




Medicine & Society I

MEDC 112.3
YEAR 1 TERM 1

 COURSE SYLLABUS
2019/2020



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

Medicine and Society I Syllabus: Outline

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

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

COURSE DESCRIPTION

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

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

Medicine & Society I also includes the following modules as part of this course: (1) patient- and family-centered care (PFCC), (2) experiences in the community (EC), and (3) Quantitative Research Methods modules. Please see descriptions below for further details (pages 6-9 of this syllabus).

OVERALL COURSE OBJECTIVES

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

1. Describe the impact of applying a biopsychosocial approach to understand health and provision of care.
2. Identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice.
3. Analyze culturally safe health care, especially for Indigenous peoples and minority groups.
4. Examine the competencies required for interprofessional collaboration and implications for practice.
5. Recognize the roles of physicians in society.
6. Evaluate health care research and apply the principles of evidence- based medicine.

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

COURSE CONTACTS

Course Co-Director: Dr. Malcolm King – malcolm.king@usask.ca – (306) 966-8243

Course Co-Director: Jasmine Hasselback jasmine.hasselback@saskhealthauthority.ca (306) 966-5354

Medicine & Society Courses Chair: Juan-Nicolas Pena-Sanchez - juan-nicolas.ps@usask.ca – (306) 966-5727

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

COURSE SCHEDULE

There are 13 sessions of Medicine and Society scheduled throughout Term 1. Please check one45 DAILY to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the undergraduate administrators.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

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

INDEPENDENT LEARNING

Many sessions will include active group discussions where pre-readings have been assigned. It is very important that students come to class prepared, having carefully read the assigned materials. Reading materials will be available on one45. Many classes, including the invited panel presentations, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation.

COURSE DELIVERY

Course materials will be posted to one45. Assignment details will be posted on BBLearn. In addition to in-class learning, first year Medicine & Society courses include two experiential learning modules, PFCC and EC Modules that both extend past Term 1 and into Term 2, as well as attending the Inter-Professional Annual Students' Symposium Conference (i-PASS) (see Modules below). Note that there are sessions which require mandatory attendance, please check one45.

COURSE RESOURCES

The course resources, including slides and reading/viewing, will be posted on one45.

ASSESSMENT OVERVIEW

Module Assessments		55%
<ul style="list-style-type: none"> • Assessment 1 – Wanuskewin Experience <ul style="list-style-type: none"> ○ Attend on the assigned date and time 	10%	
<ul style="list-style-type: none"> • Assessment 2 – LGBTQ2S+ and Health 	15%	
<ul style="list-style-type: none"> • Assessment 3 – Life Course, Culture, and Indigenous Health 	15%	
<ul style="list-style-type: none"> • Assessment 4 – Pick 3 	15%	
<ul style="list-style-type: none"> • Patient & Family Centered Care (PFCC) Module – Part A <ul style="list-style-type: none"> ○ Attend TWO Patient Advisor meetings in Term 1 ○ Assessment 5: Patient Narratives Orientation Task ○ Attend ONE Patient Narratives Session in Term 1 	P/F	
<ul style="list-style-type: none"> • I-PASS conference (Attendance) 	P/F	
<ul style="list-style-type: none"> • Quantitative Methods in Research and Evidence-Based Medicine Module <ul style="list-style-type: none"> ○ Individual quizzes ○ Attend and actively participate in small group sessions to complete activities around research and critical appraisal 	P/F	
<ul style="list-style-type: none"> • Experiences in the Community (EC) Module 	Completion	
Examinations		45%
<ul style="list-style-type: none"> • Final Examination 	45%	
Total Marks		100%

ASSESSMENT COMPONENTS

A. Course

All assignments require critical analysis, informed by citing and discussing relevant course materials and readings. A critical analysis involves the student's positive, negative, or mixed scholarly comments. For more details, see BBLearn. Also, as part of this course, students are expected to attend the i-PASS (Inter-Professional Annual Students' Symposium), see details below.

