




Medicine & Society I

MEDC 132
YEAR 1 TERM 1

 COURSE SYLLABUS
2022/2023



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

As we engage in teaching and learning, we acknowledge we are on Treaty Six and Treaty Four 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.

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](#). COVID Pandemic policy wording will be updated as required.

Medicine and Society I Syllabus: Outline

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 2022-23 Fall Term. However, due to these 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

1. Medicine and Society 1: The Course
2. PFCC (Patient- and Family-Centered Care) Module
3. EC (Experiences in the Community) Module
4. Ethics Module
5. UGME (Undergraduate Medical Education) Policies & Resources

1. Medicine and Society Year 1 Term 1: The Course

This course, *“Introduction to Patients, Health, and Medicine”*, is the first of four courses in the Medicine and Society series (followed by *Population Health and Preventative Medicine*, *Meeting patient needs through the health care system*, and *Physician Roles and Leadership*). In this course, students explore concepts of the biopsychosocial model, health and illness, patient- and family-centered care (PFCC), indigenous health and healing, culture, life course, resilience, systems thinking and change, physician roles and ethics.

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

Medicine & Society I also includes the following modules as part of this course: (1) Patient- and family-centered care (PFCC), (2) Experiences in the community (EC), and (3) Ethics modules. Please see descriptions below for further details.

OVERALL COURSE OBJECTIVES

By the completion of the Medicine and Society I course, students will be expected to:

1. Describe the impact of applying a biopsychosocial approach to understand health and provision of care.
2. Identify interpersonal and organizational changes required to achieve patient and family centered care (PFCC).
3. Analyze culturally safe health care, especially for Indigenous peoples and minority groups.
4. Recognize the roles of physicians in society.
5. Identify how personal and systemic biases affect the well-being of individuals and contribute to health.
6. Identify how systemic racism affects the well-being of individuals and contributes to health.
7. Demonstrate ethico-legal reasoning.

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 has specific policies and procedures for course delivery, exams and assessment that can be 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

COURSE CONTACTS

Course Director: Dr. Nnamdi Ndubuka: nnamdi.ndubuka@usask.ca – (306) 961-4245 Medicine & Society I Courses

Chair: Dr. Juan-Nicolas Peña-Sanchez: juan-nicolas.ps@usask.ca – (306) 966-5727

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

Pre-Clerkship Administrative Coordinator (Regina): Cass Cozman - Cassandra.cozman@saskhealthauthority.ca (306)-766-0552

Administrative Assistant: Sarah Zdunich -sarah.zdunich@usask.ca.

COURSE SCHEDULE

Please check One45 DAILY to ensure 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 undergraduate administrators.

All learning objectives (course, module, and session) can be accessed in One45 and 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.

[Syllabi Objectives and Curriculum](#)

INDEPENDENT LEARNING

Many sessions will include active group discussions where pre-readings have been assigned. It is very important that students come to class prepared, having carefully read the assigned materials. Reading materials will be available on One45. Many classes, including the invited panel presentations, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation.

COURSE DELIVERY

Course materials will be posted to One45. Assignment details will be posted on Canvas. In addition to in-class learning, first year Medicine & Society courses include two experiential learning modules, PFCC and EC Modules that both extend past Term 1 and into Term 2, as well as the Ethics module (see Modules below). Note that there are sessions which require mandatory attendance, please check One45.

COURSE RESOURCES

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

ASSESSMENT OVERVIEW

Assessment	Due Date: Indicated Below Due Time: 23:59	
Medicine and Society General		
• Inter-cultural Development Inventory	Completion*	August 17, 2022
• Indigenous Health and Wellness Experience (Mandatory Attendance on the assigned date and time)	Completion*	TBA
• Assessment 1 – Indigenous Health and Wellness Reflection	Pass**	October 5, 2022
• Assessment 2 – Othering and Stigma	Pass **	November 21, 2022
• Assessment 3 – Your Credo	Pass**	December 2, 2022
Patient & Family Centered Care (PFCC) Module – Term 1		
• Attend TWO Patient Family Partner (PFP) Sessions in Term 1 (Mandatory Attendance on the assigned date and time)	Completion*	TBA
• Attend ONE Patient Family Narratives (PFN) Session in Term 1 (Mandatory Attendance)	Completion*	November 30, 2022
• Assessment 4 – Patient Family Narratives (PFN) Activity Submission	Pass**	November 30, 2022
Ethics Module		
• Tutorial Course on Research Ethics – CORE	Completion*	August 31, 2022
• Assessment 5 – Ethics Essay	Pass**	September 21, 2022
Experiences in the Community (EC) Module – Term 1		
• The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. • Students who are selected for the optional Inter-professional Community Services Learning Program (CSLP) are waived of the requirement to complete the CE.	Completion *	Term 2
Examinations		
• Final Exam of Medicine and Society	Pass**	December 7, 2022

