Medicine & Society II

MEDC 142

Year 1 Term 2

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

Medicine and Society II – Course Overview

COURSE DESCRIPTION

This course, *Medicine & Society II: Public Health and Preventive Medicine*, is the second of four courses in the *Medicine and Society* series (following *Introduction to Medicine and Society in Canada* and to be followed by *Canada's Health Care System* and *Physician Leadership Roles*). Topics will include the causes of good health or illness in communities; prevention; screening; social determinants of health; health equity; health promotion; communicable disease control; environmental health; research and critical appraisal; and public health ethics.

Medicine & Society II also integrates the following modules as part of this course: (1) Patient and Family Centered Care (PFCC), (2) Experiences in the Community (EC), (3) Medical Arts & Humanities, and (4) Ethics. Please see descriptions below for further details.

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

OVERALL COURSE OBJECTIVES

On completion of the Medicine & Society II course, students will be able to:

1. Describe key aspects of public, population, and global health including the essential functions of public health, managing communicable diseases (including outbreaks) and an approach to common environmental hazards.

2. Identify how the social determinants of health affect the health of individuals and populations.

3. Describe the role of the physician in identifying and addressing barriers to the social determinants of health for individuals and specific populations.

4. Apply health promotion and prevention strategies to individual and population/public health issues.

5. Describe public health surveillance and population health assessment and their role in evaluating and improving population health.

6. Interpret the meaning of common measures of burden of illness at the population level.

7. Apply the principles of epidemiology, biostatistics, and critical appraisal of literature to the public, population, and global health.

8. Apply ethical frameworks to public health issues.

9. Recommend interpersonal and organizational changes required to achieve patient and family centered care (PFCC).

10. Express meaning of medical experiences metaphorically through discussion and representation.

11. Demonstrate ethico-legal reasoning.

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://elentra.usask.ca/community/ugmecurriculum

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

More information on the U of S Academic Courses Policy relating to course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php. College of Medicine specific policies and procedures for course delivery, exams and assessment 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: Learning charter - Teaching and Learning | University of Saskatchewan (usask.ca)

COURSE CONTACTS

Course Director: Dr. Ahmed Faress – ahmed.faress@usask.ca

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

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

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

Administrative Assistant: – Janine Rover de Mello – janine.rover@usask.ca – (306) 966-7202

COURSE SCHEDULE

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.

INDEPENDENT LEARNING

Many sessions will include active group discussions where pre-readings have been assigned. It is very important that students come to class prepared, having carefully read the assigned materials. Reading materials will be available on One45. Many classes, including the invited panel presentations, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation.

COURSE DELIVERY

Course materials will be posted to One45. Assignment details will be posted on Canvas. In addition to in-class learning, first year Medicine and Society courses include two experiential learning modules, PFCC and [C. Both of these modules extend past Term 1 and into Term 2, (see Modules below). Mandatory sessions will be indicated on One45.

COURSE MATERIALS

The primary resource for this course will be readings from the Association of Faculties of Medicine of Canada's *Primer on Population Health: A Virtual Textbook on Public Health Concepts for Clinicians* (available online at https://phprimer.afmc.ca/en/). Presentations and supplemental materials for reading and viewing will be posted to One45.

The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available https://firstline.org/sha/ The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. Firstline - Microbial Pursuit

COURSE ASSESSMENT OVERVIEW

Module	Assessment	Requirement	Due Date (All assignments are due on the date below by 23:59)
M&S General section	1. Art of Public Health	**Pass***	April 10, 2024
Medical Arts & Humanities (A &H)	2. Module assessments	**Meets Competencies**	One week after the final session of each A&H stream
Ethics	3. Ethics Assignment	**Pass***	One week following the final Ethics session
	Complete TCPS 2 research ethics tutorial	**Submit Certificate of Completion****	April 26, 2024
Patient and Family Centered Care (PFCC)	Attend TWO Patient Family Partner (PFP) Sessions	**Completion****	Mandatory Attendance (January 10, March 20, 2024)
		Completion**	Mandatory Attendance by March 28, 2024 (self schedule, limited availability)
	4. Attend one Real People Real Experiences (RPRE) session and upload Activity Submission to Canvas	**Completion****	March 28, 2024 (self schedule Jan-March, limited availability)
	5. PFCC Implications for Practice Refl ective Essay	**Pass***	April 10, 2024
Community Experience (CE) ***	Complete required number of hours	**Completion****	Within 2 weeks of the completion of experience
	6. Community Experience Reflective A ssignment	**Pass***	Within 2 weeks of the completion of experience
	CE Supervisor Assessment Form (s)	**Completion****	Within 2 weeks of the completion of experience
Examinations	Midterm Exam	**Pass***	March 13, 2024
	Final Exam	**Pass***	May 6, 2024

(Note: Numbered items above identify assignments while non-numbered items are attendance/completion requirements.)

