



# Foundations in Clinical Medicine III

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MEDC 226.18  
YEAR 2 TERM 4

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 **COURSE SYLLABUS**  
2021/2022



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA

## LAND ACKNOWLEDGMENT

*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*

## Foundations in Clinical Medicine III – 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](#).

### COURSE DESCRIPTION

The Foundations in Clinical Medicine Courses run over Terms 2, 3, and 4 and incorporate the eleven human body systems modules. The four modules explored in the Foundations of Clinical Medicine III (Term 4) Course include: Endocrine, Reproductive System, Mental Health and Dermatology. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

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

### COURSE PREREQUISITES

A student must have successfully completed Foundations of Clinical Medicine II (MEDC 216.18) or be conditionally promoted and engaged in a program of remediation for the MEDC 216.18 course as approved by the Undergraduate Education Committee prior to the start of the Foundations of Clinical Medicine III course.

## OVERALL COURSE OBJECTIVES

Building on their knowledge from MEDC 115.18 of normal anatomy, histology and physiology, and their knowledge from MEDC 126.18 and MEDC 216.18, students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to:

1. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology.
2. Generate reasonable differential diagnoses and management plans.
3. Select and interpret appropriate investigations.
4. Develop an evidence-informed approach to health promotion, illness prevention and disease screening for healthy and at risk populations.

In addition, each discipline-specific module in the course will also have its own specific module objectives and individual session objectives of learning. Additionally, for each module, detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

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

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

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

## COURSE CONTACTS

Course Co-Chairs: Dr. Jennifer Chlan - [jen.chlan@usask.ca](mailto:jen.chlan@usask.ca) (306) 966-6557

Dr. Matt Wong – [maw932@mail.usask.ca](mailto:maw932@mail.usask.ca) (306) 966-6138 c/o Cheryl Pfeifer

Dr. Kelsey Brose - (Co-Chair Assessment) - [kelsey.brose@saskcancer.ca](mailto:kelsey.brose@saskcancer.ca) (306) 655-1483

Administrative Coordinator: Cheryl Pfeifer - [cheryl.pfeifer@usask.ca](mailto:cheryl.pfeifer@usask.ca) (306) 966-6138

## COURSE SCHEDULE

The Foundations in Clinical Medicine III Course is organized in 4 modules running sequentially on specific assigned days. Session schedules for each of the modules will be posted on One45.

All information relating to this course is available in **One45**. Please check One45 **DAILY** to ensure that you have the most current schedule information.

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 link below for the most current objectives.

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

## COURSE DELIVERY

Students will learn through a variety of methods, including:

- Large group sessions including lectures, interactive discussions, case-based problem solving
- Interactive small group learning sessions
- Independent self-directed reading and exercises

## COURSE MATERIAL ACCESS

Course materials are available in One45. The syllabus, forms, and other useful documents will be posted there. In some modules, Canvas will be used for submission of assignments.

## RESOURCES

It is strongly recommended that you use the following resources (or similar general texts) as references for the Foundations course. Relying on class notes alone will not typically be sufficient to meet your learning objectives. Individual Modules will have additional specific recommended or required resources. It may be helpful to review websites such as <http://www.choosingwiselycanada.org>.

The Spectrum app is available for free download through the App Store and Google Play. A web-version is also available <https://spectrum.app/saskatoon/>

The CANImmunize app is available for free download through the App Store and Google Play.

The texts listed below are all available as free e-books through the Health Sciences Library <http://libguides.usask.ca/c.php?g=16462&p=91000>. If you need assistance finding these texts, contact your Health Sciences librarian.

1. A general medicine text such as Harrison's Principles of Internal Medicine by Kasper et al (ISBN: 1 978-0-07-1802161 for e-book). Edition: 19.
2. A general surgical text such as Sabiston Textbook of Surgery by Townsend C (ISBN 978-1-4377-1560-6). Edition: 19 or Current Diagnosis and Treatment – Surgery by Doherty G (ISBN 978-0-07-179211-0). Edition: 14.
3. A general pediatrics text such as Nelson Essentials of Pediatrics by Marc dante, Karen J (ISBN: 978-1-4557-5980-4). Edition: 7 or Rudolph's Pediatrics by Rudolph C. et al. (ISBN: 9780071790376). Edition: 22.

