



# Clinical Integration I

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MEDC 114.4

YEAR 1 TERM 1

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 COURSE SYLLABUS  
2021/2022



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA

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

## Clinical Integration I – Course Overview

*The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2021-22 Fall Term. However, due to pandemic circumstances, the College of Medicine undergraduate education program may need to:*

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

*As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.*

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

### COURSE DESCRIPTION

This is the first of four courses in the Clinical Integration series. Clinical Integration I is designed to provide students with opportunities to gather and integrate knowledge and develop and apply clinical reasoning skills. These attributes will be further developed in the Clinical Integration II Course (Term 2).

Students will engage in Ethics, Skills for Interprofessional Education (SITE), Information Literacy, and Clinical Reasoning Cases aimed at developing critical thinking skills and integrating the information learned in the other courses during this term.

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

**OVERALL COURSE OBJECTIVES/COMPETENCIES & MILESTONES**

<b>Students will be able to utilize clinical reasoning to:</b>		
<b>Overarching Competency</b>		<b>Milestones</b>
Analyze the patient interview <ul style="list-style-type: none"> <li>• Determine appropriate questions to understand the disease process, illness experience and relevant patient context</li> <li>• Interpret the answers</li> </ul>	<b>Term 1</b>	<ol style="list-style-type: none"> <li><b>1. Choose significant positives from a patient history.</b></li> <li><b>2. Ask relevant questions.</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Choose significant positives and negatives from a patient history.</li> <li>2. Ask relevant questions and provide sound rationale.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Ask questions to clarify significant positives and negatives from a patient history.</li> <li>2. Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.</li> <li>3. Frame questions to elicit accurate information.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Ask questions to clarify significant positives and negatives from a patient history.</li> <li>2. Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.</li> <li>3. Frame questions to elicit accurate information.</li> <li>4. Analyze elements of a history where information was omitted, interpreted incorrectly.</li> </ol>

<b>Students will be able to utilize clinical reasoning to:</b>		
<b>Overarching Competency</b>		<b>Milestones</b>
Analyze components of the physical examination <ul style="list-style-type: none"> <li>• Determine appropriate maneuvers</li> <li>• Interpret the findings</li> </ul>	<b>Term 1</b>	<ol style="list-style-type: none"> <li><b>1. Choose physical exam strategies to further define elements of presenting problem.</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Choose physical exam strategies to stratify differential diagnosis.</li> <li>2. Give the rationale for the choices.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Choose physical exam strategies that are specific to the working diagnosis.</li> <li>2. Explain the significance of the expected positive and/or negative findings.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Present a succinct case summary that includes relevant positives and negatives from history and physical exam.</li> <li>2. Use relevant positive and negative findings to support their working diagnosis.</li> </ol>

Students will be able to utilize clinical reasoning to:		
Overreaching Competency		Milestones
Synthesize information to develop a rational differential diagnosis and a working diagnosis	Term 1	<ol style="list-style-type: none"> <li>1. Use mnemonics (VINDICATE, VITAMINS-ABCDE) to develop a differential diagnosis.</li> <li>2. Narrow the differential diagnosis based on identifying data (age, sex).</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Develop differential diagnoses using either mnemonics or systems.</li> <li>2. Stratify differential diagnoses by likelihood, seriousness, outcome.</li> <li>3. Utilize data from history and physical exam to support the differential diagnosis.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Develop differential diagnoses using either mnemonics or systems.</li> <li>2. Stratify differential diagnoses by likelihood, seriousness, outcome, acuity/chronicity.</li> <li>3. Utilize data from history and physical exam to support the differential diagnosis.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Use relevant positive and negative findings to support their working diagnosis.</li> <li>2. Account for 2 other diagnoses with sound rationale for not choosing them as the top diagnosis.</li> </ol>