Assessment #1: Wanuskewin experience Assignment

Value: 10% of the final grade

Due Date: September 23, 2019 @ 23:59hrs

Place: Wanuskewin Heritage Park, Penner Rd, Saskatoon, SK S7K 3J7

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

You are required to submit an assignment after the Wanuskewin experience. The assignment description, details, and rubric will be posted on BBLearn. Students will present and discuss their assignments in class on October 9, 2019.

Assessment #2: LGBTQ2S+ and Health Assignment

Value: 15% of the final grade

Due Date: September 30, 2019 @ 23:59hrs

Description: The assignment description, details, and rubric will be posted on BBLearn.

Assessment #3: Life Course, Culture, and Indigenous Health Assignment

Value: 15% of the final grade

Due Date: Monday, October 21, 2019 @ 23:59hrs

Description: The assignment description, details, and rubric will be posted on BBLearn.

Assessment #4: Pick-3 Assignment

Value: 15% of the final grade

Due Date: Friday, November 29, 2019 @ 23:59hrs

Description: The **Pick-3 Assignment** will help students summarize and synthesize many course concepts. Each student will pick any three items (texts, images, paintings, songs, videos, etc.) and explain how they individually and/or synergistically represent one or more of the major course concepts (see course objectives). Students are limited to a maximum of two video or sound clips totaling no more than eight (8) minutes. The assignment description, details, and rubric will be posted on BBLearn.

Patient & Family-Centred Care (PFCC) Learning Experiences – Part A

Assessment #5: Patient Narratives Assignment

Value: **Mandatory**, formative, non-graded

Due Date(s): September 30, 2019 @ 23.59hrs (only required once during medical school)

Description: The assignment description and details will be posted on BBLearn with link to orientation instructions.

Description: Please see specific ATTENDANCE requirements and module assessment overview under the PFCC module description (see below).

Attend Inter-Professional Annual Students' Symposium (i-PASS)

Value: Pass/fail

Due Date: Wednesday, September 11, 2019

Description: All students are required to attend i-PASS, a one-day symposium organized and hosted by the Health Sciences Students' Association of Saskatchewan.

See www.healthsciences.usask.ca/educational/hssa.php for more information. Since many of the topics presented at this symposium are relevant to Medicine and Society I and aligned with the course objective for inter-professional practice and collaboration, all students are expected to attend i-PASS.

Quantitative Research Component – Term 1

Value: Pass/fail – required for successful completion.

Description & Dates: See module details on page 14 and 15.

Experiences in the Community Module

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

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

Final Exam

Value: 45% of the final grade

Date: Wednesday, December 4, 2019

Description: Details will be made available at Course Orientation.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For successful course completion and for the purposes of promotion, students are required to obtain a cumulative mark of at least 70% and achieve a mark of at least 70% on the final exam. Students are also expected to complete all assignments within the course. Also, students are required to meet the Term I expectations of the PFCC, EC, and Quantitative Methods Research modules, as well as to attend i-PASS and the Wanuskewin experience. Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts.

REMEDICATION AND COURSE FAILURE

If a student fails the combined average of the assignments or the final exam, a maximum of one remediation and supplemental assessment attempt will be provided per course assessment component. Failure of a supplemental assessment will result in a course failure and will not be offered further remediation.

If a student has not met the requirements in any of the EC, PFCC, or research modules this may be grounds for course failure.

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

ATTENDANCE EXPECTATIONS

See Student Information Guide for MD Program Attendance and Absence policy. As per the Attendance Policy, all small group sessions are mandatory. Additionally, please note that the four panels, the Wanuskewin experience, research sessions, PFCC sessions, and community experience are mandatory. The i-PASS conference is also mandatory.

How is Attendance Documented?

Attendance will be taken at mandatory sessions.

What are the Implications of Being Absent?

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

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Throughout the course there have been modifications to the delivery of the sessions to help enable students to connect ideas and appreciate the whole course structure.
2. Panel presentations and small group discussions have been embedded across the term to provide students with a variety of active learning opportunities.
3. The course now has two Co-Directors who will provide a broader lens and opportunities for guiding students in making connections across concepts.
4. In response to student feedback, quantitative research learning will now be based on research concepts being applied to critical appraisal and evidence-based medicine. This will be achieved through small group work.

