Clinical Integration I

MEDC 114.4
YEAR 1 TERM 1
Clinical Integration I – Course Overview

COURSE DESCRIPTION

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program. Students will focus on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes, as well as legal and ethical reasoning and information literacy, will be emphasized.

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

OVERALL COURSE OBJECTIVES/COMPETENCIES

By the completion of Clinical Integration I course, students will be expected to:

1. Utilize Clinical Reasoning in:
   • Analyzing the patient interview
     • Determine appropriate questions to understand the disease process, illness experience and relevant patient context
     • Interpret the answers
   • Analyzing components of the physical examination
     • Determine appropriate maneuvers
     • Interpret the findings
   • Synthesizing information to develop a rational differential diagnosis and a working diagnosis
   • Analyzing management
     • Determine appropriate investigations
     • Interpret the information
     • Synthesize the information to further define the patient’s problem
   • 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 ethico-legal reasoning.
4. Demonstrate effective information literacy skills to find relevant information.
5. Critically appraise pertinent information.
7. Exhibit professionalism.
8. Collaborate effectively.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: www.usask.ca/university_secretary/LearningCharter.pdf
COURSE CONTACTS
Course Director: Dr. Andrea Symon – andrea.symon@usask.ca – (306) 374-2404
Clinical Integration Courses Chair: Dr. Deirdre Andres – d.andres@usask.ca - (306) 655-4200
Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca - (306) 966-5354
Administrative Assistant: Sarah Zdunich –sarah.zdunich@usask.ca - (306) 966-7202

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Instructor/Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 16, 2019</td>
<td>9:30-11:20</td>
<td>Information Literacy #1: Using ICMJE Style: Scholarly Publishing Process and Trends</td>
<td>E. Watson</td>
</tr>
<tr>
<td>Wednesday, September 4, 2019</td>
<td>1:30-2:20</td>
<td>Course Introduction and Clinical Reasoning Exercise</td>
<td>A. Symon</td>
</tr>
<tr>
<td></td>
<td>2:30 -3:20</td>
<td>Ethics #1: Introduction to Ethics; Confidentiality and informed Consent</td>
<td>S. Hayton</td>
</tr>
<tr>
<td></td>
<td>3:30-4:20</td>
<td>Information Literacy: Using ICMJE Style; Scholarly Publishing Process and Trends</td>
<td>E. Watson</td>
</tr>
<tr>
<td>Wednesday, September 25, 2019</td>
<td>1:30-2:20</td>
<td>Ethics #2 : Truth-telling; Research Ethics; Medical Professionalism; Conflict of Interest</td>
<td>S. Hayton</td>
</tr>
<tr>
<td></td>
<td>2:30-4:20</td>
<td>Ethics Small Groups #1</td>
<td>R. Meneses</td>
</tr>
<tr>
<td>Wednesday, October 2, 2019</td>
<td>1:30-2:20</td>
<td>Ethics #3: Autonomy, Capacity, and Substitute Decision Making</td>
<td>S. Hayton</td>
</tr>
<tr>
<td></td>
<td>2:30-3:20</td>
<td>Ethics Small Groups #2</td>
<td>R. Meneses</td>
</tr>
<tr>
<td>Wednesday, October 16, 2019</td>
<td>1:30-3:20</td>
<td>Introduction to Clinical Reasoning, Differential Diagnoses, Sources of Bias/Error</td>
<td>A. Symon</td>
</tr>
<tr>
<td></td>
<td>3:30-4:20</td>
<td>Integrated Cases Introduction</td>
<td>G. Malin</td>
</tr>
<tr>
<td>Wednesday, October 23, 2019</td>
<td>1:30-2:20</td>
<td>Clinical Reasoning Case</td>
<td>A Symon</td>
</tr>
<tr>
<td>Wednesday, October 30, 2019</td>
<td>2:30-4:20</td>
<td>iPBL: Student Stress &amp; Wellness</td>
<td>S. Polreis/N.Hussein</td>
</tr>
<tr>
<td>Wednesday, November 6, 2019</td>
<td>2:30-4:20</td>
<td>iPBL: Student Stress &amp; Wellness</td>
<td>S. Polreis/N.Hussein</td>
</tr>
<tr>
<td>Wednesday, November 13, 2019</td>
<td>2:30-4:20</td>
<td>Clinical Reasoning Cases</td>
<td>A. Symon</td>
</tr>
<tr>
<td>Wednesday, November 18, 2019</td>
<td>8:30-10:00</td>
<td>Information Literacy: Patient education websites— criteria for evaluation, health literacy, useful patient web sites</td>
<td>E. Watson</td>
</tr>
<tr>
<td>Wednesday, November 20, 2019</td>
<td>1:30 – 4:20</td>
<td>Clinical Reasoning Cases</td>
<td>A. Symon</td>
</tr>
<tr>
<td>Tuesday, November 26, 2019</td>
<td>1:30 – 4:20</td>
<td>Clinical Reasoning Cases</td>
<td>A. Symon</td>
</tr>
<tr>
<td>Friday, December 6, 2019</td>
<td>9:00 – 12:00</td>
<td>Final Exam</td>
<td>A. Symon</td>
</tr>
</tbody>
</table>
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 and students assign themselves roles to help facilitate the case discussion. 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 sequentially during the case discussion and debriefing notes will be posted after each case.

