



Clinical Integration IV

MEDC 224.4

YEAR 2 TERM 2

COURSE SYLLABUS
2021/22



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 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 IV – Course Overview

REMOTE LEARNING CONTEXT

To address uncertainties related to delivering academic programming during a pandemic, some instructors may deem it necessary to revise syllabi in ways that impact assignments, assessments, and weighting of grades, among other things. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School. This provision is temporary and will be reviewed by the Academic Programs Committee at the beginning of each semester until any permanent change in this regard is approved by Council.

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](https://covid19.usask.ca/about/safety.php#Expectations) 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 winter 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](#).

COURSE DESCRIPTION

This is the fourth of four courses in the Clinical Integration series. Clinical Integration IV is designed to provide students with opportunities to gather and integrate knowledge and clinical reasoning skills.

Students will engage in Ethics, Interprofessional 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 (Clinical Integration I-III).

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

OVERALL COURSE COMPETENCIES/OBJECTIVES

By the completion of the Clinical Integration IV course, students will be able to:

Students will be able to utilize clinical reasoning to:		
Overarching Competency		Milestones
Analyze the patient interview	Term 1	1. Choose significant positives from a patient history. 2. Ask relevant questions.

<ul style="list-style-type: none"> Determine appropriate questions to understand the disease process, illness experience and relevant patient context Interpret the answers 	Term 2	<ol style="list-style-type: none"> Choose significant positives and negatives from a patient history. Ask relevant questions and provide sound rationale.
	Term 3	<ol style="list-style-type: none"> Ask questions to clarify significant positives and negatives from a patient history. Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale. Frame questions to elicit accurate information.
	Term 4	<ol style="list-style-type: none"> Ask questions to clarify significant positives and negatives from a patient history. Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale. Frame questions to elicit accurate information. 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 <ul style="list-style-type: none"> Determine appropriate maneuvers Interpret the findings 	Term 1	<ol style="list-style-type: none"> Choose physical exam strategies to further define elements of presenting problem.
	Term 2	<ol style="list-style-type: none"> Choose physical exam strategies to stratify differential diagnosis. Give the rationale for the choices.
	Term 3	<ol style="list-style-type: none"> Choose physical exam strategies that are specific to the working diagnosis. Explain the significance of the expected positive and/or negative findings.
	Term 4	<ol style="list-style-type: none"> Present a succinct case summary that includes relevant positives and negatives from history and physical exam. 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	<ol style="list-style-type: none"> 1. Use mnemonics (VINDICATE, VITAMINS-ABCDE) to develop a differential diagnosis. 2. Narrow the differential diagnosis based on identifying data (age, sex).
	Term 2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Determine appropriate investigations • Interpret the information • Synthesize the information to further define the patient's problem 	Term 1	<ol style="list-style-type: none"> 1. Identify social determinants of health that might affect management strategies.
	Term 2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> Identify common errors in information gathering and synthesis Develop strategies to decrease errors in diagnosis 	Term 1	<ol style="list-style-type: none"> Bias - describe effects of bias on patient interactions. Diagnostic timeout - outline the procedures and steps in an effective diagnostic time-out.
	Term 2	<ol style="list-style-type: none"> Identify when and where errors are made in information gathering.
	Term 3	<ol style="list-style-type: none"> Identify where errors occur in all aspects of clinical medicine. Utilize principles of Choosing Wisely.
	Term 4	1. Utilize strategies to prevent diagnostic error.

Students will be able to demonstrate ethico-legal reasoning		
Overarching Competency		Milestones
	Term 1	<ol style="list-style-type: none"> Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. Demonstrate knowledge of conflicting ethical principles and perspectives. Analyze legal and ethical problems in a rational and logical manner. 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.
	Term 2	<ol style="list-style-type: none"> Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. Demonstrate knowledge of conflicting ethical principles and perspectives. Analyze legal and ethical problems in a rational and logical manner. 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.
	Term 3	<ol style="list-style-type: none"> Identify legal and ethical principles, theories, and issues relevant to practical clinical settings. Demonstrate knowledge of conflicting ethical principles and perspectives. Analyze legal and ethical problems in a rational and logical manner. 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.

Overarching Competency		Milestones
	Term 4	<ol style="list-style-type: none"> 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.