* Pass - student must achieve Meets Expectations or Greater or meet minimum pass criteria in the appropriate assessment.

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

***CE expectations are waived if student is completing Interprofessional Community Services Learning Program (CSLP) or Making the Links/ Certificate in Global Health (MTL)

ASSESSMENT COMPONENTS

Assessment 1 *"Art of Public Health" Assignment*
Value: Pass/Fail
Due Date: See Assessment Table above

Description: The student will select one or more artistic works (e.g., book, short story, poem, painting, sculpture, film, TV series, song, etc.) and explain how the work(s) depict aspects of one or more major course concepts and topics. A detailed description and rubric will be posted on Canvas.

Assessment 2 *A&H module Assignments*
Value: Meet competencies
Date: See Assessment Table above

Description: Students will participate in a particular stream and produce small projects that demonstrate the four competencies/milestones as listed in the Medical Arts and Humanities Module description below.

Assessment 3 Ethics Written Assignment
Value: Pass/Fail
Due Date: See Assessment Table above

Description: This assignment will be a discussion of one of several cases in a short essay format. A detailed description and rubric will be posted on Canvas.

Assessment 4 Real People Real Experiences Activity Submission
Value: Completion
Due Date: See Assessment Table above

Description: Participation in Real People Real Experiences requires that all students complete an activity submission. Download the activity submission on completion of the session and upload it to Canvas as a record of your participation.

Assessment 5   PFCC Implications for Practice Reflective Essay
Value: Pass/Fail
Due Date: See Assessment Table above.

Description: PFCC Implications for Practice Reflective Essay. A copy of your reflective assignment will be shared with a PFP affiliated with SHA-Saskatoon. Please refer to Canvas for details and rubric.

Assessment 6 CE module Reflective Assignment*
Value: Pass/Fail
Date: See Assessment Table above

Description: A reflective assignment of approximately 250 words. See corresponding module section
                below.
                *Note: For students completing the Inter-professional Community Service Learning
                Program or Making the Links as an alternative to the Community Experience, this
                assignment is not required. The requirements of those programs will be shared at
                program-specific orientations.*

Midterm Exam
Value: Pass/Fail
Date: See Assessment Table above.

Description: Closed book exam may include multiple choice, multiple choice multiple answer, fill in
                the blank, true/false, short answer, matching, and extended written questions. Further
                details to be discussed in class.

Final Exam
Value: Pass/Fail
Date: See Assessment Table above.

Description: Cumulative closed book exam may include multiple choice, multiple choice multiple
                answer, fill in the blank, true/false, short answer, matching, and extended written
                questions. Further details to be discussed in class.

WRITTEN COURSE ASSESSMENT COMPONENTS
Course components including written assessments are due at 23:59 SK time on the due date listed in
the above table. Respect for due dates is a component of professionalism and is assessed as such.

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

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, not maintaining academic integrity and/or
patient confidentiality.

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. https://medicine.usask.ca/policies/professional-
behaviours-and-expetations.php

EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances in which examinations during this course might be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

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 in Canvas for the relevant session.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

Completion:

To successfully complete Medicine and Society II, students must:

- Complete all mandatory course and module components as outlined in the assessment overview above.
- Pass the required assignments as outlined in the assessment overview
- Pass both the Midterm and Final exams.

Students not promoted as a result of being unsuccessful on the course will receive a grade of 'F' on their transcripts for the relevant course.

Remediation:

A maximum of one remediation/supplemental attempt per component will be offered if a student does not complete or fails up to two of the assessment components from the table above.

If a student does not complete or fails **three or more** of the course assessment components listed in the assessment table above, this would be considered a course failure and remediation will not be offered. Additionally, failure of a supplemental assessment will result in a course failure.