Recommended Reading: 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/

COURSE MATERIAL ACCESS

Marks for assignments will be posted in one45. Relevant handouts will be visible in Blackboard. Cases will be released on Blackboard at the start of the Clinical Reasoning Case session.

COURSE ASSESSMENT OVERVIEW

The Clinical Integration I course is an entirely pass fail course based on student performance relative to course competencies/objectives.

Formative Assessment - Working through the cases gives the student the opportunity to apply knowledge from multiple courses including Clinical Skills, Medicine & Society, and Principles of Biomedical Sciences. This process provides formative feedback about the student’s medical knowledge and reasoning and helps to prepare the student for assessments in other courses.

Summative Assessment – In addition to the assignments as outlined below, there will be a number of questions within the Clinical Reasoning Cases that will utilize standard-based assessment.

OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS **NEW**

During this term, students will be introduce to a new model of assessment, Competency-Based Medical Education (CBME). This type of assessment is a marked shift from previous Clinical Integration courses and has been implemented as per student feedback.

In order for a student to progress from the early stages of learning to the level of competence necessary to function in a clinical setting, they will need to demonstrate they are competent at least as many times as described in the table below across all assessment points aligned with that particular competency. As students will have multiple 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.

**All assignments are mandatory to complete.
<table>
<thead>
<tr>
<th>Objectives/Competencies</th>
<th>Where competency may be assessed</th>
<th>Number of successful competency assessments to display competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestones</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Utilize Clinical Reasoning (CR) in:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the patient interview:</td>
<td>Cases Final Exam</td>
<td>5</td>
</tr>
<tr>
<td>• To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To interpret the answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing components of the physical examination:</td>
<td>Cases Final Exam</td>
<td>5</td>
</tr>
<tr>
<td>• To determine appropriate maneuvers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To interpret findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizing information to develop a rational differential diagnosis and a working diagnosis</td>
<td>Cases Final Exam</td>
<td>5</td>
</tr>
<tr>
<td>Analyzing management:</td>
<td>Cases Final Exam</td>
<td>n/a</td>
</tr>
<tr>
<td>• To determine appropriate investigations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To interpret the information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To synthesize the information to further define the patient’s problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing diagnostic errors:</td>
<td>Clinical Reasoning/Bias Lectures Cases Final Exam</td>
<td>3</td>
</tr>
<tr>
<td>• To identify common errors in information gathering and synthesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To develop strategies to decrease errors in diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Utilize the Patient-Centred Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.</strong></td>
<td>Cases Final Exam</td>
<td>5</td>
</tr>
<tr>
<td>3. <strong>Demonstrate ethico-legal reasoning.</strong></td>
<td>Cases Final Exam Ethics Assignment</td>
<td>8</td>
</tr>
<tr>
<td>See Ethics Module for milestones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Demonstrate effective information literacy skills to find relevant information.</strong></td>
<td>Information Literacy Assignments</td>
<td>2</td>
</tr>
<tr>
<td>See Information Literacy Module for milestones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Critically appraise pertinent information.</strong></td>
<td>Formatively Assessed</td>
<td>n/a</td>
</tr>
<tr>
<td>6. <strong>Demonstrate self-directed learning.</strong></td>
<td>Formatively Assessed</td>
<td>n/a</td>
</tr>
<tr>
<td>See Self-Directed Learning Module for milestones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Exhibit professionalism</strong></td>
<td>Individually Assessed</td>
<td>n/a</td>
</tr>
<tr>
<td><em>Failure to exhibit professional behavior will be adjudicated on an individualized basis.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Collaborate effectively</strong></td>
<td>iPBL Assignment</td>
<td>1</td>
</tr>
<tr>
<td>See Interprofessional Problem-Based Learning (iPBL) Module for milestones.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DESCRIPTION OF ASSESSMENTS:

Full details will be provided during the course orientation.

Assessment 1: Ethics Written Assignment
Due Date: Wednesday, October 9, 2019
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 Blackboard.