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	<ol style="list-style-type: none"> 1. Identify the elements of feelings, ideas, effect on function, and expectations (FIFE) in the interview 2. Assess level of health literacy
	Term 2	<ol style="list-style-type: none"> 1. Identify the elements of FIFE in the interview 2. Identify relevant elements of Patient context (including social determinants of health)
	Term 3	<ol style="list-style-type: none"> 1. Use FIFE and patient context to negotiate management
	Term 4	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Describe the publishing processes and trends. 2. Analyse patient websites.
	Term 2	<ol style="list-style-type: none"> 1. Formulate a PICO (patient, intervention, control, outcome) question. 2. Conduct literature searches.
	Term 3	<ol style="list-style-type: none"> 1. Formulate PICO. 2. Conduct literature searches.
	Term 4	<ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> • 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 through the 5 steps of SDL.
	Term 4	1. Formulate a clinical question. 2. Work through 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.

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/universitysecretary/LearningCharter.pdf

COURSE CONTACTS

Course Director : Dr. Di Naidu – di.naidu@usask.ca - (306) 850-9997

Clinical Integration Course Chair : Dr. Deirdre Andres - d.andres@usask.ca – (306) 655-4200

UGME Preclerkship Program Coordinator (Regina): Cassie Eskra – cassandra.eskra@saskhealthauthority.ca - (306) 766-3773

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

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

Administrative Assistant (Saskatoon): 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. Please access the link below for the most current objectives.

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

Date	Time	Topic	Learning Activity
Thursday , January 6, 2022	1:30-2:20	Course Orientation	Lecture
	2:30-4:20	Clinical Reasoning Case 1	Small Group – see one45
Friday , January 7, 2022	1:30- 2:20	Ethics Lecture	Lecture
	2:30- 4:20	Ethics Small Group	Small Group – see one45
Wednesday, January 12, 2022	2:30-4:20	SITE 2.2 (release time) – Navigating Relationship-Centred Caring	Small Group – see one45
Wednesday, January 19, 2022	2:30-4:20	SITE 2.2 (release time) – Navigating Relationship-Centred Caring	Small Group – see one45
Wednesday, January 26, 2022	2:30-4:20	SITE 2.2 (release time) – Navigating Relationship-Centred Caring	Small Group – see one45
Wednesday, February 2, 2022	1:30-4:20	Clinical Reasoning Case 2	Small Group – see one45
Wednesday, February 16, 2022	1:30-4:20	Clinical Reasoning Case 3	Small Group – see one45
Wednesday, March 2, 2022	1:30-4:20	Clinical Reasoning Case 4	Small Group – see one45
Wednesday, March 9, 2022	9:30-12:20	Clinical Reasoning Case 5	Small Group – see one45
Wednesday, March 16, 2022	1:30-4:20	Clinical Reasoning Case 6	Small Group – see one45

Wednesday, March 23, 2022	1:30-4:20	Clinical Reasoning Case 7	Small Group – see one45
Wednesday, March 30, 2022	1:30-3:20	Information Literacy	Discussion/demonstration – small group (see one45)
Wednesday, April 6, 2022	1:30-4:20	Clinical Reasoning Case 8	Small Group – see one45
Wednesday, April 13, 2022	9:30-12:20	Clinical Reasoning Case 9	Small Group – see one45
Monday, April 18, 2022	1:30-4:20	Clinical Reasoning Case 10	Small Group – see one45
Wednesday, April 27, 2022	9:00-10:30	Clinical Reasoning Case 11	Small Group – see one45
Thursday, May 5, 2022	1:00-4:00pm	Final Exam	See one45

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 may be present to guide students through the case (e.g. answering questions for clarification, redirecting them if they get off track, etc.).

COURSE RESOURCES

The following are resources, but not required.

It may be helpful to review the following websites :

<http://www.choosingwiselycanada.org>

www.machealth.ca

www.cochranelibrary.com

www.medicine.ox.ac.uk/bandolier

www.nice.org.uk

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

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

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..

Textbooks are available online from the University of Saskatchewan Bookstore:

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

[Students' Handbook: CBME in the Pre-Clerkship Curriculum by Dr. Deirdre Andres.](#)

COURSE MATERIAL ACCESS

Course materials, including syllabus, sessions, objectives, required reading, forms and other relevant documents are posted as handouts on one45.

Marks for assignments will be posted in one45.

Students can track their progress towards competencies using the "My Grades" link in the left-menu of the Canvas course. Students can also use the "My Grades" to view grades and feedback on graded quizzes and assignments.

Cases will be released on Canvas.