Students will be able to utilize clinical reasoning to:		
Overarching Competency		Milestones
Analyze management <ul style="list-style-type: none"> <li>• Determine appropriate investigations</li> <li>• Interpret the information</li> <li>• Synthesize the information to further define the patient's problem</li> </ul>	Term 1	<ol style="list-style-type: none"> <li>1. Identify social determinants of health that might affect management strategies.</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Choose investigations that will help stratify differential diagnoses with appropriate rationale.</li> <li>2. Utilize concepts of false positive/negatives, pretest probability.</li> <li>3. Consider the impact of social determinants of health on management strategies.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Choose investigations that will help stratify differential diagnoses with appropriate rationale.</li> <li>2. Utilize concepts of false positive/negatives, pretest probability.</li> <li>3. Incorporate principles of shared decision making.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Incorporate principles of shared decision making.</li> <li>2. Use resources like "Choosing Wisely."</li> <li>3. Identify examples from shadowing/Discipline Specific Patient Encounters or other clinical sessions where management was redundant, excessive or negatively affected patient outcomes.</li> </ol>

<b>Students will be able to utilize clinical reasoning to:</b>		
<b>Overarching Competency</b>		<b>Milestones</b>
Analyze diagnostic errors <ul style="list-style-type: none"> <li>Identify common errors in information gathering and synthesis</li> <li>Develop strategies to decrease errors in diagnosis</li> </ul>	<b>Term 1</b>	<ol style="list-style-type: none"> <li><b>Bias - describe effects of bias on patient interactions.</b></li> <li><b>Diagnostic timeout - outline the procedures and steps in an effective diagnostic time-out.</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>Identify when and where errors are made in information gathering.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>Identify where errors occur in all aspects of clinical medicine.</li> <li>Utilize principles of Choosing Wisely.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>Utilize strategies to prevent diagnostic error.</li> </ol>

<b>Students will be able to demonstrate ethico-legal reasoning</b>		
<b>Overarching Competency</b>		<b>Milestones</b>
	<b>Term 1</b>	<ol style="list-style-type: none"> <li><b>Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.</b></li> <li><b>Demonstrate knowledge of conflicting ethical principles and perspectives.</b></li> <li><b>Analyze legal and ethical problems in a rational and logical manner.</b></li> <li><b>Recognize personal biases and the impact of his/her own morals, beliefs and values.</b></li> <li><b>Propose rationally justified solutions and approaches to legal and ethical issues.</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.</li> <li>Demonstrate knowledge of conflicting ethical principles and perspectives.</li> <li>Analyze legal and ethical problems in a rational and logical manner.</li> <li>Recognize personal biases and the impact of his/her own morals, beliefs and values.</li> <li>Propose rationally justified solutions and approaches to legal and ethical issues.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.</li> <li>Demonstrate knowledge of conflicting ethical principles and perspectives.</li> <li>Analyze legal and ethical problems in a rational and logical manner.</li> <li>Recognize personal biases and the impact of his/her own morals, beliefs and values.</li> <li>Propose rationally justified solutions and approaches to legal and ethical issues.</li> </ol>

Overarching Competency		Milestones
	Term 4	<ol style="list-style-type: none"> <li>1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.</li> <li>2. Demonstrate knowledge of conflicting ethical principles and perspectives.</li> <li>3. Analyze legal and ethical problems in a rational and logical manner.</li> <li>4. Recognize personal biases and the impact of his/her own morals, beliefs and values.</li> <li>5. Propose rationally justified solutions and approaches to legal and ethical issues.</li> </ol>

Students will be able to utilize Patient-Centered Clinical Method (PCCM) to:		
Overarching Competency		Milestones
Integrate illness experience and patient context into active shared decision-making around management.	<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. <b>Identify the elements of feelings, ideas, effect on function, and expectations (FIFE) in the interview</b></li> <li>2. <b>Assess level of health literacy</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Identify the elements of FIFE in the interview</li> <li>2. Identify relevant elements of Patient context (including social determinants of health)</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Use FIFE and patient context to negotiate management</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Demonstrate principles of Shared Decision-Making</li> </ol>

