Foundations in Clinical Medicine II

MEDC 146.21

YEAR 1 TERM 2

COURSE SYLLABUS

2022/2023

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

As we engage in Remote 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.

Foundations in Clinical Medicine I – Course Overview

REMOTE LEARNING CONTEXT

To address uncertainties related to delivering academic programming during a pandemic, some instructors may deem it necessary to revise syllabi in ways that impact assignments, assessments, and weighting of grades, among other things. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School. This provision is temporary and will be reviewed by the Academic Programs Committee at the beginning of each semester until any permanent change in this regard is approved by Council.

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 winter 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

This course is the second in a series of four Foundations of Clinical Medicine courses and includes two curricular components:

1. A longitudinal Case-Based Learning Module.
2. Clinical systems-based modules: Gastrointestinal, Respiratory, Cardiovascular, Dermatology and Plastics.

Building on their learning from Foundations I students will continue to learn to apply knowledge and skills towards care of people with common and/or urgent medical conditions.

Completion of this course will help you attain elements of your overall undergraduate program objectives (Program Learning Objectives).

COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine I (MEDC 136.21) or be conditionally promoted and engaged in a program of remediation for the MEDC 136.21 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 136.21, 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 evidence-based management plans.
3. Select and interpret appropriate evidence-based investigations.
4. Develop an evidence informed approach to health promotion, illness prevention and disease screening for healthy and at-risk populations.

In addition, each 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.

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: https://teaching.usask.ca/about/policies/learning-charter.php

COURSE CONTACTS

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

Dr. Matt Wong – msw932@mail.usask.ca (306) 966-6138 c/o Cheryl Pfeifer

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

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

COURSE SCHEDULE

The Foundations in Clinical Medicine II Course is organized into 4 modules running sequentially on specific assigned days and a Case-Based-Based Learning module that runs longitudinally throughout the term. Session schedules for each of the modules will be posted in One45.

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the 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 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 including laboratory learning
- Independent self-directed reading and exercises

COURSE MATERIAL ACCESS

Course materials are available in One45. The syllabus, forms, and other useful documents will be posted there. In some modules, Canvas will be used for submission of assignments.

If you have difficulty accessing your account, please contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-4817.

RESOURCES

It is strongly recommended that you 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 your 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 Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available https://firstline.org/sha/

The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. Firstline - Microbial Pursuit

The CANImmunize app with guidance for immunization schedules and information is available for free download through the App Store and Google Play.

Climate Wise Resource: https://www.cwslides.com/?fbclid=IwAR2WGaK-y5p8qhUjo_YGtrI0qGDc3svUNHHTAU3jaQGUZrXnR7gKvGKQSAo

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 you need assistance finding these texts, contact your Health Sciences librarian.

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: I 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 Marcdante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.
4. Anatomy TV: https://libguides.usask.ca/PRIMAL
5. Additional Anatomy Resources: https://libguides.usask.ca/medicine/anatomy

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. https://openpress.usask.ca/undergradimaging

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/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/

Textbooks are available online from the University of Saskatchewan Bookstore: https://bookstore.usask.ca/students.php#MyTextbooks

Another useful resource for different skin tones is VisualDX. Please see more information at the U of S Library for details.

COURSE ASSESSMENT OVERVIEW

Course Component	Module Components	Module Weight	Component Requirement	Weighting in Final Foundations I Mark
Gastrointestinal Module	Histology Assignment Clinical Practice Guidelines Assignment Colonic Assignment Imaging Assignment Mid-Module Exam End-of Module Exam	5% 5% 5% 5% 30% 50%	70% on module	25%
Respiratory Module	Quiz I Quiz II Histology Assignment Anatomy Quiz Mid-Module Exam End of Module Exam	10% 10% 5% 5% 25% 45%	70% on module	25%
Cardiovascular Module	Patient Voice Assignment ECG On-Line Module ECG Canvas Quiz Mid-Module Exam End of Module Exam	3% 16% 6% 30% 45%	70% on module	25%
Dermatology & Plastics Module	Quiz Mid-Module Exam End of Module Exam	15% 35% 50%	70% on module	25%
Case-Based Learning Module *	10 Cases CBL End of Module Exam	Competency Based	All competencies met **and** 70% of competencies on CBL End of Module Exam	Pass/Fail
Course Total Mark				100%
Anatomy **	Lab Assessment**	Pass/Fail	60% on assessment	
Foundations II Final Exam ***			60% on exam	

In order to provide students more individualized feedback following most exams, students will receive individual feedback sheets that will detail the student's progress towards achievement of the course/module objectives.

