



Medicine & Society IV

MEDC 222

YEAR 2 TERM 2

COURSE SYLLABUS
2020/2021



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

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

Medicine and Society IV: Physician Leadership Roles

REMOTE LEARNING CONTEXT

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 2020-21 Winter 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.

Medicine and Society IV: Introduction – Course Overview

COURSE DESCRIPTION

This course, *Physician Leadership Roles*, is the fourth of four courses in the Medicine and Society series (following *Introduction to Medicine and Society in Canada*, *Public Health and Community Medicine*, and *Canada's Health Care System*). Topics will include physician leadership, debate, knowledge translation, global health and occupational health. This course explores the context for the practice of medicine involving many of the non-medical expert CanMEDs roles.

Medicine & Society IV also includes the following modules as part of this course: (1) Community & Workplace Centered Learning Experiences (CWCLE), (2) Arts & Humanities, and (3) Research Qualitative Methods Modules. Please refer to pages 7-9 of the syllabus for further descriptions and information about each module.

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

OVERALL COURSE OBJECTIVES

By the completion of Medicine & Society IV course, students will be able to:

1. Provide a sophisticated critique of a leadership situation and/or propose (with justification based on theory) a leadership approach for a real or hypothetical situation.
2. Propose effective approaches to communication in situations of change and conflict.
3. Demonstrate a respectful approach to debate related to controversial issues.
4. Demonstrate an effective approach to patient education.

5. Explain how to support quality through crucial conversations with colleagues.
6. Describe the importance of collaboration and communication within interprofessional teams with specific reference to the Competency Framework.
7. Explain important professional considerations and practices related to social media.
8. Explain opportunities for physician advocacy from a global health perspective.
9. Describe opportunities for physician advocacy from an occupational health perspective.
10. Identify the importance of the non-medical expert CanMEDs roles in a physician's career.
11. Describe the role of community based agencies and employers in addressing the social determinants of health.
12. Evaluate healthcare research and apply the principles of evidence-based medicine.
13. Express meaning of medical experiences metaphorically through discussion and representation.

COURSE CONTACTS

Course Director: Dr. Jacqueline Kraushaar - jacqueline.kraushaar@usask.ca - (306) 766-0557

Interim Chair, Medicine and Society: Dr. John Gjevre – john.gjevre@usask.ca – (306) 966-5354

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

Administrative Coordinator (Regina): Kathryn Cooper – kathryn.cooper@saskhealthauthority.ca – (306) 766-0556

COURSE SCHEDULE

Medicine & Society course and module components are scheduled throughout term 2. Please refer to one45 for specific days and times of classes. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 222 is not held every week. Please check one45 **DAILY** throughout the term to ensure that you have the most current schedule information. The course schedule may be subject to changes, which will be posted on One45.

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

Many sessions are based on the “flipped” or “inverted” 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 preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the course reading package and refer to one45 for details. Contributing to the small group sessions which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

COURSE DELIVERY

The course will be delivered through a series of lectures and small group sessions. In addition, there may be site visits and community service learning experiences enabling students to deepen their understanding of

and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health. When lecturers consent, lectures are recorded.

Case studies illustrating various concepts and practical elements of problem-solving in community and organizational health settings will be used to stimulate discussion and provoke personal reflection on developing individual styles of practice and a professional identity

Course materials will be posted to one45. Assignments will be submitted on BBLearn.

COURSE INFORMATION

COURSE RESOURCES

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

Textbooks are available online from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

OPTIONAL RESOURCES

The CMA provides free online resources for medical students through the Physician Leadership Institute at <https://joulecma.ca/learn>. Please note access to the self-led online introduction courses (Introduction to self-awareness, Introduction to effective communication & Introduction to engaging others) at the bottom of the page.

Additional online resources include:

- Canadian Society of Physician Leaders (CSPL) <https://physicianleaders.ca/index.html>
- Canadian Journal of Physician Leadership (CJPL) <https://cjpl.ca>

Resources available on Twitter:

- @CMA_Learns
- @CSPLeaders

COURSE ASSESSMENT

Achievement in this course will be determined by the following:

MARKS WILL BE ALLOCATED AS FOLLOWS:

Course Component	Assessment	Course Value	Due Date: Indicated Below Due Time: 23:59
Component 1	Analysis Assignment	12.5% each x 2 25% Total	February 17, 2021 (first analysis) April 26, 2021(second analysis)
	Arts and Humanities Module Assignment	10%	One week after the final Arts & Humanities Session
Component 2	CWCLE Module Assessment #5: Reflective Assignment	5%	April 1, 2021
Component 3	Major Written Assignment Phase A Phase B Phase C	30%	March 3, 2021 by 23:59 March 10, 2021 by 23:59 March 17, 2021 by 23:59
	Final Examination	30%	May 3, 2021
TOTAL		100%	
Component 4	Peer Evaluation	Pass	February 3, 2021 (first peer evaluation) February 10, 2021 (second peer evaluation) April 21, 2021 (third peer evaluation)
	CWCLE Module CWCLE Placement Hours Submission	Completion	April 1, 2021
	Qualitative Methods in Research Module	Completion	March 3, 2021
	Data collection session, interview	Completion	March 10, 2021
	Consent form and interview report	Pass	March 31, 2021
	Individual critical appraisal	Attend	April 14, 2021
	Data analysis session	Pass	April 28, 2021
	Research summary report	Pass	April 30, 2021
Individual Reflection	Pass	April 30, 2021	

* Assignments are mandatory and must be completed.

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.

RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

In order to successfully complete the course for the purposes of promotion, students must pass all of the course components. If required, up to two course components may be remediated once under the conditions stated

below in order to complete the course requirements for passing. Students who are not promoted on the basis of failing this course will receive an “F” on their transcript.

For successful completion of this course for the purposes of promotion, students are required to successfully complete the following course components:

1. A minimum average of 70% on the two analysis reports, and Arts & Humanities written assignment.
2. A mark of 70% on the CWCLE module assignment
3. A cumulative mark of 70% on the major written assignment and the final examination.
4. A “pass” on the Peer evaluations, CWCLE Module and Qualitative Research Methods Module components.

Remediation:

- A) Upon failure of a course component, students will meet with the module/course director and/or year chair in consultation with the Academic Support Team to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors.
- B) If a student fails one or two of the above course components, remediation and supplemental assessment may be offered (to a maximum of one remediation attempt per component).
- For course component 1, if a student fails one or more of the assignments but still achieves the 70% average, no remediation/ supplemental assessment is required. If a student fails to achieve the 70% average, they will be required to remediate each of the failed assignments within component 1 separately after the end of term, but this will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided.
 - For course component 4, if a student fails any of the assessments within the component that will result in a component failure. They will be required to remediate each failed assessment separately. This will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided per individual assessment.
- C) Successful completion of remediation and supplemental assessment will result in a grade at the minimum passing grade for that component (70%).
- D) **Failure of 3 or more** course components will result in a course failure, with no remediation offered. Additionally, failure of a supplemental assessment of a failed course component will result in failure of the course.
- E) For non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy” sections below.

BRIEF ASSIGNMENT DESCRIPTION

A. Short Assignments

- a. During this term we will be introducing small group mandatory learning opportunities including a structured controversy and case discussions. For each of these sessions, students will be asked to complete the following assessments:

1. Peer Evaluation (1 completed for each session for a total of 3 peer evaluations):

- i. To be completed following the small group sessions on a peer of your choice. Students are responsible to ensure that a peer evaluation is completed for themselves by one of their peers for each of the sessions.
- ii. Refer to the Rubrics for the expectations on the peer evaluation.
- iii. *The Due Date for each peer assessment will be 23:59* of the day of the session (See table above).*

2. Analysis Reports

i. Analysis #1: Analysis of small group learning session –choose either Knowledge Translation/Patient Education OR Self-Regulation with Crucial Conversations/Interprofessional Teams & Collaboration session

- Prepare a brief written analysis (500 words maximum) describing your experience during the activity. Describe how this learning experience may impact or change your future practice as a physician. Also illustrate how this activity may be applied using a real example that you observed in practice or a situation which you participated in.
- Students may choose which **ONE (1)** of the 2 learning opportunities they wish to complete the analysis report.
- Refer to the Rubric for the expectations on the analysis assessment.
- *For Due Date(s) see assessment table above.*

ii. Analysis #2: Analysis of leadership topic of choice related to COVID-19 pandemic

- Prepare a brief written analysis (500 words maximum) describing your experience and observation of any one of the leadership topics reviewed in this course (leadership styles, conflict management, social media & professionalism, self-regulation, patient education, change management, etc) related to the COVID-19 pandemic. Describe how this learning experience may impact or change your future practice as a physician.
- Refer to the Rubric for the expectations on the analysis assessment.
- *For Due Date(s) see assessment table above.*

B. Major Written Assignment

- a. May choose either ONE (1) of the following two written assignments:

1. Leadership Analysis

Prepare a paper (1500 words max) to analyze and evaluate a specific leadership situation using

key features, elements and strategies of leadership from class sessions and/or one's own reading and independent learning. The leadership situation ideally should be one in which you participated (as the leader or follower) but if not possible, one from current events or observations in healthcare settings or elsewhere is also acceptable.