Students will be able to demonstrate effective Information Literacy skills to find relevant information:		
Overarching Competency		Milestones
	<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. <b>Describe the publishing processes and trends.</b></li> <li>2. <b>Analyse patient websites.</b></li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Formulate a PICO (patient, intervention, control, outcome) question.</li> <li>2. Conduct literature searches.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Formulate PICO.</li> <li>2. Conduct literature searches.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Utilize clinical trial, drug advisories, and mobile apps, and apply to patient problems.</li> </ol>

Students will be able to Critically Appraise pertinent information		
Overarching Competency		Milestones
	Term 1	1. Given 2-3 websites or articles, chooses which is best to answer a patient problem or question.
	Term 2	1. Appraise a provided article using templates.
	Term 3	1. Find an applicable article to answer a clinical question OR Appraise a guideline.
	Term 4	1. Utilize critical appraisal skills to participate in a Journal Club type of activity OR link to self-directed learning OR find, appraise an article, and prepare a précis.

Students will be able to demonstrate Self-Directed Learning:		
Overarching Competency		Milestones
5 Steps of Self-directed Learning (SDL) <ul style="list-style-type: none"> <li>self-assessment of learning needs;</li> <li>independent identification, analysis, and synthesis of relevant information;</li> <li>appraisal of the credibility of information sources;</li> <li>presentation of the findings</li> <li>feedback on these skills.</li> </ul>	Term 1	1. Given a clinical question, search for an answer, present the result and receive feedback.
	Term 2	1. Of several problems presented: Choose one, work through the steps of self directed learning.
	Term 3	1. Formulate a clinical question. 2. Work thought the 5 steps of SDL.
	Term 4	1. Formulate a clinical question. 2. Work thought the 5 steps of SDL.

Students will be able to exhibit Professionalism		
Overarching Competency		Milestones
	Term 1	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.
	Term 2	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.
	Term 3	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.
	Term 4	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.

Students will be able to Collaborate effectively:		
Overarching Competency		Milestones
	Term 1	<b>Demonstrate skills for interprofessional collaboration related to:</b> 1. Professional identity (also in SIMS) 2. Role clarification
	Term 2	Demonstrate skills for interprofessional collaboration related to: 1. Team functioning 2. Conflict resolution
	Term 3	Demonstrate skills for interprofessional collaboration related to: 1. InterProfessional Communication. 2. Collaborative leadership.
	Term 4	1. Putting it all together: utilize all 6 collaborative InterProfessional competencies.

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

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

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

### COURSE CONTACTS

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### COURSE SCHEDULE

Please check One45 **DAILY** to ensure that 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 course 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>

Date	Time	Topic
Friday, August 13, 2021	9:30-11:20	<b>Information Literacy #1*</b>
Wednesday September 1, 2021	1:30-2:20	Course Introduction and Introduction to Clinical Reasoning
	2:30 -3:20	<b>Ethics #1</b>
Wednesday, September 22, 2021	1:30-2:20	<b>Ethics #2</b>
	2:30-4:20	Ethics Small Groups #1
Wednesday, September 29, 2021	1:30-2:20	<b>Ethics #3</b>
	2:30-4:20	Ethics Small Groups #2
Wednesday, October 13, 2021	1:30-4:20	Clinical Reasoning Session
Monday, October 18, 2021	1:30-2:20	Clinical Reasoning Session (Case #1)
Wednesday, October 27, 2021	2:30-4:20	<b>SITE 1.1 Session (1<sup>st</sup> release time)</b>
Wednesday, November 3, 2021	2:30-4:20	<b>SITE 1.1 Session (2<sup>nd</sup> release time)</b>
Monday, November 8, 2021	9:30-11:20	Clinical Reasoning Session(Case #2)
Monday, November 15, 2021	8:30-9:50	<b>Information Literacy #2**</b>
Wednesday, November 17, 2021	1:30 – 4:20	Clinical Reasoning Session (Case #3)
Tuesday, November 23, 2021	1:30 – 4:20	Clinical Reasoning Session (Case #4)
Thursday, December 2, 2021	See One45	Final Exam

\* Note that the August 13 session will be delivered asynchronously and online, but that the material will become available on this date.