* Any competency points gained from the CBL End of Module Exam count towards the required number of competencies for the CBL module. Please see the Case-Based Learning Module section for further details.

** The Anatomy Lab Assessment is a cumulative exam and tests anatomy content covered in the Gastrointestinal, Respiratory and Cardiovascular Modules in Foundations II. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

*** The Foundations II Final Exam is a cumulative exam and tests clinical application of content from Foundations I and II block modules as well as the CBL modules. This Final Exam 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 may include: short answer, multiple choice, extended multiple choice, fill-in-the-blank, and matching. A minimum score of 60% on the Foundations II Final Exam is required for successful course completion.

EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances where examinations in this course might 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, rubrics are also posted in Canvas. In the event of a discrepancy between the two versions, the rubric 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 four system-based modules within the Foundations II course (Gastrointestinal, Respiratory, Cardiovascular and Dermatology Medicine Modules) and the required competencies in the fifth module (Case-Based Learning). 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 block/systems 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. See the assessment table above.

The requirements for successful completion of the Foundations II Course are listed below. Please note that students must meet the overall Term 2 promotion standards in order to be promoted to Year 2 (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 four modules, the required amount of competencies for the Case-Based learning Module, 70% of the required competencies in the Case-Based Learning End of Module Exam 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. Assignments are adjudicated as per the Assignment Submission Policy.

C) Students who do not achieve the required 70% average grade in any of the four system based modules, the required competencies in the Case-Based Learning module, 70% of the required competencies in the Case-Based Learning End of Module Exam 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 & Table 2 for grade deficit point allocation rubric). Feedback regarding the Case-Based Learning module will be provided earlier in the term and will be better able to target individual education needs. Students who appear to be having difficulty will be offered a meeting with Academic Support and the Module Director. Students accumulating 2 or more deficit points at any point during the course will be deemed to be experiencing <u>academic difficulty</u>. 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 Chairs(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 should 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. 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 a total of four (4) or more** grade deficit points or accrued deficit points in **three (3)** separate modules within Foundations II will be considered to have been unsuccessful in the Foundations II Course and will NOT be offered further remediation or supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 2) Promotions Committee and the Student Academic Management Committee.

E) The module director 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 May. 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 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-June. Where students have supplemental exams 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 UGME office. Supplemental assessments will ONLY be offered on scheduled dates unless there are exceptional circumstances (such as personal illness, bereavement, etc.). In cases of exceptional circumstances, 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, with the exception of the Anatomy Lab Assessment (see section I). Further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 2) 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 student fails the Anatomy Lab assessment, which is a mandatory pass component, a supplemental assessment may be arranged between the student, lab director and/or course chair(s). Supplemental assessments will be completed in June (specific dates will be provided). Supplemental assessments for all students will be administered at the Saskatoon campus. If a student is unsuccessful on the original lab exam, they will not accrue any GDPs, however, if they are unsuccessful on the anatomy lab supplemental assessment, they will accrue 1 GDP. If a student fails the supplemental lab assessment, further decisions regarding academic outcomes will be adjudicated by the Year 1 (Term 2) Promotions Committee and the Student Academic Management Committee.

J) 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.

K) 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 and the minimum number of required competency points).

L) Grade deficit points will not appear on the student's transcript, nor are they transferred to any other course in the UGME Program.

Students who are eligible for 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 ≥ 60%	< 60% and ≥ 50%	<50%
Gastrointestinal Module	I	II	III
Respiratory Module	I	II	III
Cardiovascular Module	I	II	III
Dermatology & Plastics 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.

