Medicine & Society III

MEDC 212
YEAR 2 - TERM 1

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.

Medicine and Society III: Meeting Patient Needs through the Health Care System

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 2022-2023 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

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 Centered Learning Experiences (CLE), (2) Arts & Humanities, and (3) IHI Quality Improvement and Patient Safety online modules. In addition, there is a Medicine-Law Interprofessional Experience. Please refer to pages 6-10 of the syllabus for further descriptions and information about each module.

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. Apply principles of quality improvement/quality assurance/patient safety using a variety of approaches.

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 relationships between physicians, their organizations, the health care system and society.

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

9. Recognize the work of community-based organizations to address social determinants of health and community needs.

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

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

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

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca – c/o (306) 966-5354 (Saskatoon)

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

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

Pre-Clerkship Coordinator (Regina): Cass Cozman- cassandra.cozman@saskhealthauthority.ca – (306) 766-0552

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. Note that release time is provided within the schedule to support experiential learning components. 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 and small group discussions and projects. In addition, there may be site visits and community service - learning experiences to enhance the students' understanding of the health care system and patient needs. Course materials will be posted to One45. Assignments will be submitted to Canvas.

COURSE RESOURCES

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

1. Understanding Health Policy: A Clinical Approach (7th ed., 2016) by Bodenheimer, T
2. Health, Illness, and Medicine in Canada (2016) by Clarke, J
3. Matters of Life and Death: Public Health Issues in Canada (2017) by Picard, A

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/

Canadian Institute for Health Information: Health Care in Canada—a focus on seniors and aging
https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf

Canadian Medical Association: The state of seniors health care in Canada

https://www.cma.ca/sites/default/files/2018-11/the-state-of-seniors-health-care-in-canada-september-2016.pdf

Canadian Foundation for HealthCare Improvement: Better with age—health systems planning for the aging population

https://www.cfhi-fcass.ca/PublicationsAndResources/article/11-07-26/b973ebc3-706a-4c3d-b9d5-6c40c616c25c.aspx https://www.cfhi-fcass.ca/PublicationsAndResources/article/11-07-26/b973ebc3-706a-4c3d-b9d5-6c40c616c25c.aspx

Interim Federal Health Program: Health Care for Refugees

https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/health-care/interim-federal-health-program/coverage-summary.html

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

ASSESSMENT OVERVIEW

Assessment		Due Date: Indicated Below Due Time: 23:59
QI Proposal (Team-Based)	Pass*	September 29, 2022
Health Care Programs Assignment (Individual Short Paper)	Pass*	October 5, 2022
Health Advocacy Assignment (Individual Short Paper)	Pass*	October 25, 2022
Community-based Learning Experience (CLE) module • Assessment 1: Select a placement and formulate placement learning objective • Assessment 2: Defining Module Assignment • Assessment 3: Attendance Sheet	Completion** Pass* Completion**	August 31, 2022 November 15, 2022 November 15, 2022
Arts and Humanities (A&H) module	Pass*	One week following the group's final session of the term
IHI online modules (6 total)	Completion**	November 23, 2022
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 apply in that term.	Completion**	
Final Exam	Pass*	November 30, 2022

*   *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.

Assignments will be returned with comments, feedback, and suggestions. 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.

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

QI Proposal (Team-Based)

Description: Given a clinical situation, students, working in teams, will prepare a QI proposal. The group will 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 Canvas. Presentation will be assessed according to the rubric provided. Team QI proposals will be presented in class.
For due date(s) see Assessment Table above.

Health Care Programs *Assignment* (Individual Short Paper)

Description: There are a number of groups in Canada that have challenges for healthcare access and delivery. For example, there are concerns with healthcare provision in seniors, homeless, rural/remote, Indigenous, immigrants, refugees, and many other groups. Given a particular group's unique issues and challenges, discuss their significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care. Students may discuss issues broadly or may choose to focus on particular sub-groups. Students will prepare a short (1000 words approximately) essay that will be assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Health Care Advocacy *Assignment* (Individual Short Paper)

Description: Students will independently prepare a short (1000 words approximately) essay recognizing and exploring a potential or existing issue and how to be an effective health advocate to improve the issue. The student will recognize ethical concerns, develop a strategy/solution, and note limitations or roadblocks to the process. Essays will assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Community and Work Centered Learning Experience Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Arts and Humanities Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Final Examination

Description: A written essay on significant course objectives. The essay will be assessed according to the rubric provided. *Please refer to the Assessment Table above for the scheduled date for the Final Examination.*

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 & REMEDIATION

For successful course completion for the purposes of promotion, students must complete and pass all course requirements. Students are expected to complete all assignments and course components, meeting all requirements of the CLE, IHI QI and PS 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 does not complete all of the assessments of the course or fails any of the components, they will be required to meet with the Course Director and/or Course Chair and Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan, and to complete supplemental assessment(s). After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 2, Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

A maximum of one remediation/supplemental attempt will be offered per assignment/module. Failure of a supplemental assessment will result in a course failure.

Each module can be remediated if necessary.

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. Have consolidated the Qualitative Research module to term 2.

