




Clinical Skills I

MEDC 133

YEAR 1 TERM 1

 **COURSE SYLLABUS**
2022/2023



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

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

CLINICAL SKILLS 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 2022-23 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](#). COVID Pandemic policy wording will be updated as required.

COURSE DESCRIPTION

Learning in Clinical Skills I is designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to success in this course and all future clinical experiences. In addition, concepts around interprofessional collaboration and procedural skills are also introduced in this course.

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

OVERALL COURSE OBJECTIVES

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

1. Establish ethical relationships with patients characterized by understanding and empathy.
2. Demonstrate effective communication and collaboration.

3. Conduct patient-centered interviews that:
 - Obtain a complete Medical History including all components from recommended template.
 - Apply the four dimensions of illness experience – “FIFE” (feelings, ideas, impact on function, expectations).
 - Apply principles of cultural safety.
4. Perform a physical examination on an adult patient, in an orderly, efficient manner, demonstrating respect and sensitivity to patient comfort.
5. Recognize variations of normal findings during physical examination.
6. Present a concise verbal summary of the patient’s medical history, disease and illness experience, and physical examination findings.
7. Record findings from a completed history and physical examination into an appropriate format and provide an assessment and management plan.
8. Begin to practice clinical reasoning.
9. Participate in the development of procedural skills including suturing, point of care ultrasound, O.R. scrubbing, gowning and gloving, and PPE donning and doffing.
10. Exhibit professional behaviors consistently, such as integrity, ethical behavior, respect for and effective working relationships with patients, faculty, staff and peers; and responsibility through punctual, regular attendance and timely completion of assignments.

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

COURSE CONTACTS

Course Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca

Course Chair: Dr. Oriana Watt – Oriana.watt@usask.ca

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

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

Pre-Clerkship Coordinator – Regina: Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca (306) 766-0546

Administrative Assistant – Sarah Zdunich- sarah.zdunich@usaskca (306) 966-7202

COURSE SCHEDULE

The Clinical Skills I Course consists of a variety of activities, including large group lectures, small group sessions, and on-line tutorials and interactive sessions. The schedule will be posted on One45. Please check One45 **DAILY** to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the departmental undergraduate administrators.