Table II: Grade Deficit Point Allocation for Case-Based Learning Module

	Number of Competencies not achieved before remediation.		
	One Competency **OR** Failure of the End of Module Exam	Two Competencies	Three or More Competencies **OR** Failure of Module Exam Plus One or more Competencies
Case-Based Learning Module	I	II	III

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 work with the academic support team and the module/course leaders to review their examination performance and discuss concepts that students may be struggling with.

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

GASTROINTESTINAL

MODULE DIRECTOR

Dr. Edward Ha

Email: eddy.ha@usask.ca

Office Hours: Please contact to arrange a meeting

MODULE DESCRIPTION

The Gastrointestinal module is designed to provide the undergraduate medical student an overview of the normal function and structure of the gastrointestinal system. The module also provides a learning experience to understand how common disease processes may affect the GI system to create gastrointestinal illness. The symptoms and the clinical approach to these symptoms will be provided along with discussion of specific common GI illnesses. This will be accomplished by a combination of traditional lectures on common GI complaints along with lectures on specific diseases. Small group sessions will be held to apply the knowledge learned in the formal lectures using case discussions. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

MODULE OBJECTIVES

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

1. Describe the normal structure and function of the gastrointestinal tract and how the system can be affected by disease processes to create clinical illness.
2. Develop an approach to the differential diagnosis of common and serious GI presentations.
3. Describe common and serious GI conditions including their epidemiology and clinical features including history and physical findings.
4. Select and interpret testing for appropriate screening, surveillance and diagnosis of GI conditions.
5. Describe management of common GI conditions.

MODULE SCHEDULE

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

REQUIRED RESOURCES

First Principles of Gastroenterology and Hepatology in Adults and Children
(Note: this is an on-line textbook which is free to download at: www.giandhepatology.com)

Students will benefit from preparation prior to sessions. This is expected prior to the small group interactive discussions. Further individual session resources and pre-readings may also be posted within One45.

MODULE DELIVERY

Students will learn through a variety of methods, including:

- Large group didactic lectures
- Case-based learning sessions
- Independent self-directed reading and exercises including assignments
- Anatomy laboratory experience

STUDENT ASSESSMENT

Assessments	**20%**
Histology Assignment	5%
Clinical Practice Guidelines Assignment	5%
Colonic Diverticulosis Assignment	5%
Imaging Assignment	5%

Exams	**80%**
Mid-Module	30%
End of Module	50%

Assessment 1: Histology Assignment

Value: 5% of Final Grade

Due Date: January 25, 2023

Description: Exploration of gastrointestinal histology knowledge through short answers in take-home format.

Assessment 2: Clinical Practice Guideline Assignment

Value: 5% of Final Grade

Due Date: January 11, 2023

Description: Assignment to solidify learning around previously presented material and to introduce the application of guidelines and evidence-based medicine to clinical practice.

Assessment 3: Colonic Diverticulosis Assignment

Value: 5% of Final Grade

Due Date: January 18, 2023

Description: Assignment to solidify learning around colonic diverticulosis.

Assessment 4: Imaging Assignment

Value: 5% of Final Grade

Due Date: February 1, 2023

Description: Assignment to solidify learning around imaging related to GI conditions.

Mid-Module Exam

Value: 30% of Final Grade

Date: January 13, 2023

Description: Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, and matching questions based on all content up to and including January 11, 2023.

End of Module Exam

Value: 50% of Final Grade

Date: February 6, 2023

Description: Based on ALL module content, weighted more heavily on content not covered on mid-module exam. Question types may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, and matching questions based on all content up to and including February 3, 2023.