In addition, you should be regularly referring to your Principles Course texts to assist you with basic sciences content in the Foundations Course:

### **Physiology**

WF Boron & EL Boulpaep (2012). Medical Physiology. Updated Second Edition. Saunders Elsevier.

### **Histology**

Wheater's Functional Histology by Barbara Young, Phillip Woodford and Geraldine O'Dowd (2013) [ISBN 978-0-7020-4747-3]

OR

Histology: A Text and Atlas (2016) by M.H. Ross and W. Paulina [ISBN 978-1-4511-8742-7]

### **Embryology**

Larsen's Human Embryology by Shoenwolf, Brauer [978-0443-06811-9]

### **Anatomy - One of:**

Essential Clinical Anatomy by Moore KL, Agur MR [987 1145 1187496]

Grant's Atlas of Anatomy [978 0781796125]

Netters Atlas of Human Anatomy [9781455704187]

### **Pharmacology**

Goodman & Gilman's Manual of Pharmacology and Therapeutics (2<sup>nd</sup> Edition). Eds. By Hilal-Dandan & Brunton.

Principles of Pharmacology: The pathophysiologic Basis of Drug Therapy. By David E Golan (3<sup>rd</sup> Edition)

Applied Pharmacology. By Stan Bardal, Jason Waechter, Doug Martin. [978-1-4377-0310-8]

### **Microbiology**

Review of Medical Microbiology and Immunology (Lange Medical Books) Paperback. By Warren Levinson (Author). [978-0071818117]

Clinical Microbiology Made Ridiculously Simple: Mark Gladwin MD, William Trattler MD, C. Scott Mahan MD [978-1-9356-6015-6]

### **Immunology**

Review of Medical Microbiology and Immunology (Lange Medical Books) Paperback. By Warren Levinson (Author). [978-0071818117]

Immunology Made Ridiculously Simple: Massoud Mahmoudi [978-0-940780-89-7]

### **Pathology**

Robbins Basic Pathology, 9e (Robbins Pathology) [Hardcover] Vinay Kumar MBBS MD FRCPath (Author), Abdul K. Abbas MBBS (Author), Jon C. Aster MD PhD (Author) [ISBN 978-1-4377-1781-5] Edition 9

### **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/>

Textbooks are available online from the University of Saskatchewan Bookstore:

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

## COURSE ASSESSMENT OVERVIEW

Course Component	Module Components	Module Weight	Component Requirement	Weighting in Final Foundations III Mark
Endocrine Module	5 Quizzes (2% each)	10%	70% on module	25%
	Assignment	10%		
	Module Exam I	40%		
	Module Exam II	40%		
Reproductive Module	Histology Assignment	5%	70% on module	25%
	Applied Epidemiology Assign	5%		
	2 Quizzes (5% each)	10%		
	Mid-Module Exam	40%		
	End of Module Exam	40%		
Mental Health Module	3 Assignments	25%	70% on module	25%
	3 Quizzes (10% each)	30%		
	End of Module Exam	45%		
Dermatology Module	Quiz	15%	70% on module	25%
	Mid-Module Exam	35%		
	End of Module Exam	50%		
Course Total Mark				100%
Foundations III Final Examination *			60% on exam	

\* The Foundations III Final exam is a cumulative exam and tests clinical application of content from Foundations I, II, and III. It is modeled on the national exam at the end of medical school, the MCCQE part 1 exam, and consists of a series of clinical vignettes that test a student's ability to diagnose, investigate, and treat various health conditions. Question styles may include: multiple choice, extended multiple choice, fill-in-the-blank, and matching. A minimum score of 60% is required for successful course completion.

In order to provide students more individualized feedback following most exams students will receive individual feedback sheets that will detail the student's progress towards achievement of the course/module objectives.

## EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

## MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

## RUBRICS

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

## COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For successful course completion for the purposes of promotion, students must achieve a minimum grade of 70% in each of the four modules within the Foundations III course (Endocrine, Reproductive, Mental Health and Dermatology Modules). Students must also achieve a minimum grade of 60% in the Foundations Final Examination for Foundations III. Students who are not promoted as a result of being unsuccessful on the course will receive a grade of "F" on their transcripts.

A student's grade for each module will be determined at the end of each module and is based on the weighted cumulative average of all graded assessments within each individual module.

The requirements for successful completion of the Foundations III Course are listed below. Please note that students must meet the overall Term 4 promotion standards in order to be promoted to Year 3 (see Student Information Guide).