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

<https://share.usask.ca/medicine/One45/kbase/Curriculum.aspx>

| Session | Date | Time |
|---|------------------------------------|-----------------------------|
| Lecture 1 Welcome, Introduction to Clinical Skills I, Communication Skills I, Patient Centered Care and Cultural Safety | Monday, August 8, 2022 | 8:30-12:20 |
| Session 1 Communication Skills I – Interview Simulated Patients | See ONE45 for specific dates | |
| Lecture 2 Introduction to Medical Write-Up & Oral Presentation; Introduction to Physical Exam Skills and Physical Exam A | Friday August 12, 2022 | 8:30-12:20 |
| Session 1 Physical Exam A – General Observations, Vital Signs | See ONE45 for specific dates | |
| Session 2 Communication Skills I - Interview Simulated Patients | See ONE45 for specific dates | |
| Session 2 Physical Exam A – Hands, Nails, Skin, Hair, Axillary & Upper Limb Lymph Nodes | See ONE45 for specific dates | |
| Session 3 Communication Skills I - Interview Simulated Patients | See ONE45 for specific dates | |
| Surface Anatomy A - Upper and lower limbs (CLRC/RLC) | See ONE45 for specific dates | |
| Session 3 Physical Exam A – Musculoskeletal Exam | See ONE45 for specific dates | |
| Session 4 Communication Skills I - Patient Interview & Write-Up | See ONE45 for specific dates | |
| Lecture 3 Introduction to Physical Exam B and C | Tuesday, September 13, 2022 | 1:30-4:20 |
| Session 4 Physical Exam A – Student Skill Assessment | See ONE45 for specific dates | |
| Session 1 Physical Exam C - Head & Neck (including cervical lymph nodes) | See ONE45 for specific dates | |
| Surface Anatomy B – Thorax (CLRC/RLC) | See ONE45 for specific dates | |
| Session 1 Physical Exam B - Cardiovascular Exam | See ONE45 for specific dates | |
| Session 2 Physical Exam B - Respiratory Exam | See ONE45 for specific dates | |
| Surface Anatomy C – Head and Neck, Abdomen (CLRC/RLC) | See ONE45 for specific dates | |
| Session 2 Physical Exam C - Abdominal Exam | See ONE45 for specific dates | |
| Session 3 Physical Exam B - Student Skill Assessment & Write-up | See ONE45 for specific dates | |
| Session 4 Physical Exam B - Student Skill Assessment & Write-up | See ONE45 for specific dates | |
| Lecture 4 Introduction to Sensitive Exams, Physical Exam D and E | Friday, October 14, 2022 | 8:30-11:20 |
| Session 3 Physical Exam C - Student Skill Assessment | See ONE45 for specific dates | |
| Session 1 Physical Exam E - Neurology Exam (Cranial Nerves) | See ONE45 for specific dates | |
| Session 2 Physical Exam E - Neurology Exam (Motor, Sensory, Reflexes & Coordination) | See ONE45 for specific dates | |
| Session 4 Physical Exam C – Student Skill Assessment | See ONE45 for specific dates | |
| Session 3 Physical Exam E - Student Skill Assessment & Write-up | See ONE45 for specific dates | |
| Session 1 Physical Exam D – Breast, Male/Female Genitourinary, Rectal Exam | See ONE45 for specific dates | |
| Lecture 5 PIAT (pre-recorded); OSCE Preparation; Q and A Skill Demonstration | Monday, November 14, 2022 | 8:30- 11:30 |
| Session 4 Physical Exam E – Student Skills Assessment and write up | See ONE45 for specific dates | |
| Skills for Interprofessional Education (SITE) 1.1 (release time for each week) | Wednesday, October 26, 2022 | 2:30-4:30 (release time) |
| Skills for Interprofessional Education (SITE) 1.1 (release time for each week) | Wednesday, November 2, 2022 | 2:30-4:30 (release time) |
| Putting It All Together Session | See One45 for specific dates | TBA |
| Point of Care Ultrasound (POCUS) | See ONE45 for specific dates | TBA |
| Surgical Skills Labs | See One45 for specific dates | TBA |
| OSCE | Tuesday, December 6, 2022 | |

INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare, and practice skills learned as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation, and it is the responsibility of the student as an adult learner to adequately prepare for the sessions. Lack of preparation may result in the student being unable to effectively participate in learning activities and influence their assessment.

COURSE DELIVERY

Students will learn through a variety of methods, including:

- Facilitated small group learning sessions with simulated patients
- Large group sessions
- On-line tutorials and interactive sessions
- Independent self-directed learning

Clinical Learning Resource Center (CLRC) and Regina Learning Center (RLC)

The CLRC (2nd floor, E wing, Health Sciences Building - Saskatoon site) and the RLC (Regina General Hospital – Regina site) are where most small group sessions are held. Independent learning time at the CLRC and RLC may be available depending on pandemic circumstances.

COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents are posted on One45.

- If you are having difficulty accessing your account, please contact Student Central (306) 966-1212 or contact ICT Services Help Desk (306) 966-2222

REQUIRED MEDICAL INSTRUMENTS

These required medical instruments must be purchased before the commencement of the school year:

- Stethoscope (Littmann Cardiology IV preferred)
- Watch with second hand or digital second display
- White College of Medicine lab coat*

* Lab coats will be provided to students early in the term

*****Students should be prepared to wear lab coats at all clinical sessions in the CLRC and RLC.**

RECOMMENDED MEDICAL INSTRUMENTS

While the above medical instruments are required, the following instruments are required in subsequent Clinical Skills courses and are of recommended for personal use and practice. The Undergraduate Medical Education (UGME) office is arranging a presentation early in the academic year where students can order these instruments.