\*\* The November 15 session will be used for delivery of group presentations – see Description of Assessments for more details.

## **COURSE DELIVERY**

Sessions vary in length and are scheduled throughout the term. Students will learn through a variety of methods, including: small group with facilitators, large group sessions, and independent self-directed learning. Students will also be oriented to working in cooperative small groups for the cases. These cases are designed to help students develop a general approach to common clinical problems. The complexity of the problems increases as students progress through the four Clinical Integration courses. Learning is student-directed. A clinician facilitator helps to guide students through the case (e.g. answering questions for clarification, redirecting them if they get off track, etc). Objectives and pre-reading (if required) will be posted prior to each case. Information about each case is released one week prior to the case session.

## COURSE RESOURCES

The following are resources, but not required.

### Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

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

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on One45.

## COURSE MATERIAL ACCESS

Rubrics and marks for assignments will be posted in **One45**. Relevant handouts will be visible in **Canvas**. Cases will be released on Canvas one week prior to the start of the Clinical Reasoning Case session. Students can track their progress towards competencies using the "Grades" link in the left-menu of the Canvas course. Students can also use the "Grades" to view grades and feedback on graded quizzes and assignments.

Course materials, including syllabus, sessions, objectives, required reading, forms, and other relevant documents are posted as handouts in One45. Cases will be released on Canvas one week prior to the case session.

Suggested preparation for each session includes review of patient-centred interview techniques, physical examination, and clinical skills relevant to the case topics.

## COURSE ASSESSMENT OVERVIEW

**The Clinical Integration I course will utilize both formative and summative assessments.**

**Formative Assessment** - Working through the Clinical Reasoning Cases gives the student the opportunity to apply knowledge from multiple courses including Clinical Skills, Medicine & Society, and Principles of Biomedical Sciences. It also provides students with an opportunity to work on the clinical reasoning skills introduced in this course. A competency-based framework will be used to help students determine their own mastery of those objectives marked "formative" (see the "Overall Course Objective/Competency Components" section for more details) for their own learning purposes only. This process provides formative feedback about the student's medical knowledge and reasoning and helps to prepare the student for assessments in subsequent Clinical Integration courses.

**Summative Assessment** – In addition to the assignments outlined below, there will be a number of questions within the Clinical Reasoning Cases that assess content from the Ethics and Information Literacy modules that will utilize competency-based assessment in a summative manner. For the objectives/competencies corresponding to these modules and marked "summative", students must achieve "competence" over the course of the term (see the "Overall Course Objective/Competency Components" section for more details on achieving competence). The SITE module will also be summatively assessed, but not assessed in the Clinical Reasoning Cases.

## OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS

During this term, students will be introduced to Competency-Based Medical Education (CBME).

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, we would expect them to be able to demonstrate that they are competent at least as many times over the term as described in the table below across all assessment points aligned with that particular competency. As students will have approximately double the opportunities throughout the term for assessment of each competency, it is expected that feedback will be provided earlier in the term and will be better able to target individual education needs.

For those objectives marked as “formative” the following table outlines the number of successful competency assessments we would anticipate a competent student SHOULD be able to accrue over the term. For those objectives marked as “summative” the following table outlines the number of successful competency assessments that a student is REQUIRED to accrue over the course of the term.

\*\*All assignments are mandatory to complete.

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
Milestones		
1. Utilize Clinical Reasoning (CR) in:		
<b>Analyzing the patient interview:</b> <ul style="list-style-type: none"> <li>To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.</li> <li>To interpret the answers</li> </ul>	Cases Final Exam (Formatively Assessed)	5
<b>Analyzing components of the physical examination:</b> <ul style="list-style-type: none"> <li>To determine appropriate maneuvers.</li> <li>To interpret the findings.</li> </ul>	Cases Final Exam (Formatively Assessed)	5
<b>Synthesizing information to develop a rational differential diagnosis and a working diagnosis</b>	Cases Final Exam (Formatively Assessed)	5
<b>Analyzing management:</b> <ul style="list-style-type: none"> <li>To determine appropriate investigations.</li> <li>To interpret the information</li> <li>To synthesize the information to further define the patient’s problem.</li> </ul>	Cases Final Exam (Formatively Assessed)	n/a
<b>Analyzing diagnostic errors:</b> <ul style="list-style-type: none"> <li>To identify common errors in information gathering and synthesis.</li> <li>To develop strategies to decrease errors in diagnosis</li> </ul>	Clinical Reasoning/ Bias Lectures Cases Final Exam (Formatively Assessed)	3
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.	Cases Final Exam (Formatively Assessed)	5
3. Demonstrate ethico-legal reasoning.	Cases Final Exam	8