- a) Briefly summarize and describe the principal aspects of the situation.
- b) Analyze and then evaluate the leadership situation using leadership theory (including styles), decision-making and conflict frameworks as discussed in class.
- c) Suggest ways that the participants might have done things differently and justify.

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn.

(For Due Date(s) see assessment table above.)

Phase B: Provide comments & constructive feedback to two other papers online.

(For Due Date(s) see assessment table above.)

Phase C: Revise & turn in a polished version of the paper.

(For Due Date(s) see assessment table above.)

Please refer to the Rubric for the expectations on the Leadership Analysis assessment.

2. Change Leadership Plan

Prepare a paper (1500 words max) highlighting a leadership plan related to your previous discussions in your QI project or reform idea completed in MEDC 212 in term 1. In the paper, create a change leadership plan explaining what could be done to move the QI and reform ideas forward.

- a) Briefly summarize and describe the QI project or reform idea.
- b) Develop a change leadership plan using leadership theory (including styles), decision-making and conflict frameworks as presented in class.
- c) Explain challenges that may arise in implementing these changes and how these may be overcome or managed through effective leadership

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn.

(For Due Date(s) see assessment table above.)

Phase B: Provide comments & constructive feedback to two other papers online.

(For Due Date(s) see assessment table above.)

Phase C: Revise & turn in a polished version of the paper.

(For Due Date(s) see assessment table above.)

Please refer to the Rubric for the expectations on the Change Leadership Plan assessment.

C. Final Examination

The 3 hour final examination will test the students' understanding of material from the entire course using essay type questions. Please refer to assessment table above for the scheduled date for the Final Examination.

EXAM REVIEW

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Continue to work on incorporating additional cases and group discussions to provide more application and practical approaches to topics including cases related to the COVID-19 pandemic.
2. Adjusted the due date for the Major Written paper to earlier in the term to reduce assessment density at the end of the term and allow time to provide feedback nearer the midpoint of the course.
3. The qualitative research component of the research vertical theme integrated a critical appraisal component. The Qualitative Methods in Research module has been consolidated to term 2.
4. With the consolidation of the Qualitative Research module into term 2, the online patient safety module components were moved to M&S III in term 1 to allow for additional research time.
5. Curriculum time is allocated to complete the minimum number of CWCLE community hours. Please note that community hours may need to be scheduled in different dates depending on the community agency selected by the student.

COURSE MODULES

Community & Workplace Centered Learning Experience (CWCLE)

MODULE CONTACTS

Module Director: Dr. Derek Jennings – derek.jennings@usask.ca

Administrative Assistant (Saskatoon): Harini Aiyer – hpa980@mail.usask.ca

Administrative Coordinator (Regina): Kathryn Cooper – kathryn.cooper@saskhealthauthority.ca – (306) 766- 0556

MODULE DESCRIPTION

The CWCLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health (SDOH) 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 agency or workplace) 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 agency or workplace selected addresses the SDOH of its clients, employees and/or volunteers.
2. Identify how socio-political context affects the work of community agencies in addressing SDOH.
3. Explain the roles physicians can play in working with community agencies and workplaces to enhance health and well-being.
4. Promote relationships with community agencies or workplaces selected to collaborate with and advocate for initiatives addressing SDOH.

MODULE REQUIREMENTS

The requirements A to D were completed in Term 1 (see MEDC212 syllabus).

Term 2 – students are expected to:

- E. Complete their community hours with the selected agency, 6 in total including the hours completed in Term 1.
- F. Have an on-site informal conversation with a client or clients of your agency by making arrangements with your agency facilitator for accomplishing this component of the module or, if an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance).
- G. Illustrate what you have learned from your placement and module.

MODULE ASSESSMENT

Successful completion of the module depends on attendance, completion of all the module requirements for Term II, and obtain at least 70% on Assessment #5. Regarding the items E and G, students must submit the following assignments:

Assessment 4: Submit completed and signed CWCLE attendance form.

Due Date and Time: For due date see assessment table above.

Description: Students must submit through BBLearn the completed and signed CWCLE Attendance form before the deadline. The attendance form was attached to the introductory package and posted to one45 and Blackboard. You should submit this term any hours that you have completed between December 2020 and March 2021.

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.

Note: If you completed the required 6 hours in Term 1 and already submitted the corresponding attendance sheets, you are exempted from this assignment in Term 2.

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

Assessment 5: Module Assignment – illustrate learnings from your placement and module.

Due Date and Time: For due date see assessment table above.

Description: You must take in consideration your placement learning objective (Assignment #1) and the proposed assignment to reflect your learning (Assignment #2) in term 1, as well as the feedback received from the instructor and agency facilitator.

