Clinical Integration III

MEDC 214.4

YEAR 2 TERM 1

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

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

Clinical Integration III – Course Overview

The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2022-23 Fall Term. However, due to pandemic circumstances, the College of Medicine undergraduate education program may need to:

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a webpage where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines https://covid19.usask.ca/about/safety.php#Expectations and knowing what is expected of you throughout the fall term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the College of Medicine website. COVID Pandemic policy wording will be updated as required.

COURSE DESCRIPTION

This is the third of four courses in the Clinical Integration series. Clinical Integration III is designed to provide students with opportunities to gather and integrate knowledge and clinical reasoning skills. These attributes will be further developed in the Clinical Integration IV Course.

Students will engage in Ethics, Inter-Professional Based Learning, Information Literacy, and Clinical Reasoning Cases aimed at developing critical thinking skills and integrating the information learned in the other courses both during this term and from previous terms (Year 1 - Term 1 and 2).

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

OVERALL COURSE OBJECTIVES/COMPETENCIES & MILESTONES

Students will be able to utilize clinical reasoning to:		
Overarching Competency		**Milestones**
Analyze the patient interview • Determine appropriate questions to understand the disease process, illness experience and relevant patient context • Interpret the answers	Term 1	1. Choose significant positives from a patient history. 2. Ask relevant questions.
	Term 2	1. Choose significant positives and negatives from a patient history. 2. Ask relevant questions and provide sound rationale.
	Term 3	1. **Ask questions to clarify significant positives and negatives from a patient history.** 2. **Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.** 3. **Frame questions to elicit accurate information.**
	Term 4	1. Ask questions to clarify significant positives and negatives from a patient history. 2. Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale. 3. Frame questions to elicit accurate information. 4. Analyze elements of a history where information was omitted, interpreted incorrectly.

Students will be able to utilize clinical reasoning to:		
Overarching Competency		**Milestones**
Analyze components of the physical examination • Determine appropriate maneuvers • Interpret the findings	Term 1	1. Choose physical exam strategies to further define elements of presenting problem.
	Term 2	1. Choose physical exam strategies to stratify differential diagnosis. 2. Give the rationale for the choices.
	Term 3	1. **Choose physical exam strategies that are specific to the working diagnosis.** 2. **Explain the significance of the expected positive and/or negative findings.**
	Term 4	1. Present a succinct case summary that includes relevant positives and negatives from history and physical exam. 2. Use relevant positive and negative findings to support their working diagnosis.

Students will be able to utilize clinical reasoning to:		
Overreaching Competency		**Milestones**
Synthesize information to develop a rational differential diagnosis and a working diagnosis	Term 1	1. Use mnemonics (VINDICATE, VITAMINS-ABCDE) to develop a differential diagnosis. 2. Narrow the differential diagnosis based on identifying data (age, sex).
	Term 2	1. Develop differential diagnoses using either mnemonics or systems. 2. Stratify differential diagnoses by likelihood, seriousness, outcome. 3. Utilize data from history and physical exam to support the differential diagnosis.
	Term 3	1. **Develop differential diagnoses using either mnemonics or systems.** 2. **Stratify differential diagnoses by likelihood, seriousness, outcome, acuity/chronicity.** 3. **Utilize data from history and physical exam to support the differential diagnosis.**
	Term 4	1. Use relevant positive and negative findings to support their working diagnosis. 2. Account for 2 other diagnoses with sound rationale for not choosing them as the top diagnosis.

Students will be able to utilize clinical reasoning to:		
Overarching Competency		**Milestones**
Analyze management • Determine appropriate investigations • Interpret the information • Synthesize the information to further define the patient's problem	Term 1	1. Identify social determinants of health that might affect management strategies.
	Term 2	1. Choose investigations that will help stratify differential diagnoses with appropriate rationale. 2. Utilize concepts of false positive/negatives, pretest probability. 3. Consider the impact of social determinants of health on management strategies.
	Term 3	1. **Choose investigations that will help stratify differential diagnoses with appropriate rationale.** 2. **Utilize concepts of false positive/negatives, pretest probability.** 3. **Incorporate principles of shared decision making.**
	Term 4	1. Incorporate principles of shared decision making. 2. Use resources like "Choosing Wisely." 3. Identify examples from shadowing/Discipline Specific Patient Encounters or other clinical sessions where management was redundant, excessive or negatively affected patient outcomes.

