



# Clinical Integration IV

**MEDC 224.4**

**YEAR 2 TERM 2**

**COURSE SYLLABUS**

**2022/2023**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

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

## 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](#) 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](#). COVID Pandemic policy wording will be updated as required.

### 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  <ul style="list-style-type: none"> <li>Determine appropriate questions to understand the disease process, illness experience and relevant patient context</li> <li>Interpret the answers</li> </ul>	Term 1	<ol style="list-style-type: none"> <li>Choose significant positives from a patient history.</li> <li>Ask relevant questions.</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>Choose significant positives and negatives from a patient history.</li> <li>Ask relevant questions and provide sound rationale.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>Ask questions to clarify significant positives and negatives from a patient history.</li> <li>Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.</li> <li>Frame questions to elicit accurate information.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li><b>Ask questions to clarify significant positives and negatives from a patient history.</b></li> <li><b>Ask questions relevant to the stratification of their differential diagnosis and provide sound rationale.</b></li> <li><b>Frame questions to elicit accurate information.</b></li> <li><b>Analyze elements of a history where information was omitted, interpreted incorrectly.</b></li> </ol>

Students will be able to utilize clinical reasoning to:		
Overarching Competency		Milestones
Analyze components of the physical examination  <ul style="list-style-type: none"> <li>Determine appropriate maneuvers</li> <li>Interpret the findings</li> </ul>	Term 1	<ol style="list-style-type: none"> <li>Choose physical exam strategies to further define elements of presenting problem.</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>Choose physical exam strategies to stratify differential diagnosis.</li> <li>Give the rationale for the choices.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>Choose physical exam strategies that are specific to the working diagnosis.</li> <li>Explain the significance of the expected positive and/or negative findings.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li><b>Present a succinct case summary that includes relevant positives and negatives from history and physical exam.</b></li> <li><b>Use relevant positive and negative findings to support their working diagnosis.</b></li> </ol>

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"> <li>1. Use mnemonics (VINDICATE, VITAMINS-ABCDE) to develop a differential diagnosis.</li> <li>2. Narrow the differential diagnosis based on identifying data (age, sex).</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Develop differential diagnoses using either mnemonics or systems.</li> <li>2. Stratify differential diagnoses by likelihood, seriousness, outcome.</li> <li>3. Utilize data from history and physical exam to support the differential diagnosis.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Develop differential diagnoses using either mnemonics or systems.</li> <li>2. Stratify differential diagnoses by likelihood, seriousness, outcome, acuity/chronicity.</li> <li>3. Utilize data from history and physical exam to support the differential diagnosis.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. <b>Use relevant positive and negative findings to support their working diagnosis.</b></li> <li>2. <b>Account for 2 other diagnoses with sound rationale for not choosing them as the top diagnosis.</b></li> </ol>

Students will be able to utilize clinical reasoning to:		
Overarching Competency		Milestones
Analyze management  <ul style="list-style-type: none"> <li>• Determine appropriate investigations</li> <li>• Interpret the information</li> <li>• Synthesize the information to further define the patient's problem</li> </ul>	Term 1	<ol style="list-style-type: none"> <li>1. Identify social determinants of health that might affect management strategies.</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Choose investigations that will help stratify differential diagnoses with appropriate rationale.</li> <li>2. Utilize concepts of false positive/negatives, pretest probability.</li> <li>3. Consider the impact of social determinants of health on management strategies.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Choose investigations that will help stratify differential diagnoses with appropriate rationale.</li> <li>2. Utilize concepts of false positive/negatives, pretest probability.</li> <li>3. Incorporate principles of shared decision making.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. <b>Incorporate principles of shared decision making.</b></li> <li>2. <b>Use resources like "Choosing Wisely."</b></li> <li>3. <b>Identify examples from shadowing/Discipline Specific Patient Encounters or other clinical sessions where management was redundant, excessive or negatively affected patient outcomes.</b></li> </ol>

**Students will be able to utilize clinical reasoning to:**

Overarching Competency		Milestones
Analyze diagnostic errors  • Identify common errors in information gathering and synthesis  • Develop strategies to decrease errors in diagnosis	Term 1	1. Bias - describe effects of bias on patient interactions. 2. Diagnostic timeout - outline the procedures and steps in an effective diagnostic time-out.
	Term 2	1. Identify when and where errors are made in information gathering.
	Term 3	1. Identify where errors occur in all aspects of clinical medicine. 2. Utilize principles of Choosing Wisely.
	Term 4	1. <b>Utilize strategies to prevent diagnostic error.</b>

