



Medicine & Society III

MEDC 232
YEAR 2 - TERM 1

 **COURSE SYLLABUS**

2023-2024



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.

Medicine and Society III – Course Overview

COURSE DESCRIPTION

This course, *Meeting Patient Needs through the Health Care System*, is the third of four courses in the Medicine and Society series (following *Introduction to Patients, Health and Medicine; Population Health and Preventative Medicine*; and followed by *Physician Roles and Leadership*). Topics will include the structure and function of Canada's Health Care System (HCS), health care reform, Medicine and Law Inter-professional Experience, quality improvement and patient safety, and physician organizations. This course explores the HCS context for meeting patient and societal health care needs.

Medicine & Society III also includes the following modules as part of this course: (1) Community-Based Learning Experiences (CLE), (2) Arts & Humanities, and (3) IHI Quality Improvement and Patient Safety online modules. In addition, there is a Medicine-Law Interprofessional Experience.

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

OVERALL COURSE OBJECTIVES

By the completion of Medicine and Society III course, students will be able to:

1. Describe the basis, structure, function and financing of health care in Canada.
2. Discuss the role of community, social services and advocacy organizations in health care.
3. Apply principles of quality improvement/quality assurance/patient safety using a variety of approaches.
4. Discuss challenges for specific populations including Indigenous peoples within the Canadian Health Care System.
5. Describe principles and applications of health resource stewardship.
6. Discuss current ethical, regulatory and legal aspects of health care.
7. Explain the relationships between physicians, their organizations, the health care system and society.
8. Express meaning of medical experiences metaphorically through discussion and representation.
9. Recognize the work of community-based organizations to address social determinants of health and community needs.
10. Demonstrate ethico-legal reasoning.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

<https://elentra.usask.ca/community/ugmecurriculum>

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: [Learning charter - Teaching and Learning | University of Saskatchewan \(usask.ca\)](#)

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca – (306) 966-5354 (Saskatoon)

Chair, Medicine and Society Courses: Dr. Juan-Nicolas Pena-Sanchez – juan-nicolas.ps@usask.ca – (306) 966-5727

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

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

COURSE SCHEDULE

There are blocks of Medicine and Society MEDC 232 scheduled throughout Term 1. Please refer to One45 for days and times of classes. Note that release time is provided within the schedule to support experiential learning components. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 232 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email.

INDEPENDENT LEARNING

Some sessions may be based on the “flipped” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the pre-assigned material, and deeper understanding of the in-class sessions is facilitated through this forward-loaded homework.

COURSE DELIVERY

The course will be delivered through a series of large and small group discussions and projects. In addition, there may be site visits and community service - learning experiences to enhance the students' understanding of the health care system and patient needs. Course materials will be posted to One45. Assignments will be submitted to Canvas.

COURSE RESOURCES

The following textbooks are resources, but not required. Copies are available for review in the library:

1. Understanding Health Policy: A Clinical Approach (7th ed., 2016) by Bodenheimer, T
2. Health, Illness, and Medicine in Canada (2016) by Clarke, J
3. Matters of Life and Death: Public Health Issues in Canada (2017) by Picard, A

Textbooks are available for purchase at the [University of Saskatchewan Bookstore](#).

Additional resources include the following on-line documents:

The Public Health Primer

<https://phprimer.afmc.ca/en/>

Canadian Institute for Health Information: Health Care in Canada—a focus on seniors and aging

[Seniors' health | CIHI](#)

Canadian Medical Association: The state of seniors health care in Canada

<https://www.cma.ca/sites/default/files/2018-11/the-state-of-seniors-health-care-in-canada-september-2016.pdf>

Canadian Foundation for HealthCare Improvement: Better with age—health systems planning for the aging population

<https://www.cfhi-fcass.ca/PublicationsAndResources/article/11-07-26/b973ebc3-706a-4c3d-b9d5-6c40c616c25c.aspx>

