



Medicine & Society IV

MEDC 222

YEAR 2 TERM 2

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.

Preparation for Residency – 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](#). COVID Pandemic policy wording will be updated as required.

COURSE DESCRIPTION

Through classroom and community-based learning experiences, this course will focus on Physician Leadership which will allow students to develop skills related to health care leadership and management teams, quality improvement, IPPC skills, patient advocacy and lifelong learning skills.

This course, *Medicine and Society: Physician Advocacy and Leadership Roles*, is the fourth of four courses in the Medicine and Society series (following *Introduction to Medicine and Society in Canada*, *Public Health and Community Medicine*, and *Canada's Health Care Systems*). Topics will include physician advocacy and leadership, debate, knowledge translation, global health and occupational health. This course explores the context for the practice of medicine involving many of the non-medical expert CanMEDs roles.

Medicine & Society IV integrates the following modules as part of this course: (1) Community-Based Learning Experience (CLE), (2) Arts & Humanities, and (3) Research Qualitative Methods Modules. Further descriptions and information about each module appear later in this document.

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

OVERALL COURSE OBJECTIVES

By the completion of the Medicine & Society IV course, students will be able to:

1. Demonstrate a leadership approach for a given situation.
2. Propose effective strategies to manage change and conflict.
3. Explain how to support quality through crucial conversations with colleagues.
4. Explain important professional considerations and practices related to social media and virtual health care.
5. Explain opportunities for physician advocacy from a global health perspective.
6. Describe opportunities for physician advocacy from an occupational health perspective.
7. Identify the importance of the nonmedical expert CanMEDs roles in a physician's career.
8. Describe the role of community-based agencies and employers in addressing the social determinants of health.
9. Evaluate health care research and apply the principles of evidence-based medicine.
10. Express meaning of medical experiences metaphorically through discussion and representation.

In addition, each individual module in the course will also have its own specific module objectives and separate 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

Chair, Medicine and Society: Dr. Juan-Nicolás Peña-Sánchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Course Director: Dr. Ayisha Kurji - ayisha.kurji@usask.ca

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

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

COURSE SCHEDULE

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>

INDEPENDENT LEARNING

Many sessions are based on the “flipped” or “inverted” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the course reading package and refer to One45 for details. Contributing to the small group sessions, which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

COURSE DELIVERY

The course will be delivered through a series of lectures and small group sessions. In addition, there may be site visits and community service-learning experiences enabling students to deepen their understanding of and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health. When lecturers consent, lectures are recorded.

Case studies illustrating various concepts and practical elements of problem-solving in community and organizational health settings will be used to stimulate discussion and provoke personal reflection on developing individual styles of practice and a professional identity

Course materials will be posted to One45. Assignments will be submitted on Canvas.

COURSE MATERIALS

Course materials (including the syllabus, sessions, objectives, required reading, forms, and other useful documents) are posted on One45 and Canvas. Presentations and supplemental materials for reading and viewing will be posted to One45.

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

OPTIONAL RESOURCES

The CMA provides free online resources for medical students through the Physician Leadership Institute [here](#). Please note the self-led online introduction courses (Introduction to self-awareness, Introduction to effective communication & Introduction to engaging others) at the bottom of the page.

Additional online resources include:

- Canadian Society of Physician Leaders (CSPL) <https://physicianleaders.ca/index.html>
- Canadian Journal of Physician Leadership (CJPL) <https://cjpl.ca>

Resources available on Twitter:

- @CMA_Learns
- @CSPLeaders

COURSE ASSESSMENT OVERVIEW

Achievement in this course will be determined by the following:

Course Component	Assessment	Requirement	Due Date: All assignments are due on the date indicated below by 23:59
Arts & Humanities Module	Assignment	Pass*	One week after the final Arts & Humanities Session
CLE Module	CLE Placement Hours Submission	Completion**	March 31, 2023
	Reflective Assignment	Pass*	March 31, 2023
Qualitative Methods in Research Module	• Data collection session interview	Completion**	Feb 1, 2023
	• Consent form and interview report	Completion**	Feb 10, 2023
	• Individual critical appraisal	Pass*	Jan 31, 2023
	• Data analysis session	Attend	Mar 1, 2023
	• Research summary report	Pass*	Mar 8, 2023
	• Individual Reflection	Pass*	Mar 15, 2023
Medicine & Society IV - general section	Peer Evaluations	Completion**	Feb 1, 2023 (first peer evaluation) April 25, 2023 (second peer evaluation) April 27, 2023 (third peer evaluation)
	Intercultural Development Inventory (IDI)	Completion**	April 17, 2023
	Major Assignment Written Component: Phase A Phase B Phase C Video Component	Pass* Pass*	Phase A March 16, 2023 Phase B March 23, 2023 Phase C March 30, 2023 Video Component April 6, 2023
	Medicine-Law Interprofessional Experience (This applies to students participating in this activity in term two. Students participating in this activity in term one will have the assessment count towards that term.)	Attend	
Final Exam		Pass*	May 3, 2023

* Pass – student must achieve *Meets Expectations* or greater to meet minimum pass criteria in the appropriate assessment.