Relevant handouts will be available in Canvas.

Suggested preparation for each session will include review of patient centered interview techniques, physical examination and clinical skills relevant to the case topics, and review of clinical reasoning lecture notes. 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.

COURSE ASSESSMENT OVERVIEW

The Clinical Integration IV 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, Ethics, SITE, and Information Literacy that will utilize standard-based assessments.

OVERALL COURSE OBJECTIVE/COMPETENCY COMPONENTS

During this term students will utilize a model of competency-based assessment, Competency-Based Medical Education (CBME).

In order for a student to progress from earlier 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 multiple 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: Students are expected to demonstrate maintenance of competence throughout the term and the final exam.

Note: All assessments including the final exam are mandatory to complete with the exception of an excused absence for an assignment as listed below in bullet point 2 missed assignments/cases.

- Late assignments - if submitted within 72 hours, the student may receive appropriate credit for the competency(ies) represented in the assignment. The student will be subject to a negative assessment for the professionalism competency. There will be no action taken for one negative assessment. Two such negative assessments will require meeting with the course director/course chair and supplemental assessment. If submitted 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.
- Missed assignments/cases - for an excused absence and subsequent missed assignment/case 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.
- Student meeting with module/course director - A student may request a meeting with the module or course director 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 30% of the assessment points of the specific competency to date have not been met.

Objectives/Competencies	Where competency may be assessed	Number of successful competency assessments to display competence
Milestones		
1. Utilize Clinical Reasoning (CR) in:		
Analyzing the patient interview: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	6
<ul style="list-style-type: none"> See Ethics Module for Milestones. 		
4. Demonstrate effective information literacy skills to find relevant information.	Information Literacy Assignment	3
<ul style="list-style-type: none"> See Information Literacy Module for Milestones. 		
5. Critically appraise pertinent information.	Cases Final Exam	2
6. Demonstrate self-directed learning.	Self-Directed Learning Assignment	2
<ul style="list-style-type: none"> See Self-Directed Learning Module for Milestones. 		
7. Exhibit professionalism.		
* Failure to exhibit professional behaviour will be adjudicated on an individual basis.	Individually Assessed	n/a
8. Collaborate effectively.	SITE Assignment	1
See Skills for Interprofessional Education (SITE) Module for Milestones.		

ASSESSMENT COMPONENTS

Form of Assessment	Formative/Summative	Standard to be Met
1. Competency Assessment Points	Summative	Attainment of assessment points as outlined in the above chart.
2. Final Exam	Summative	Failure to attain 70% of the competencies represented on the final exam will result in failure of the exam.

ASSESSMENT COMPONENTS

Clinical Reasoning Cases

In-class assignments will be due at the end of each Clinical Reasoning Case.

Take home assignments will be due seven (7) days following the Clinical Reasoning Case session and must be submitted by 23:59 PM on their due date.

Clinical Reasoning Case sessions will be assessed using a variety of formats and will be marked by the tutor/facilitator (if applicable, rubrics will be made available).

Competencies will be assessed throughout the Clinical Reasoning Cases. The individually assessed questions will specifically target one of the course competencies.

Cases may include content from all previous terms. Additionally, the focus of the cases will be on the Clinical Integration objectives/competencies but may also assess objectives drawn from Foundations, Clinical Skills, and Medicine and Society. Some cases may contain aspects of self-directed learning. Detailed description and rubric will be posted as applicable.

Ethics Written Assignment

Due Date: Thursday, January 14, 2022 23:59

Description: The required written assignment will be a discussion of one of several cases in a short essay format of maximum 750 words. More information in regard to details of this assignment will be provided at course orientation. Detailed description and rubric will be posted on Canvas.

Ethico-legal reasoning will be assessed as part of the Clinical Reasoning Cases as well.

Skills for Interprofessional Education (SITE) Assignment

Date: Friday, February 4, 2022 by 23:59

Description: The required written assignment will be posted on Canvas and due seven (7) days after the last SITE session.

The collaborative competency may also be assessed in the Clinical Reasoning Cases.

Self-Directed Learning Assignment

Due Date:

Part 1, - Tuesday March 8, 2022 by 23:59

Part 2, - Tuesday April 12, 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.

Information Literacy Assignment

Due Date: Wednesday, April 6, 2022 by 23:59

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

Information Literacy skills will also be assessed in the Clinical Reasoning Cases.