Interim Federal Health Program: Health Care for Refugees

<https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/health-care/interim-federal-health-program/coverage-summary.html>

ASSESSMENT OVERVIEW

Assessment		Due Date: Indicated Below Due Time: 23:59
QI Proposal (Team-Based)	Pass**	September 29, 2023
Health Care Programs Assignment (Individual Short Paper)	Pass**	October 6, 2023
Health Advocacy Assignment (“Elevator Pitch” recording)	Pass**	October 27, 2023
Community-based Learning Experience (CLE) module: <ul style="list-style-type: none"> Assessment 1: Select a placement and formulate placement learning objective Assessment 2: Defining Module Assignment Assessment 3: Attendance Sheet 	Completion* Pass** Completion*	August 28, 2023 November 15, 2023 November 15, 2023
Ethics Written Assignment	Pass**	November 22, 2023
Arts and Humanities (A&H) module	Pass**	One week following the group’s final session of the term
IHI online modules (6 total)	Completion*	November 24, 2023
Medicine-Law Interprofessional Experience <ul style="list-style-type: none"> This applies to students participating in this activity in term one. Students participating in this activity in term two will have the assessment apply in that term. 	Completion*	
Final Exam	Pass**	December 5, 2023

* *Completion* - entails completion of the activity or attendance at all mandatory sessions with active participation.

** *Pass* - student must achieve *Meets Expectations or Greater* or *meet minimum pass criteria* in the appropriate assessment.

ASSESSMENT COMPONENTS

Assignments will be returned with comments, feedback, and suggestions. Where applicable, rubrics for all assignments will be posted in Canvas for the relevant session.

In addition to the assessments described below, please see specific module sections for corresponding module assignments/assessments.

QI Proposal (Team-Based)

Description: Given a clinical situation, students, working in teams, will prepare a QI proposal. The group will present their team’s proposal to other students and faculty. The group assignments and scenarios will be distributed early in the term. A copy of the presentation is to be submitted to Canvas. Presentations will be assessed according to the rubric provided. Team QI proposals will be presented in class.

For due date(s) see Assessment Table above.

Health Care Programs Assignment (Individual Short Paper)

Description: There are a number of groups in Canada that have challenges for healthcare access and delivery. For example, there are concerns with healthcare provision in seniors, homeless, rural/remote, Indigenous, immigrants, refugees, and many other groups. Given a particular group's unique issues and challenges, discuss their significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care. Students may discuss issues broadly or may choose to focus on particular sub-groups. Students will prepare a short (1000 words approximately) essay that will be assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Health Care Advocacy Assignment (“Elevator Pitch” recording)

Description: You are in an elevator with the Minister of Health. Record up to a 5 minute “Elevator Pitch” about a potential or existing health issue and advocate to improve the issue. The student will recognize ethical concerns, develop a strategy/solution, and note limitations or roadblocks to the process. The elevator pitch recording will be assessed according to the rubric provided.

For due date(s) see Assessment Table above.

Community Based Learning Experience Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Ethics Written Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Arts and Humanities Assignment

Description: Please see description in module information below.

For due date(s) please see Assessment Table above.

Final Examination

Description: Written essays on significant course objectives. These essays will be assessed according to the rubric provided.

Refer to the Assessment Table above for the scheduled date for the Final Examination.

EXAM PROCTORING

Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course 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 in Canvas for the relevant session.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students must complete and pass all course requirements. Students are expected to complete all assignments and course components, meeting all requirements of the CLE, Ethics, A&H, IHI QI and PS Modules, and Medicine-Law Interprofessional Experience (if applicable). Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts.

REMEDIATION AND COURSE FAILURE

If a student does not complete all the assessments of the course or fails any of the components, they will be required to meet with the Course Director and/or Course Chair and Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan, and to complete supplemental assessment(s). After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 2, Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

A maximum of three failed assessment components will be allowed to remediate. A maximum of one remediation/supplemental attempt will be offered per assessment components. Failure of more than three assessment components or a supplemental assessment will result in a course failure.