- ophthalmoscope/otoscope
- aneroid blood pressure cuff
- tuning fork(s) (128 cps + 512 cps)
- reflex hammer (Queen's Square preferred)
- centimeter ruler
- pen light
- flexible tape measure

COURSE RESOURCES

Textbooks:

Purchasing a clinical examination textbook is strongly recommended. Suggested reference texts:

1. Bates' Guide to Physical Examination and History Taking 13th Ed. (Bickley): this text will be referenced in lectures and is an introductory text to history taking and physical exam skills, with some clinical correlations:
 - Hardback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - My Textbooks](#))
 - E-book (on-line): Available through Health Sciences Library at: [Bates Guide to History Taking and Physical Exam 13 Ed \(Bickley\)](#)
2. Clinical Examination: A Systematic Guide to Physical Diagnosis 9th Ed., Vol 1 & 2 (Talley and O'Connor): this text is an introductory text to history taking and physical exam skills, and also serves as a reference for clinical correlation with various disease processes:
 - Paperback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - My Textbooks](#))
 - E-book (on-line) Available through Health Sciences Library at: (*Note: maximum of 3 users at a time may limit availability*) [Clinical Examination 8th Ed \(Talley and O'Connor\)](#)
3. Moore's Essential Clinical Anatomy 6th Ed (Agur and Dalley): this text introduces key concepts of surface anatomy, relevant to clinical examination and skills:
 - Paperback copy: Available from the University of Saskatchewan Bookstore (shop on-line at: [U of S Bookstore - MyTextbooks](#))
 - E-book (on-line) Available through Health Sciences Library at: [Moore's Essential Clinical Anatomy 6th Ed \(Agur and Dalley\)](#)

Supplemental Online Resources:

- [Bates' Visual Guide to Physical Examination](#) A supplemental resource with video demonstrations of various physical exam techniques relevant to Clinical Skills I.
- [University of Toronto Clinical Skills Videos](#) A supplemental resource of video demonstrations of various physical exam techniques relevant to Clinical Skills I.
- [Undergraduate Diagnostic Imaging Fundamentals E-Book](#) 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.
- [Anatomy TV: https://libguides.usask.ca/PRIMAL](https://libguides.usask.ca/PRIMAL)
- For POCUS, students can supplement the course materials (found on Canvas) with the following electronic books. These resources will be of value throughout the Clinical Skills POCUS curriculum (CS I-IV):

<https://books.apple.com/ca/book/essentials-of-point-of-care-ultrasound/id841572764>

<https://books.apple.com/ca/book/introduction-to-bedside-ultrasound-volume-1/id554196012>

<https://books.apple.com/ca/book/practical-guide-to-critical-ultrasound/id1616972342>

FEEDBACK ON STUDENT PERFORMANCE

Student feedback is information regarding student performance that is offered with the express purpose of improving student learning and future performance. It is considered one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007).

Clinical Skills courses are the practice arenas to develop and hone medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and peer feedback are all part of this course. Course tutors will provide students with a variety of formal and informal, verbal and written feedback throughout clinical sessions. Students will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. Students should also be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – students will receive formal and informal feedback throughout each module, but do not discount the value of oral feedback and comments.

In order to provide students more individualized feedback following the OSCE, students will receive individual feedback sheets that will detail the student's progress towards achievement of their Clinical Skills course objectives.