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

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.

FINAL EXAMINATION SCHEDULING

Final examinations must be written on the date scheduled. Students should avoid making prior travel, employment, or other commitments for the final exam. 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

Completion:

To successfully complete the course, students are required to:

- Complete the peer evaluations and the IDI Inventory in the Medicine & Society IV general section;
- Pass both components (written and video) of the major assignment in the Medicine & Society IV general section;
- Pass the final exam;
- For each of the modules within Medicine & Society IV (Qualitative Methods in Research, Arts & Humanities, and CLE) students will:
 - Complete all mandatory module components; and
 - Pass all assignments within the module.

Students who are not promoted on the basis of failing this course will receive an “F” on their transcript.

Remediation:

If a student does not complete the required elements of the course as detailed in the Assessment Overview table above, OR fails any of the following components, remediation of the failed or incomplete element(s) will be required.

- Written SBAR
- Video elevator pitch
- Arts & Humanities Assignment
- Qualitative Methods in Research – Critical Appraisal
- Qualitative Methods in Research – Research Summary Report

- Qualitative Methods in Research – Reflection
- CLE Assignment
- Final exam

A maximum of one remediation/supplemental attempt per component (to a maximum of two components) will be offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors. Failure of a supplemental attempt will be considered a course failure.

If the student fails the final exam OR if a student fails 3 or more elements listed above, this will be considered a course failure and remediation will not be offered. 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, 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.

For non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy” sections below.

ATTENDANCE EXPECTATIONS

See Student Information Guide for MD Program Attendance and Absence policy.

As per the Attendance Policy, all small group sessions are mandatory for attendance.

Students who miss a mandatory session without prior approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be marked as failed for any assessments within that session and should anticipate a meeting to discuss professionalism.

ASSESSMENT REVIEW

A. Short Assignments - During this term we will be introducing small group mandatory learning opportunities including structured controversy and case discussions. For each of these sessions, students will be asked to complete the following assessments:

- Peer Evaluation (1 completed for each session for a total of 3 peer evaluations):
To be completed following the small group sessions on a peer of your choice. Students are responsible to ensure that a peer evaluation is completed for themselves by one of their peers for each of the sessions.

Refer to the Rubrics for the expectations on the peer evaluation.

The Due Date for each peer assessment will be 23:59 of the day of the session (See Course Assessment Overview table above).*

In addition, this course includes the following short assignment to be completed in the last month of the course.

- Intercultural Development Inventory (IDI):

An online survey to assess inter-cultural competence at the group (class) level. The survey is to be completed individually outside of class. Results will be grouped and analyzed anonymously and debriefed in class. The group results in MEDC 222 will be contrasted to those that the group obtained in MEDC 122. Further details will be given in the first class of the course.

See Assessment Overview table above for due date.

B. Major Assignment - There are two components to the major assignment:

1. *Change Leadership Plan-Briefing Note*

Choose a change you wish to see implemented in health care. This can be a large-scale change, or a small one. It can be related to your previous discussions in your QI project or reform ideal completed in Medicine & Society III, based on discussions/ideas from Medicine & Society IV, or can be a completely different idea. You can draw upon some of the topics that have been discussed within this course, an experience related to your CLE placement, or any other change idea related to health care from your experience or something in the media. Prepare a briefing note geared to health care leaders on your idea.

The Saskatchewan Health Authority often uses the SBAR format for briefing notes. More Information on SBAR can be found here:

[A Simple Tool That Revolutionizes Workplace Communications: SBAR](#)

A sample SBAR can be found here:

[SBAR \(SITUATION, BACKGROUND, ASSESSMENT, RECOMMENDATION\)](#)

This assignment will be presented as a briefing note. The briefing note should be brief, 1-2 pages maximum, and should include:

- a. A clear description of the idea;
- b. An explanation of why the change is important;
- c. How you would implement the change, including how you would use social media to help implement or advertise the change;
- d. How you would address any potential barriers to implementation;
- e. The results you would expect to see when the change is implemented.

This assignment will be done in three phases:

Phase A: Post a draft of your SBAR on Canvas

Phase B: Provide comments & constructive feedback to two other SBARs online

Phase C: Revise & turn in a polished version of the paper

See Assessment Overview table above for due dates. Please refer to the Rubric for the expectations on the written component of the assignment.