ATTENDANCE EXPECTATIONS

What are expectations for attendance in Medicine and Society III?

It is expected that students will attend all sessions unless absence is unavoidable.

Attendance at small group sessions is mandatory. (See One45) Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy](#).

For some remote sessions, the Course or Module Director will require cameras to be turned on as part of attendance.

How is attendance documented?

Attendance will be taken at mandatory sessions.

If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

What are the implications of being absent?

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see Pre-Clerkship Attendance and Absence Policy) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material.

COURSE EVALUATION AND QUALITY IMPROVEMENT

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

1. Assessment structure has been modified. Instead of a multiple choice midterm examination, students have opportunity through assignments to apply concepts towards real-world health care related issues. In addition, one assessment will be an “elevator pitch” advocating for an important health issue.
2. Further development of additional case-based scenarios to help illustrate important course topics.
3. Reinforcement of health care delivery aspects to selected groups such as Indigenous peoples, immigrant populations, senior care, and rural/remote populations.
4. Protected curriculum time is provided to complete QI and PS online modules.
5. Curriculum time is allocated to complete the minimum number of CLE community hours. Please note that community hours may need to be scheduled on different dates depending on the community agency selected by the student.
6. Based on students’ and community agency representatives’ feedback, the CLE module is planned and developed in collaboration with community agency representatives.
7. In order to optimize student time, only selected sessions indicated on One45 will have mandatory attendance.
8. An interprofessional collaborative session has been developed.

COURSE MODULES

Community-Based Learning Experience (CLE) Module

MODULE CONTACTS

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Coordinator (Saskatoon): Adrielle Souza Lira – adrielle.lira@usask.ca - (306) 966-2539

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

MODULE DESCRIPTION

The CLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health and learn how to better practice medicine by accessing community resources.

Students will participate in an experiential learning module (including the Module orientation, Community Plunge, placement in a community-based organization, and the module debriefing session) spanning both fall (Term 1) and winter (Term 2).

MODULE OBJECTIVES

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

1. Explain how the community-based organizations and programs address social determinants of health and community needs.
2. Apply community engagement principles when working with community-based organizations.
3. Recognize the roles that physicians can play when working with community-based organizations to enhance the health and well-being of community members.
4. Develop relationships with community-based organizations to work on initiatives addressing social determinants of health.

MODULE REQUIREMENTS

Term 1:

Students are expected to:

- A. Participate in the module orientation and community event “Community Plunge” (in Regina or Saskatoon). Refer to One45 for details.
- B. Select a placement and formulate one learning objective to be achieved during the community placement (assessment #1).
- C. Propose a module assignment to reflect learning from your placement and module (assessment #2).
- D. Complete a minimum of 3 hours with the selected placement of the required hours (assessment #3).

[Term 2: students are expected to (E) complete the number of required community hours with the selected placement, (F) participate in the two-way interview with a representative of a community-based organization, (G) reflect on what you learn from your placement and the module, and (H) contribute to the module debriefing session.]

MODULE ASSESSMENT

Successful completion of the module depends on attendance, and completion of all the module requirements for Term I. For items B, C, and D, students must submit the following:

Assessment 1: Select a placement and formulate your own learning objective.
Description: All students should have selected an agency and submitted your own learning objective (one) to be achieved at the selected placement. Please take into consideration the timeframe when formulating your objective. Also remember that your objective should be specific, measurable, attainable, relevant, and time-based. Refer to Canvas for details.

For due date(s) see Assessment Table above.

Assessment 2: Define how you are going to reflect learning from your placement and module.
Description: Students will define an individual deliverable to reflect learning and achievement of the defined placement objective. For example, you could decide to prepare a short video, infographic, letter of advocacy, community program, research project, painting, etc. Please take into consideration the needs of your agency. You must discuss and agree with your agency facilitator about the proposed assignment. Refer to Canvas for details.

The proposed assignment in Term 1 will be completed and submitted in Term 2. Also, a copy of your assignment will be shared with your agency facilitator.