COURSE ASSESSMENT OVERVIEW

| MODULE | COMPONENTS | SUCCESSFUL COMPLETION |
|---|---|-----------------------|
| Communication Skills I | Weekly Checklist Skills <ul style="list-style-type: none"> History Checklists Weeks 1-3 | Completion* |
| | Professional Department and Observed Skills <ul style="list-style-type: none"> Communication Skills I – Week 4: Student Skills Assessment Form | Pass** |
| | Medical Write-up <ul style="list-style-type: none"> Medical Write-up Assessment Form (Due Date: Must be submitted by 23:59 hrs on Canvas within 7 calendar days following student’s final session). | Pass** |
| Physical Examination A & Physical Examination C <i>These are separate modules for assessment purposes.</i> | Weekly Checklist Skills <ul style="list-style-type: none"> Physical Examination A Weeks 1-3 Physical Examination C Weeks 1-2 Surface Anatomy A and C Checklists | Completion* |
| | Professional Department and Preparation & Observed Skills <ul style="list-style-type: none"> Physical Examination A – Week 4: Student Skills Assessment Form Physical Examination C – Week 3 or 4: Student Skills Assessment Form | Pass** |
| Physical Examination B & Physical Examination E <i>These are separate modules for assessment purposes.</i> | Weekly Checklist Skills <ul style="list-style-type: none"> Physical Examination B - Weeks 1-2 Physical Examination E – Weeks 1-2 Surface Anatomy B Checklist | Completion* |
| | Professional Department and Preparation & Observed Skills <ul style="list-style-type: none"> Physical Examination B – Week 3 or 4: Student Skills Assessment Form Physical Examination E – Week 3 or 4: Student Skills Assessment Form | Pass** |
| | Medical Write-up <ul style="list-style-type: none"> PE-B Medical Write-up Assessment Form (Assignment due by 23:59 hrs on Canvas within 7 calendar days following student’s final session). PE-E Medical Write-up Assessment Form (Assignment due by 23:59 hrs on Canvas within 7 calendar days following student’s final session). | Pass** |
| Physical Examination D | Attendance with professional behavior. | Completion* |
| Putting it All Together (Individual Session) | Attendance with professional behaviour. | Completion* |
| Skills for Interprofessional Education 1.1 (SITE) | A written assignment using the student’s experience in their interprofessional group. Due Date: One week following the last Friday of the SITE module | Pass** |
| Point of Care Ultrasound (POCUS) | Achieve 100% on multiple choice question quiz to successfully complete on-line tutorials (multiple attempts allowed without penalty). | Completion* |
| Surgical Skills Labs Two separate sessions: 1. O.R. Scrubbing, Gowning and Gloving; PPE Donning and Doffing 2. Introduction to Suturing | Attendance with professional behaviour. | Completion* |
| Objective Structured Clinical Examination (OSCE) | Formative OSCE. Can cover ALL/ANY components of Clinical Skills I. Attendance with professional behaviour. | Completion* |
| OVERALL COURSE | ALL MODULES MUST BE SUCCESSFULLY COMPLETED and PASSED. | ALL PASS/FAIL |

Attendance is required for all small group sessions.

All write-ups must be completed and submitted individually, not in pairs/groups.

* *Completion* - entails attendance at all mandatory sessions, demonstration of skills required in the weekly checklists, or completion of on-line modules and quizzes.

** *Pass* - students must achieve *Meets Expectations or Greater* in the final week Student Skills Assessment Forms and written assignments.

A MODULE FAIL is defined as 1 or more *Below Expectations* on the final week Student Skills Assessment Forms or written assignments **or** *Non-Completion* of any component.

EXAM PROCTORING

Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course 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.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For the purposes of promotion, students must successfully complete the following:

1. OSCE: Completion of the formative OSCE
2. Course Modules: Successful completion of all course modules as outlined in the assessment overview.

Successful completion of all modules and OSCE requires students to meet expectations regarding professionalism. This includes professional attitudes towards simulated patients, peers, and tutors, as well as adherence to dress code policy (<https://medicine.usask.ca/policies/index.php>), with conservative professional attire. It is expected that students have lab coats available at all small group CLRC sessions, and their use will be at the discretion of tutors/preceptors. Note the following excerpt from the Student Guide:

Your physical appearance should engender respect from your patients and colleagues. You should, therefore, maintain a neat, clean and 'appropriate' style of dress. This should take into consideration the fact that your patients will likely come from all age groups and walks of life. Your goal is to present a pleasant and professional appearance, one that promotes patient confidence and comfort. Students should consider how their appearance may affect their patients' perceptions of them as future doctors and use this as a guide when choosing attire.