- A) Students will be considered to have successfully completed the Foundations III Course if they have achieved a minimum 70% average grade in each of the four modules and a minimum 60% grade on the end-of-term Foundations III Final Examination.
- B) Students are required to complete all assignments, quizzes, tests and examinations in each of the Foundations modules, as well as the Foundations III Final Examination. A mark of 0% will be given for any missed quiz, test or examination, unless otherwise arranged as per the College of Medicine Attendance Policy and Deferral Policy. Assignments are adjudicated as per the Assignment Submission Policy.
- C) Students who do not achieve the required 70% average grade in any of the four modules or a 60% grade in the Foundations III Final Examination will be allocated grade deficit points, which are weighted based on the percentage grade below the pass standard for either the modules or Foundations Final Exam (see Table 1 for grade deficit point allocation rubric). Students accumulating 2 or more deficit points at any point during the course will be deemed to be experiencing academic difficulty. The severity of academic difficulty will be based on the weighted grade deficit assessment. Students in academic difficulty will be required to meet with a course sub-committee of at least 2 people (made up of Course Chairs(s); Year Chair(s), Academic Support Specialist or designates), or others as needed, to discuss ways to improve academic performance. The goal of such a meeting is not meant to be punitive, but should be student-centered, and focused on the success and well-being of the student. With any further accrual of deficit points, the student may be required to again meet with the course sub-committee.

- D) Students who have failed a module or the Foundations Final Exam may be offered remediation. The determination of eligibility for any remediation will be based on the number of accumulated weighted grade deficit points (see Table 1 for grade deficit point allocation rubric), or the number of failed modules. Students who have **accrued four (4) or more** grade deficit points or accrued deficit points in **three (3)** modules in Foundations III will be considered to have been unsuccessful in the Foundations III Course and will NOT be offered further remediation or supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee.
- E) The module director retains the right to determine the specific type of remediation needed for each individual student. Remediation may be in the form of additional assignments, assigned readings, and/or meetings with the module director or designate. The remediation timeline will begin once the student has been notified of failure in a module or the Foundations III Final. A remediation plan will be arranged between the module director and student, in consultation with the Academic Support Specialist, which will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment. The module director, in consultation with the Assessment Specialist, will determine the specific type of supplemental assessment.
- F) Supplemental examinations will **only** be scheduled after the final exam period in May. Students required to remediate modules will be informed of the specific supplemental examination dates. Students should anticipate that supplemental exams for all but the final module of the term will be held within 7 days of the last final exam and that supplemental exams for the final module of the term and the Foundations III Final Exam will be held mid-June. Where students have supplementals in more than one module or course then adjustments may be made to the supplemental exam schedule by the Year Chair in coordination with Course Chair/Module Director(s).

Supplemental assessments will be scheduled after the final exam period and will be scheduled by the UME 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

- G) A maximum of **one (1)** supplemental examination per module will be allowed, up to the point of course failure (see D). As well, students will only be allowed to write **one (1)** supplemental examination for the Foundations III Final Exam, up to the point of course failure (see D). Students who have been unsuccessful in any supplemental examination will be deemed unsuccessful in the Foundations III course. Further decisions regarding academic outcomes will be adjudicated by the Year 2 (Term 4) Promotions Committee and the Student Academic Management Committee.
- H) If a student fails an assignment identified as a mandatory pass in a module, supplemental assignments may be written as arranged between the student, module director and/ or course chair(s). Supplemental assignments must be completed by the date set by the Module Director with the latest possible due date being two weeks after the end of the module; however, alternative earlier due dates may be arranged between student and module director.

\* **NOTE** All assessments including the final exam are mandatory to complete.

- I) If a failure of a supplemental examination occurs during or after the final examination period, this decision as to whether any additional remediation/supplemental assessment will be allowed will be adjudicated by the Promotions Committee and the Student Academic Management Committee.

- J) Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70% for a Module and 60% for the Foundations III Final Exam).
- K) Grade deficit points will not appear on the student’s transcript, nor are they transferred to any other course in the UME program.

Students who are eligible for supplemental examination will be contacted by the Module Director and should arrange to meet with the Module Director and the Academic Support Specialist to discuss educational issues and develop a learning plan.