Anatomy Lab Assessment

Value: Required pass component

Date: Saturday April 29, 2023

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the GI, Resp, and CV modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

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

MODULE 2

RESPIRATORY

MODULE CO-DIRECTORS

Dr. Chung Chun (Anderson) Tyan

Email Address: cht995@mail.usask.ca

Office Hours: please contact to arrange a meeting

Dr. Jared Diederichs

Email Address: j.diederichs@usask.ca

Office Hours: please contact to arrange a meeting

MODULE DESCRIPTION

This module will include the study of respiratory related anatomy and physiology in addition to the pathophysiology, diagnosis, prognosis and treatment of respiratory related diseases. Students will develop a clinical approach for patients with common and urgent thoracic/respiratory system problems including upper and lower airway, pleural and parenchymal disease/disorders/trauma/malignancies. Major vertical themes will be emphasized including public health implications related to respiratory diseases. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the respiratory system.
2. Construct a differential diagnosis in a patient presenting with airway/thoracic/respiratory abnormalities.
3. Order and interpret appropriate investigations.
4. Outline a management plan for patients with an airway/thoracic/respiratory disease/disorder.
5. Explain the pathogenesis and pathophysiology of common or urgent respiratory/thoracic diseases/disorders.

MODULE SCHEDULE

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

REQUIRED RESOURCES

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

West JB (J Burnard), Luks A. West's Pulmonary Pathophysiology: The Essentials. New York: Woulters Kluwer, 2017.

Additional resource materials recommended to students include:

Online lectures by J.B. West: https://meded.ucsd.edu/ifp/jwest/resp_phys/

Kasper D, Fauci, A, Hauser S, Longo D, Jameson JL, Loscalzo J. Harrison's principles of internal medicine (19th ed.) New York: McGraw-Hill, 2015. Available online at library.usask.ca.

Chapter Nine of the Undergraduate Imaging addresses CXR https://undergradimaging.pressbooks.com/front-matter/introduction/

Acid-Base Workbook (See materials posted under Session One of this module in One45).

* this workbook includes in-depth renal causes of acid-base disorders which may be beneficial for student practice, but this workbook is not examined in the respiratory module.

Further individual session resources and pre-readings may also be posted within One45.

MODULE DELIVERY

Students will learn through a variety of methods, including:

Large group didactic session with case-based questions within the session

Interactive small group case-based learning sessions,

Independent self-directed reading and exercises,

Histology laboratory experience with virtual microscopy slides

Anatomy laboratory experience

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.

STUDENT ASSESSMENT

Assessments	**30%**
Quiz I	10%
Quiz II	10%
Histology Assignment	5%
Anatomy Quiz	5%
Exams	**70%**
Mid-Module	25%
End of Module	45%

Assessment 1: Histology Assignment

Value: 5% of Final Grade

Posting Date: February 7, 2023

Due Date: February 13, 2023

Description: Take home assignment download and submitted through Canvas.

Assessment 2: Quiz I

Quiz Value: 10% of Final Grade

Posting Date: February 15, 2023

Due Date: February 28, 2023

Description: On-line quiz covering physiology, ABGs, CXRs and PFTs.

Assessment 3: Quiz II

Quiz Value: 10% of Final Grade

Posting Date: March 8, 2023

Due Date: March 13, 2023

Description: On-line quiz covering material on adult Respirology topics.

Assessment 4: Anatomy Quiz

Value: 5% of Final Grade

Posting Date: February 14, 2023

Due Date: February 17, 2023

Description: Online quiz covering all anatomy material.

Mid-Module Exam

Value: 25% of Final Grade

Date: March 3, 2023

Description: Question types 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 up to and including February 28, 2023.

End of Module Exam

Value: 45% of Final Grade

Date: March 20, 2023

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

Anatomy Lab Assessment

Value: Required Pass Component

Date: Saturday, April 29, 2023

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the Gastrointestinal, Respiratory, and Cardiovascular modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

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

MODULE 3

CARDIOVASCULAR

MODULE CO-DIRECTORS

Dr. Desiree Rouleau

Email Address: desiree.rouleau@usask.ca

Office Hours: please contact to arrange meetings

Dr. Michael Cenkowski

Email Address: mjc381@mail.usask.ca

Office Hours: please contact to arrange meetings

MODULE DESCRIPTION

This module will include the study of cardiovascular related anatomy and physiology in addition to the pathophysiology, diagnosis, prognosis and treatments of cardiovascular related diseases. Students will develop a clinical approach for patients with common and urgent/emergent cardiac and vascular related problems including peripheral vascular, ischemic, dysrhythmic, valvular, inflammatory and pediatric congenital disease/disorders. Major vertical themes will be emphasized including preventative medicine implications related to cardiovascular diseases. Practical anatomy labs will also be integrated into the course schedule to provide a more complete understanding of the system.

MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the cardiovascular system.
2. Construct a differential diagnosis for a patient presenting with cardiovascular related symptomatology or abnormalities.
3. Order appropriate medical investigations and be able to interpret them.
4. Outline a management plan for patients with cardiovascular related disease/disorders.
5. Explain the pathogenesis and pathophysiology of common or urgent/emergent cardiac and/or vascular related diseases/disorders.
6. Describe evidence-based approaches to primary and secondary prevention of cardiovascular disease.

MODULE SCHEDULE

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

RECOMMENDED RESOURCES

(* denotes availability at the Leslie and Irene Dubé Health Sciences Library)

Pathophysiology of Heart Disease: An introduction to cardiovascular medicine. (2020), Lilly L. *

The Only EKG Book You'll Ever Need. (2019), Thaler, M. *

A case workbook of electrocardiograms and clinical cases for use in small group sessions will be provided to each student via One45.

ECG Module at teachingmedicine.com – students will be contacted early in the Foundations course to be enrolled in the on-line course to be able to access the ECG module at www.teachingmedicine.com

https://litfl.com/ecg-library/

Further course/individual session resources and pre-readings may also be posted within One45.

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
- Anatomy laboratory experience

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.

STUDENT ASSESSMENT

Assessments	**25%**
Patient Voice Assignment	3%
ECG On-Line Module Assignment	16%
ECG Quiz	6%
Exams	**75%**
Mid-Module	30%
End of Module	45%

*Assessment 1: Patient Voice Assignment **

Value: 3% of Final Grade

Due Date: April 13, 2023 by 23:59

Description: In short answer format, reflect upon insight gained into CV patient experience. This will be an in-class assessment, mandatory as per Attendance policy.

Assessment 2: ECG On-Line Module Participation

Value: 16% of Final Grade

10% of the final grade will be awarded through completion of the assigned modules.

6% of the final grade will be scored through the online ECG In-Class Quiz *

Due Date: Module Completion: April 10, 2023 by 23:59

In-Class Quiz: April 11, 2023

Description: On-line module participation to build understanding of ECGs and improve comfort with interpreting ECGs. Available at: teachingmedicine.com

Quiz 2: *ECG Canvas Quiz*

Value: 6% of Final Grade

Date: April 13, 2023 by 23:59

Description: Canvas exam to strengthen interpretation skills for common and important ECGs.

Mid-Module Exam

Value: 30% of Final Grade

Date: April 3, 2023

Description: Question types 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 up to and including the small group CAD cases on March 30.

End of Module Exam

Value: 45% of Final Grade

Date: April 20, 2023

Description: Comprehensive questions on full course content, weighted slightly more heavily to those topics not on the midterm, including dysrhythmia, heart failure, valvular disease and pediatric heart disease.

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 up to and including Genetics lecture on April 14.

Anatomy Lab Assessment

Value: Required pass component

Date: Saturday April 29, 2023

Description: Students will participate in a final Anatomy Lab Assessment that will include content from the GI, Resp, and CV modules. Students will be asked to identify various structures similarly to the material presented in the labs during the term. The exam will occur in the anatomy lab space where students will progress through several timed stations and be assessed on anatomy content using labelled cadaveric specimens.

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

* In-class assessments – these sessions will be mandatory as per Attendance Policy.

MODULE 4

DERMATOLOGY AND PLASTICS

MODULE CO-DIRECTORS

Dr. Kirsten Walker

Email Address: drwalkerderm@gmail.com

Office Hours: please contact by email

Dr. Jodi Parent

Email Address: parent.jodi@gmail.com

Office Hours: please contact by email

Dr. John Staples [Plastics]

Email Address: john.staples@usask.ca

Office Hours: please contact by email

MODULE DESCRIPTION

Students will learn to care for patients with common and urgent dermatological conditions by applying their knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major cross-cutting themes such as mental health, aboriginal health, and interprofessional education will be discussed. Students will be prepared to enter their clerkship where they will participate in the care of patients with dermatological conditions and expand and deepen their knowledge and skills in this area.

MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the dermatological system.
2. Identify the underlying pathophysiology of common and urgent dermatological disorders.
3. Describe an approach to the care of patients with common and urgent dermatological conditions.
4. Formulate possible causes, investigations and patient centered medical/surgical management for common and urgent presentations of skin conditions.
5. Explain the population health aspects of key dermatological conditions including prevention and identify opportunities and propose avenues for advocacy and interprofessional collaboration.
6. Apply knowledge of risk factors of special populations, such as First Nations, children and the elderly, to individual patient situations.
7. Explain the potential psychosocial and mental health impacts of select dermatological conditions.
8. Apply an evidence-based approach to identify benefits, risks, and efficacy for patients using holistic therapies (integrative medicine) for skin conditions.

MODULE SCHEDULE

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

RECOMMENDED RESOURCES

Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology, 8th Ed. Klaus Wolff, Richard Allen Johnson, 2017

Canvas access to virtual microscopy slides

Visualdx for Dermatology photos of Caucasian and non-Caucasian skin tones. See the library website for details: https://libguides.usask.ca/c.php?g=696313&p=4938668

MODULE DELIVERY

Students will learn through a variety of methods, including lectures and quizzes.

STUDENT ASSESSMENT

Assessments	**15%**
Take-Home Quiz	15%
Exams	**85%**
Mid-Module Exam	35%
End of Module Exam	50%

Assessment: Take Home Quiz

Value: 15% of Final Grade

Due Date: May 2, 2023 by 23:59

Description: Comprehensive take home quiz due at the end of the course. Will cover various topics with some questions supplementing lecture content in order to cover all MCC objectives.

Mid-Module Exam

Value: 35% of Final Grade

Date: April 27, 2023

Description: ExamSoft in class.

Question types 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: May 5, 2023

Description: ExamSoft in-class. Cumulative Exam.

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

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

MODULE 5

CASED-BASED LEARNING

MODULE CONTACTS

Case-Based Learning Development Director

Dr. Deirdre Andres – Email: d.andres@usask.ca Phone Number (306) 222-4177

Module Director

Dr. Matthew Wong – Email: msw932@mail.usask.ca

Administrative Staff

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

Cassie Eskra [Pre-Clerkship Coordinator – Regina] – Email: cassandra.eskra@saskhealthauthority.ca Phone: (306) 766-3773

Sarah Zdunich [Year One Admin Assistant] – Email: sarah.zdunich@usask.ca Phone: (306) 966-7202

MODULE DESCRIPTION

This module introduces students to the concept of clinical reasoning and its components and introduces an approach to differential diagnosis. Students will be introduced to sources of bias/error and their effect on clinical decisions and patient care. Basic clinical reasoning skills will be reinforced through the use of cases. In these small group learning experiences, the student will work through patient cases in order to have practice applying knowledge from the various courses and to develop clinical reasoning skills. Cases will also reinforce and expand upon students' existing information literacy knowledge and skills to develop skills specific for the patient/medical context.

This module will consist of a series of patient-based cases. Each case will be designed to run over three sessions in a week.

The first session will start with an orientation. Students will then have time to work through the case materials. These cases are designed to help students develop a general approach to common clinical problems and to develop their clinical reasoning skills.

The second session with be devoted to medical information literacy related to the case materials from the first session. Students will need to formulate a question, find relevant information to answer that question (e.g., patient web sites/handouts, studies, guidelines etc.), critically appraise the information found and apply it to the patient.

The third session will be a facilitator guided small group session. During this session the case will be reviewed and students' clinical reasoning, related to the case content, will be explored and further developed.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competencies

1. Utilize Clinical Reasoning in:

   i) Analyzing the patient interview.

   Determine appropriate questions to understand the disease process, illness experience and relevant patient context.

   Interpret the answers.

   Milestones:

   Choose significant positives from a patient history.

   Ask relevant questions and provide sound rationale.

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   ii) Analyzing components of the physical examination.

   Determine appropriate maneuvers.