Students will be able to utilize clinical reasoning to:		
Overarching Competency		**Milestones**
Analyze diagnostic errors • Identify common errors in information gathering and synthesis • Develop strategies to decrease errors in diagnosis	Term 1	1. Bias - describe effects of bias on patient interactions. 2. Diagnostic timeout - outline the procedures and steps in an effective diagnostic time-out.
	Term 2	1. Identify when and where errors are made in information gathering.
	Term 3	**1. Identify where errors occur in all aspects of clinical medicine.** **2. Utilize principles of Choosing Wisely.**
	Term 4	1. Utilize strategies to prevent diagnostic error. 2. Incorporate principles of shared decision making. 3. Use Resources like "Choosing Wisely". 4. Identify examples from shadowing/Discipline Specific Patient Encounters or other clinical sessions where management was redundant, excessive or negatively affected patient outcomes.

Students will be able to demonstrate ethico-legal reasoning		
Overarching Competency		**Milestones**
	Term 1	1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. 2. Demonstrate knowledge of conflicting ethical principles and perspectives. 3. Analyze legal and ethical problems in a rational and logical manner. 4. Recognize personal biases and the impact of his/her own morals, beliefs and values. 5. Propose rationally justified solutions and approaches to legal and ethical issues.
	Term 2	1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. 2. Demonstrate knowledge of conflicting ethical principles and perspectives. 3. Analyze legal and ethical problems in a rational and logical manner. 4. Recognize personal biases and the impact of his/her own morals, beliefs and values. 5. Propose rationally justified solutions and approaches to legal and ethical issues.

Overarching Competency		Milestones
	Term 3	1. **Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.** 2. **Demonstrate knowledge of conflicting ethical principles and perspectives.** 3. **Analyze legal and ethical problems in a rational and logical manner.** 4. **Recognize personal biases and the impact of his/her own morals, beliefs and values.** 5. **Propose rationally justified solutions and approaches to legal and ethical issues.**
	Term 4	1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. 2. Demonstrate knowledge of conflicting ethical principles and perspectives. 3. Analyze legal and ethical problems in a rational and logical manner. 4. Recognize personal biases and the impact of his/her own morals, beliefs and values. Propose rationally justified solutions and approaches to legal and ethical issues.

Students will be able to utilize Patient-Centered Clinical Method (PCCM) to:		
Overarching Competency		**Milestones**
• Integrate illness experience and patient context into active shared decision-making around management.	Term 1	1. Identify the elements of feelings, ideas, effect on function, and expectations (FIFE) in the interview 2. Assess level of health literacy
	Term 2	1. Identify the elements of FIFE in the interview 2. Identify relevant elements of Patient context (including social determinants of health)
	Term 3	1. **Use FIFE and patient context to negotiate management**
	Term 4	1. Demonstrate principles of Shared Decision-Making

Students will be able to demonstrate effective Information Literacy skills to find relevant information:		
Overarching Competency		**Milestones**
	Term 1	1. Describe the publishing processes and trends. 2. Analyze patient websites.
	Term 2	1. Formulate a PICO (patient, intervention, control, outcome) question. 2. Conduct literature searches.
	Term 3	**1. Formulate PICO.** **2. Conduct literature searches.**
	Term 4	1. Utilize clinical trial, drug advisories, and mobile apps, and apply to patient problems.

Students will be able to Critically Appraise pertinent information		
Overarching Competency		**Milestones**
	Term 1	1. Given 2-3 websites or articles, chooses which is best to answer a patient problem or question.
	Term 2	1. Appraise a provided article using templates.
	Term 3	**1. Find an applicable article to answer a clinical question OR Appraise a guideline.**
	Term 4	1. Utilize critical appraisal skills to participate in a Journal Club type of activity OR link to self-directed learning OR find, appraise an article, and prepare a précis.