**Table I: Grade Deficit Point Allocation**

	Overall grade achieved in module before remediation or grade achieved in Supplemental Examinations		
	< 70% and ≥ 60%	< 60% and ≥ 50%	<50%
Endocrine Module	I	II	III
Reproductive Health Module	I	II	III
Mental Health Module	I	II	III
Dermatology Module	I	II	III
Foundations III Final Examination	N/A	I	II

I: one grade deficit point; II: two grade deficit points; III: three grade deficit points; N/A: not applicable

**ASSESSMENT REVIEW (WHERE APPLICABLE)**

Course or Module Directors will provide all students with a summary of post-examination learning points focusing on clarification of concepts where significant numbers of students appeared to have difficulty. Actual examination papers will not be made available to all students; however, in the event of specific module or examination failure, students may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to discuss their examination performance.

## IMPORTANT GUIDELINES FOR THIS TRANSITION TERM

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

### Throughout the Term:

- **Protect the Pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is Required and Expected of You:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all Guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key Channels of Communication:** If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

## Foundations in Clinical Medicine III – Module Syllabus

This section of the course syllabus will describe the specific objectives, requirements and expectations, and assessment procedures for each module within the Foundations in Clinical Medicine III Course.

### MODULE 1

#### Endocrine

##### MODULE CO-DIRECTORS

**Dr. Terra Arnason**

Email Address: [terra.arnason@usask.ca](mailto:terra.arnason@usask.ca)

Phone: (306) 844-1119

Please contact via email only

**Dr. Mark Inman**

Email Address: [mark.inman@usask.ca](mailto:mark.inman@usask.ca)

Phone: (306) 844-1296

Please contact via email only

##### MODULE DESCRIPTION

The Endocrine system is set up by topics, including core sections of pituitary, thyroid, calcium, diabetes, adrenal and obesity. Different lecturers will present each session through didactic lectures that provide objectives and literature references where appropriate. In addition to clinical endocrinology, the basic science, pathophysiology, diagnostic imaging, and laboratory medicine integral to Endocrine assessment is introduced within these lectures and clinical cases. Separately, clinical case scenarios that encompass both chronic endocrine disorders and important endocrine emergencies are provided in a question-answer format. Self-directed time is provided to work through 1-2 clinical cases at a time. Canvas quizzes (5 in total) will be incorporated to supplement learning. These quizzes will be marked as a participatory grade yet a minimum passing mark is needed for full points (2% or full mark for 7/10 or more correct; 1% or half mark for 1-6/10 correct; 0% if not completed or 0/10) and completion dates will be posted. Quizzes will be completed between the relevant lectures/cases and case reviews, outside of class time. Quizzes will be reviewed during the case review sessions, and they should provide familiarity with midterm exam level question expectations. The clinical cases and exam questions will highlight diagnostics, management, key historical features, physical exam findings, and laboratory investigations relevant to the Endocrine topics and further supplement the lectures. An assignment pertaining to the diabetes workshop will account for 10% of the total module mark. Suggested reading for each topic may be provided by the individual lecturers, and the majority of cases have suggested reading guides or will have enclosed articles/guidelines to use as reference. There will also be a hands-on diabetes workshop to provide real-world experience into diabetes management. There are two noncumulative midterm exams, without a cumulative final.

## General Module Objectives

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

1. Describe the clinically relevant anatomy, physiology and biochemistry of the pituitary, adrenal, thyroid, pancreas, and parathyroid glands.
2. Describe the major clinical actions of hormones secreted from or under control by the pituitary, adrenal, thyroid, pancreatic islet, and parathyroid glands and their relationship to disease.
3. Explain the clinical sequelae of under- or over-secretion of hormones of the pituitary, adrenal, thyroid, pancreatic islet, and parathyroid glands.
4. Identify endocrine specific disorders in a patient presenting with a common, non-specific complaints.
5. Given a high clinical suspicion of an endocrine abnormality, describe and interpret appropriate investigations.
6. Given a firm diagnosis of an endocrine abnormality, develop an appropriate plan of management and prognosis, including involvement of multidisciplinary care.
7. Describe the important aspects of obesity risk factors, management, and complication surveillance.

## MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

## RECOMMENDED RESOURCES

Jameson JL. Harrison's Endocrinology 3<sup>rd</sup> ed. New York (NY): McGraw-Hill; 2013: ISBN-10: 0071814868; ISBN-13: 9780071814867

Greenspan's Basic and Clinical Endocrinology, Ninth Edition: David Gardner, Dolores Shoback: ISBN-9780071622431

Diabetes Canada Clinical Practice Guidelines (2018): <http://guidelines.diabetes.ca/fullguidelines>

## Supplemental

Please note that articles and/or clinical guidelines of major relevance for course review and future use will be provided at the onset of the course. These articles/guidelines will also supplement the cases and can be used as key sources of information for preparing them.