For non-completion of assignments please see the Professionalism and Undergraduate Medical Education Assignment Submission Policies.

Students who are eligible for remediation will be required to:

1. meet with the Module/Course Director and/or Course Chair in consultation with the Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan

2. complete a supplemental assessment(s)

The Module Director/Course Director and/or Course Chair retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment.

After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 1 Term 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

EXAM REVIEW

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

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Medicine and Society II?
It is expected that students will attend all sessions unless absence is unavoidable.
Attendance at small group sessions is mandatory. (See One45)
Attendance for all other sessions falls under the regulations of the Pre-Clerkship Attendance and Absence Policy.
For some remote sessions, the Course or Module Director will require cameras to be turned on as part of attendance.

How is attendance documented?
Attendance will be taken at mandatory sessions.
If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible, complete the application for absence form, and cc the course and/or module director. (See the contact list at the beginning of the syllabus or check your Canvas course.)

What are the implications of being absent?
Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see Pre-Clerkship Attendance and Absence Policy) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director

on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material. Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student course evaluations the following changes have been made:

1. Organization and scheduling of course components has been revised to improve coherence between lectures, modules and assessments.

2. Modifications have been made to provide better sequencing across the four courses in the Medicine and Society series.

3. Priority has been given to assignment marking to ensure students receive timely feedback.

Module 1: Patient and Family Centered Care (PFCC) (Part B)

MODULE CONTACTS

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

Administrative Assistant: Amy Pollock – amy.pollock@usask.ca

MODULE DESCRIPTION

This module provides students with authentic experiences of health and health care from the perspective of patients. The four pillars of patient and family centered care are explored within the care delivery context, considering the continuum of patient engagement and factors influencing patient engagement.

This longitudinal Year 1 experience extends over Term 1 and 2. An introductory seminar in Term 1 introduces students to core concepts related to patient and family centered care and patient engagement. Students participate in Patient Family Partner (PFP) meetings (two per term) and Real People Real Experiences (RPRE; previously Patient Family Narratives (PFN)) sessions (one per term) seeking to understand the patient/client family experience and implications for future practice.

By completing the Term 2 Patient and Family Centered Care module, students will meet the Med 142 course level objective, "*recommend interpersonal and organizational changes required to achieve patient and family centered care*".

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

MODULE OBJECTIVES

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

1. Assess factors impacting expression of the pillars of patient and family centered care (PFCC) at the interpersonal level

2. Suggest organizational changes required to advance from system-centered care to achieve patient and family centered care (PFCC).

3. Develop a plan to integrate patient and family centered care (PFCC) and patient engagement principles into future practice.

MODULE SCHEDULE

The schedule will be posted on One45. Please check One45 **DAILY** for the 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. However, since patient partners are engaged in program delivery, last minute changes may occur. Please check One45 WITHIN 24 HOURS OF YOUR SESSION for the current schedule information. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the UGME Office.

INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned for their own progress in meeting the broad objectives for the medical program. **Sessions require prior preparation,** and it is the student's responsibility to adequately prepare. Lack of preparation may result in being unable to effectively participate in learning activities and may influence your assessment.

MODULE DELIVERY

This longitudinal module extends over term 1 and 2 with discrete requirements in each term. In each term, students will have two PFP meetings (see course schedule, mandatory) and attend one RPRE session (self-schedule, limited availability). A Patient Family Partner (PFP) will provide feedback to students on their PFCC Implications for Practice Reflective Essay.

Patient Family Partner Meetings
Sessions with a Patient Family Partner are scheduled. Attendance is mandatory and tracked through Zoom. Session objectives, pre-readings, and worksheets are included in the module handbook.

Real People Real Experiences (previously referred to as Patient and Family Narratives)
The session schedule and link to sign-up on IPECT is available at https://usask.ipect.app/student under the "events" tab. Students are encouraged to review the schedule early in the term. Sessions are offered on-line approximately once per month through March. Attendance is tracked through completion of the on-line tasks at the session. Upload of your "activity submission" on CANVAS is required for credit.