WRITTEN COURSE ASSESSMENTS

For written assessments, the medical case write-ups are due **7 consecutive calendar days following the clinical encounter**. For the SITE module, the written assignment is due **one week following the last Friday of the SITE session**. Respect for due dates is a component of professionalism and is assessed as such.

MODULE FAILURE

If a student passes one component of the module (e.g. Medical Write-up) and fails another component (e.g. Student Skills Assessment) the module is still considered failed – remediation will be targeted to the failing components. The Module Director, in consultation with the Course Director and/or the Academic Support Specialist, has discretion to target the remediation at areas considered of educational concern.

REMEDIATION

1. In the event of a failure of a course module, a student may be offered remediation and supplemental assessment.
2. Upon failure of a course module, students will meet with the module or course director and academic support specialist to devise a learning plan if remediation is being offered. The course director, in consultation with the academic support specialist, will determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional practice sessions, assignments, assigned readings, and meetings with the module/course director and/or other mentors.
3. After completion of remediation, a supplemental assessment will be offered. The Course Director will determine the specific type of supplemental assessment, which may be in a different format than the original assessment. Remediation and supplemental assessment will typically be offered during the term, however remediation and supplemental assessment for components failed later in the term will be offered in January of the following term
4. Failure of a supplemental assessment for the first time may result in a second remediation being offered for that module. If the second supplemental assessment is not successfully completed, this will result in automatic failure of the course. No more than two supplemental assessments will be offered.
5. If a student fails a second module, he/she will meet with a committee made up of at least two of the Course Director, Module Director, the Year One Chair, Academic Support Team, or Assistant Dean Academic (or their designates) to determine the appropriate remediation and supplemental assessment. This meeting may not apply if a failure of an additional course component is identified after the end of term.
6. A third failure (which may include a module, a supplemental assessment, or failure of the OSCE due to professionalism) regardless of successful remediation of the previous two failures, will result in automatic failure of the course.

COURSE FAILURE

An overall course failure will result from:

1. Failure of any two supplemental assessments (whether failure of two separate module supplementals or failure of two supplemental assessments within a single module).
2. Failure of three modules (even if successful in two supplemental assessments in previously failed modules); and
3. Failure of two modules and failure of the OSCE (even if successful in two supplemental assessments in previously failed modules).

Further decisions regarding academic outcomes will be adjudicated by the Term I Promotions Committee and the Student Academic Management Committee.

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.

ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy. It is expected that students will attend all small group sessions unless absence is unavoidable.

How is Attendance Documented?

At the completion of every session the student's preceptor will log into One45 and review/complete the session checklist with the student, which tracks attendance and ensures all material from the session was completed.

What are the Implications of Being Absent?

When students have absences for other reasons for which they have received prior approval, they will not be assessed negatively in terms of professionalism. Students should request guidance from their module director on how to independently make up any material missed. Sessions will not be rescheduled and additional sessions will not be offered in order to make up missed material. It is the responsibility of the student to ensure he/she meets all the requirements of the module.

Students should be aware that professionalism is being assessed in every Clinical Skills I session. Lateness or absences without appropriate notification/approval will likely result in marks reduced for poor professional behavior and may result in an informal or formal breach of professionalism report. Unapproved absences may result in failure of a module or the entire course.