Assessment 2: Information Literacy Assignment I
Due Date: Friday, August 23, 2019
Description: Short assignment on assessing quality of medical journals. Detailed description and rubric will be posted on Blackboard.

Assessment 3: Information Literacy Assignment II
Due Date: Monday, November 25, 2019
Description: Evaluate a patient education web site based on a clinical case (assignment will be made available in class on November 18, 2019). Detailed description and rubric will be posted on Blackboard.

Assessment 4: iPBL Written Assignment
Due Date: Wednesday, November 13, 2019
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 Blackboard.

Cases:
Due Date: Completed during scheduled case sessions.
Description: Questions found within the Cases will be individually answered and facilitator graded. Detailed description and rubric will be posted on Blackboard.

Final Exam:
Date: Friday, December 6, 2019 at 9:00 am – 12:00 pm
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 iPBL.
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 all course objectives/competencies.

REMEDIATION AND COURSE FAILURE

If a student fails to meet one or two course objectives/competencies they may be offered remediation and supplemental assessment to a maximum of one remediation attempt per objective/competency. Failure of more than two course objectives/competencies or failure of a supplemental exam 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 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.

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.
This course is composed of the following modules: Ethics; Information Literacy; Clinical Reasoning; Interdisciplinary Problem Based Learning (iPBL); 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 – (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:

Milestones:

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.


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 BlackBoard. 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.

NOTE: DUE TO BBLEARN FORMATTING ALL CLINICAL REASONING CASES WILL BE LABELED “TESTS” RATHER THAN ASSIGNMENTS, HOWEVER, FOR THE PURPOSES OF THE UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY THEY WILL BE CONSIDERED ASSIGNMENTS.
Ethics

MODULE DIRECTOR
Ryan Meneses – 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 four principles of biomedical ethics originally expounded by Beauchamp and Childress. 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.

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 9, 2019.

RECOMMENDED RESOURCES

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 – (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

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

   1. Identify the importance of proper attribution of others' work.
   2. Demonstrate correct usage of International Committee of Medical Journal Editors' style to write citations.
   3. Distinguish between good-quality scholarly publications and non-scholarly, or poor-quality, ones.
   4. Locate patient education websites.
   5. List characteristics of good-quality patient education web sites.
   6. Evaluate web sites for their appropriateness for use by patients.

MODULE ASSESSMENT

This assessment will focus on information literacy. The details for this assessment will be posted on BlackBoard. Please refer to the assessment breakdown above. There will be an assignment due August 23, 2019 on understanding scholarly publications. The final assignment will involve evaluating a patient education web site based on a clinical case and will be due November 25, 2019.
Interprofessional Problem-Based Learning (iPBL)

MODULE DIRECTORS
Sean Polreis – sean.polreis@usask.ca – (306) 966-1311
Dr. Nassrein Hussein – nassrein.hussein@usask.ca – (306) 955-5433
Module Administrative Coordinator – Sarah Zdunich – sarah.zdunich@usask.ca (306) 966-7202

MODULE DESCRIPTION
Problem-based learning (PBL) is an active learning process where students are expected to identify learning needs, locate the appropriate information, and formulate a solution to the problem posed. Health professions’ students work in teams to gain knowledge and experience in Interprofessional Collaboration.

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 Problem-Based Learning (iPBL) and students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:
8. Collaborate Effectively
   By the end of the module, students will be expected to:
   1. Role Clarification
      • Describe his/her professional role.
      • Describe the role of other health professionals.
   2. Team Functioning
      • Identify principles of team work dynamics and group processes that enable effective interprofessional team collaboration.
   3. Interprofessional Communication
      • Identify principles of effective interprofessional communication.
   4. Collaborative Leadership
      • Identify leadership and decision-making behaviours that are likely to contribute to group effectiveness.
5. Patient/Client/Family/Community-Centred Care
   - Describe the input and engagement of patient/family/community in designing and implementing care/services.

6. Interprofessional Conflict Resolution
   - Identify areas of conflict within interprofessional groups.

MODULE ASSESSMENT

This assessment will be based on iPBL. The details for this assessment will be posted on Blackboard. Please refer to the assessment breakdown above. Satisfactory completion of this module will be based on the student's participation in iPBL sessions and satisfactory completion of a written assignment, due Wednesday, November 13, 2019.
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-ININVOLVEMENT 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 syllabus\(^1\).

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.

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.

\(^1\) 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.
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.

**NOTE:** DUE TO BBLEARN FORMATTING ALL CLINICAL REASONING CASES WILL BE LABELED “TESTS” RATHER THAN ASSIGNMENTS, HOWEVER, FOR THE PURPOSES OF THE UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY THEY WILL BE CONSIDERED ASSIGNMENTS.

**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 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 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](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](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/](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.*