* *Completion* - entails completion of the activity or attendance at all mandatory sessions with active participation.

** *Pass* - student must achieve *Meets Expectations or Greater or meet minimum pass criteria* in the appropriate assessment.

ASSESSMENT COMPONENTS

Assignments

All assignments require critical analysis, informed by citing and discussing relevant course materials and readings. A critical analysis involves the student's positive, negative, or mixed scholarly comments. For more details, see Canvas.

Assessment #1: Indigenous Health and Wellness Reflection

Description: A written reflection of your Indigenous Health and Wellness experience. The assignment description, details, and rubric will be posted on Canvas.

For due date(s) see Assessment Table above.

Assessment #2: Othering and Stigma – The Culture Police

Description: This is a commitment to engage in a dialogue through a discussion group on Canvas. You should start this assignment early on in the course to meet all expectations without issue. This assignment will focus on taking a thoughtful look at society, systems and structures. The assignment description, details, and rubric will be posted on Canvas.

For due date(s) see Assessment Table above.

Assessment #3: Your Credo

Description: The assignment will help students summarize and synthesize many course concepts and consolidate their commitment to a good way of practicing going forward. The assignment description, details, and rubric will be posted on Canvas.

For due date(s) see Assessment Table above.

Assessment #4 (*Patient & Family-Centred Care (PFCC) Learning Experiences – Term 1*): Family Narratives Activity Submission

Description: Participation in Patient Family Narratives requires that all students complete an activity submission. Download the activity submission at the time of session completion and upload it to Canvas as a record of your participation.

For due date(s) see Assessment Table above.

Assessment #5 (*Ethics Module – Term 1*): Essay

Description: Written essay focused on ethical principles, guidelines, and an understanding of ethical problems, see Canvas for details. Rubric is available.

For due date(s) see Assessment Table above.

Other Course Components

Inter-Cultural Development Inventory Completion

Description: Completion of the Inter-cultural Development Inventory (IDI) to assess both individual and group cultural competency. Further details will be given in the first class of the course.

For due date(s) see Assessment Table above.

Indigenous Health and Wellness Experience

Description: The date and time for this experience will be announced at the beginning of the term. Please note that arrangements to commute will need to be made. All students are required to attend this experience as part of the course. This experience supports Assessment #1.

Location: Saskatoon: Wanuskewin Heritage Park, Penner Rd, Saskatoon, SK S7K 3J7
Regina: TBD
For date(s) see One45 schedule.

Patient Family Partner Sessions 1 and 2

Description: See Patient and Family Centered Care Handbook
For due date(s) see One45 schedule.

Patient Family Narrative Session

Description: All students are required to participate in one Patient Family Narratives Session per term. See <https://healthsciences.usask.ca/education-and-research/collaborative-practices-blog/2021-blog-posts/creating-opportunities-for-collaboration-in-pfns.php> for more information.
Location: On-line via IPECT. Note: Self-scheduled by end of term. Session availability is limited.
For due date(s) see Assessment Table above.

Tutorial Course on Research Ethics – CORE

Description: All students are required to successfully complete the Tutorial Course on Research Ethics – CORE (https://ethics.gc.ca/eng/education_tutorial-didacticiel.html). The certificate obtained after completing this online course should be submitted through Canvas.
For due date(s) see Assessment Table above.

Experiences in the Community Module

Description: Demonstration of appropriate participation in the Community Experience (CE), Community Service Learning Program (CSLP) or Making the Links (MTL), or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I course.