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

MODULE DIRECTOR

Dr. Krista Baerg – dr.kbaerg@usask.ca – (306) 844-1076

MODULE DESCRIPTION

This module provides students with authentic experiences of health and health care from the perspective of patients. The student will seek to understand the patient/client family experience and implications for future practice. This experiential learning module is designed to encourage reflective practice and builds on available learning opportunities. The four main pillars of patient- and family-centered care are respect/dignity, information sharing (communication), collaboration, and participation (shared decision making). The pillars are explored within the care delivery context, considering the continuum of engagement and factors influencing engagement. Note: for the purposes of this module, the terms “patient” and “client” will be used interchangeably.

By completing the PFCC Module, students will meet the course level objective, “identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice” for Med 112 and Med 122 (respectively). The module uses a blended teaching approach and enables a longitudinal experience over Year 1, Term 1 and 2. Term 1 includes an introductory seminar to introduce students to key concepts related to patient- and family centered care followed by introduction of students to patient advisors early in the medical education program. Students participate in small group advisor meetings and patient narratives sessions over term 1 and 2 seeking to understand the patient/client/family experience and consider implications for future practice. Students have the option to attend a medical appointment with their advisor outside program hours.

By completing the PFCC module, students will meet the course level objective, “identify system drivers and pillars of patient- and family-centred care (PFCC), and implications for practice” for Med 112 and Med 122 (respectively).

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

MODULE OBJECTIVES

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

1. Identify patient- and family-centered care (PFCC) system drivers that influence the health care experience.
2. Suggest system changes required to advance from system-centered care to achieve patient- and family-centered care.
3. Identify examples and non-examples of the pillars (respect/dignity, information sharing, participation, collaboration) of patient- and family-centered care.
4. Describe knowledge, attitudes and skills related to patient-and family-centered care (PFCC) required for future practice.

COURSE SCHEDULE

The schedule will be posted on one45. Please check one45 **DAILY** to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the UGME Office.

INDEPENDENT LEARNING

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

MODULE DELIVERY

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

Patient Narratives

Patient Narrative session schedule is available at <https://wiki.usask.ca/display/Petients/Patient+Narratives>. Students are encouraged to review the schedule early in the term. Sessions are offered approximately once per month through April. Each session includes a large group presentation and discussion. Attendance is tracked through sign-in papers available at the session.

Supplementary PFCC Shadowing Experience**

Students may arrange a shadowing experience with their advisor. Shadowing must be arranged with your assigned PFCC Advisor or through Tara Anderson at tara.anderson@saskhealthauthority.ca. Students may allocate up to 2 hours of their total 10 hour shadowing requirement (as per the Success in Medical School I requirements) to attend an appointment or treatment with their PFCC Patient Advisor. *Please ensure your advisor and Dr. Baerg have a minimum 48 hours' notice and all mandatory PFCC requirements are met.*

**Optional, prior approval required

MODULE MATERIAL ACCESS

See Module Package for Module details. Group assignments, lecture notes and pre-reading will be posted on one45. Assignments and small groups for advisor meetings will be posted on BBLearn. If you are having difficulty accessing your account please contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-2222.

MODULE RESOURCES

- Introduction to PFCC lecture posted on one45
- Institute for PFCC at www.ipfcc.org
- Patient First Review Update and Patient Experience Case Studies, Government of Saskatchewan - <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review>
- Framework for Patient Engagement by Carman et al at <https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2012.113>
- Canadian Interprofessional Health Collaborative (CIHC) Competency Framework at http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

MODULE ASSESSMENT

MODULE REQUIREMENTS TERM 1 (Med 112):

- Pass required for mandatory assignment A
- Attend TWO Patient Advisor Meetings – sign-in required
- Attend ONE Patient Narratives Session – sign-in required

See Module Package for details.

3. EC Module: Experiences in the Community (Note: This module continues past Term I)

MODULE DESCRIPTION

Details regarding the Experiences in the Community Module options will be provided during an orientation in the Medicine & Society I course – see one45 for scheduling details. The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Inter-professional Community Services Learning Program (CSLP) or Making the Links/ Certificate in Global Health (MTL) are waived of the requirement to complete the Community Experience.