Students will be able to demonstrate Self-Directed Learning:		
Overarching Competency		**Milestones**
5 Steps of Self-directed Learning (SDL) • Self-assessment of learning needs; • Independent identification, analysis, and synthesis of relevant information; • Appraisal of the credibility of information sources; • Presentation of the findings • Feedback on these skills.	Term 1	1. Given a clinical question, search for an answer, present the result and receive feedback.
	Term 2	1. Of several problems presented: Choose one, work through the steps of self-directed learning.
	Term 3	1. **Formulate a clinical question.** 2. **Work thought the 5 steps of SDL.**
	Term 4	1. Formulate a clinical question. 2. Work thought the 5 steps of SDL.

Students will be able to exhibit Professionalism		
Overarching Competency		**Milestones**
	Term 1	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.
	Term 2	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.
	Term 3	1. **Display professional attitudes towards peers, tutors, all teaching and administrative staff.**
	Term 4	1. Display professional attitudes towards peers, tutors, all teaching and administrative staff.

Students will be able to Collaborate effectively:		
Overarching Competency		**Milestones**
	Term 1	Demonstrate skills for interprofessional collaboration related to: 1. Professional identity (also in SIMS) 2. Role clarification
	Term 2	Demonstrate skills for interprofessional collaboration related to: 1. Team functioning 2. Conflict resolution
	Term 3	**Demonstrate skills for interprofessional collaboration related to:** **1. InterProfessional Communication** **2. Collaborative leadership.**
	Term 4	1. Putting it all together: utilize all 6 collaborative InterProfessional competencies.

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. Matthew Wong– msw932@mail.usask.ca – (306) 966-5354

Course Chair: Dr. Deirdre Andres – d.andres@usask.ca – (306) 966-5354

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

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

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

COURSE SCHEDULE

Please check One45 **DAILY** to ensure that you have 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 UGME Office.

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. Access the link below for the most current objectives. https://share.usask.ca/medicine/One45/kbase/Curriculum.aspx

Date	Time	Session	Learning Activity
August 10	1:30 – 4:20	Orientation & Clinical Reasoning Session	Small Group – see One45
August 17	8:30 - 9:20 9:30-12:20	Providing Effective Feedback Ethics Lecture/Small Groups	Lecture Lecture/Small Groups
August 24	1:30-2:20	Information Literacy	Small Groups –see One45
August 31	1:30 – 4:20	Clinical Reasoning Session	Small Groups-see One45
September 14	8:30 – 9:20	Information Literacy	Small Group – see One45
	9:30 – 12:20	Clinical Reasoning Session	Small Group – see One45
September 28	2:30 - 4:20	SITE 2.1 (release time)	Small Group – see One45
October 5	8:30-9:20 9:30-12:20	Information Literacy Clinical Reasoning Session	Small Group- see One45
October 5	2:30 – 4:20	SITE 2.1 (release time)	Small Group – see One45
October 12	2:30 - 4:20	SITE 2.1 (release time)	Small Group – see One45
November 2	2:30 – 4:20	Clinical Reasoning Session	Small Group – see One45
November 23	9:00 – 12:20	Clinical Reasoning Session	Small Group – see One45
December 2	See One45	Final Exam	Exam

COURSE DELIVERY

Sessions vary in length and are scheduled throughout the term. For most sessions, students will work interactively in small group settings. For Clinical Reasoning Cases and SITE sessions, learning is student-directed, and students assign themselves roles to help facilitate the case discussion. A facilitator is present to guide students through the case.

COURSE RESOURCES

The following are resources, but not required.

Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

https://openpress.usask.ca/undergradimaging/

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on One45.