## MODULE DELIVERY

Students will learn through a variety of methods, including didactic lectures, small group learning, group workshops, and student self-assessment.

## STUDENT ASSESSMENT

### Quizzes

**10%**

Quizzes x 5

5 x 2%

All quizzes will be done on Canvas

Scoring as per: 7/10 or more correct = full marks; 1-6/10 correct = half marks; 0/10 or not completed = no marks

### Assessment(s)

**10%**

Diabetes Assignment

10%

### Exams

**80%**

Module Exam I

40%

Module Exam II

40%

*Quiz 1* Thyroid Cases 1, 2 and 3

Value: 2% of Final Grade

Due Date: January 5, 2022 by 11:59 pm

Description: The quiz will cover content drawn from Thyroid cases 1, 2, and 3.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*Quiz 2* Pituitary Cases 1, 2, and 3

Value: 2% of Final Grade

Due Date: January 6, 2022 by 11:59 pm

Description: The quiz will cover content drawn from Pituitary cases 1, 2, and 3.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*Quiz 3* Calcium Cases 1 and 2

Value: 2% of Final Grade

Due Date: January 11, 2022 by 11:59 pm

Description: The quiz will cover content drawn from Calcium cases 1 and 2.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*Quiz 4*            Diabetes Materials with Emphasis on Cases 3 and 4

Value:            2% of Final Grade

Due Date:        January 17, 2022 by 11:59 pm

Description:     The quiz will cover content drawn from the Diabetes Lectures as well as cases 3 and 4.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*Quiz 5*            Adrenal Cases 1, 2, and 3

Value:            2% of Final Grade

Due Date:        January 20, 2022 by 11:59 pm

Description:     The quiz will cover content drawn from Adrenal cases 1, 2, and 3.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*Assessment*     Diabetes Assignment

Value:            10% of Final Module Grade

Due Date:        January 20, 2022

Description:     At the conclusion of the diabetes workshop, students will be expected to work in small groups (assigned) to complete a clinical case assignment pertaining to a newly diagnosed patient with type 1 diabetes and a newly diagnosed patient with type 2 diabetes.

*Module Exam I*

Value:            40% of Final Grade

Date:             January 13, 2022

Description:     ExamSoft. Questions based on Introductory Lecture, Pituitary, Lab Medicine, Thyroid, Calcium, Pediatric Growth/Puberty, Histology and Transgender/Male Hormone Replacement.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

### *Module Exam II*

Value: 40% of Final Grade

Date: January 24, 2022

Description: ExamSoft. Questions based on Common Endocrine Problems, Endocrine Imaging, Adrenal, Diabetes, Obesity, Hypoglycemia and Endocrine Media/Myths.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Revision of each of the five provided quizzes to better reflect course content and expected midterm question format.
2. Return to an in-person, interactive diabetes workshop to provide hands-on learning experiences.

## MODULE 2

### Reproductive Module

#### MODULE CO- DIRECTORS

**Dr. Dorian Kristmanson**

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Phone Number: c/o Cheryl Pfeifer (306) 966-6138

Office Hours: please contact in advance for a meeting

**Dr. Afton Sielski**

Email Address: afton.sielski@usask.ca

Phone Number: c/o Cheryl Pfeifer (306) 966-6138

Office Hours: please contact in advance for a meeting

#### MODULE DESCRIPTION

This course includes the embryology, anatomy, histology and physiology of the female reproductive system followed by exploration of disorders of the gynecologic system. Normal and abnormal function of the male reproductive system is included. The second half of the course involves learning around the normal and abnormal processes of reproduction.

#### MODULE OBJECTIVES

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

1. Identify the underlying embryology, anatomy, and physiology of common disorders of the female reproductive system.
2. Formulate possible causes, investigations and management for common presentations of gynecologic disorders.
3. Discriminate the abnormal from normal processes of reproduction.
4. Describe evidence-informed principles of surveillance and screening for the normal/healthy population and for at risk populations.

#### MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

#### REQUIRED RESOURCES

The recommended textbook is:

Beckmann CRB, Ling FW. Beckmann and Ling's Obstetrics and Gynecology 8<sup>th</sup> ed. Wolters Kluwer; 2019

The SOGC Clinical Practice Guidelines are also recommended reading and can be accessed through the U of S Library or online.

Each lecture may also have added readings; these should be checked before each lecture on One45.

## MODULE DELIVERY

Students will learn through a variety of methods, including:

Large group didactic, interactive and case-based problem-solving sessions

Independent self-directed reading and exercises

## STUDENT ASSESSMENT

<b>Assessments</b>	<b>20%</b>
Histology Assignment	5%
Applied Epidemiology Assignment	5%
In-Class Quiz #1	5%
In-Class Quiz #2	5%
<b>Exams</b>	<b>80%</b>
Mid-Module Exam	40%
End of Module Exam	40%

*Assessment 1:* Histology Assignment

Value: 5% of Final Grade

Due Date: February 11, 2022

Description: Short answer take-home assignment done in Canvas.

*Assessment 2:* Applied Epidemiology Assignment

Value: 5% of Final Grade

Due Date: February 18, 2022

Description: Following the in-class presentation, students will be required to complete an assignment based on the class content. This will include exercises using selected epidemiologic principles to evaluate reproductive health from a population perspective.

*Quiz 1:* In-Class Quiz #1

Value: 5% of Final Grade

Date: February 3, 2022

Description: Written at home. Question type may include short answer and MCQ.

*Quiz 2:* In-Class Quiz #2  
Value: 5% of Final Grade  
Date: March 4, 2022  
Description: Written at home. Question type may include short answer and MCQ.

*Mid-Module Exam*

Value: 40% of Final Grade  
Date: February 14, 2022  
Description: Midterm contains material up to and including February 10, 2022.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

*End of Module Exam*

Value: 40% of Final Grade  
Date: March 14, 2022  
Description: Final exam contains material from February 14, 2022 until the end of module.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

**COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Extensive review and editing of the Session Objectives were completed.
2. Improved sequencing and integration of biomedical science content.
3. Modification to the format and content of the quizzes.

## MODULE 3

### Mental Health

#### MODULE DIRECTOR

**Dr. Dawn De Souza**

Email Address: c/o Cheryl Pfeifer [cheryl.pfeifer@usask.ca](mailto:cheryl.pfeifer@usask.ca)

Phone: c/o Cheryl Pfeifer (306) 966-6138

#### MODULE DESCRIPTION

The Foundations course in Mental Health will provide students with a comprehensive and integrative learning experience designed to establish a foundation of working knowledge of the classification of mental disorders, normative and abnormal phenomenology, diagnostic criteria and societal and individual implications of stigma. Introductory knowledge will be established in the treatment of mental health disorders.

#### MODULE OBJECTIVES

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

1. Describe normal stages of psychosocial development.
2. Describe the classification of mental disorders.
3. Explain the risk factors and etiology of the mental disorders.
4. Outline the essential diagnostic features, epidemiology, and presentation of the common psychiatric syndromes.
5. Taking into account the biopsychosocial context of a specific patient presentation, suggest a reasonable diagnosis, differential diagnosis, investigations, and treatment plan
6. Discuss the implications of stigma in patient care and professional accountabilities.
7. Apply the principles of critical appraisal to form an evidence-based medical opinion and translate to a patient centered-explanation.

#### MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

## REQUIRED RESOURCES

Required Text:

Kaplan and Sadock's Concise Textbook of Clinical Psychiatry - Benjamin Sadock, Virginia A. Sadock MD, Pedro Ruiz MD, 2017. Paperback: 1000 pages Publisher: Wolters Kluwer; 4<sup>th</sup> edition (Feb. 2 2017) ISBN: 978-1496345257 (full text available online through library).

Online textbook can be accessed using the link below. Click on "Connect to the Online Version".