Supplementary PFCC Shadowing Experience**

Students may arrange a shadowing experience with their advisor. Shadowing must be arranged with your assigned PFCC Advisor or through Heather Thiessen. Students may allocate up to 2 hours of their total 10-hour shadowing requirement to attend an appointment or treatment with their PFCC Patient Advisor. *Please ensure your advisor and Dr. Baerg have a minimum 48 hours' notice and all mandatory PFCC requirements are met.*

 **Optional, prior approval required

MODULE MATERIAL ACCESS

Module materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents, are posted on Canvas. If you are having difficulty accessing your account, please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-2222.

MODULE RESOURCES

- PFCC Module Handbook posted on Canvas

- Introduction to PFCC lecture posted on One45

- Institute for PFCC at www.ipfcc.org

- Patient First Review Update and Patient Experience Case Studies, Government of Saskatchewan - https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review

- Framework for Patient Engagement by Carman et al at https://www.healthaffairs.org/doi/10.1377/hlthaff.2012.1133

MODULE REQUIREMENTS & ASSESSMENT TERM 2

1. Attend TWO Patient Family Partner Meetings – attendance is recorded. Adherence with netiquette guidelines outlined in the PFCC Handbook is required for successful session completion. Note: one remediation attempt will be allowed for a missed session; advance notice is required.

2. Pass Assignment #5: PFCC Implications for Practice Reflective Essay. Please refer to Canvas for details. A copy of your reflective assignment will be shared with a PFP affiliated with Saskatchewan Health Authority as part of the assessment process. Note: one remediation attempt will be allowed for a failed assignment up to the point of course failure.

3. Assessment #4 Real People Real Experiences Activity Submission. After participating in ONE Real People Real Experiences Session, "complete" the session and upload the Activity Submission on

CANVAS. Attendance is tracked through IPECT. Successful "completion" of the session through IPECT is required.

See PFCC Module Package for more details.

Module 2: Community Experience (CE)

Note: This module was introduced in Term 1 (MEDC 132) and continues in Term 2 (MEDC 142)

MODULE DESCRIPTION
Details regarding the Community Experience Module options were provided during an orientation in the Medicine & Society I course – see One45. The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Interprofessional Community Services Learning Program (CSLP) or Making the Links/ Certificate in Global Health (MTL) are waived of the requirement to complete the Community Experience.

Demonstration of successful participation in the CE, CSLP or MTL, as relevant to the option selected, is required to successfully complete the M&S II course. Specific assessment description details are provided on One45.

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

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

1. Describe how various physician (CanMEDs) roles can contribute to the overall well-being and health of patients, families, communities, and populations.

2. Discuss factors that impact patients and communities encountered during your experience.

MODULE SCHEDULE
All information relating to this module is available in One45. Please check One45 DAILY for the current schedule information.

MODULE RESOURCES
The module resources, including slides and reading/viewing, will be posted on One45.

MODULE REQUIREMENTS & ASSESSMENT
Deadlines for application are noted below. Note that option C has space limitations.

A. One Week Community Experience (CE): A mandatory 1-week clinical observership experience in a rural/remote or urban underserved community generally completed in May/June. See

documents posted to One45 for more details. *Your Community Experience proposal was due in the fall term.*

Faculty Lead: Dr. Olukayode Olutunfese (Olukayode.olutunfese@usask.ca)
Timing/Duration: 40 hours after the end of Term 2.
Note: Students selected for one of the two optional programs listed below are waived of the requirement to complete the Community Experience.

B. **Community Service Learning Project (CSLP):** A longitudinal volunteering experience doing non-clinical work with a community-based organization serving people in underserved communities in Saskatoon and Regina. See documents posted to One45 for more details. Students completing this program will receive a letter of completion.

Faculty Lead: Dr. Rufaro Asefa (rufaro.asefa@usask.ca)
Timing/ Duration: 45 hours over Terms 1 and 2 (October-March)

C. **Making the Links (MTL) – Certificate in Global Health:** Combines academic courses and experiential learning in marginalized, underserved communities locally and globally. Your MTL application was due in the fall term**.**

Faculty Lead: Dr. Sarah Oosman (sarah.oosman@usask.ca) and Dr. Jacob A.K. Alhassan (jacob.alhassan@usask.ca)
Administrative Coordinator: Carlyn Seguin (carlyn.seguin@usask.ca).
Timing/Duration: runs over Years 1 & 2 with a community-based experience each summer

MODULE ASSESSMENT OVERVIEW

Successful completion of the Community Experience requires:

- Completion of the one-week clinical immersion experience.
- Evidence of satisfactory participation in clinical learning experiences on the assessment form completed by the CE supervisor(s).Pass Assignment #6 Community Experience Reflection (approximately 250 words) due within 2 weeks of completion of the experience.