- The reflective assignment for CE is due following completion of the CE, which occurs in Term 2. Details of sign-up deadlines for the CE in Term 1 will be shared at orientation and in one45.
- Details of required assignments for co-curricular options (CSLP and MTL) will be shared at orientations for those options.

Final Exam

Description: The final examination focuses on the Medicine and Society general sessions, excluding the content of the Ethics, and EC modules. The final examination will focus on the students' ability to *understand* and *reflect* upon the themes of the course. It will be a closed-book examination, meaning there will be NO access to course materials or any other resources while completing the examination.
For exam date see the Assessment Table above.

EXAM PROCTORING

Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course 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 AND REMEDIATION

For successful course completion and for the purposes of promotion, students are required to:

- complete all assessments and mandatory course components/alternative assignments within the course;
- pass a minimum of two of three (2/3) assessments from the *MEDICINE AND SOCIETY 1 GENERAL* section of the course (completion of all three assignments is required)
- For each of the following three distinct modules within Medicine and Society I: *Ethics, PFCC* and *EC* modules, students will a) pass all assignments and b) complete all mandatory course components for successful completion of the course; and,
- pass the final exam

Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts.

REMEDIATION AND COURSE FAILURE

If a student does not complete all of the assessments of the course or fails one of the following components -

- Two (2) Medicine and Society General Assessments
- the PFCC Module
- the EC Module
- the Ethics Module; or
- the Final Exam

A maximum of one remediation/supplemental attempt will be offered.

If a student fails more than one component listed above, this will be considered a course failure and remediation will not be offered. Note, if a student fails all three of the Medicine and Society General Assignments, this will also be considered a course failure. Additionally, failure of a supplemental assessment will result in a course failure.

Students who require remediation will need to meet with the Course Director and/or Course Chair and Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components to be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental assessment will be determined by the Student Academic Management Committee.

ATTENDANCE EXPECTATIONS

See Student Information Guide for MD Program Attendance and Absence policy. As per the Attendance Policy, all small group sessions are mandatory. Additionally, please note that the panel sessions, Indigenous Health and Wellness experience, PFCC sessions, and community experience are all mandatory. Students should have a camera on when required by the Course or Module Director; for example, cameras are required during the Patient Family Partner sessions.

HOW IS ATTENDANCE DOCUMENTED?

Attendance will be taken at mandatory sessions.

WHAT ARE THE IMPLICATIONS OF BEING ABSENT?

It is the responsibility of the student to ensure he/she meets all the requirements of the course and modules for the term. Students should request guidance from their course and/or module director on how to independently make up any material missed. Sessions will not be rescheduled, and additional sessions will not be offered in order to make up missed material.

Students who miss a mandatory session without prior approval or following appropriate notification steps in the event of illness (see Attendance Policy) should anticipate a meeting to discuss professionalism. When students have approved absences, there will be no professionalism implications, but remediation may be required.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Updated wellness session on impostor phenomenon, help students to understand the concept and consider ways to mitigate its impact.
2. Adapted sessions in small ways to increase engagement with the content.

2. PFCC Module: Patient & Family Centred Care Learning Experiences (10 hours)

MODULE DIRECTOR

Dr. Krista Baerg – dr.kbaerg@usask.ca – (306) 220-6859

MODULE DESCRIPTION

This module provides students with authentic experiences of health and health care from the perspective of patients. The student will seek to understand the patient/family experience and implications for future practice. This experiential learning module encourages reflective practice and builds on available learning opportunities.

The four pillars of patient- and family-centered care are explored within the care delivery context, considering the continuum of patient engagement and factors influencing patient engagement. Note: for the purposes of this module, the terms “patient” and “client” are used interchangeably.

This longitudinal Year 1 experience extends over Term 1 and 2. An introductory seminar in Term 1 introduces students to key concepts related to patient- and family centered care. Students participate in Patient Family Partner (PFP) sessions and Patient Family Narratives (PFN) sessions over term 1 and 2 seeking to understand the patient/family experience and consider implications for future practice.

By completing the term 1 PFCC module, students will meet the course level objective, “Identify interpersonal and organizational changes required to achieve patient and family centered care”.

