



Medicine & Society III

MEDC 212.3
YEAR 2 - TERM 1

 **COURSE SYLLABUS**
2019/2020



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

COURSE DESCRIPTION

MEDC 212.3 *Meeting Patient Needs through the Health Care System* is the third of four courses in the Medicine and Society series (following *Introduction to Medicine and Society*, *Public Health and Community Medicine*, and followed by *Physician Leadership Roles*). Topics will include the structure and function of Canada's Health Care System (HCS), health care reform, Medicine and Law Inter-professional Experience, quality improvement and patient safety, and physician organizations. This course explores the HCS context for meeting patient and societal health care needs.

Medicine & Society III also includes the following modules as part of this course: (1) Community & Workplace Centred Learning Experiences (CWCLE), (2) Arts & Humanities, and (3) Research module: Qualitative Methods in Research and Evidence-Based Medicine. Please refer to pages 6-10 of the syllabus for further descriptions and information about each module.

In preparation for the Clerkship years, Medicine and Society III & IV introduce additional opportunities for student learning around patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement courses on Patient Safety for students. These patient safety modules are online and must be completed by the end of Term 2 in Year Two. Students are provided with release time during the year for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum in Medicine and Society III, as well as patient safety modules which will contribute towards preparation for clerkship:

- QI 102: How to Improve with the Model for Improvement
- QI 103: Testing and Measuring Changes with PDSA Cycles
- QI 104: Interpreting Data: Run Charts, Control Charts and Other Measurement Tools
- PS 101: Introduction to Patient Safety
- PS 102: From Error to Harm
- PS 103: Human Factors and Safety

Please note that **QI 102, 103 and 104** should be completed in Medicine and Society III by Monday, November 25, 2019 by 23:59. The **PS 101, 102, and 103** modules should be completed as a requirement of Medicine and Society IV by Tuesday, April 28, 2020 by 23:59.

Certificates of completion must be uploaded via BlackBoard (MEDC 212.3 for M&S III and MEDC 222.3 for M&S IV).

INSTRUCTIONS FOR STUDENTS

<http://www.ihl.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx>

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 Medicine and Society III course, students will be able to:

1. Describe the basis, structure, function and financing of health care in Canada.
2. Discuss the role of community, social services and advocacy organizations in health care.
3. Describe and/or apply principles of quality improvement/quality assurance/patient safety.
4. Discuss challenges for specific populations including indigenous peoples within the Canadian Health Care System.
5. Describe principles and applications of health resource stewardship.
6. Discuss current ethical, regulatory and legal aspects of health care.
7. Explain the evolving contract and relationships between physicians, their organizations, the health care system and society.
8. Express meaning of medical experiences metaphorically through discussion and representation.
9. Describe the role of community-based agencies and employers in addressing the social determinants of health.
10. Evaluate health care research and apply the principles of evidence-based medicine.

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

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca – (306) 844-1139 (Saskatoon)

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

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

Administrative Coordinator (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – 1 (306) 766-0556

COURSE SCHEDULE

There are blocks of Medicine and Society MEDC 212 scheduled throughout Term 1. Please refer to One45 for days and times of classes and those that have been freed up for experiential learning programs. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 212 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the undergraduate administrators.

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

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

INDEPENDENT LEARNING

Some sessions may be based on the “flipped” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the pre-assigned material, and deeper understanding of the in-class sessions is facilitated through this forward-loaded homework.

COURSE DELIVERY

The course will be delivered through a series of large group sessions, small group discussions and projects, and site visits and community service learning experiences thus enabling students to deepen their understanding of how the health care system meets or could better meet patient needs. Course materials will be posted to One45. Assignments will be submitted to BBLearn.

COURSE RESOURCES

The following textbooks are resources, but not required. Copies are available for review in the library:

1. Health Systems in Transition: Canada (2nd ed., 2013) by Marchildon - (available on-line http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf)
2. Matters of Life and Death: Public Health Issues in Canada (2017) by Andre Picard
3. Health, Illness, and Medicine in Canada (2012) by Clarke

All textbooks are available for purchase at the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Additional resources include the following on-line documents:

The Public Health Primer

<https://phprimer.afmc.ca/en/>

Presentations and supplemental materials/resources for reading and viewing will be posted to One45.