**Students will be able to demonstrate ethico-legal reasoning**

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

Overarching Competency		Milestones
	Term 4	<ol style="list-style-type: none"> <li>1. Identify legal and ethical principles, theories, and issues relevant to practical clinical settings.</li> <li>2. Demonstrate knowledge of conflicting ethical principles and perspectives.</li> <li>3. Analyze legal and ethical problems in a rational and logical manner.</li> <li>4. Recognize personal biases and the impact of his/her own morals, beliefs and values.</li> <li>5. Propose rationally justified solutions and approaches to legal and ethical issues.</li> </ol>

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"> <li>1. Identify the elements of feelings, ideas, effect on function, and expectations (FIFE) in the interview</li> <li>2. Assess level of health literacy</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Identify the elements of FIFE in the interview</li> <li>2. Identify relevant elements of Patient context (including social determinants of health)</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Use FIFE and patient context to negotiate management</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Demonstrate principles of Shared Decision-Making</li> </ol>

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"> <li>1. Describe the publishing processes and trends.</li> <li>2. Analyse patient websites.</li> </ol>
	Term 2	<ol style="list-style-type: none"> <li>1. Formulate a PICO (patient, intervention, control, outcome) question.</li> <li>2. Conduct literature searches.</li> </ol>
	Term 3	<ol style="list-style-type: none"> <li>1. Formulate PICO.</li> <li>2. Conduct literature searches.</li> </ol>
	Term 4	<ol style="list-style-type: none"> <li>1. Utilize clinical trial, drug advisories, and mobile apps, and apply to patient problems.</li> </ol>

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. <b>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.</b>

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"> <li>• self-assessment of learning needs;</li> <li>• independent identification, analysis, and synthesis of relevant information;</li> <li>• appraisal of the credibility of information sources;</li> <li>• presentation of the findings;</li> <li>• feedback on these skills.</li> </ul>	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 though the 5 steps of SDL.
	Term 4	1. <b>Formulate a clinical question.</b> 2. <b>Work though all steps of SDL.</b>

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. <b>Display professional attitudes towards peers, tutors, all teaching and administrative staff.</b>

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	<b>1. Putting it all together: utilize all 6 collaborative InterProfessional competencies.</b>

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

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors, and the institution. A copy of the Learning Charter can be found at: [Learning charter - Teaching and Learning | University of Saskatchewan \(usask.ca\)](#)

### COURSE CONTACTS

Course Director: Michelle Ruhl – [michelle.ruhl@saskhealthauthority.ca](mailto:michelle.ruhl@saskhealthauthority.ca) - (306) 844-1211

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

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## COURSE SCHEDULE

Please check One45 **DAILY** to ensure that you have the 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 current objectives.

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

## 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, etc.).

## COURSE RESOURCES

The following resources are useful but not required.

<http://www.choosingwiselycanada.org>

[www.machealth.ca](http://www.machealth.ca)

[www.cochranelibrary.com](http://www.cochranelibrary.com)

[www.nice.org.uk](http://www.nice.org.uk)

PubMed ([www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)).

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

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

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/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/>

Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians, 4th Edition by Philip Hebert (Oxford University Press, Toronto, 2020, ISBN 978019900529). This text is available through the U Sask

Bookstore and limited copies are available in the Health Sciences and Archer Libraries. (Note: 2009 and 2014 editions may also be available.)

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>

Clinical Reasoning Handbook Drs A Symon and D Andres. Available on Canvas.  
[Clinical Reasoning Handbook 2022-23.pdf](#)

The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available <https://firstline.org/sha/>. The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. [Firstline - Microbial Pursuit](#)

### 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. Please refer to the [assignment submission policy](#).
- 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 and all course components are achieved.
- 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 identifies 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:		
<b>Analyzing the patient interview:</b> <ul style="list-style-type: none"> <li>To determine appropriate questions required to understand the disease process, illness experience, and relevant patient context.</li> <li>To interpret the answers</li> </ul>	Cases Final Exam	5
<b>Analyzing components of the physical examination:</b> <ul style="list-style-type: none"> <li>To determine appropriate maneuvers.</li> <li>To interpret the findings.</li> </ul>	Cases Final Exam	5
<b>Synthesizing information to develop a rational differential diagnosis and a working diagnosis</b>	Cases Final Exam	5
<b>Analyzing management:</b> <ul style="list-style-type: none"> <li>To determine appropriate investigations.</li> <li>To interpret the information</li> <li>To synthesize the information to further define the patient's problem.</li> </ul>	Cases Final Exam	5
<b>Analyzing diagnostic errors:</b> <ul style="list-style-type: none"> <li>To identify common errors in information gathering and synthesis.</li> <li>To develop strategies to decrease errors in diagnosis</li> </ul>	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"> <li>See Ethics Module for Milestones.</li> </ul>		
4. Demonstrate effective information literacy skills to find relevant information.	Information Literacy Assignment	3
<ul style="list-style-type: none"> <li>See Information Literacy Module for Milestones.</li> </ul>		