   Interpret the findings.

   Milestones:

   Choose physical exam strategies to stratify differential diagnosis.

   Give rationale for the choices.

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   iii) Synthesizing information to develop a rational differential diagnosis and a working diagnosis.

   Milestones:

   Develop differential diagnoses using either mnemonics or systems.

   Stratify differential diagnoses by likelihood, seriousness, outcome.

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   iv) Determining appropriate investigations.

   Interpret the information.

   Synthesize the information to further define the patient's problem.

   Milestones:

   Choose investigations that will help stratify differential diagnoses with appropriate rationale.

   Utilize concepts of false positives, false negatives, pretest probability.

   Incorporate principles of shared decision making.

v) Utilizing effective management strategies.

Milestones:

Identify social determinants of health that might affect management strategies.

Develop a problem list.

Develop an appropriate therapeutic plan, including pharmacological and non-pharmacological interventions that incorporates the patient's illness experience.

Discuss BRAN (benefits, risks/results, alternatives and doing nothing).

vi) Analyzing diagnostic errors.

Identify common errors in information gathering and synthesis.

Develop strategies to decrease errors in diagnosis.

Milestones:

Identify when and where errors are made in information gathering.

2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.

Milestones:

Identify the elements of FIFE (feelings, ideas, functions, expectations) in the interview.

Identify relevant elements of the patient context (including social determinants of health).

3. Utilize opportunities for health promotion and illness prevention.

Identify opportunities for health promotion and illness prevention.

Provide evidence-informed rationale for intervention.

Incorporate patient preferences and expectations into health promotion and illness prevention interventions.

Milestones:

Identify opportunities for health promotion and illness prevention.

Find and critique evidence-based interventions.

4. Determine an evidence-based course of action in response to a patient problem.

   Ask clear, answerable questions.

   Milestones:

   Formulate a clinical question for a patient scenario using the PICO (Population/Problem, Intervention, Comparison, Outcome) format.

   Acquire strong evidence.

   Milestones:

   Perform a MEDLINE search to answer a clinical question.

   Limit a MEDLINE search to retrieve study designs that provide the best evidence for a clinical question.

   Find clinical practice guidelines in answer to questions posed in a patient case.

   Critically appraise the validity and applicability of the evidence.

   Milestones:

   Appraise searches carried out for formulation of systematic reviews and clinical practice guidelines.

   Interpret the results and possible application role for each of the major study types.

   Evaluate the strength of a body of evidence.

   Apply evidence to guide the management of the patient's problem.

   Milestones:

   Find clinical practice guidelines in answer to questions posed in a patient case.

   Interpret the results and possible application for each of the major study types.

5. Demonstrate self-directed learning.

   Milestones:

   Given an area of knowledge or skill difficulty, search for an answer, present the result and receive feedback.

6. Exhibit professionalism.

MODULE RESOURCES

The following are recommended resources for student use:

1. Clinical Reasoning Handbook

   The Clinical Reasoning Handbook by Dr. Andrea Symon and Dr. Deirdre Andres overviews the clinical reasoning process and its components for early medical learners. It serves as a good background resource for the information and principles you will need to use during the CBL module. You will be provided access to this resource at the beginning of the term.

2. Symptom to Diagnosis Podcast (Case-Based Diagnostic Reasoning) [McGraw Hill's Access Medicine]

   This podcast presents case-based discussion of signs, symptoms, and diagnostic tests to improved clinical reasoning and evidence-based practice. It is available for free on several podcast streaming services.

3. Teaching Medicine Website

   https://www.teachingmedicine.com/

   This website contains several computer-based patient cases which can be used for your learning purposes. Some of these cases will be used during the CBL sessions. The Teaching Medicine website will be used for computer-based case learning. Your accounts will have been activated in Term I. Please do only the cases assigned during the module, as this website will also be used throughout Year Two.

MODULE ASSESSMENT OVERVIEW

The Case Based Learning module will be assessed at multiple points throughout the semester. It may be assessed during the Case-Based Learning sessions and during the End of Module Final Exam.