Final Exam (Required)

Date: Thursday, May 5, 2022 9:00-12:00

Length: 3 hours

Description: Summative, cumulative, closed-book 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.

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**:

- The minimum number of competency assessment points in all course competencies/objectives
- Pass the final exam with a minimum of 70% of the 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 competencies on the final exam, they may be offered remediation and supplemental assessment to a maximum of one supplemental attempt.
- Failure of three or more competencies, OR failure of one or two competencies AND the final exam, OR failure of the supplemental assessment, will result in a course failure and remediation will not be offered.

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 in consultation with the Academic Support Team to identify areas of weakness, 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 IV 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 assessments will be scheduled after the final exam period and will be scheduled by the UGME office. Supplemental assessments will ONLY be offered on scheduled dates unless there are exceptional circumstances (such as personal illness, bereavement, etc.). In cases of exceptional circumstances, students should follow the [Deferred Exam Procedure](#) to request adjustment of their schedule. Exceptions will not be made for personal travel, and students will be required to adjust personal travel arrangements.

EXAM REVIEW

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

ATTENDANCE EXPECTATIONS

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. In this situation, students are strongly encouraged to review case materials to address the learning objectives of the case.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. The self-directed learning assignment has been modified
2. Established Competency Based Medical Education (CBME) will continue.
3. Plan is to include more interactive cases for discussion
4. Attempts will be made to align the content of the Clinical Reasoning Cases with knowledge students are currently studying in Foundations or other courses.
5. Attempts will be made to vary the assignments to enhance learning.

COURSE MODULES

CLINICAL REASONING CASES MODULE

MODULE CONTACTS

Module Director: Dr. Di Naidu - di.naidu@usask.ca – (306) 850-9997

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

In these small group learning experiences, the student will work through patient “cases” in order to have practice applying knowledge from previous and concurrent courses and to further develop critical thinking and clinical reasoning skills. All material covered to date can be drawn on as well. Some cases may include interactions with simulated patients. A “flipped classroom” model may be utilized.

MODULE COMPETENCY/MILESTONES

Competencies:

1. Utilize Clinical Reasoning (CR) in:

Milestones:

- 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 manoeuvres.
 - 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.
4. Critically appraise pertinent information.
5. Demonstrate self-directed learning.
6. Exhibit professionalism.
7. Collaborate effectively.

MODULE ASSESSMENT

The assessment will focus on Clinical Reasoning Cases. The details for this assessment will be posted on one45.

NOTE: DUE TO Canvas FORMATTING CLINICAL REASONING CASES MAY BE LABELED "TESTS" RATHER THAN ASSIGNMENTS; HOWEVER, FOR THE PURPOSES OF THE UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY THEY WILL BE CONSIDERED ASSIGNMENTS.

MODULE ASSESSMENT

There will be multiple assessment opportunities in the cases.

SKILLS FOR INTERPROFESSIONAL EDUCATION (SITE) MODULE

MODULE CONTACTS

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

SITE administrative contact - Getahun Lombamo – getahun.lombamo@usask.ca

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

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

MODULE DESCRIPTION

Skills for Interprofessional Education (SITE) is an active learning process where students are expected to identify learning needs, locate the appropriate information, and formulate a solution to the problem posed.

In these small group learning experiences, students 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. Health professions’ students work in teams to gain knowledge and experience in interprofessional collaboration.

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 Skills for Interprofessional Education (SITE) and students have an opportunity to develop knowledge, skills, attitudes and behaviors for effective interprofessional collaborative practice.

The Interprofessional Education Competency Tracker (IPECT) platform may be used (online platform utilized by USask Health Sciences learners to manage interprofessional events) as part of this module.

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 OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

8. Collaborate Effectively

Milestones:

i. 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.

ii. Team Functioning

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

iii. Interprofessional Communication

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

iv. Collaborative Leadership

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

v. Patient/Family/Community-Centred Care

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

vi. Interprofessional Conflict Resolution

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

ASSESSMENT

Assessment for the SITE of Clinical Integration IV 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 1 week after the last SITE session

See Assessment Components for value and due dates.

MODULE CONTACTS

Module Director: Ryan Meneses – rym482@mail.usask.ca

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

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

MODULE DESCRIPTION

This module is intended to introduce more difficult ethical cases for analysis and discussion. The module builds on the same skills learnt in previous Clinical Integration courses. Students will be expected to apply the same ethical principles to cases concerning Genetics/Reproductive Ethics and Abortion. By the end of this module, students should possess analytical problem-solving skills that will prepare them to handle real clinical cases that are ethically problematic.