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

Specific assessment details will be provided and posted to One45.

ACKNOWLEDGEMENT

The UGME would like to acknowledge the Saskatchewan Medical Association (SMA) for their support of the Community Experience with their funding of physician renumeration and emergency student housing.

MODULE CONTACTS

Module Director: Dr. Deirdre Andres - d.andres@usask.ca

Administrative Assistant: Janine Rover de Mello – janine.rover@usask.ca – (306) 966-7202

MODULE DESCRIPTION

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

Each stream will be run if there is sufficient interest.

- **Figure Drawing**
  - o Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary. Students are responsible for the purchase of basic drawing supplies

- **Photography**
  - o Using the equipment students have available (e.g., phones, digital cameras, etc.) students will learn the basics of photography including point of view and composition.

- **History of Medicine**
  - o Topics of relevance to medicine and society will be explored. Some pre-reading will be required.

- **Literature in Medicine**
  - o Through assigned readings students will explore the meaning of illness.

- **Writing your Medical Experience**
  - o Students will explore the implications of medical education and patient care through their own written work.

- **Philosophy**
  - o Students will explore various concepts around the philosophy of medicine.

- **Drama**
  - o Students will explore basic acting skills including the use of voice, physicality and improvisation.
  - o No experience is necessary. This module will enhance listening, communication and team building skills.

- **Singing**
  - Students will explore the use of singing as a tool to improve communication skills, and music as a method of self-expression.
  - No previous experience is necessary.

- **Self-directed experience**
  - Students will plan a body of work that will span three terms and will enable them to fulfil the required competencies.
  - Students will need to have sufficient background in their chosen area to build the body of work independently
  - Students will submit a proposal to the module director outlining their past experience, their proposed work, and outlining clearly how this body of work will enable them to meet the competencies outlined below.
  - Students will submit a progress report OR arrange an in-person check-in check-in with the module director midway through the term
  - Students will meet the required competencies by the end of term

MODULE LEVEL OBJECTIVES/COMPETENCIES/ASSESSMENT

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

Competency	Milestones Term 2
Development of skills in observation, listening, critical thinking	Demonstrate skill development related to the A&H stream in which they are participating (e.g., drawing/photography emphasize observation, drama/singing listening, history/philosophy critical thinking) **Assessment*:** an original product (e.g., drawing, photo, etc.) that demonstrates the change in skill level from beginning to the end of term
Perspective taking: Patient-centeredness, compassion, empathy	Find examples both from the A&H experience and from other clinical experiences where patient-centeredness, compassion and empathy, or the lack thereof, influenced an outcome of an interpersonal reaction (clinical or otherwise) **Assessment*:** an original product (e.g., poem, sketch, etc.) that demonstrates a new perspective or awareness.
Skills in reflexivity	Examine one's own response to an experience within the A&H module **Assessment***: short "description" of one's responses (the description could be written, drawn, sung, etc.)
Professional behaviour formation: Critical thinking, cultural awareness, self-identity/behaviours **reflection**	Analyze changes in one's thinking about professional that have occurred over the course of the term as a result of participation in the A&H module. **Assessment*:** short "reflection" illustrating a change. If written, not more than 250 words. Other forms of reflection are welcomed.

*Due dates are detailed in the Assessment Table above. Each assignment (4 total) will be submitted in a folder by the due date. It is important to note that each assignment can be added at any relevant point in the term.

Module 4: Ethics

MODULE CONTACTS

Module Director: Ryan Meneses – r.meneses@usask.ca – (306) 491-4636

MODULE DESCRIPTION

The primary focus of this module is Racism and Prejudice in Healthcare. This module is intended to continue the development of ethical skills and analysis from Term 1. Students will be expected to demonstrate an accurate understanding of ethical principles, guidelines, laws, and present a reasonable argument for a course of action.

Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations. Students will have the opportunity to think critically about controversial issues in a group environment facilitated by healthcare professionals. Students are encouraged to reflect upon their personal morals, beliefs, and values, and recognize the impact that these beliefs have on patient care.