For due date(s) see Assessment Table above.

Assessment 3: Submit completed and signed attendance form.
Description: Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form will be attached to the introductory package and posted to One45 and Canvas. A minimum of 3 hours must be completed before the due date in Term 1. Please note that students may complete further hours during this term and holidays break depending on the agency availability and students class schedule. Please note that curriculum time is allocated for community hours. Community hours could be scheduled on different timeframes depending on the agency that each student selects. Students must communicate with their community agency facilitators after receiving a confirmation of the selected placement in assessment #1.

For due date(s) see Assessment Table above.

Ethics Module

MODULE CONTACTS

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

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

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

MODULE DESCRIPTION

This module is intended to provide further discussion and analysis on the topics: End of Life Decision Making, and Medical Assistance in Dying. Students will be expected to demonstrate an accurate understanding of ethical principles, guidelines, laws, and present a reasonable argument for a course of action. Students will continue to develop an analytic method of problem-solving that will prepare them to handle ethical dilemmas in real clinical situations. Students will have the opportunity to think critically about controversial issues in a group environment facilitated by healthcare professionals. Students are encouraged to reflect upon their personal morals, beliefs and values, and recognize the impact that these beliefs have on patient care.

MODULE OBJECTIVES

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

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

MODULE DELIVERY

Lecture-based sessions are designed to deliver information about approaches to ethical problem solving, and to educate students about the legal and ethical requirements associated with certain aspects of patient care. Small group discussion sessions provide an opportunity for students to discuss different approaches to ethical problem solving, and to practice working through complex ethical dilemmas under the guidance of 1-2 facilitators and fellow classmates.

RECOMMENDED RESOURCES

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

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

MODULE ASSESSMENT

Description: This assessment will focus on ethical reasoning and critical thinking in a written essay. The required written assignment will be a discussion of one of several cases in a short essay format. More information about the details of this assignment will be provided at course orientation. Detailed description and rubric will be posted in Canvas.

For due date(s) see Assessment Table above.

Arts and Humanities (A&H) Module

MODULE CONTACTS

Module Director: Dr. Deirdre Andres - d.andres@usask.ca

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

Pre-Clerkship Coordinator (Regina): Cassandra Cozman- Cassandra.cozman@saskhealauthority.ca – (306) 766-0552

MODULE DESCRIPTION

Several streams will be offered. Possible streams may include those indicated below. All streams may not be available at both sites. Changes may occur.

- **Figure Drawing**
Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
Topics of relevance to medicine and society will be explored. Some pre-reading may be required.
- **Literature in Medicine**
Through assigned readings students will explore the meaning of illness.
- **Writing your Medical Experience**
Students will explore the implications of medical education and patient care through their own written work.
- **Philosophy**
Students will discuss various topics relating to the philosophy of medicine.
- **Drama**
Students will explore the use of dramatic techniques to enhance listening and communication, and possibly to explore narratives of illness and health.
- **Singing**
Students will explore the use of dramatic techniques to enhance listening and communication.

MODULE OBJECTIVES

Newer approaches to A&H in medical education are distilling the elements of that education into several competencies to be attained by students:

Competency	Milestones Term 3
Development of skills in observation, listening, critical thinking	Identify how their own development of observation, listening, and critical thinking skills have been applied and/or have improved specific patient encounters.
Perspective taking and relational skills: Patient-centeredness, compassion, empathy	Provide an example from their own experience where their participation in their A&H stream altered or clarified their perspective on a patient interaction
Skills in reflexivity (reflexivity: examining one's own feelings, responses, and motives and examine how these influence one's actions)	Provide an example where examining one's own feelings/reactions or motives influenced their own response to either an interaction within their A&H sessions or in a clinical setting
Professional behaviour formation: Critical thinking, cultural awareness, self-reflection	Describe how ideas about their own professional identity has changed over the course of their experience in Arts and Humanities

While a dedicated time in an A&H curriculum in the larger Med Ed curriculum can contribute to these competencies, integration with other parts of the curriculum can further enhance their development. ,

Note: You may want to add the assessment for this module to your portfolio of work from M&S II to carry forward into M&S IV to document and reflect on your progress.