The module is delivered through a lecture that covers the topics Genetics/Reproductive Ethics and Abortion. After the lecture, students will have the opportunity to discuss these ethical topics in a group setting facilitated by two tutors. These discussion groups help students recognize alternative viewpoints on challenging topics and the impact of their own biases. Students should find the insights gained in these discussions useful for their written ethics assignment.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

3. Demonstrate Ethico-Legal Reasoning

Milestones:

- i. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.
- ii. Demonstrate knowledge of conflicting ethical principles and perspectives.
- iii. Analyze legal and ethical problems in a rational and logical manner.
- iv. Recognize personal biases and the impact of his/her own morals, beliefs and values.
- v. Propose rationally justified solutions and approaches to legal and ethical issues.

MODULE DELIVERY

Large group (lecture-based) session is 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 session provides 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 mentors and fellow classmates.

RESOURCES

The recommended text is:

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 2nd Edition by Philip Hebert (Oxford University Press, Toronto, 2009, ISBN 978-0-19-542841-4). The text can be purchased in the U of S Bookstore

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

ASSESSMENT

Assessment for the Ethics component of Clinical Integration IV will be based on the student's attendance at small group sessions and satisfactory completion of a written assignment. The required written assignment will be a discussion of one of several cases in a short essay – approximately one page in length (double-spaced, Times New Roman 12 font, *maximum 750 words in length).

See Assessment Components for value and due dates.

INFORMATION LITERACY MODULE

MODULE CONTACTS

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

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

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

MODULE DESCRIPTION

Introduction to grey literature. Understanding and using resources to find drug advisories and recalls, and clinical trial information. Discussion of medical apps for mobile devices.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

3. Demonstrate effective Information Literacy skills to find relevant information

Milestones:

- i. Select the appropriate sources to answer questions relating to clinical trials, drug advisories, and recalls.
- ii. Discriminate between mobile apps that are more likely to provide accurate information and those that are less likely to do so.

ASSESSMENT

Students will need to apply the information covered in the Information Literacy session to complete the assignment. See Assessment Components for value and due dates.

SELF-DIRECTED LEARNING MODULE

MODULE CONTACTS

Module Director: Dr. Di Naidu – di.naidu@usask.ca

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

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

MODULE DESCRIPTION

The goal of this assignment is to identify an area of difficulty or interest based on the competency based model to gain additional knowledge on by using self-directed learning skills. By working through the process of this assignment, students will have the opportunity to reflect on their learning, identify a learning need, create a goal to enhance their learning, receive feedback from their peers and colleagues on their growth, and make a plan for monitoring the effectiveness of their new learning.

Assignment Description:

To address the self-directed learning process, students will be asked to:

1. Reflect on their learning on one of the competencies/objectives over the past terms, and determine a goal/objective to guide their self-directed learning.
2. Seek out credible and reliable resources and develop a deeper understanding of their goal/objective.
3. Reflect on their learning, describe how they applied and intend to apply the learning moving forward, as well as describe their plan to monitor the effectiveness of their future learning in this area.

MODULE OBJECTIVES/COMPETENCIES/MILESTONES

Competency:

6. Demonstrate Self-Directed Learning

Milestones:

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

- i. Reflecting on and identifying individual learning needs, including setting a personal learning goal to guide the self-directed learning process.
- ii. Seeking out credible resources to address the learning need and enhancing their learning.
- iii. Sharing lessons learned with peers/mentors/tutors.
- iv. Applying lessons learned to the resolution of the learning need.
- v. 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.

A check list/rubric for the self-directed learning assignment will be posted on Canvas.

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

Note: Due to the competency based module of this course additional information on how the Assignment Submission Policy will be applied in this course is outlined on page 6. In the event of a discrepancy between the two policies, the policy on page 6 supersedes the policy below.

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

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

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

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

which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

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

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

CITATION FORMAT

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year 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 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> (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.

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 (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS>)

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 (Saskatoon): Edith Conacher edith.conacher@usask.ca (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): (306) 766-0620

Student Affairs Director: (Regina): Dr. Nicole Fahlman nicole.fahlman@usask.ca (306) 209-0142

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

STUDENT LEARNING SERVICES

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

STUDENT AND ENROLMENT SERVICES DIVISION

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

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.