MODULE LEVEL OBJECTIVES

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

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.

2. Demonstrate knowledge of conflicting ethical principles and diverse perspectives.

3. Analyze legal and ethical problems in a rational and logical manner.

4. Recognize personal biases and the impact of the student's own morals, beliefs and values.

5. Propose rationally justified solutions and approaches to legal and ethical issues.

MODULE RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 4th Edition by Philip Hebert (Oxford University Press, Toronto, 2020, ISBN 9780199005529).
This text is available through the U Sask Bookstore and limited copies are available in the Health Sciences and Archer Libraries. (Note: 2009 and 2014 editions may also be available.)

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

Appropriate terminology and language at: https://cad.ca/issues-positions/terminology/

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.

MODULE ASSESSMENT

Assessment: Ethics Written Assignment
Value: Pass/Fail
Description: This assignment will be a discussion of one of several cases in a short essay format. More details will be provided at the course orientation. A detailed description and rubric will be posted on Canvas.
Due Date: See Assessment Table above

Assessment: Tutorial course on Research Ethics (CORE) – TCPS 2
Value: Submit – required for successful completion, does not contribute to final grade.
Description: The Tutorial Course on Research Ethics (CORE) can be found at https://tcps2core.ca/welcome. CORE provides an applied approach to the guidance provided in TCPS 2. This self-paced course is a media-rich learning experience that features interactive exercises and multi-disciplinary examples. [Completion of this certificate also supports Dean's Summer Research Project application requirements.]
Due Date: See Assessment Table above.

In addition, Ethics may also be assessed within the midterm and/or final exam.

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 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 Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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

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

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

CITATION FORMAT

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

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

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[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.

Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.
http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether 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, 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 material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the CC license. 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.

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit https://library.usask.ca/copyright/students/index.php or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or (306) 966-8817.

INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity (https://academic-integrity.usask.ca/).

Students are urged to read the Regulations on Academic Misconduct and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: https://academic-integrity.usask.ca/students.php

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

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).

Assignments in this course are designed to support your learning and professional development, and the work you submit should demonstrate your own knowledge and understanding of the subject matter. Artificial intelligence text generator tools (also known as large language models, such as ChatGPT or similar), are not permitted to be used in any assessments for this course, unless permission is explicitly given in the assessment instructions that these tools may be used. Any unauthorized use of such tools is considered academic misconduct.

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct of self-plagiarism.

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 should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.

Any student registered with AES 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, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – ayla.mueen@usask.ca

Academic Support Specialist: Dr. Joshua Lloyd – joshua.lloyd@usask.ca

Academic Support Administration Office – med.academicsupport@usask.ca

College of Medicine, Office of Student Affairs

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

Student Affairs Coordinator (Saskatoon), Edith Conacher 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

Student Affairs Administrator Saskatoon, Chris Florizone – cdf300@usask.ca or (306) 966-7331

Student Affairs Coordinator Regina, Sue Schmidt - sue.schmidt@saskhealthauthority.ca or (306) 766-0620 Student Affairs Site Director Regina, Dr. Nicole Fahlman - nicole.fahlman@usask.ca or (306) 209-0142 Student Affairs Site Director Regina, Dr. Tiann O'Carroll - tiann.ocaroll@usask.ca or (306) 529-0777

Student Affairs Associate Regina, Michelle Grove – michelle.grove@saskhealthauthority.ca or (306) 766-0553

Student Affairs Site Director Prince Albert, Dr. Romy Moodliar – romym@hotmail.com or (306) 953-1688

Director, Student Services, Dr. Ginger Ruddy – ginger.ruddy@usask.ca or (306) 966-7275

Academic Help for Students

Visit the University Library and Learning Hub to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend workshops, access online resources and research guides, book 1-1 appointments or hire a subject tutor through the USask Tutoring Network.

Connect with library staff through the AskUs chat service or visit various library locations at the Saskatoon campus.

SHA Library: https://saskhealthauthority.libguides.com/home

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).

Gordon Oakes Red Bear Student Centre
The Gordon Oakes Red Bear Student Centre is dedicated to supporting Indigenous 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 an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit https://students.usask.ca/indigenous/index.php or students are encouraged to visit the ASC's website https://students.usask.ca/indigenous/gorbsc.php

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