MODULE ASSESSMENT

In order to successfully complete the Arts and Humanities module, students will need to:

1. Actively participate in scheduled group discussions.
2. Pass the guided reflection assignment.

Description: Students will prepare a short essay/project/paper regarding their arts and humanities experience to be submitted one week after each group's final session of the term.

QUALITY IMPROVEMENT AND PATIENT SAFETY MODULE (ONLINE)

MODULE DESCRIPTION

In preparation for the Clerkship years, Medicine and Society III introduces additional opportunities for student learning around quality assurance and patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement (IHI) courses on these aspects for students. These modules are online and must be completed as part of this course. Students are provided with release time during the term for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum, as well as patient safety modules which will contribute towards preparation for clerkship.

- QI 102: How to Improve with the Model for Improvement
- QI 103: Testing and Measuring Changes with PDSA Cycles
- QI 104: Interpreting Data: Run Charts, Control Charts and Other Measurement Tools
- PS 101: Introduction to Patient Safety
- PS 102: From Error to Harm
- PS 103: Human Factors and Safety

Please note that **QI 102, QI 103, QI 104, PS 101, PS 102, and PS 103** should be completed in Medicine and Society III.

For due date(s) see Assessment Table above.

Certificates of completion must be uploaded via Canvas.

INSTRUCTIONS FOR STUDENTS

<http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx>

Medicine-Law Interprofessional Experience: Understanding and Resolving Medico-Legal Disputes

This Interprofessional experience consists of approximately 2 hours of interaction with law student colleagues in a role-playing scenario that works at resolving a simulated medical malpractice case. Medical students will role-play the physician or patient involved in a medical malpractice case, and law students will role-play the lawyer(s) representing the physician or patient. This experience will introduce medical students to the process of Alternative Dispute Resolution (ADR) as a method of resolving conflicts, including medical malpractice situations.

This activity will be small group-based. Most students will participate in the fall term. The remainder will participate in the winter term. Communications around organization of the small group schedules will be shared at the beginning of term. Release time for this activity will be in the fall term for all students. Questions or concerns can be directed to the Senior Administrative Coordinator, Tamara Hominuke – tamara.hominuke@usask.ca.

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

TECHNICAL STANDARDS – ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR THE STUDY OF MEDICINE <https://medicine.usask.ca/policies/com-technical-standards.php#relatedForms>

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

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

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original 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

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

to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

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

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

CITATION FORMAT

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

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 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.

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INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>).

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

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>).

Assignments in this course are designed to support your learning and professional development, and the work you submit should demonstrate your own knowledge and understanding of the subject matter. Artificial intelligence text generator tools (also known as large language models, such as ChatGPT or similar), are not permitted to be used in any assessments for this course, unless permission is explicitly given in the assessment instructions that these tools may be used. Any unauthorized use of such tools is

considered academic misconduct.

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct of self-plagiarism.

ACCESS AND EQUITY SERVICES (AES)

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

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

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

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

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

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

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

STUDENT SUPPORTS

College of Medicine, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – ayla.mueen@usask.ca

Academic Support Specialist: Dr. Joshua Lloyd – joshua.lloyd@usask.ca

Academic Support Administration Office – 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 at edith.conacher@usask.ca or (306) 966-4751

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

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

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

Student Affairs Site Director Regina, Dr. Tiann O'Carroll - tiann.ocarroll@usask.ca or (306) 529-0777

Director, Student Services, Dr. Ginger Ruddy – ginger.ruddy@usask.ca or (302) 966-7275

Academic Help for Students

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics.

Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

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>).

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre is dedicated to supporting Indigenous 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 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> or students are encouraged to visit the ASC's Facebook page <https://students.usask.ca/indigenous/gorbsc.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.