COURSE MATERIAL ACCESS

Marks for assignments will be posted in **One45**. Relevant handouts will be visible in **Canvas**. Cases will be released on Canvas one week prior to the Clinical Reasoning Case live session. Students will work through each Clinical Reasoning Case asynchronously and individually. The completed case should be submitted by 23:59 the evening prior to the live session date. Students can track their progress towards competencies using the "Grades" link in the left-menu of the Canvas course. Students can also use the "Grades" to view grades and feedback on graded quizzes and assignments.

Course materials, including syllabus, sessions, objectives, required reading, forms, and other relevant documents are posted as handouts in One45. Cases will be released on Canvas one week prior to the Clinical Reasoning Case (CRC) live session.

Suggested preparation for each session includes review of patient-centred interview techniques, physical examination, and clinical skills relevant to the case topics. It may be helpful to review the following websites:

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www.cochranelibrary.com

www.medicine.ox.ac.uk/bandolier

www.nice.org.uk

PubMed (www.ncbi.nlm.nih.gov).

https://portal.cfpc.ca/resourcesdocs/uploadedFiles/Education/The%20Patient-Centred%20Approach.pdf

http://www.sharinginhealth.ca/health_care/characteristics/pccm.html

Many restricted sites are accessible through the University of Saskatchewan library system.

COURSE ASSESSMENT OVERVIEW

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

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

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

OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS

During this term students will be assessed via Competency-Based Medical Education (CBME). This model of assessment is utilized throughout the Clinical Integration series within the pre-clerkship curriculum and has been implemented as per student feedback.

In order for a student to progress from the early stages of learning to the level of competence necessary to function in a clinical setting, they will need to demonstrate they are competent at least as many times as described in the table below across all assessment points aligned with that particular competency. As students will have approximately double the opportunities throughout the term for assessment of each competency, it is expected that feedback will be provided earlier in the term and will be better able to target individual education needs.

*Note: All assessments including the final exam are mandatory to complete with the exception of an excused absence for an assignment as noted below.

- All assignments are due by the date and time indicated. Clinical Reasoning cases must be completed by 23:59 hrs the day prior to the scheduled group session.

- Late assignments – for assignments completed outside of class hours, if submitted within 72 hours, the student will receive appropriate credit for the competency(ies) represented in the assignment. The student may receive a negative assessment for the professionalism competency. There may be no action taken for one negative assessment, however, the course director will contact the student and have a conversation about why the assignment was submitted late and discuss what can be done to ensure this does not occur in the future. Documentation will be provided to the Year Chair. Two such negative assessments will require a meeting with the course director and an informal discussion form will be completed. Further negative assessments will continue to trigger meetings with the course director and additional informal discussion forms will be completed. After the 72-hour deadline, zero credit will be given for the competency(ies) represented in the assignment and will be subject to the professionalism consequences as outlined above. The assignment must still be submitted, even after the 72-hour deadline.

- Missed assignments - for an excused absence and subsequent missed assignment an opportunity will be offered the student to complete the assignment. *If the student chooses, they may forfeit those assessment points provided there are sufficient remaining opportunities to meet the competency. For an unexcused absence please see below.

- Student meeting with module/course director/academic support specialist - A student may request a meeting with the module, course director, or academic support specialist at any time they perceive themselves to be wanting help with meeting a competency. The module or course director will request a meeting with a student when:

  - Two (2) negative professionalism assessment points have accrued

  - There is an unexcused missed assignment

  - A tutor has identified an issue

  - There is a failure of a competency three times in a row, or if students are flagged as "at risk of competency failure" by the academic support team