COURSE EVALUATION AND QUALITY IMPROVEMENT

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

1. The objectives and structure of the large group lectures and course package have been reviewed and modified. Virtual/remote large group sessions will continue to be synchronous whenever possible to enhance student interaction/engagement; and will be recorded so students can access asynchronously as well.
2. The addition of dedicated Surface Anatomy sessions to enhance understanding and application of physical examination skills.
3. The development of course specific physical examination demonstration videos to enhance standardization of techniques and serve as a supplemental resource for students and tutors.
4. Utilizing numerous and varied resources for reading and video references as supplemental learning tools.
5. Enhanced tutor orientations with an emphasis on standardization of physical exam techniques.
6. Modified Physical Exam EC Module Summative Assessment to accommodate 1:1 tutor:student ratio to enhance individualized student feedback and skill development.

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

The physical exam modules are designed to allow skill development by systems. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive patient assessment.

Communication Skills I

MODULE CONTACTS

Module Director: Dr. Ambreen Khan amk134@mail.usask.ca

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson – meghanemily.nelson@saskhealthauthority.ca – (306) 766-0546

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

MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop the basic communication skills needed for patient-centered care. During the lectures, students will review requirements for the overall course, individual modules, and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 4 Sessions

MODULE OBJECTIVES

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

1. Demonstrate effective communication.
2. Conduct respectful, patient-centered interviews.
 - a. Obtain a complete medical history including all components from recommended template
 - b. Apply 4 dimensions of illness experience (FIFE)
 - c. Apply principles of cultural safety
3. Present a concise verbal summary of the patient's medical history, and disease and illness experience.
4. Document the patient's information in a medical write up.
5. Demonstrate professionalism in interactions with patients, peers, and preceptors.

MODULE ASSESSMENT

Student Skills Assessment & Write-up. Refer to Course Assessment Overview table on page 8. See Communication Skills I module package for checklists and rubrics.

Physical Exam A

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson- meghanemily.nelson@saskhealthauthority.ca – (306) 766-0546

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

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 4 Sessions

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate:
 - a. vital signs, physical measurements (including height, weight, respirations, pulse, temperature, blood pressure, oxygen saturation, Body Mass Index, waist circumference), general observations
 - b. examination of skin and hair, hands, nails and clubbing, upper limb lymph nodes
 - c. examination of the musculoskeletal system including: mobility, surface anatomy, palpation, range of motion, and functional assessment.
2. Define normal adult values for vital signs and physical measurements.
3. Explain the basic anatomy and physiology relevant to the vital signs.
4. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam A module package for checklists.

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

Pre-Clerkship Coordinator (Regina) – Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca – (306) 766-0546

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

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the anatomical landmarks relevant to the precordial and respiratory examinations.
2. Describe the physiology of cardiac cycle and jugular venous pressure (JVP).
3. Demonstrate the physical examination of the cardiovascular and respiratory systems, including arterial pulses, JVP, precordial examination, peripheral vascular examination and respiratory examination.
4. Assess the characteristics of pulses, heart sounds and breath sounds.
5. Determine whether neck pulsation is carotid or jugular, including demonstrating abdominojugular reflux.
6. Perform on a simulated patient a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach, and complete a written report of the findings.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam B module package for checklists and rubrics.

Physical Exam C

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca – (306)766-0546

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

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient will be expected to:

1. Demonstrate the examination of the head and neck including head and neck lymphatics, including relevant surface anatomy (excluding cranial nerves).
2. Demonstrate the examination of the abdomen and inguinal region including: inguinal and femoral lymphatics, surface anatomy, inspection, auscultation, percussion, and palpation, assessment for ascites, hepatomegaly, and splenomegaly.
3. Perform a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam C module package for checklists.

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

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

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

MODULE DESCRIPTION

During this session, students will practice physical examination skills on models. Students will work in small groups with a clinician preceptor. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 1 Session

MODULE OBJECTIVES

By the completion of this module, students working with a simulated patient and models will be expected to:

1. Describe steps taken to provide patient comfort: use of chaperone, effective communication, principles of sensitive practice.
2. Describe the relevant anatomy of: the breast, female and male genitourinary systems (including prostate), female rectum and male rectum.
3. Demonstrate examination of the female breast.
4. Demonstrate male genitourinary examination.
5. Demonstrate female genitourinary examination.
6. Demonstrate rectal examination.