	Ethics Assignment (Summatively Assessed)	
• See Ethics Module for Milestones.		
4. Demonstrate effective information literacy skills to find relevant information.	Cases Information Literacy Assignments Final Exam (Summatively Assessed)	<b>2</b>
• See Information Literacy Module for Milestones.		
5. Critically appraise pertinent information.	Formatively Assessed	n/a

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
6. Demonstrate self-directed learning.		
• See Self-Directed Learning Module for Milestones.	Formatively Assessed	n/a
7. Exhibit professionalism.		
* Failure to exhibit professional behaviour will be adjudicated on an individualized basis.	Individually Assessed	n/a
8. Collaborate effectively.		
• See Skills for Interprofessional Education (SITE) Module for milestones.	SITE Assignment (Summatively Assessed)	<b>1</b>

### EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

### MIDTERM AND FINAL EXAMINATION SCHEDULING

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

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

### RUBRICS

Where applicable, rubrics for all assignments will be posted on One45 for the relevant session. For those assignments submitted via Canvas they are also posted in Canvas. In the event of a discrepancy between the two versions, that posted on Canvas shall be taken to be correct.

## DESCRIPTION OF ASSESSMENTS:

Full details will be provided during the course orientation.

### **Assessment 1: Information Literacy Assignment I**

Due Date: Friday, September 3, 2021

Description: Group assignment on assessing the quality of a medical journal. Detailed description and rubric will be posted on Canvas and One45 on August 13, 2021.

### **Assessment 2: Ethics Written Assignment**

Due Date: Wednesday, October 6, 2021

Description: The required written assignment will be a discussion of one of several cases in a short essay. Detailed description and rubric will be posted on Canvas and One45.

### **Assessment 3: SITE Written Assignment**

Due Date: Friday, November 12, 2021

Description: A written assignment using the student's experience in their interprofessional group. Questions will be related to the competencies from the CIHC competency framework & their key elements. Detailed description and rubric will be posted on Canvas and One45.

### **Assessment 4: Information Literacy Assignment II**

Due Date: Monday, November 15, 2021

Description: With your assigned group, present your evaluation of a patient education web site (assignment, along with course materials will be made available on October 25, 2021) during scheduled class time on November 15th. Detailed description and rubric will be posted on Canvas and One45.

### **Cases:**

Due Date: 11:59PM the day prior to the case session.

Description: Questions found within the Cases will be individually answered and facilitator graded, but formatively assessed (excluding Ethics and Information Literacy content). Detailed description and rubric will be posted on Canvas and One45.

### **Final Exam:**

Date: Thursday, December 2, 2021

Type: Comprehensive and Case-Based

Description: Case-based questions similar to those found within the Cases throughout the term. Will incorporate all course modules, with the exception of SITE and be formatively assessed, with the exception of Ethics and Information Literacy content. Students who are unsuccessful on the final exam will be offered the opportunity for remediation for their own learning, but it is only required remediation if they have failed a summatively assessed competency.

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students will achieve the minimum number of successful competency assessment points in the Ethics, Information Literacy and SITE modules. Points can be

accrued toward summative competencies on the final exam. The remainder of course content will be formatively assessed. Students who fail a **summative** competency **must** remediate, while students who fail a **formative** competency will be **offered** remediation for their own learning purposes. All assignments must be completed and failure to submit all assignments will result in course failure.