2. Change Leadership Plan-Elevator Pitch

Once you have your idea for your change, utilize the strategies for implementing change management to record an elevator pitch: imagine you have a 1-2 minute elevator ride to explain your pitch, and why it is important to someone involved. It could be directed to a leader who may approve your project, or to someone who will be directly affected by the change. This is not the same as your briefing note and is intended to get the person you are speaking to excited about the project, and to understand why it is important.

In your pitch:

- a. Identify who you are speaking to;
- b. Speak as if you were explaining your idea directly to that individual, focusing on why the change is important and the impact it will have;
- c. Use the strategies learned in class around change management to help get them on board with the change;
- d. Ensure your pitch is less than 2 minutes.

More information on how to make an elevator pitch, and the importance of including the “why” can be found below:

[The New Elevator Pitch: Share Your 'Why,' Not Your 'What'](#)
[Simon Sinek: The Golcer Circle \(TED talk clip\)](#)
[The Perfect Elevator Pitch - Best Examples and Templates](#)

Examples of elevator pitches can be found here:

[Winner of the BE 60-Sec Elevator Pitch Competition](#)
[Elevator pitch examples and templates: slidebean](#)

Submit your video recording on Canvas. Please see the Assessment Overview table above for due date. Please refer to the rubric for the expectations on the elevator pitch.

C. Final Examination - The 3-hour final examination focuses on the Medicine & Society general section, excluding the Arts & Humanities, Qualitative Methods in Research, and CLE Modules. The final examination will focus on the students’ ability to *understand* and *reflect* upon the themes of the course using essay-type questions. It will be a closed-book examination, meaning there will be NO access to course materials or any other resources while completing the examination.

Please refer to Assessment Overview table above for the scheduled date for the Final Examination.

EXAM REVIEW

Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. The course has undergone a peer quality review through the Curriculum Quality Review Sub-Committee as part of the UGME continued quality improvement process, and course objectives have been updated as a result of this review.
2. The number of mandatory course sessions has decreased.
3. Assignment due dates were changed to better integrate with due dates in other courses.
4. Curriculum time is allocated to complete the minimum number of CLE community hours although actual hours may need to be scheduled at different times from class hours.

COURSE MODULES

Community-Based Learning Experience (CLE)

MODULE CONTACTS

Module Director: Dr. Juan-Nicolás Peña-Sánchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Assistant Saskatoon: Dr. Jacob Alhassan – jacob.alhassan@mail.usask.ca – (306) 966-5655

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

MODULE DESCRIPTION

The CLE module is one of the Medicine and Society experiential/service-learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health and learn how to better practice medicine by accessing community resources.

Students will participate in a 10-hour experiential learning module (including the Module orientation, Community Plunge, and 6 hours with a placement in a community agency) spanning both fall (Term 1) and winter (Term 2).

MODULE OBJECTIVES

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

1. Explain how the community-based organizations and programs address social determinants of health and community needs.

2. Apply community engagement principles when working with community-based organizations.
3. Recognize the roles that physicians can play when working with community-based organizations to enhance the health and well-being of community members.
4. Develop relationships with community-based organizations to work on initiatives addressing social determinants of health.

MODULE REQUIREMENTS

The requirements A to D were completed in Term 1 (see MEDC 212 syllabus).

Term 2 – students are expected to:

- E. Complete their community hours with the selected agency, 6 in total including the hours completed in Term 1.
- F. Have an on-site informal conversation with a client or clients of your agency. Please make arrangements with your agency facilitator. If an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance).
- G. Reflect on what you have learned from your placement and module.

MODULE ASSESSMENT

Successful completion of the module depends on attendance, completion of all the module requirements for Term 2, and passing the module assignment. Regarding items E and G above, students must submit the following:

Attendance: Submit completed and signed CLE attendance form.

Due Date: *See Assessment Table above.*

Description: Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form is attached to the introductory package and posted to One45 and Canvas. Please note that students may complete further hours during this term and holidays depending on the agency availability and students' class schedule.

You should submit this term any hours that you have completed between December 2022 and March 2023.

Please note that curriculum time is allocated for the community hours. The community hours could be scheduled on different timeframes depending on the agency that each student selects. Students must communicate with their community agency facilitators.

Note: If you completed 6 hours in term 1 and already submitted the corresponding attendance sheets, you are exempted from this assignment in Term 2.

Assessment: CLE Reflective Module Assignment

Due Date: *See Assessment Table above.*

Description: Illustrate what you learned from your placement and module. You must take into consideration your placement learning objective (CLE Assessment #1) and the proposed assignment to reflect your learning (CLE Assessment #2) in Term 1, as well as the feedback received from the instructor and placement facilitator.

At the end of the term, a copy of your module assignment will be shared with your placement facilitator and could be used by the respective community-based agency or program. Refer to Canvas for further details and submission guidelines.

Medical Arts and Humanities Module

MODULE CONTACTS

Module Director: Dr. Deirdre Andres – d.andres@sasktel.net

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

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

MODULE DESCRIPTION

Several streams will be offered. Below are the streams confirmed at the time of writing, with others to be added as instructors are confirmed.