<https://sundog.usask.ca/record=b4803014~S8>

Recommended:

Interview Guide for Evaluating DSM-5 Psychiatric Disorders and the Mental Status Examination, by Mark Zimmerman, (2013) ISBN

The IACAPAP Textbook of Child and Adolescent Mental Health, Joseph M. Rey, Ed. 2012 (free online textbook)

## MODULE DELIVERY

Students will learn through a variety of methods, including:

DSM 5 Diagnostic Terminology

Flipped Classroom

Small Group Work

PBL

Clinical Skill Development within Foundations

Screening Questions

How do People Present with Mental Disorders

Patients with Lived Experience and Case Discussion

Active Large Group Teaching – Interactive Didactic Activity

## STUDENT ASSESSMENT

<b>Assessments</b>	<b>55%</b>
Assignment 1 (Stigma)	10%
Assignment 2 (Critical Appraisal)	10%
Assignment 3 (Movie)	5%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
<b>Exams</b>	<b>45%</b>
End-of-Module	45%

*Assessment 1: Short Personal Reflection on Stigma Assignment*

Value: 10% of final grade

Due Date: March 21, 2022 Draft Reflection Due  
March 31, 2022 Final Copy including Part II Commentary Due

Description: The aim of this assignment is to establish a forum for you to reflect upon the meaning of stigma and personal biases that could impact your approach to patient care. Research has shown that one way to directly decrease stigma among health care professionals is the examination of our own beliefs and behaviors about people with mental illness and developing alternative attitudes and culturally progressive behaviors.

You will choose one statement from a list, or a statement/personal observation of your own as it relates to stigma to complete the reflection assignment. This assignment will be a one to two page (approx. 500 words) document.

*Assessment 2: Critical Appraisal and Health Education Exercise Assignment – Small Groups*

Value: 10% of Final Grade

Due Date: March 23, 2022 Part 1 Due  
April 1, 2022 Part 2 Due

Objectives: Critically appraise the medical evidence surrounding the mental health implications of cannabis use.

Communicate the mental health implications of cannabis use to a patient or in the broader population.

Description: In medicine we are constantly updating our knowledge, reviewing medical literature and communicating that to our patients and the lay population in general. The aim of this assignment is to enhance skills in critical appraisal and communication to the public.

You will critically appraise the medical evidence on the mental health implications of cannabis, write a position statement and then communicate that to a lay audience using one of the provided list of communication methods.

*Assessment 3: Movie Assignment*

Value: 5% of Final Grade

Due Date: April 5, 2022 [You have two weeks after the “Psychiatry at the Movies” session on March 25 to submit the assignment]

Description: In Medicine, the diagnosis, and the care we provide, is enhanced by empathy, psychological mindedness, and psychosocial understanding of the mental illness. The large group session will use movie clips to demonstrate these concepts with in-class practice. You will then choose one movie from the list provided for a written reflective assignment. The assignment is a one paragraph to one page (maximum) length.

*Quiz 1:* Quiz 1  
Value: 10% of Final Grade  
Date: March 21, 2022  
Description Based on course content covered to date.  
Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

*Quiz 2:* Quiz 2  
Value: 10% of Final Grade  
Date: March 28, 2022  
Description Based on course content covered to date.  
Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

*Quiz 3:* Quiz 3  
Value: 10% of Final Grade  
Date: March 31, 2022  
Description Based on course content covered to date.  
Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

#### *End of Module Exam*

Value: 50% of Final Grade  
Date: April 4, 2022  
Description: ExamSoft. All objectives from all sessions are in effect.  
Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and clinical decision making questions.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Objectives for stigma rewritten to make them clearer.

## MODULE 4

### Dermatology and Plastic Surgery

#### MODULE DIRECTOR

##### Dr. Kirsten Walker

Email Address: drwalkerderm@gmail.com

Phone Number: (306) 664-7546

Office Location: 411 2nd Ave N, Bay 2, Saskatoon

Office Hours: please contact by email or phone

##### Dr. Erin Selzer

Email Address: erin.selzer@gmail.com

Phone Number: (306) 543-7880

Office Location: Regina Community Clinic

Office Hours: please contact by email

#### MODULE DESCRIPTION

Lectures will cover the following subjects:

**DERMATOLOGY:** Dermatology basics (skin structure and function, nomenclature, integument histology), psoriasis and other papulosquamous diseases, urticaria, acne, rosacea, perioral dermatitis, dermatitis and infestations, bullous diseases, disorders of pigmentation, genodermatoses, pediatric dermatology, skin infections, miscellaneous topics (pregnancy rashes, mucous membrane diseases, psychocutaneous diseases, photodermatoses), cutaneous manifestations of internal disease, hair and nails, drug reactions, pharmacology in Dermatology, non-melanoma skin cancer, benign skin lesions, moles and melanoma.

**PLASTIC SURGERY:** Surgical care of malignancies & principles of reconstruction, wound healing, dressings & wound care, surgical care of soft tissue infections, and burns.