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

MODULE OBJECTIVES

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

1. Recognize factors impacting expression of the pillars of patient- and family-centered care (PFCC) at the interpersonal level
2. Recognize organizational changes required to advance from system-centered care to achieve patient- and family-centered care (PFCC).
3. Assess factors impacting expression of the pillars of patient- and family-centered care (PFCC) at the interpersonal level
4. Suggest organizational changes required to advance from system-centered care to achieve patient- and family-centered care (PFCC).
5. Develop a plan to integrate patient- and family-centered care (PFCC) and patient engagement principles into your future practice.

MODULE SCHEDULE

The schedule will be posted on One45. 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. Since Patient Partners are engaged in program delivery, last minute changes may occur. Please check One45 WITHIN 24 HOURS OF YOUR SESSION to ensure the most current schedule information. 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.

INDEPENDENT LEARNING

During the course module, protected time for independent learning has been set aside to allow students to attend and participate in independent learning sessions.

MODULE DELIVERY

This longitudinal module extends over term 1 and 2 with discrete requirements in each term. In each term, students will have Patient Family Partner sessions (see course schedule, attendance sign-in required) and attend Patient Family Narrative sessions to hear the patient perspective and to participate in interprofessional discussion (see online schedule, limited availability, attendance sign-in required).

PATIENT FAMILY PARTNER SESSIONS

These mandatory sessions are scheduled during class time (see One45). For more information on session objectives and required preparation, refer to the module handbook. During these sessions, it is required that students keep their video on per the request of patient partners.

PATIENT FAMILY NARRATIVES SESSIONS

More information on Patient Family Narratives is available at <https://healthsciences.usask.ca/education-and-research/collaborative-practices-blog/2021-blog-posts/creating-opportunities-for-collaboration-in-pfns.php>.

The session schedule and link to sign-up on IPECT is available at <https://usask.itect.app/student>. Students are encouraged to review the schedule early in the term. Sessions are offered on-line approximately once per month through March. Attendance is tracked through completion of the on-line tasks at the session. Upload of your activity submission on CANVAS is required for credit.

MODULE MATERIAL ACCESS

See Module Package for Module details. Group assignments, lecture notes and pre-reading will be posted on One45. Assignments will be posted on Canvas. If you are having difficulty accessing your account please contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-2222.

MODULE RESOURCES

- Introduction to PFCC lecture posted on One45
- Institute for PFCC at www.ipfcc.org
- Patient First Review Update and Patient Experience Case Studies, Government of Saskatchewan - <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review>
- Framework for Patient Engagement by Carman et al at <https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2012.1133>

MODULE ASSESSMENT

MODULE REQUIREMENTS TERM 1 (Med 132):

- Pass required for mandatory assessment #4 – Patient Family Narratives Activity Submission
- Attend TWO Patient Family Partner Sessions – attendance recorded
- Attend ONE Patient Family Narratives Session – documentation required

See Module Package for details.

3. EC Module: Experiences in the Community

MODULE DESCRIPTION

Details regarding the Experiences in the Community Module options will be provided during an orientation in the Medicine & Society I course – see One45 for scheduling details. The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Inter-professional Community Services Learning Program (CSLP) are waived of the requirement to complete the Community Experience. At the end of Term 1, each student must be enrolled in one of the streams, and participating in CE activities if CSLP or MTL applications are successful.

Demonstration of appropriate participation in the CE, CSLP or MTL, or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I course. Specific assessment description details are provided on One45 (or on the MTL website for MTL).

MODULE LEVEL OBJECTIVES

1. Describe how various physician (CanMEDs) roles can contribute to the overall well-being and health of patients, families, communities, and populations.
2. Discuss factors that impact patients and communities encountered during your experience.

MODULE RESOURCES

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

MODULE REQUIREMENTS

Deadlines for application are noted below. Note that option C has space limitations.

- A. 1-Week Community Experience (CE): A mandatory 1 week clinical observership experience in a rural/remote or urban underserved community generally completed in May/June. See documents posted to One45 for more details.

Faculty Lead: Dr. Oriana Watt (oriana.watt@usask.ca)

Timing/Duration: 40 hours after the end of Term 2

The Community Experience Proposal is due on One45 by **October 21, 2022 @ 1630Hrs.**

Note: Students selected for one of the two optional programs listed below are waived of the requirement to complete the Community Experience.