## REMEDICATION AND COURSE FAILURE

If a student fails to meet one or two course objectives/competencies that are summatively assessed (i.e Ethics and Information Literacy), they may be offered remediation and supplemental assessment to a maximum of one remediation attempt per objective/competency. All assignments must be completed and failure to submit all assignments will result in course failure. Failure of more than two course objectives/competencies or failure of remediation will result in a course failure. Note: failure of the “exhibits professionalism” objectives/competency may result in an outright course failure. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair and Academic Support Specialist 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 will be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

Students who do not accrue the expected number of competency points for the remainder of the course objectives/competencies over the term will be considered to have difficulty in Clinical Reasoning and applying the Patient Centered Clinical Method. These students will be required to meet with the Course Director and will be offered an opportunity to develop an individualized learning plan to remediate these objectives.

A key component of competency based learning is self monitoring toward competency. To aid students, we will be monitoring students’ progress, identifying those students who appear to be at risk of not meeting competency(ies), and additional support offered. In addition, students who identify for themselves that they are having issues are strongly encouraged to reach out.

## ASSESSMENT 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. Students will not be provided copies of the cases or exam questions.

## ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

### **What are Expectations for Attendance in Clinical Integration I?**

See the Attendance Policy for expectations. It is expected that students will attend all sessions unless absence is unavoidable. Attendance at small group sessions is mandatory. Unexplained absences should expect to receive a Breach of Professionalism report which may include academic consequences.

### **How is Attendance Documented?**

Attendance will be taken during the session.

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. The addition of formal Clinical Reasoning Teaching.
2. Use of Cases to reinforce Clinical Integration Content and content of other courses.
3. Cases are reviewed and altered annually to reflect up-to-date clinical content and student and tutor feedback.
4. Move to competency based assessment to ensure students are meeting the objectives of the course.

### IMPORTANT GUIDELINES FOR THIS TRANSITION TERM

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

#### Throughout the term:

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

**Key channels of communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

## COURSE MODULES

This course is composed of the following modules: Ethics; Information Literacy; Clinical Reasoning; Skills for Interprofessional Education (SITE) and Clinical Reasoning Cases. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive application of information learned throughout the term.

### Clinical Reasoning Module

#### MODULE DIRECTOR

Dr. Andrea Symon – [andrea.symon@usask.ca](mailto:andrea.symon@usask.ca) – (306) 374-2404

#### 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 in this first term and to further develop clinical reasoning skills. One of the cases will also have an introductory exercise to demonstrate the principles of self-directed learning. In some cases, a flipped classroom model may be utilized.

#### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

##### Competencies:

1. Utilize Clinical Reasoning (CR) in:

##### Enabling Competencies:

- i) Analyzing the patient interview
  - Determine appropriate questions to understand the disease process, illness experience and relevant patient context
  - Interpret the answers
- ii) Analyzing components of the physical examination
  - Determine appropriate maneuvers
  - Interpret the findings
- iii) Synthesizing information to develop a rational differential diagnosis and a working diagnosis
- iv) Analyzing management
  - Determine appropriate investigations
  - Interpret the information
  - Synthesize the information to further define the patient's problem

- v) Analyzing diagnostic errors
  - Identify common errors in information gathering and synthesis
  - Develop strategies to decrease errors in diagnosis
- 2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.
- 3. Demonstrate self-directed learning.

### **MODULE ASSESSMENT**

Satisfactory completion of this module will be based on questions found within the clinical reasoning Cases. The details for this assessment will be posted on **Canvas**. Please refer to the assessment breakdown above. Satisfactory completion of this module will be based on the student's participation in the small group sessions and completion of questions within the Cases.

## Ethics

### MODULE DIRECTOR

Ryan Meneses – [rym482@mail.usask.ca](mailto:rym482@mail.usask.ca) – (306) 491-4636

Dr. Susan Hayton (Lecturer)

### MODULE DESCRIPTION

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

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### Competency:

3. Demonstrate Ethico-Legal Reasoning

#### Milestones:

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

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and diverse perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of the student's own morals, beliefs and values.
5. Propose rationally justified solutions and approaches to legal and ethical issues.