Students will learn to care for patients with common and urgent dermatological conditions by applying their knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major cross-cutting themes such as mental health, aboriginal health, and interprofessional education will be discussed. Students will be prepared to enter their clerkship where they will participate in the care of patients with dermatological conditions and expand and deepen their knowledge and skills in this area. A more detailed breakdown of objectives (including MCC relevant objectives) for each subject will be provided in the Dermatology course syllabus.

## MODULE OBJECTIVES

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

1. Distinguish between normal and abnormal structure and function for the dermatological system.
2. Identify the underlying pathophysiology of common and urgent dermatological disorders.
3. Describe an approach to the care of patients with common and urgent dermatological conditions.
4. Formulate possible causes, investigations and patient centered medical/surgical management for common and urgent presentations of skin conditions.
5. Explain the population health aspects of key dermatological conditions including prevention and identify opportunities and propose avenues for advocacy and interprofessional collaboration.
6. Apply knowledge of risk factors of special populations, such as First Nations, children and the elderly, to individual patient situations.
7. Explain the potential psychosocial and mental health impacts of select dermatological conditions.
8. Apply an evidence-based approach to identify benefits, risks, and efficacy for patients using holistic therapies (integrative medicine) for skin conditions.

## MODULE SCHEDULE

All information relating to this course is available in One45. Please check One45 **DAILY** to ensure that you have the most current schedule information.

## RECOMMENDED RESOURCES

Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology, 8<sup>th</sup> Ed. Klaus Wolff, Richard Allen Johnson, 2017

Canvas access to virtual microscopy slides

## MODULE DELIVERY

Students will learn through a variety of methods, including lectures and quizzes. See detailed module description in Dermatology and Plastics module package.

## STUDENT ASSESSMENT

<b>Assessments</b>	<b>15%</b>
Take-Home Quiz	15%
<b>Exams</b>	<b>85%</b>
Mid-Module Exam	35%
End of Module Exam	50%

*Assessment:* Take Home Quiz

*Value:* 15% of Final Grade

*Due Date:* April 22, 2022 by 9:00 AM

*Description:* Comprehensive take home quiz due at the end of the course. Will cover various topics with some questions supplementing lecture content in order to cover all MCC objectives.

### *Mid-Module Exam*

*Value:* 35% of Final Grade

*Date:* April 14, 2022

*Description:* Based on lecture content from April 4 – 11 inclusive.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

### *End of Module Exam*

*Value:* 50% of Final Grade

*Date:* April 25, 2022

*Description:* ExamSoft in-class. Comprehensive exam with Dermatology represented in 60% of the content and Plastic Surgery 40%.

Question type may include: multiple choice, multiple choice multiple answer, fill in the blank, true-false, short answer, matching, and extended written questions.

Please refer to overall course promotion/failure/remediation standards outlined earlier in this syllabus.

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Review slide decks and reduce overlap between lectures.
2. Include cases and/or practice questions to allow a chance to apply what is learned in each lecture.

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

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

### **UME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

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

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

### **OFFICE OF STUDENT AFFAIRS**

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

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

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

All due dates or timelines for assignment submission are published in the student course syllabus. 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 Administrative 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)

### 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 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 you based on your registration in a class, and anything created by your 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 you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at**

<https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

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

## INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

### Prepare for Integrity

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>)
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

## Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

## 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, [www.students.usask.ca/aes](http://www.students.usask.ca/aes) or contact AES at (306) 966-7273 or [aes@usask.ca](mailto: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.

## 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 please contact:

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

COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

Administrative Assistant (Saskatoon) Kacia Whilby at [kacia.whilby@usask.ca](mailto:kacia.whilby@usask.ca) or (306) 966-7331

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

Student Affairs Director, Dr. Nicole Fahlman (Regina) at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or (306) 209-0142

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

Administrative Assistant (Regina) Michelle Grove at [michelle.grove@saskhealthauthority.ca](mailto:michelle.grove@saskhealthauthority.ca) or (306) 766-0553

### 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](https://libguides.usask.ca/remote_learning)

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

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

### TEACHING, LEARNING AND STUDENT EXPERIENCE

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

<http://students.usask.ca>.

### FINANCIAL SUPPORT

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

### **ABORIGINAL STUDENTS CENTRE**

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, 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](http://students.usask.ca) or [updates.usask.ca](http://updates.usask.ca) for more information.

### **RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING**

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

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