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments required to display competence
1. Utilize Clinical Reasoning (CR) in:		
Analyzing the patient interview: • To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context. • To interpret the answers	Cases Final Exam	5
Analyzing components of the physical examination: • To determine appropriate maneuvers. • To interpret the findings.	Cases Final Exam	5
Synthesizing information to develop a rational differential diagnosis and a working diagnosis	Cases Final Exam	5
Analyzing management: • To determine appropriate investigations. • To interpret the information • To synthesize the information to further define the patient's problem.	Cases Final Exam	5
Analyzing diagnostic errors: • To identify common errors in information gathering and synthesis. • To develop strategies to decrease errors in diagnosis	Cases Final Exam	3
2. Utilize the Patient-Centered Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.	Cases Final Exam	5
3. Demonstrate ethico-legal reasoning.	Cases Final Exam Ethics Assignment	8
• See Milestones above.		
4. Demonstrate effective information literacy skills to find relevant information.	Cases Information Literacy Assignment	2
• See Milestones above.		
5. Critically appraise pertinent information.	Cases Final Exam	2
6. Demonstrate self-directed learning.	Self-Directed Learning Assignment	3
• See Milestones above.		
7. Exhibit professionalism. * Failure to exhibit professional behaviour will be adjudicated on an individual basis.	Individually Assessed	n/a
8. Collaborate effectively.	Cases SITE Assignment	1
• See Milestones above.		

ASSESSMENT COMPONENTS

Form of Assessment	Formative/Summative	Standard to be Met
1. Competency Assessment Points	Summative	Attainment of minimum number of competency assessment points as outlined in the above chart.
2. Final Exam	Summative	Must attain minimum of 70% of the competency assessment points represented on the final exam.

DESCRIPTION OF ASSESSMENTS:

Full details will be provided during the course orientation.

Assessment 1: **Ethics Written Assignment**

Due Date: August 24, 2022 23:59 SK

Description: The required written assignment will be a discussion of one of several cases in a short essay format. More information in regard to details of this assignment will be provided at course orientation. Detailed description and rubric will be posted on Canvas.

Assessment 2: **Clinical Reasoning Cases**

Due Date: Assignments will be performed in-class throughout the Clinical Reasoning Cases

Description: Competencies will be assessed throughout the Clinical Reasoning Cases. Cases will contain both individually assessed questions as well as group questions. The individually assessed questions will specifically target one of the course competencies. These questions will all be answered in-class and will be graded by facilitators at the completion of the case. Additionally, some of the cases content will draw from Foundations, Clinical Skills, and Medicine and Society. Some cases may contain aspects of self-directed learning.

Assessment 3: **Self-Directed Learning Assignment**

Due Date: Part 1, Element 1 -   August 17, 2022 by 23:59

                        Part 2, Element 1 -   October 26, 2022 by 23:59

                        Part 2, Element 2 -   November 9, 2022 by 23:59

                        Part 3, Element 1 -   November 23 2022 by 23:59

Description: This assignment will allow students the opportunity to reflect on their learning and identify an area they would like to gain additional learning around. By working through the process of this assignment students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning. Please review the **"SDL Assignment and Rubric 2022"** document located on One45 for further details.

Assessment 4: **Information Literacy Assignment**

Due Date: October 12, 2022 23:59 SK

Description: A take-home assignment bringing together the material covered in the three sessions will be posted on Canvas.

Assessment 5: **SITE Assignment**

Due Date: October 21, 2022 23:59 SK

Description: The required written assignment will be posted on Canvas and due 1 week after the last SITE session.

Final Exam (Required):

Date: December 2, 2022

Length: 3 hours

Type: Summative, cumulative, examination.

EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may 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 purpose of promotion, students will achieve both

A. The minimum number of competency assessment points in all course competencies/objectives.

B. Achieve a minimum of 70% of the competency assessment points on the final exam.

REMEDIATION AND COURSE FAILURE

- If a student fails to meet one or two course competencies OR fails to attain 70% of the competency assessment points on the final exam, they may be offered remediation and supplemental assessment to a maximum of one supplemental attempt.

- Failure of the following situations will result in a course failure and remediation will not be offered:

  - Failure of three or more competencies, OR

  - Failure of one or two competencies AND the final exam, OR

  - Failure of the supplemental assessment

Note: failure of the "exhibits professionalism" objectives/competency may result in an outright course failure. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair and the Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan and complete a supplemental assessment. A maximum of one (1) supplemental examination will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Clinical Integration III course. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

Supplemental examinations will ONLY be offered on dates other than those specified in exceptional circumstances (such as personal illness, bereavement, etc.), and will be adjudicated by the Course Subcommittee in consultation with Director Academic. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements.