ASSESSMENT OVERVIEW

Assessment:	Course Value:
Arts and Humanities Module Assignment	5%
Health Resource Access Equity or Health Care Reform Short Paper	15%
Health Care Programs Short Paper	15%
QI Proposal	15%
Community and Work Centered Learning Experience Module (CWCLE): <ul style="list-style-type: none"> • Placement Learning Objective (P/F) • Defining Assignment (5%) • Attendance Sheet (P/F) 	5%
Final Exam	45%
TOTAL	100%
Qualitative Methods in Research and Evidence Based Medicine Module (Fall Term): <ul style="list-style-type: none"> • Group Interview (P/F) • Group Assignment (P/F) • Critical Appraisal exercise (P/F) 	Pass/Fail
IHI QI Modules (QI 102, 103, 104)	Completion
Medicine-Law Interprofessional Experience * This applies to students participating in this activity in term one. Students participating in this activity in term two will have the assessment count towards that term.	Pass/Fail

COURSE ASSESSMENT

Assignments will be returned with detailed comments, feedback, and suggestions. Rubrics for all assignments will be provided and posted in advance of the assignment deadline.

In addition to the assessments described on the next page, please see specific module sections for corresponding module assignments/assessments.

Health Resource Access Equity or Health Care Reform Assignment (Individual Short Paper)

Value: 15% of Final Grade

Description: Students will independently prepare a short (1000 words approximately) essay recognizing and exploring a potential or existing issue and solutions around either health care access and/or resource equity OR alternatively a potential or existing issue which could be addressed through Health care systems or policy reform. Assignments are due on October 2, 2019. Essays and feedback will be graded according to the rubrics provided.

This will be done in three steps:

Step 1: Post a draft of the paper to the group wiki on BBLearn (September 18, 2019).

Step 2: Provide comments and constructive feedback to three other papers on-line (September 25, 2019)

Step 3: Revise and turn in a polished version of the paper to BBLearn (October 2, 2019).

Health Care Programs Assignment (Individual Short Paper)

Value: 15% of Final Grade

Description: Given the anticipated increase in immigrant population in the coming decades, discuss the significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care of immigrants. Students may discuss issues broadly or may choose to focus on particular sub-groups of immigrants. Students will prepare a short (1000 words approximately) essay that will be graded according to the rubric provided. The paper deadline will be October 9, 2019 (Submit to BBLearn).

QI Proposal Assignment (Team-Based)

Value: 15% of Final Grade

Description: Given a clinical situation students, working in teams, will prepare a QI proposal that meets the requirements of the rubric and present their team's proposal to other students and faculty. The group assignments and scenarios will be distributed early in the term. A copy of the presentation is to be submitted to BlackBoard by Tuesday, October 22, 2019 by 23:59.

Team QI proposals will be presented in class on October 23, 2019.

Final Exam

Value: 45% of Final Grade

Date: December 4, 2019

Description: 3 hour exam

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students are to obtain a cumulative mark of at least 70% on the Arts and Humanities Module, Health Resource Access Equity or Health Care Reform short paper, QI Proposal, CWCLE, and the Health Care Programs short paper, and achieve a mark of at least 70% on the final exam. Students are also expected to complete all assignments within the course. Also, students must meet the other requirements of the CWCLE, Qualitative Research Module, IHI QI Modules, and Medicine-Law Interprofessional Experience (if applicable). Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts.

REMEDIATION AND COURSE FAILURE

If a student fails either the combined average of all the course assignments or the final examination, a maximum of one remediation attempt will be provided. Failure of a remediation/supplemental exam will result in a course failure.

If a student fails both the combined average of all the course assignments and the final examination, this will be considered a course failure and remediation will not be offered.

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

ATTENDANCE EXPECTATIONS

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

As per the Attendance Policy, all small group sessions are mandatory for attendance.

Students who miss a mandatory session without prior approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for any assessments within that session, and should anticipate a meeting to discuss professionalism.

COURSE EVALUATION AND QUALITY IMPROVEMENT

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

1. Assessment structure has been modified. Instead of a multiple choice midterm examination, students have opportunity through assignments to apply concepts towards real-world health care related issues.
2. Further development of additional case-based scenarios to help illustrate important course topics.
3. Reinforcement of health care delivery aspects to selected groups such as Indigenous peoples, Immigrant populations, senior care, and rural/remote populations.
4. Qualitative research component of the research vertical theme has been restructured to include critical appraisal activities.
5. Changes have been implemented to the CWCLE module based on a comprehensive module evaluation and in collaboration with community partners. The modifications include an optimization process in the selection of placements, the structure of the Community Plunge, and the module assignments.

COURSE MODULES

Community & Workplace Centered Learning Experience (CWCLE) Module

MODULE CONTACTS

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Assistant (Saskatoon): Jacob Alhassan – jacob.alhassan@mail.usask.ca – (306) 229-3618

Administrative Assistant (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – (306) 766-0556

MODULE DESCRIPTION

The CWCLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health (SDOH) (education, income, food security, housing, health services, etc.) and learn how to better practice medicine by accessing community resources for patients' benefit.