- B. Interprofessional Pharmacy-Medicine Community Service Learning Project (CSLP): A longitudinal inter-professional volunteering experience with a student partner from Pharmacy, doing non-clinical work with a community-based organization serving people in underserved communities in Saskatoon. See documents posted to One45 for more details and on Canvas for assignment information. Students completing this program will receive a letter of completion.

Faculty Lead: Dr. Oriana Watt (oriana.watt@usask.ca)

Timing/ Duration: 45 hours over Terms 1 and 2 (October-March)

The CSLP Application is due by **September 2, 2022 @ 1630Hrs.**

- C. Making the Links (MTL) – Certificate in Global Health: Combines academic courses and experiential learning in marginalized, underserved communities locally and globally.

Faculty Lead: Dr. Sarah Oosman (sarah.oosman@usask.ca)

Administrative Coordinator: Carlyn Seguin (carlyn.seguin@usask.ca)

Timing/Duration: runs over Years 1 & 2 with a community-based experience each summer

MTL application is due on or before **August 24, 2022, at 16:30**. For more information and how to apply please email Carlyn Seguin directly.

MODULE ASSESSMENT OVERVIEW

Successful completion of the Community Experience requires:

- Completion of the one week clinical immersion experience.
- Evidence of satisfactory participation in clinical learning experiences on the assessment form completed by the CE supervisor(s).
- Satisfactory completion of a reflective assignment (approximately 250 word) due within 2 weeks of completion of the experience (pass/fail).

Note: The two other optional programs that are alternative to the CE each include reflective activities and specific assessment; details of assessment provided at orientation for the students selected, and in materials specific to that option.

Since this module extends beyond Term 1, required assessments may occur after completion of Term 1.

MODULE ASSESSMENT COMPONENTS

Specific assessment details will be provided in orientation or on One45 or Canvas as noted at the orientation.

4. Ethics Module

MODULE CONTACTS

Module Director: Ryan Meneses – r.meneses@usask.ca – (306) 491-4636

MODULE DESCRIPTION

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

MODULE OBJECTIVES

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

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

MODULE ASSESSMENT

This assessment will focus on ethical principles, guidelines, and an understanding of ethical problems in a written essay in 750 words max. The details for this assessment will be posted on Canvas.

As part of this module, all students are required to successfully complete the Tutorial Course on Research Ethics – CORE (https://ethics.gc.ca/eng/education_tutorial-didacticiel.html). The certificate obtained after completing this online course should be submitted through Canvas. https://ethics.gc.ca/eng/education_tutorial-didacticiel.html). The certificate obtained after completing this online course should be submitted through Canvas. https://ethics.gc.ca/eng/education_tutorial-didacticiel.html). The certificate obtained after completing this online course should be submitted through Canvas.

For due date(s) see Assessment Table above.

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).

<https://sundog.usask.ca/record=b3526222>. 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).

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).

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

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 syllabus¹.

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

¹ 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.

component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

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

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

CITATION FORMAT

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the module/course directors and/or year chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME procedures for concerns with medical student professional behavior.

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course 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](#). 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 Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#)

ACCESS AND EQUITY SERVICES (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

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 AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

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

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

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

Administrative Associate (Saskatoon), Chris Florizone at cdf300@mail.usask.ca (306) 966-7331

Administrative Associate (Regina), Sue Schmidt at sue.schmidt@saskhealthauthority.ca or (306) 766-0620

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

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

OSA Associate, Michelle Grove at michelle.grove@saskhealthauthority.ca or (306) 766-0553

CAREER ADVISING & MENTORSHIP

Co-Module Director, Dr. Ginger Ruddy at med.careeradvising@usask.ca

Co-Module Director, Sheldon Moellenbeck at sheldon.moellenbeck@usask.ca

Career Advisor (Saskatoon), Dr. Lee Kolla at med.careeradvising@usask.ca

Career Advisor (Saskatoon), Dr. Richard Nataraj at med.careeradvising@usask.ca

Career Advisor (Regina), Dr. Andrew Houmphan at med.careeradvising@usask.ca

Administrative Assistant, Sara Bryson at sara.bryson@usask.ca

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

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 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/study/tech-tips.php>

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