At the end of the term, a copy of your module assignment will be shared with your placement facilitator and could be used by the respective community-based agency or program. Refer to BBLearn for further details and submission.

Value: 5% of the final course grade

MODULE ASSESSMENT

Module Director: Dr. Deirdre Andres – d.andres@sasktel.net

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

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

MODULE DESCRIPTION

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

NOTE: student will stay in the same stream as term 1 of year 2.

- **Figure Drawing**
 - Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
 - Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
 - Topics of relevance to medicine and society will be explored. Some pre-reading will be required.
- **Philosophy**
 - Students will discuss various topics relating to the philosophy of medicine.
- **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.
- **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. Express empathy for patients and families using representational or metaphorical works.

2. Demonstrate creative problem-solving skills which will incorporate tolerance of uncertainty and differing perspectives.
3. Develop a strategy for using arts in patient and physician care for the clerkship years.

ASSESSMENT

Due Date and Time: The assignment will be due at 11:59 pm one week following the final session.

Description: The assessment for this module will be determined as follows:

1. Students in each Arts & Humanities stream will work with their supervisor in the first scheduled session to develop a proposed final module assignment. This proposal will be submitted directly by a delegate of the student group (one per group) to the Module Director (d.andres@usask.ca) by 11:59 pm on the date of the first session.
2. The Module Director will review the submitted proposals and finalize the assessment for each stream in collaboration with the UGME Assessment Team. The final assignments will be provided to students within 2 weeks of the submitted proposals.

Value: The assignment is a part of Course Component #1 and is worth 10% of the final grade for the course. Completion of the assignment is required for the successful completion of this module.

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

MODULE CONTACTS

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

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

Administrative Coordinator (Regina): Kathryn Cooper – kathryn.cooper@saskhealthauthority.ca - (306) 766-0556

MODULE DESCRIPTION

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

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

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies in year 1, during the second year, term 2, the focus is on learning about and participating in a qualitative research exercise.

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

MODULE OBJECTIVES

1. Define qualitative research.
2. Describe/summarize common or frequently used qualitative methods.
3. Describe/summarize common or frequently used analyses in qualitative methods.
 - similarities and differences
 - inductive and deductive
 - thematic and/or content analysis
4. Apply qualitative research analytic skills.

MODULE RESOURCES

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

ASSESSMENT

The following assessments are required for successful completion of the Qualitative Research Methods in Research Module:

Assessment 1:

Data collection: Structured interview

Due Date and Time: For due date see assessment table above.

Description: In groups, students will conduct an interview with a designated community-based agency or organization. Refer to BBLearn for further details and submission.

Value: Completion

Assessment 2:

Group Assignment: Consent form and interview report

Due Date and Time: For due date see assessment table above.

Description: After conducting the interview with an agency representative, each group must submit the obtained consent form, as well as the interview notes (4 pages single spaced maximum- one per group). Refer to BBLearn for further details and submission.

Value: Completion

Assessment 3:

Individual assignment: Critical appraisal

Due Date and Time: For due date see assessment table above.

Description: complete a critical appraisal of an assigned article that applied qualitative methods. Refer to BBLearn for further details and submission.

Value: Pass

Assessment 4:

Data analysis: In class session

Due Date and Time: For due date see assessment table above.
Description: Attend and actively participate in the in-class small group Data Analysis Session.
Value: Attend

Assessment 5:

Group Assignment: Research summary report

Due Date and Time: For due date see assessment table above.

Description: Submit a two-page research summary report. One assignment must be submitted per group. A minimum mark of 70% is required for successful completion of this module component. Refer to BBLearn for further details and submission.

Value: Pass

Assessment 6:

Individual Assignment: Module reflection

Due Date and Time: For due date see assessment table above.

Description: Submit a one-page individual reflection of the learning experience in the module. Refer to BBLearn for further details and submission.

Value: Pass

IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for student 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, HARASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

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

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course

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

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 Due Date. 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 Blackboard site under Course Materials. However, each lecturer reserves the right to choose whether or not their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but 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 UME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>

REQUIRED VIDEO USE:

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

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

COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to students 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 copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

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

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

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

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

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

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although the face of teaching and learning has changed due to covid-19, 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.

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For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You 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 - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at (306) 966-7273 or aes@usask.ca.

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

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

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/remote-learning/tech-requirements.php>.

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

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

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

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

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

STUDENT LEARNING SERVICES

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

STUDENT AND ENROLMENT SERVICES DIVISION

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

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>

<https://students.usask.ca/study/remote-learning.php><https://libguides.usask.ca/studyskills>

TEACHING, LEARNING AND STUDENT EXPERIENCE

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

FINANCIAL SUPPORT

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

ABORIGINAL STUDENTS CENTRE

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

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

INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE

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

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