Students will participate in a 14-hour experiential learning module (including the Module orientation, Community Plunge, 9 hours with a placement in a community agency or workplace, and the Mixer) spanning both fall 2018 (Term 1) and winter 2019 (Term 2).

MODULE OBJECTIVES

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

1. Explain how the community agency or workplace selected addresses the SDOH of its clients, employees and/or volunteers.
2. Identify how socio-political context affects the work of community agencies in addressing SDOH.
3. Explain the role of work, working conditions, and occupational health and safety policies on health and well-being of employees/volunteers at the agency or workplace selected.
4. Explain the roles physicians can play in working with community agencies and workplaces to enhance health and well-being.
5. Promote relationships with community agencies or workplaces selected to collaborate with and advocate for initiatives addressing SDOH.

MODULE REQUIREMENTS

Term 1:

Students are expected to:

- A. Attend the module orientation. Refer to One45 for details.
- B. Participate in the three-hour community event "Community Plunge" (in Regina or Saskatoon). Refer to One45 for details.
- C. Select a placement and formulate your own learning objective (one) to be achieved during your placement (assignment #1).
- D. Define how you are going to reflect learnings from your placement and module (assignment #2).
- E. Complete a minimum of 3 hours with the selected agency before November 18, 2019 out of the 9 required hours (assignment #3).

[Term 2: students are expected to (F) complete their community hours with the selected agency, 9 in total including the hours completed in Term 1, (G) have an on-site informal conversation with a client or clients of your agency (make arrangements with your agency facilitator for accomplishing this component of the module or, if an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance), (H) participate in a one-hour in-class mixer sharing your community learning experiences, and (I) reflect on what you learn from your placement and module.]

MODULE ASSESSMENT

Successful completion of the module depends on attendance, completion of all the module requirements for Term I, and obtain at least 70% on Assignment #2. Regarding the items C, D, and E, students must submit the following assignments:

Assignment #1: Select a placement and formulate your own learning objective.

Due Date and Time: August 31, 2019, at 23:59

Description: All students should have selected an agency and submitted your own learning objective (one) to be achieved at the selected placement. Please take into consideration the timeframe when formulating your objective. Also remember that your objective should be specific, measurable, attainable, relevant, and time-based. Refer to BBLearn for details.

Value: This is a module requirement (pass/fail).

Assignment #2: Define how you are going to reflect learnings from your placement and module.

Due Date and Time: November 18, 2019, at 23:59

Description: Each student will define a deliverable to reflect learnings and achievement of the defined placement objective. For example, you could decide to prepare a short video, slide presentation, letter of advocacy, community program, research project, painting, paragraph, etc. Please take into consideration the needs of your agency. You must discuss and agree with your agency facilitator about the proposed assignment.

You should describe how the proposed assignment will reflect your community learning and experiences, and how it will be aligned with the own learning objective (Assignment #1). Also, you should state the feedback received from your community agency about your proposed module assignment. Refer to BBLearn for details.

The reflective piece defined in this assignment will be submitted in Term 2. Also, a copy of your reflective assignment will be shared with you agency facilitator.

Value: 5% of the final course grade

Assignment #3: Submit completed and signed attendance sheet form.

Due Date and Time: November 18, 2019, at 23:59

Description: Students must submit thought BBLearn the completed and signed CWCLE Attendance sheet before the deadline. The attendance form will be attached to the introductory package and posted to one45 and Blackboard. Please note that students may complete further hours during this term and holidays break depending on the agency availability and students class schedule.

Value: This is a module requirement (pass/fail).

MODULE CONTACTS

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

Administrative Assistant (Saskatoon): Kim Basque- kimberly.basque@usask.ca – (306) 966-6151

Education Consultant (Regina): Christa Kaytor – christa.kaytor@saskhealthauthority.ca – (306) 766-3157

MODULE DESCRIPTION

Several streams will be offered. Possible streams may include those indicated below. All streams may not be available at both sites. Changes may occur.

- **Figure Drawing**

Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.

- **Photography**

Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.

- **History of Medicine**

Topics of relevance to medicine and society will be explored. Some pre reading will be required.

- **Literature in Medicine**

Through assigned readings students will explore the meaning of illness.

- **Writing your Medical Experience**

Students will explore the implications of medical education and patient care through their own written work.

MODULE OBJECTIVES

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

1. Reflect on and interpret subjective experiences and thoughts whilst creating art, experiencing the artwork of others or examining historical or philosophical concepts.
2. Develop critical thinking skills through observation, reflection, and group discussion.
3. Build collaborative skills through mutual discourse with a community of learners.
4. Describe alternative perspectives of illness and healing.

MODULE ASSESSMENT

In order to successfully complete the Arts and Humanities module, students will need to:

1. Actively participate in scheduled group discussions.
2. Pass the guided reflection assignment. Value: 5% of the course final grade.