### MODULE DELIVERY

Lecture-based sessions are designed to deliver information about approaches to ethical problem solving and to educate students about the legal and ethical requirements associated with certain aspects of patient care. Small group discussion sessions provide an opportunity for students to discuss and analyze ethical cases under the guidance of 1-2 facilitators and fellow classmates. Feedback will be written by facilitators and delivered to students via email.

### MODULE ASSESSMENT

This assessment will focus on ethical principles, guidelines and an understanding of ethical problems in a written essay 500-750 words. The details for this assessment will be posted on **One45**. The written assignment is due **Wednesday, October 6, 2021**.

### RECOMMENDED RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on One45.

## Information Literacy Module

### MODULE DIRECTOR

Erin Watson – [erin.watson@usask.ca](mailto:erin.watson@usask.ca) – (306) 966-7327

### MODULE DESCRIPTION

This module reinforces and expands upon students' existing information literacy (IL) knowledge and skills to develop IL knowledge and skills **specifically** for the medical context.

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### Competency:

4. Demonstrate effective information literacy skills to find relevant information

#### Milestones:

1. Describe the publishing processes and trends.
2. Analyse patient websites.

### MODULE ASSESSMENT

This assessment will focus on information literacy . The details for this assessment will be posted on **Canvas and One45**. Please refer to the assessment breakdown above. There will be an assignment due **September 3, 2021** on understanding scholarly publications. The final assignment will involve evaluating a patient education web site and will be due **November 15, 2021**.

## Skills for Interprofessional Education 1.1 (SITE)

### MODULE DIRECTORS

Sean Polreis – [sean.polreis@usask.ca](mailto:sean.polreis@usask.ca) – (306) 966-1311

Module Administrative Coordinator – TBA

### MODULE DESCRIPTION

Health professions' students work in teams to gain knowledge and experience in Interprofessional Collaboration, using a Skills for InterProfessional Team Effectiveness (SITE) approach. IPECT is an online platform used by all USask Health Sciences learners to manage Interprofessional learning for the SITE sessions.

Some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions' students participating in InterProfessional based learning. Students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

The SITE case will be released on Monday and is to be completed by Friday – as noted in the schedule above, release time is designated on a Wednesday. Details will be provided in correspondence closer to the session dates.

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### Competency:

8. Collaborate Effectively

### MODULE ASSESSMENT

This assessment will be based on SITE activities. The details for this assessment will be posted on Canvas.. Satisfactory completion of this module will be based on the student's participation in the SITE sessions and satisfactory completion of a written assignment, due **Friday, November 12, 2021**.

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

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

### **UGME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

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

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

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

### **OFFICE OF STUDENT AFFAIRS**

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

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

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

All due dates or timelines for assignment submission are published in the student course syllabus<sup>1</sup>.

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

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

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

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

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

### CITATION FORMAT

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

### PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

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

### RECORDING OF THE LECTURES

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

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

### REQUIRED VIDEO USE:

At times in this course you may be required to have your video on during video conferencing sessions, in order to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer. For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

### COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](https://creativecommons.org/licenses/by/4.0/). This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder. For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

### **INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)**

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

### **Prepare for Integrity**

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

### **Responses to Misconduct**

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

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

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

### **EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)**

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

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

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

## **STUDENT SUPPORTS**

### **COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS**

Student Affairs offers confidential support and advocacy at arm's length from the academic offices.

For more information please contact:

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

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

Administrative Assistant (Saskatoon), Kacia Whilby at [kacia.whilby@usask.ca](mailto:kacia.whilby@usask.ca) or (306) 966-7331

### **ACADEMIC HELP FOR STUDENTS**

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

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

Class and study tips <https://students.usask.ca/remote-learning/class-and-study-tips.php>

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

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

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

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

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

### **FINANCIAL SUPPORT**

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

### **ABORIGINAL STUDENTS' CENTRE**

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

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

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

## **RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING**

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

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