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"> <li>See Self-Directed Learning Module for Milestones.</li> </ul>		
7. Exhibit professionalism.	Individually Assessed	n/a
* Failure to exhibit professional behaviour will be adjudicated on an individual basis.		
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.

#### *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: Friday, January 13, 2023 by 23:59

Description: The required written assignment will be a discussion of one of several cases in a short essay format (maximum 750 words). More information in regard to details of this assignment will be provided at course orientation. Ethico-legal reasoning will be assessed as part of the Clinical Reasoning Cases as well.

### *Skills for Interprofessional Education (SITE) Assignment*

Due Date: Friday, February 3, 2023 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 7, 2023 by 23:59

Part 2 – Tuesday, April 11, 2023 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 5, 2023 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 4, 2023 by 23:59

Length: 3 hours

Description: Summative, cumulative, closed-book examination.

### **EXAM PROCTORING**

Exams will be completed in-person. The program will determine specific exceptional circumstances where examinations in this course might 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 assignments will be posted on One45 for the relevant session. For those assignments submitted via Canvas, rubrics are also posted in Canvas. In the event of a discrepancy between the two versions, the rubric 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.

## REMEDICATION 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 further 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.

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.

Further decisions regarding academic outcomes will be adjudicated by the Year 2 Term 2 Promotions Committee and the Student Academic Management Committee.

### **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. Students are strongly encouraged to review case materials to address the learning objectives of the missed 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 (CBMS) will continue.
3. More interactive cases for discussion will be included.
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. Michelle Ruhl- [michelle.ruhl@saskhealthauthority.ca](mailto:michelle.ruhl@saskhealthauthority.ca) – (306) 844-1211

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

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

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

#### MODULE DESCRIPTION

In these small group learning experiences, the student will work through patient “cases” to 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 maneuvers.
  - To interpret findings.
- iii. Synthesizing Information to Develop a Rational Differential Diagnosis and a Working Diagnosis.
- iv. Analyzing Management:
  - To determine appropriate investigations.
  - To interpret the information.
  - To synthesize the information to further define the patient’s problem.
- v. Analyzing Diagnostic Errors:
  - To identify common errors in information gathering and synthesis.
  - To develop strategies to decrease errors in diagnosis.

2. Utilize the Patient-Centred Clinical Method (PCCM) to integrate illness experience and patient context into active shared decision-making around management.
3. Demonstrate the ethico-legal reasoning.
4. Demonstrate information literacy skills.
5. Critically appraise pertinent information.
6. Demonstrates self-directed learning.
7. Exhibit professionalism.
8. Collaborate effectively

### MODULE ASSESSMENT

There will be multiple assessment opportunities in the cases.

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

## SKILLS FOR INTERPROFESSIONAL EDUCATION (SITE) MODULE

### MODULE CONTACTS

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

SITE administrative contact - Getahun Lombamo – [getahun.lombamo@usask.ca](mailto:getahun.lombamo@usask.ca)

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

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

### 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 fourth 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 (online platform utilized by USask Health Sciences learners to manage interprofessional events) may be used 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 the 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. The required written assignment will be posted on Canvas and due 1 week after the last SITE session

Please refer to the Assessment Overview table and Assessment Components section above for value and due dates.

### MODULE CONTACTS

Module Director: Ryan Meneses – [rym482@mail.usask.ca](mailto:rym482@mail.usask.ca)

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

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

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

### 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

The 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.

The 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 section for value and due dates.

## Information Literacy Module

### MODULE CONTACTS

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

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

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

### MODULE DESCRIPTION

This module is an introduction to grey literature. Students will gain an understanding and opportunity to use resources to find drug advisories and recalls and find clinical trial information. Discussion of medical apps for mobile devices will also be included.