ASSESSMENT REVIEW

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

Students will not be provided copies of the cases or exam questions.

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. This will include all Clinical Reasoning Cases, Ethics Small Groups, Information Literacy Small Group sessions and the SITE sessions.

Students who miss a session without appropriate approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for that session and this may result in a meeting to discuss professionalism.

For students who have an approved absence or unavoidable absence due to illness, please see above discussion titled **Missed Assignments**.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Interprofessional Based Learning (iPBL) has been replaced with a new module titled Skills for Interprofessional Education (SITE).

2. The Clinical Reasoning Cases will continue to be delivered asynchronously as per student feedback. Instructional videos will be developed for students to review prior to each Clinical Reasoning Case.

3. The Clinical Integration Course Team will continue to identify ways that our assessment can provide improved delivery of feedback to students. It is an expectation that grading/feedback to students will be delivered within 7 days after a Clinical Reasoning Case. Further faculty development will occur to improve delivery of effective, directed, narrative feedback to students.

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).

Clinical Reasoning Module

MODULE CONTACTS

Module Director: Dr. Matthew Wong– msw932@mail.usask.ca – (306) 966-5354

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

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MODULE DESCRIPTION

In these small group learning experiences, the student will work through patient "cases" in order to have practice applying knowledge from the various courses in this third term and to further develop clinical reasoning skills. All material covered in Year 1 (Terms 1 & 2) can be drawn on as well. In some cases, a flipped classroom model may be utilized.

MODULE COMPETENCIES/OBJECTIVES

Competencies:

1. Utilize Clinical Reasoning (CR) in:

    Enabling Competencies:

 i. Analyzing the Patient Interview:

    - To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.
    - To interpret the answers.

 ii. Analyzing Components of the Physical Examination:

    - To determine appropriate maneuvers.
    - To interpret findings.

 iii. Synthesizing Information to Develop a Rational Differential Diagnosis and a Working Diagnosis

 iv. Analyzing Management:

    - To determine appropriate investigations.
    - To interpret the information.
    - To synthesize the information to further define the patient's problem.

 v. Analyzing Diagnostic Errors:

    - To identify common errors in information gathering and synthesis.
    - To develop strategies to decrease errors in diagnosis.

2. Utilize the Patient-Centred Clinical Method (PCCM) to integrate illness experience and patient   context into active shared decision-making around management.

3. Demonstrate ethico-legal reasoning. Critically appraise pertinent information.

4. Critically appraise pertinent information.

5. Demonstrate self-directed learning.

6. Exhibit professionalism.

7. Collaborate effectively.

8. Demonstrate Effective Information Literacy Skills to Find Relevant Information

MODULE ASSESSMENT

The assessment will focus on Clinical Reasoning Cases. The details for this assessment will be posted on One45.

MODULE CONTACTS

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

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

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

MODULE DESCRIPTION

Health professions 'students work in teams to gain knowledge and experience in Interprofessional Collaboration, using a Skills for InterProfessional Team Effectiveness (SITE) approach.

IPECT is an online platform used by all USask Health Sciences learners to manage Interprofessional learning for the SITE sessions.

Some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions 'students participating in InterProfessional based learning. Students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

The SITE case will be released on Monday & is to be completed by Friday – as noted in the schedule above, release time is designated on a Wednesday. Details will be provided in correspondence closer to the session dates.

MODULE COMPETENCIES/OBJECTIVES

Competency:

8. Collaborate Effectively

Enabling Competencies:

1. Role Clarification

    - Assess how you used other group members' skills & knowledge through consultation to care for the patient.

    - Describe how other health care professionals (currently not on the team) could contribute to the care of the patient.

2. Team Functioning

    - Describe how the use of effective group processes contributes to patient care.

3. Interprofessional Communication

    - Describe how elements of effective interprofessional communication improve team function.

4. Collaborative Leadership

- Describe leadership and decision-making behaviours that are likely to contribute to group effectiveness.

5. Patient/client/family/community-centred care

- Determine useful communication approaches based on an understanding of the patient/family and the situation/context and the implications for management.

