ophthalmology conditions across the lifecycle.
5. Select and interpret appropriate evidence-based investigations and be able to interpret them.
6. Outline the initial, ongoing management, and multidisciplinary plan for patients with acute and common neurological/neurosurgery/pain/ophthalmology conditions.
7. Explain the pathogenesis and pathophysiology of acute, common, or urgent neurological/neurosurgery/pain/ophthalmology conditions.

**Note:** Students should also refer to overall Foundations II Course objectives within this syllabus. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

## MODULE SCHEDULE

All information relating to this course is available in **one45**. Please check one45 **DAILY** to ensure the most current schedule information.

## REQUIRED RESOURCES

(On reserve at the Leslie and Irene Dubé Health Sciences Library)

Neuroanatomy Section:

**This textbook is required** to work through for the cases covered in this section. It will be necessary for the first week of class and is a recommended resource for the remainder of the module:

- \* Blumenfeld, H. (2010) Neuroanatomy through Clinical Cases, 2<sup>nd</sup> edition. Sinauer Associates, Inc. Sunderland, MA QM451 .B64 2010 (also available for purchase online)

## RECOMMENDED RESOURCES

Neurology/Neurosurgery Section:

Merritt's Neurology – by Lewis P. Rowland (Author, Editor), Timothy A. Pedley MD (Editor)

Adams and Victor's Principles of Neurology 10<sup>th</sup> Edition Hardcover – by Allan Ropper (Author), Martin Samuels (Author)

Continuum: Lifelong Learning in Neurology – up to date reviews on numerous topics in neurology. Available online through the usask library website.

Ophthalmology Section:

Timroot.com – OphthoBook (free online resource)

Clinical Key - Synopsis of clinical ophthalmology (available through libguides at the usask library website)

<https://libguides.usask.ca/c.php?g=16462&p=91000>

## MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic, interactive and case-based problem-solving sessions
- Interactive small group learning sessions
- Independent self-directed reading and exercises
- Online interactive training modules

## STUDENT ASSESSMENT

|   |            |
|---|------------|
| <b>Assessments</b>                                | <b>20%</b> |
| Completion of Online Interactive Training Modules | 15%        |
| Completion of Acute/Chronic Pain Group Assignment | 5%         |
| <b>Exams</b>                                      | <b>80%</b> |
| Midterm I   | 22.5%      |
| Midterm II  | 22.5%      |
| End of Module                                     | 35%        |

### *Assessment 1:* Online Interactive Training Modules

Value: 15% of Final Grade (5% for each module)

Due Date: November 19, 2021

Description: The online interactive training modules aim to increase the student's understanding of various neurological conditions. These modules provide students the knowledge base necessary to assess the typical presentations of common neurological and ophthalmological conditions. The student will watch an online module and answer embedded multiple choice questions at the end.

### *Assessment 2:* Acute/Chronic Pain Group Assignment

Value: 5% of Final Grade

Due Date: November 3, 2021

Description: Students will work in groups to apply the current neuropathic and opioid-use guidelines to a variety of cases involving both acute and chronic pain.

### *Midterm I*

Value: 22.5% of Final Grade

Date: October 27, 2021

Type: Comprehensive

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

### *Midterm II*

Value: 22.5% of Final Grade

Date: November 9, 2021

Type: Comprehensive

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



### *End of Module Exam*

Value: 35% of Final Grade

Date: November 22, 2021

Type: Comprehensive

Description: Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions based on all module content with a focus on content from lectures and assignments.

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

### **COURSE EVALUATION QUALITY IMPROVEMENT**

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

1. The addition of an acute/chronic pain assignment.
2. Adjusting ophthalmology session topics to better reflect MCC objectives.
3. Adjusting pediatric neurology session topics to better reflect MCC objectives.
4. Increasing the amount of case-based learning and interaction in each section.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

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

### UME CONTACT INFORMATION

### EMAIL COMMUNICATIONS

### ETHICS AND PROFESSIONALISM

### PROGRAM EVALUATION

### GUIDELINES FOR PROVIDING FEEDBACK

### EMERGENCY PROCEDURES

### MD PROGRAM ATTENDANCE POLICY

### ASSESSMENT POLICY

### PROMOTION STANDARDS

### CONFLICT OF INTEREST

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

### APPEALS PROCEDURES

### STUDENT DISCRIMINATION, HARASSMENT, AND MISTREATMENT PROCEDURE

### ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

### OFFICE OF STUDENT AFFAIRS

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

## UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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 Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

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](http://www.nlm.nih.gov/bsd/uniform_requirements.html)

## RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether 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 UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

## REQUIRED VIDEO USE:

At times in this course you may be required to have your video on during video conferencing sessions, 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 and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](https://creativecommons.org/licenses/by/4.0/). 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)**

Although learning in a remote context is different, 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.

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

#### **Prepare for Integrity**

Students are expected to act with academic integrity.

- Students 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 (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>)
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

#### **Responses to Misconduct**

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

## 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 (Saskatoon), Kacia Whilby at [kacia.whilby@usask.ca](mailto:kacia.whilby@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), Michelle Grove at [michelle.grove@saskhealthauthority.ca](mailto:michelle.grove@saskhealthauthority.ca) or (306) 766-0553

### ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial [https://libguides.usask.ca/remote\\_learning](https://libguides.usask.ca/remote_learning)

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

A guide on netiquette, principles to guide respectful online learning interactions <https://teaching.usask.ca/remote-teaching/netiquette.php>

## **TEACHING, LEARNING AND STUDENT EXPERIENCE**

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

## **FINANCIAL SUPPORT**

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

## **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.

## **INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE**

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

## **RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING**

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://students.usask.ca/remote-learning/tech-requirements.php>.

Remember, there are [many supports available](#) to help you thrive in the remote learning context.