Description: Students will prepare a short essay/project/paper regarding their arts and humanities experience to be submitted one week after each group's final session.

Opportunities will be available for students to interact with other medical arts and humanities communities through submission of their work, but this will **NOT** be mandatory.

Research Module: Qualitative Methods in Research and Evidence-Based Medicine

MODULE CONTACTS

Module Director: Dr. Anne Leis – anne.leis@usask.ca – (306) 966-7878

Administrative Assistant (Saskatoon): Kim Basque- Kimberly.basque@usask.ca – (306) 966-6151

Administrative Assistant (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – (306) 766-0556

MODULE DESCRIPTION

The vertical research theme (<http://medicine.usask.ca/documents/ugme/roadmaps/ResearchEBM.pdf>) including sessions within the Medicine and Society courses, aims to build capacity for students to demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care. This involves:

- Exposing students to different fields of research and research methodologies.
- Supporting students in the development of rudimentary research knowledge and skills.
- Encouraging students to gain confidence in participating in research during their UGME program.

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies, the focus in second year shifts towards learning about and participating in a qualitative research exercise.

The summers following Years One and Two, students are eligible to apply for Dean's Summer Studentship Research Awards. Learning around research methodologies encourages participation in experiential research activities, but also supports the acquisition of skills in critical appraisal of medical literature and promotes the development of evidence-based medicine approaches for clinical practice.

MODULE OBJECTIVES

1. Define qualitative research.
2. Describe frequently used qualitative methods.
3. Summarize commonly used analyses in qualitative methods.
 - similarities and differences
 - inductive and deductive
 - thematic and/or content analysis
4. Critically appraise a published study which used a qualitative research design

MODULE RESOURCES

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

MODULE ASSESSMENT

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

1. Conduct a group Interview with a designated agency or organization on November 25, 2019 – **group assignment** (term 1).
2. Submit the obtained consent form to the administrative assistant- one per group- one week after the interview as well as the interview notes (4 pages single spaced maximum) by December 2, 2019 at 23:59 through BBLearn – **group assignment**. (term 1).
3. Submit a critical appraisal of the assigned article- by December 8, 2019 at 23:59 through BBLearn – **individual assignment**. (term 1).
4. Attend and actively participate in the data analysis session of March 4, 2020 – **in class small group session** (term 2).
5. Achieve a mark of at least 70% in the 2-page research summary- one per small group- generated after the qualitative research data analysis. This assignment must be submitted by March 11, 2020 at 23:59 through BBLearn – **group assignment**. (term 2).
6. Submit a reflection- one page per person by March 31, 2020 at 23:59 through BBLearn – **individual assignment**. (term 2).

Please refer to BBLearn for details and rubrics where applicable.

MEDICINE-LAW INTERPROFESSIONAL EXPERIENCE: UNDERSTANDING AND RESOLVING MEDICO-LEGAL DISPUTES

This Interprofessional experience consists of approximately 2 hours of interaction with law student colleagues in a role-playing scenario that works at resolving a simulated medical malpractice case. Medical students will role-play the physician or patient involved in a medical malpractice case, and law students will role-play the lawyer(s) representing the physician or patient. This experience will introduce medical students to the process of Alternative Dispute Resolution (ADR) as a method of resolving conflicts, including medical malpractice situations.

This activity will be small group-based. Most students will participate in the fall term. The remainder will participate in the winter term. Communications around organization of the small group schedules will be shared at the beginning of term. Release time for this activity will be in the fall term for all students. Questions or concerns can be directed to the Senior Administrative Coordinator, Sara Dzaman – sara.dzaman@usask.ca.

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

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

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

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

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

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

EXAM REVIEW PROCESS

The College understands the pedagogical value of a post exam review and feels that these are best handled by the Course Director(s)/Instructor(s) who can clarify concepts rather than students just viewing the “right” answer. Time has been built into the curriculum for the post exam reviews. Please Note: Students will not be allowed to see their individual exam during these sessions nor are they eligible to view their exam unless they were unsuccessful in achieving the minimum mark of 70% or in considering appealing their mark. In the event of a specific module or exam failure, a student may request to review their assessment by contacting the appropriate Module Director, Course Director or Course Chair.

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

COPYRIGHT

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

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

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

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

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

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

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

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

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

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

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

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

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

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

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at lisa.persaud@saskhealthauthority.ca or (306) 766-0620.

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

Student Affairs Director, Dr. Tiann O'Carroll – tiann.ocarroll@usask.ca or (306) 529-0777

STUDENT LEARNING SERVICES

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

STUDENT AND ENROLMENT SERVICES DIVISION

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

FINANCIAL SUPPORT

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

ABORIGINAL STUDENTS CENTRE

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

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

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