The student will need to acquire a pre-set number of assessment points to demonstrate competency (see chart below). Competency points can be accrued during:

a) The case-based learning sessions.
b) The CBL end of module exam that will be written on May 1, 2023. The end of module exam may include content from ALL previous Foundations modules.

Competency points gained from any of the above sources count towards a student's required end-of-term total.

During the CBL end of module exam, multiple competencies will be assessed with a requirement that 70% of competencies on this exam will need to be met. Failure to achieve 70% of the competencies on this exam will result in failure of the module and the requirement for remediation.

OVERALL MODULE COMPETENCY COMPONENTS

During this module students will be introduced to the Competency-Based Medical Education (CBME) model of assessment.

In order for a student to progress from the early stages of learning to the level of competence necessary to function in a clinical setting, they should demonstrate that they are competent as indicated in the table below. Maintenance of competency will be assessed on the module final exam, where 70% of competencies must be met to achieve success in the module. Feedback will be provided earlier in the term to target individual educational needs. Students in academic difficulty for a competency will be offered a meeting with Academic Support and/or the module director or their designate.

Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
1. Utilize Clinical Reasoning (CR) to: **Analyze the patient interview:** Determine appropriate questions required to understand the disease process, illness experience, and relevant patient context. Interpret the answers.	Cases/Exams	6
Analyze components of the physical examination: Determine appropriate maneuvers. Interpret the findings.	Cases/Exams	6
Synthesize information to develop a rational differential diagnosis and a working diagnosis.	Cases/Exams	6
Determine appropriate investigations: Determine investigations. Interpret the information. Synthesize the information to further define the patient's problem.	Cases/Exams	4
Utilize effective management strategies: Integrate illness experience into active shared decision making around management.	Cases/Exams	2
Analyzing diagnostic errors: Identify common errors in information gathering synthesis. Develop strategies to decrease errors in diagnosis.	Cases/Exams	2
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision making around management.	Cases/Exams	6

Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
3. Utilize opportunities for health promotion and illness prevention. Identify opportunities for health promotion and illness prevention. Provide evidence-informed rationale for intervention. Incorporate patient preferences and expectations into health promotion and illness prevention interventions.	Cases/Exams	4
4. Determine an evidence-based course of action in response to a patient problem.	Cases	10
5. Demonstrate self-directed learning.	Cases Formatively Assessed	- -
6. Exhibit professionalism. *Failure to exhibit professional behavior will be adjudicated on an individual basis.	Individually Assessed	- -

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, 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. In the event of a general service disruption on Canvas at the time an assignment is due, they are to be submitted by 0900 the following morning.

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.

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

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

CITATION FORMAT

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Panopto Video. However, each lecturer reserves the right to choose whether 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 (i.e., 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/academicaffairs/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 to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use 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.

RECOMMENDED TECHNOLOGY

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

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For more information about copyright, please visit https://library.usask.ca/copyright/ where there is information for students available at https://library.usask.ca/copyright/students/your-course-materials.php, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

ACADEMIC INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php - StudentAcademicMisconductRegulations) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php)

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

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - https://libguides.usask.ca/AcademicIntegrityTutorial

There are also valuable resources on the Integrity Matters website: https://academic-integrity.usask.ca/

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, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – ayla.mueen@usask.ca

Academic Support Specialist: Dr. Joshua Lloyd - joshua.lloyd@usask.ca

Academic Support Administration Office: med.academicsupport@usask.ca

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:

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

Student Affairs Coordinator Saskatoon and the School of Rehabilitation Science: Bev Digout - bev.digout@usask.ca, (306) 966-8224

Student Affairs Coordinator Regina: Sue Schmidt - sue.schmidt@saskhealthauthority.ca, (306) 766-0620

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

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

Director, Student Services: Dr. Ginger Ruddy - ginger.ruddy@usask.ca, (306) 966-7275

Academic Support for Students

Visit the Learning Hub to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics

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' website http://students.usask.ca.

Financial Support

Any student who faces unexpected 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 Indigenous student academic and personal success. The ASC offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit https://students.usask.ca/indigenous/index.php.

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. Visit https://students.usask.ca/international/issac.php for more information.