MODULE ASSESSMENT

Completion of module. Refer to Course Assessment Overview table on page 8.

Physical Exam E

MODULE CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca – (306) 766-0546

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

MODULE DESCRIPTION

During these sessions, students will practice physical examination skills on healthy adults and continue to develop their communication skills in the performance of patient-centered interviews. Students will work in small groups with a clinician preceptor and simulated patients. During the lectures, students will review requirements for the overall course, individual modules and the OSCE. Highlighted materials and concepts will be reviewed during the lectures.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 3 Sessions

MODULE OBJECTIVES

By the completion of this module, students, working with a simulated patient, will be expected to:

1. Describe the relevant anatomy and function related to examination of the nervous system.
2. Demonstrate the examination of the neurological system including: level of consciousness, higher cortical functioning, cranial nerves, motor, reflexes, coordination and gait.
3. Perform on a simulated patient a patient-centered interview and demonstrate physical examination skills learned to date with an efficient, logical approach; and complete a written report of the findings.

MODULE ASSESSMENT

Refer to Course Assessment Overview table on page 8. See Physical Exam E module package for checklists and rubrics.

Putting It All Together Individual Session

SESSION CONTACTS

Module Director: Dr. Angela Lapetsky – angela.lapetsky@usask.ca – (306) 966-8124

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca – (306) 766-0546

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

SESSION DESCRIPTION

During this formative session, which occurs toward the end of the Clinical Skills I course, students will conduct a comprehensive patient centered interview and organized physical examination and provide a concise verbal summary of the patient's medical history including disease and illness experience and physical examination findings. Students will work individually with a clinician preceptor and simulated patient.

Location: CLRC and RLC (as pandemic circumstances permit)

Duration: 1 Session

SESSION OBJECTIVES

By the completion of this session, students, working with a simulated patient, will be expected to:

1. Conduct a comprehensive patient centered interview and organized physical examination.
2. Present a concise verbal summary of the patient's medical history including disease and illness experience and physical examination findings.

SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table on page 8.

Skills for Interprofessional Education 1.1 (SITE)

MODULE CONTACTS:

Module Director: Sean Polreis – sean.polreis@usask.ca – (306) 966-1311

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

Pre-Clerkship Coordinator (Regina): Meghan Nelson – meghanemily.nelson@saskhealthauthority.ca - (306) 766-0546

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/MILESTONES

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 a written assignment based on SITE activities. Questions will be related to the competencies from the CIHC competency framework & their key elements. 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 11, 2022**.

Point of Care Ultrasound (POCUS)

MODULE CONTACTS

Module Director: Dr. Linden Kolbenson – linden.kolbenson@usask.ca

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

MODULE DESCRIPTION

Point-of-care ultrasonography (POCUS) is defined as the acquisition, interpretation, and clinical integration of ultrasonographic imaging performed by a treating clinician at the patient's bedside rather than by another healthcare provider. POCUS is an inclusive term; it is not limited to any specialty, protocol, or organ system.

MODULE OBJECTIVES

1. Describe basic understanding of ultrasound physics (penetration, attenuation, reflection).
2. Describe how ultrasound images are displayed and interpreted.
3. Describe the main imaging planes and imaging conventions.
4. Describe basic transducer maneuvers required to generate an image.
5. Describe the concepts of test performance, operator dependence, safety, and limitations of Point of Care Ultrasound (POCUS).

MODULE ASSESSMENT

The online sessions will include brief tutorials and review questions to be completed at the end of the session. Students must answer 100% of the questions correctly in order to complete the session (multiple attempts permitted without penalty).