(NOTE: students will stay in the same stream as Term 1 of year 2.)

- **Figure Drawing**
 - Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
 - Using the equipment students have available (e.g., phones, digital camera, etc.) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
 - Topics of relevance to medicine and society will be explored. Some pre-reading will be required.
- **Philosophy**
 - Students will discuss various topics relating to the philosophy of medicine.
- **Literature in Medicine**
 - Through assigned readings students will explore the meaning of illness.

- **Writing your Medical Experience**
 - Students will explore the implications of medical education and patient care through their own written work.
- **Drama**
 - Students will explore the use of dramatic techniques to enhance listening and communication, and possibly to explore narratives of illness and health.
- **Singing**
 - Students will explore the use of dramatic techniques to enhance listening and communication.

MODULE OBJECTIVES

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

1. Express empathy for patients and families using representational or metaphorical works.
2. Demonstrate creative problem-solving skills which will incorporate tolerance of uncertainty and differing perspectives.
3. Develop a strategy for using arts in patient and physician care for the clerkship years.

MODULE ASSESSMENT

Assessment: Arts and Humanities Assignment

Due Date and Time: The assignment will be due at 23:59 one week following the final session.

Description: The assessment for this module will be determined as follows:

1. Students in each Arts & Humanities stream will work with their supervisor in the first scheduled session to develop a proposed final module assignment. This proposal will be submitted directly by a delegate of the student group (one per group) to the Module Director (d.andres@usask.ca) by 23:59 on the date of the first session.
2. The Module Director will review the submitted proposals and finalize the assessment for each stream in collaboration with the UGME Assessment Team. The final assignments will be provided to students within 2 weeks of the submitted proposals.

Value: Passing the assignment is required for the successful completion of this module.

Qualitative Methods in Research and Evidence-Based Medicine

MODULE CONTACTS

Module Director: Dr. Anne Leis – anne.leis@usask.ca – (306) 966-7878

Administrative Assistant Saskatoon: Kim Basque- kimberly.basque@usask.ca– (306) 966-6151

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

MODULE DESCRIPTION

The vertical research theme, including sessions within the Medicine and Society courses, aims to build capacity for students to demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care. This involves:

- Exposing students to different fields of research and research methodologies
- Supporting students in the development of rudimentary research knowledge and skills
- Encouraging students to gain confidence in participating in research during their UGME program

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies in year 1, during the second year, term 2, the focus is on learning about and participating in a qualitative research exercise.

During the summers following Years One and Two, students are eligible to apply for Dean’s Summer Studentship Research Awards. Learning around research methodologies encourages participation in experiential research activities, but also supports the acquisition of skills in critical appraisal of medical literature and promotes the development of evidence-based medicine approaches for clinical practice.

MODULE OBJECTIVES

1. Define qualitative research.
2. Describe/summarize common or frequently used qualitative methods.
3. Describe/summarize common or frequently used analyses in qualitative methods.
 - similarities and differences
 - inductive and deductive
 - thematic and/or content analysis
4. Apply qualitative research analytic skills.

ASSESSMENT

The following assessments are required for successful completion of the Qualitative Research Methods in Research Module:

Assessment 1: Data collection: Structured interview

Due Date and Time: See Assessment Overview table above.

Description: In groups, students will conduct an interview with a designated community-based agency or organization. Refer to Canvas for further details and submission.

Value: Completion

Assessment 2: Group Assignment: Consent form and interview report

Due Date and Time: See Assessment Overview table above.

Description: After conducting the interview with an agency representative, each group must submit the obtained consent form, as well as the interview notes (4 pages single spaced maximum - one per group). Refer to Canvas for further details and submission.

Value: Completion

Assessment 3: Individual assignment: Critical appraisal

Due Date and Time: See Assessment Overview table above.

Description: Students will complete a critical appraisal of an assigned article that applied qualitative methods. Refer to Canvas for further details and submission.

Value: Pass

Assessment 4: Data analysis: In class session

Due Date and Time: See Assessment Overview table above.

Description: Attend and actively participate in the in-class small group Data Analysis Session.

Value: Attend

Assessment 5: Group Assignment: Research summary report

Due Date and Time: See Assessment Overview table above.

Description: Submit a two-page research summary report. One assignment must be submitted per group. A passing mark is required for successful completion of this module component. Refer to Canvas for further details and submission.

Value: Pass

Assessment 6: Individual Assignment: Module reflection

Due Date and Time: See Assessment Overview table above.

Description: Submit a one-page individual reflection of the learning experience in the module. Refer to Canvas for further details and submission.

Value: Pass

IMPORTANT AND RELEVANT 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

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 UME 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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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](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.academicssupport@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 - (302) 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.