5. Protected curriculum time is provided to complete QI and PS online modules.

6. Curriculum time is allocated to complete the minimum number of CLE community hours. Please note that community hours may need to be scheduled in different dates depending on the community agency selected by the student.

7. Based on students' and community agency representatives' feedback, the CLE module is planned and developed in collaboration with community agency representatives.

8. In order to optimize student time, only selected sessions indicated on One45 will have mandatory attendance.

9. An interprofessional collaborative session has been developed.

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).

Community-Based Learning Experience (CLE) Module

MODULE CONTACTS

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

Administrative Coordinator (Saskatoon): Jacob Alhassan – jacob.alhassan@mail.usask.ca – (306) 966-5655

Pre-Clerkship Coordinator (Regina): Cassandra Cozman- Cassandra.cozman@saskhealthauthority.ca – (306) 766-0552

MODULE DESCRIPTION

The CLE 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 and learn how to better practice medicine by accessing community resources.

Students will participate in a 10-hour experiential learning module (including the Module orientation, Community Plunge, and 6 hours with a placement in a community-based organization or program) spanning both fall (Term 1) and winter (Term 2).

MODULE OBJECTIVES

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

1. Explain how the community-based organizations and programs address social determinants of health and community needs.
2. Apply community engagement principles when working with community-based organizations.
3. Recognize the roles that physicians can play when working with community-based organizations to enhance the health and well-being of community members.
4. Develop relationships with community-based organizations to work on initiatives addressing social determinants of health.

MODULE REQUIREMENTS

Term 1:

Students are expected to:

A. Participate in the four-hour module orientation and community event "Community Plunge" (in Regina or Saskatoon). Refer to One45 for details.
B. Select a placement and formulate one learning objective to be achieved during the community placement (assessment #1).
C. Propose a module assignment to reflect learning from your placement and module (assessment #2).
D. Complete a minimum of 3 hours with the selected placement of the 6 required hours (assessment #3).

[Term 2: students are expected to (E) complete their community hours with the selected placement, 6 in total including the hours completed in Term 1, (F) have an on-site informal conversation with a client or clients of your placement (make arrangements with your placement 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 placement facilitator (in this case, you should notify the Module Director in advance), and (G) 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. Regarding the items B, C, and D, students must submit the following assignments:

Assessment 1:	Select a placement and formulate your own learning objective.
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 <u>specific, measurable, attainable, relevant, and time-based</u>. Refer to Canvas for details. *For due date(s) see Assessment Table above.*

Assessment 2:	Define how you are going to reflect learning from your placement and module.
Description:	Students will define an individual deliverable to reflect learning and achievement of the defined placement objective. For example, you could decide to prepare a short video, infographic, letter of advocacy, community program, research project, painting, etc. Please take into consideration the needs of your agency. <u>You must discuss and agree with your agency facilitator about the proposed assignment.</u> Refer to Canvas for details.
	The proposed assignment in Term 1 will be completed and submitted in Term 2. Also, a copy of your assignment will be shared with your agency facilitator.
	For due date(s) see Assessment Table above.

Assessment 3:	Submit completed and signed attendance form.
Description:	Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form will be attached to the introductory package and posted to One45 and Canvas. Please note that students may complete further hours during this term and holidays break depending on the agency availability and students class schedule.
	Please note that curriculum time is allocated for the community hours. The community hours could be scheduled on different timeframes depending on the agency that each student selects. Students must communicate with their community agency facilitators after receiving a confirmation of the selected placement in assessment #1.
	For due date(s) see Assessment Table above.

MODULE CONTACTS

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

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

Pre-Clerkship Coordinator (Regina): Cassandra Cozman- Cassandra.cozman@saskhealtauthority.ca – (306) 766-0552

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 may 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.

- **Philosophy**

    Students will discuss various topics relating to the philosophy of medicine.

- **Drama**

    Students will explore the use of dramatic techniques to enhance listening and communication, and possibly to explore narratives of illness and health.

- **Singing**

    Students will explore the use of dramatic techniques to enhance listening and communication.

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.

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 of the term.

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.

QUALITY IMPROVEMENT AND PATIENT SAFETY MODULE (ONLINE)

In preparation for the Clerkship years, Medicine and Society III introduces additional opportunities for student learning around quality assurance and patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement (IHI) courses on these aspects for students. These modules are online and must be completed as part of this course. Students are provided with release time during the term for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum, as well as patient safety modules which will contribute towards preparation for clerkship.

- QI I02: 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, QI 103, QI 104, PS 101, PS 102, and PS 103** should be completed in Medicine and Society III. *For due date(s) see Assessment Table above.* **Certificates of completion must be uploaded via Canvas.**

INSTRUCTIONS FOR STUDENTS

http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx

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, Tamara Hominuke – tamara.hominuke@usask.ca.

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

TECHNICAL STANDARDS – ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR THE STUDY OF MEDICINE
https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms

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,

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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.

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

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.

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. 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.phpwhere 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 deadliness. 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.

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

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

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

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

Remote learning tutorial https://libguides.usask.ca/remote_learning

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

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

TEACHING, LEARNING AND STUDENT EXPERIENCE

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

FINANCIAL SUPPORT

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

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, brining 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.