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

MODULE LEVEL OBJECTIVES

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

MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on one45.

MODULE REQUIREMENTS

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

- A. 1-Week Community Experience (CE): A mandatory 1 week clinical observership experience in a rural/remote or urban underserved community generally completed in May/June. See documents posted to one45 for more details.

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

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

The Community Experience Proposal is due on one45 by **October 25, 2019 at 16:30**.

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

- B. Interprofessional Pharmacy-Medicine Community Service Learning Project (CSLP): A longitudinal inter-professional volunteering experience with a student partner from Pharmacy, doing non-clinical work with a community-based organization serving people in underserved communities in Saskatoon. See documents posted to one45 for more details and on BBLearn for assignment information. Students completing this program will receive a letter of completion.

Faculty Lead: Dr. Meredith McKague (m.mckague@usask.ca)

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

The CSLP Application is due by **August 30, 2019 at 16:30**.

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

Faculty Lead: Dr. Lori Hanson

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

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

MTL application is due on or before **October 25, 2019 at 16:30**. For more information and how to apply, visit (<http://medicine.usask.ca/programs/making-the-links.php#Backgroundreading>).

MODULE ASSESSMENT OVERVIEW

Successful completion of the Community Experience requires:

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

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

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

MODULE ASSESSMENT COMPONENTS

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

4. Research Module: Quantitative Methods in Research and Evidence-Based Medicine

MODULE CONTACTS

Module Director: Dr. Joshua Lawson – josh.lawson@usask.ca – (306) 966-2978

Administrative Assistant: Sarah Zdunich – sarah.zdunich@usask.ca – (306) 966-7202

MODULE DESCRIPTION

The vertical research theme (<http://medicine.usask.ca/documents/ugme/roadmaps/ResearchEBM.pdf>) 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 using and participating in research during their UGME program.

During the first year of this vertical theme, the focus is on fundamental scientific methods with the development of research questions, understanding basic research study designs/analysis strategies and participation in small group sessions revolving around quantitative research with a focus on critical appraisal to aid in the interpretation and application of research.

During the second year, the focus shifts towards learning about and participating in a qualitative research exercise. 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. Describe and define the stages of quantitative research and align this process with the scientific method.
2. Critically appraise the phases of quantitative research including study design and data collection and be able to ensure these methods align with an appropriately formulated research question.
3. Demonstrate how to appropriately interpret quantitative data to answer a research question.
4. Describe how quantitative research adds to the understanding of causal associations and impacts clinical practice.

MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on one45.

MODULE ASSESSMENT

Since this module extends beyond term 1, some required assessments will occur in term 2. Successful completion of the Research Module requires the following **individual assignments**:

1. Obtain a cumulative mark of at least 70% in the pre and post small group session quizzes (term 1).
2. Attend and actively participate in the small group session of November 27, 2019 (term 1).
3. Submit, following the small group session, your assignment which includes short exercises and a guided critical appraisal of an article (term 1).
4. Successfully complete the McMaster Chart Review On-Line Tutorial (<https://ethics.mcmaster.ca/chart/>) and Tutorial Course on Research Ethics – CORE <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>). The obtained certificates after completing each of these courses should be submitted no later than March 6, 2020 at 23:59 through BBLearn (term 2).
5. Attend and actively participate in the small group session of April 28, 2020 (term 2).

Submit your second assignment which includes short exercises and a guided critical appraisal of an article by May 1, 2020 at 23:59 through BBLearn. (term 2).

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

All due dates or timelines for assignment submission are published in the student course syllabus¹.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Educational Consultant in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

PROFESSIONALISM

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

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Blackboard site under Course Materials. However, each lecturer reserves the right to choose whether or not their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but to enhance understanding of the concepts.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or (306) 966-8817.

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

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

All students should read and be familiar with the Regulations on Academic Student Misconduct (www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, www.students.usask.ca/aes or contact AES at (306) 966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

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

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

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

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

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.