### MODULE OBJECTIVES/COMPETENCIES/MILESTONES

#### Competency:

4. 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 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 section for value and due dates.

## Self-Directed Learning Module

### MODULE CONTACTS

Module Director: Dr. Michelle Ruhl- [michelle.ruhl@saskhealthauthority.ca](mailto:michelle.ruhl@saskhealthauthority.ca) – (306) 844-1211

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

Administrative Coordinator Regina: Cass Cozman - [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) - (306)766-0552

### MODULE DESCRIPTION

The goal of this assignment is to identify an area of difficulty or interest, and then using the competency-based model gain additional knowledge with 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.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

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

### UGME CONTACT INFORMATION

### EMAIL COMMUNICATIONS

### ETHICS AND PROFESSIONALISM

### PROGRAM EVALUATION

### GUIDELINES FOR PROVIDING FEEDBACK

### EMERGENCY PROCEDURES

### MD PROGRAM ATTENDANCE POLICY

### ASSESSMENT POLICY

### PROMOTION STANDARDS

### CONFLICT OF INTEREST

### NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

### APPEALS PROCEDURES

### STUDENT DISCRIMINATION, 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 modules of this course, additional information on how the Assignment Submission Policy will be applied in this course is outlined in the Overall Course Objectives/Competency Components section near the beginning of this document. In the event of a discrepancy between the two policies, the policy in the Overall Course Objectives section 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 syllabus. In the event of a general service disruption on Canvas at the time an assignment is due, they are to be submitted by 0900 the following morning.

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

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, 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](http://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 Panopto Video. However, each lecturer reserves the right to choose whether 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 (i.e., 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/academicaffairs/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 to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use a webcam built into or connected to your computer.

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

### RECOMMENDED TECHNOLOGY

Students are reminded of the importance of having the appropriate technology for learning. The list of recommendations can be found at <https://students.usask.ca/study/tech-requirements.php>

### COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's "Use of Materials Protected By Copyright" Policy available at <https://policies.usask.ca/policies/operations-and-general-administration/copyright.php>.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by the university Copyright Guidelines (available at <https://library.usask.ca/copyright/general-information/copyright-guidelines.php>) and requires permission from the copyright holder.

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

## ACADEMIC INTEGRITY

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://governance.usask.ca/student-conduct-appeals/academic-misconduct.php> - [StudentAcademicMisconductRegulations](https://governance.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://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

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.php>  
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://libguides.usask.ca/AcademicIntegrityTutorial>

There are also valuable resources on the Integrity Matters website: <https://academic-integrity.usask.ca/>

## ACCESS and EQUITY SERVICES (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being

accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## **STUDENT SUPPORTS**

### **College of Medicine, Academic Support Team**

Faculty Consultant: Dr. Ayla Mueen – [ayla.mueen@usask.ca](mailto:ayla.mueen@usask.ca)

Academic Support Specialist: Dr. Joshua Lloyd - [joshua.lloyd@usask.ca](mailto:joshua.lloyd@usask.ca)

Academic Support Administration Office: [med.academicssupport@usask.ca](mailto:med.academicssupport@usask.ca)

### **College of Medicine, Office of Student Affairs**

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

Student Affairs Coordinator Saskatoon: Edith Conacher - [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) - (306) 966-4751

Student Affairs Coordinator Saskatoon and the School of Rehabilitation Science: Bev Digout  
– [bev.digout@usask.ca](mailto:bev.digout@usask.ca) - (306) 966-8224

Student Affairs Coordinator Regina: Sue Schmidt - [sue.schmidt@saskhealthauthority.ca](mailto:sue.schmidt@saskhealthauthority.ca) - (306) 766-0620

Student Affairs Site Director Regina: Dr. Nicole Fahlman – [Nicole.fahlman@usask.ca](mailto:Nicole.fahlman@usask.ca) - (306) 209-0142

Student Affairs Site Director Regina: Dr. Tiann O'Carroll - [tiann.ocarroll@usask.ca](mailto:tiann.ocarroll@usask.ca) - (306) 529-0777

Director, Student Services: Dr. Ginger Ruddy - [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) - (302) 966-7275

### **Academic Support for Students**

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics

### **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' website <http://students.usask.ca>.

**Financial Support**

Any student who faces unexpected 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 Indigenous student academic and personal success. The ASC offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit

<https://students.usask.ca/indigenous/index.php>.

**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. Visit <https://students.usask.ca/international/issac.php> for more information.