SESSION CONTACTS

Session Leads: TBA

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

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

SESSION DESCRIPTION

This tutorial, in conjunction with a video that is to be viewed before the session, consists of practicing the skills needed to scrub, and perform independent gowning and gloving in preparation for scrubbing into a surgical case in the OR. Students will watch a demo and then perform the skills themselves. In addition, students will see some common instrumentation used in the O.R. and be trained with donning and doffing of PPE.

Saskatoon Site:

Combined Scrubbing, Gowning, Gloving and PPE Donning and Doffing

Location: RUH OR, Ground Floor (Room G124)

Duration: 1 Session - 3 hours

Regina Site:

2 separate sessions

Scrubbing, Gowning, Gloving

Location: TBA

Duration: 1 session – 2 hours

Donning and Doffing PPE

Location: Regina Learning Center

Duration: 1 session – 1 hour

SESSION OBJECTIVES

By the completion of the Scrubbing, Gowning, and Gloving in the OR Setting and Donning and Doffing PPE session students will be able to:

1. Perform a traditional soap and water hand scrub.
2. Perform a waterless hand preparation.
3. Demonstrate ability to independently put on surgical gown and gloves.
4. Identify some basic surgical instrumentation.
5. Identify OR etiquette and expected practices when in the OR setting.
6. Donn and doff PPE

SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table on page 8.

Introduction to Suturing

SESSION CONTACTS

Session Lead: Amila Nawarathne

Administrative Assistant: Anna Taruc – surgery.preclerkship@usask.ca - (306) 966-5668

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

SESSION DESCRIPTION

Through a combination of presentation, demonstration and hands-on experience, students will be introduced to all things related to suturing. This will include suture products, needles, instrumentation, and the basic techniques required for proper wound closure. There will be an emphasis on safe needle handling when suturing to protect both the student and others in the vicinity.

Location: **Saskatoon:** Surgical Skills Lab B410 Health Science, B Wing, 4th floor
 Regina: Dilawri Simulation Centre

Duration: 1 Session - 2.5 hours

Groups: Groups of 4

SESSION OBJECTIVES

By the completion of the Introduction to Suturing session students will be expected to:

1. Recognize and identify suture size, suture type/category, and needle specifics indicated on the suture package
2. Describe the name and proper handling technique of basic suturing instruments
3. Demonstrate proper suturing technique which will include:
 - the safe loading/reloading and driving of the needle, forehand and backhand
 - atraumatic handling of tissue
 - applying the mechanics of proper needle placement and driving to achieve the best results
 - tying of square knots
4. Demonstrate simple stitch patterns as determined by the instructor

SESSION ASSESSMENT

Completion of session. Refer to Course Assessment Overview table on page 8.

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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 syllabus¹.

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

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

¹ 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.

mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

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

CITATION FORMAT

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under 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](#).

ACCESS AND EQUITY SERVICES (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

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 or (306) 966-4751

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

Administrative Associate (Saskatoon), Chris Florizone at cdf300@mail.usask.ca (306) 966-7331

Administrative Associate (Regina), Sue Schmidt at sue.schmidt@saskhealthauthority.ca or (306) 766-0620

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

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

OSA Associate, Michelle Grove at michelle.grove@saskhealthauthority.ca or (306) 766-0553

CAREER ADVISING & MENTORSHIP

Co-Module Director, Dr. Ginger Ruddy at med.careeradvising@usask.ca

Co-Module Director, Sheldon Moellenbeck at sheldon.moellenbeck@usask.ca

Career Advisor (Saskatoon), Dr. Lee Kolla at med.careeradvising@usask.ca

Career Advisor (Saskatoon), Dr. Richard Nataraj at med.careeradvising@usask.ca

Career Advisor (Regina), Dr. Andrew Houmphan at med.careeradvising@usask.ca

Administrative Assistant, Sara Bryson at sara.bryson@usask.ca

ACADEMIC HELP FOR STUDENTS

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 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/study/tech-tips.php>

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