6. Interprofessional Conflict Resolution

- Describe steps and strategies for conflict resolution within interprofessional groups.

MODULE ASSESSMENT

Assessment for SITE of Clinical Integration III will be based on the student's attendance at small group sessions and satisfactory completion of a written assignment. Please refer to the assessment breakdown above. The required written assignment will be posted on Canvas and due Friday, October 21, 2022 23:59 SK. Where applicable, rubrics for all assignments will be posted on One45 for the relevant session.

Ethics Module

MODULE CONTACTS

Module Director: Ryan Meneses – r.meneses@usask.ca

Lecturer: TBA

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

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

MODULE DESCRIPTION

This module is intended to provide further discussion and analysis on the topics: End of Life Decision Making, and Medical Assistance in Dying. 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 COMPETENCIES/OBJECTIVES

Competency:

1. Demonstrate Ethico-Legal Reasoning

Milestones:

1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
2. Demonstrate knowledge of conflicting ethical principles and perspectives.
3. Analyze legal and ethical problems in a rational and logical manner.
4. Recognize personal biases and the impact of his/her own morals, beliefs and values.
5. Propose rationally justified solutions and approaches to legal and ethical issues.

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 different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates.

RECOMMENDED RESOURCES

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 3rd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 9780199005529). The text can be purchased in the U of S Bookstore.

Sections in Case Workbook by Dr. K. Ogle on the Four Principles: Beneficence, Non-Maleficence, Autonomy, and Justice (Pages 11-17). Workbook accessible on One45.

MODULE ASSESSMENT

This assessment will focus on ethical reasoning and critical thinking in a written essay. The details for this assessment will be posted on One45. The written assignment is due: August 24, 2022 23:59 SK.

Rubric will be posted on One45.

MODULE CONTACTS

Module Director: Erin Watson – erin.watson@usask.ca – (306) 966-7327

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

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

MODULE DESCRIPTION

This module reinforces and expands upon students' existing information literacy knowledge to develop information literacy skills **specifically** for the medical context.

MODULE COMPETENCIES/OBJECTIVES

Competency:

1. Demonstrate effective information literacy skills to find relevant information.

MODULE ASSESSMENT

A take-home assignment bringing together the material covered in the three sessions will be posted on Canvas on October 5, 2022 and due October 12, 2022 23:59 SK. The assignment will offer students an opportunity to attain 3 competency assessment points.

Self-Directed Learning Module

MODULE CONTACTS

Module Director: Dr. Matthew Wong– msw932@mail.usask.ca – (306) 966-5354

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

Administrative Officer (Regina): Sherry Lindenbach - sherry.lindenbach@saskhealthauthority.ca – (306) 766-0578

MODULE DESCRIPTION

Students will have the opportunity to reflect on their learning and identify an area they would like to gain additional knowledge. By working through this process students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning. Please view this as an opportunity to explore an area of difficulty or interest through the use of self-directed learning.

MODULE COMPETENCIES/OBJECTIVES

Competency:

1. Demonstrate Self-Directed Learning

Milestones:

Being a self-directed learner involves a five-step process:

1. Reflecting on and identifying individual learning needs, including setting a personal learning goal to guide the self-directed learning process.
2. Seeking out credible resources to address the learning need and enhancing their learning.
3. Sharing lessons learned with peers/mentors/tutors.
4. Applying lessons learned to the resolution of the learning need.
5. Identifying a plan for monitoring future effectiveness.

MODULE ASSESSMENT

This module will be assessed through a longitudinal assignment spread throughout the term that will allow students the opportunity to reflect on their learning and identify an area they would like to gain additional learning around. By working through the process of this assignment students will have the opportunity to reflect on their learning, create a goal to enhance their learning, learn, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning.

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

TECHNICAL STANDARDS – ESSENTIAL SKILLS & 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.

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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.

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 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 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.

At times in this course you may be required to have your video on during video conferencing sessions, in order to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the CC license. 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](https://governance.usask.ca).

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.