



# Medicine & Society IV

**MEDC 242.3**

**YEAR 2 TERM 2**

**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 IV: Physician Leadership Roles

### COURSE DESCRIPTION

Through classroom and community-based learning experiences, this course will focus on Physician Leadership which will allow students to develop skills related to health care leadership and management teams, quality improvement, IPPC skills, patient advocacy and lifelong learning skills.

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

Medicine & Society IV integrates the following modules as part of this course: (1) Community-Based Learning Experience (CLE), (2) Arts & Humanities, and (3) Ethics Modules. Further descriptions and information about each module appear later in this document.

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

### OVERALL COURSE OBJECTIVES

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

1. Demonstrate a leadership approach for a given situation.
2. Propose effective strategies to manage change and conflict.
3. Explain how to support quality through crucial conversations with colleagues.
4. Explain important professional considerations and practices related to social media and virtual health care.
5. Demonstrate strategies for physician advocacy for patients, communities, and populations in various contexts, including but not limited to, occupational, global, and environmental health.
6. Identify the importance of the nonmedical expert CanMEDs roles in a physician's career.
7. Describe the role of community-based agencies and employers in addressing the social determinants of health.

8. Express meaning of medical experiences metaphorically through discussion and representation.
9. 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

Chair, Medicine and Society: Dr. Juan-Nicolás Peña-Sánchez – [juan.nicolas.ps@usask.ca](mailto:juan.nicolas.ps@usask.ca) – (306) 966-5727

Course Director: Dr. Ayisha Kurji - [ayisha.kurji@usask.ca](mailto:ayisha.kurji@usask.ca)

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

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

## COURSE SCHEDULE

**There are blocks of Medicine and Society MEDC 242 scheduled throughout Term 2. 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 242 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

Many sessions are based on the “flipped” or “inverted” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the course reading package and refer to One45 for details. Contributing to the small group sessions, which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

## COURSE DELIVERY

The course will be delivered through a series of lectures and small group sessions. In addition, there may be site visits and community service-learning experiences enabling students to deepen their understanding of and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health. When lecturers consent, lectures are recorded.

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

Course materials will be posted to One45. Assignments will be submitted on Canvas.

## COURSE MATERIALS

Course materials (including the syllabus, sessions, objectives, required reading, forms, and other useful documents) are posted on One45 and Canvas. Presentations and supplemental materials for reading and viewing will be posted to One45.

If you have difficulty accessing your account, please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-4817.

## OPTIONAL RESOURCES

The CMA provides free online resources for medical students through the Physician Leadership Institute [here](#). Please note the self-led online introduction courses (Introduction to self-awareness, Introduction to effective communication & Introduction to engaging others) at the bottom of the page.

Additional online resources include:

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

Resources available on Twitter:

- @CMA\_Learns
- @CSPLeaders

## COURSE ASSESSMENT OVERVIEW

Achievement in this course will be determined by the following:

Course Component	Assessment	Requirement	Due Date: All assignments are due on the date indicated below by 23:59
Arts & Humanities Module	Reflective Assignment	Meets Competencies	One week after the final Arts & Humanities Session
CLE Module	CLE Placement Hours Submission Reflective Assignment Two-way interview Module closing session	Completion** Pass* Completion** Completion**	April 1, 2024 April 1, 2024 April 17, 2024 April 24, 2024
Ethics Module	Written Assignment	Pass*	April 17, 2024
Medicine & Society IV - general section	Peer Evaluations	Completion**	Feb 14, 2024 (first peer evaluation) March 13, 2024 (second peer evaluation) April 3, 2024 (third peer evaluation)
	Intercultural Development Inventory (IDI)	Completion**	April 19, 2024
	Major Assignment Written Component: Phase A Phase B Phase C Video Component	Pass*    Pass*	Phase A February 23, 2024 Phase B March 1, 2024 Phase C March 15, 2024  Video Component April 12, 2024
	Medicine-Law Interprofessional Experience (This applies to students participating in this activity in term two. Students participating in this activity in term one will have the assessment count towards that term.)	Completion**	
Final Exam		Pass*	May 8, 2024

\* Pass – student must achieve *Meets Expectations* or greater to meet minimum pass criteria in the appropriate assessment.

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

### EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances where examinations in this course might be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

## FINAL EXAMINATION SCHEDULING

Final examinations must be written on the date scheduled. Students should avoid making prior travel, employment, or other commitments for the final exam. 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

### Completion:

To successfully complete the course, students are required to:

- Complete the peer evaluations and the IDI Inventory in the Medicine & Society IV general section;
- Pass both components (written and video) of the major assignment in the Medicine & Society IV general section;
- Pass the final exam;
- For each of the modules within Medicine & Society IV (Ethics, Arts & Humanities, and CLE) students will:
  - Complete all mandatory module components; and
  - Pass all assignments within the module.

Students who are not promoted on the basis of failing this course will receive an “F” on their transcript.

### Remediation:

If a student does not complete the required elements of the course as detailed in the Assessment Overview table above, OR fails any of the following components, remediation of the failed or incomplete element(s) will be required.

- Written SBAR
- Video elevator pitch
- Arts & Humanities Assignment
- Ethics Written Assignment
- CLE Assignment
- Final exam

A maximum of one remediation/supplemental attempt per component (to a maximum of two components) will be offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors. Failure of a supplemental attempt will be considered a course failure.

If the student fails 3 or more elements listed above, this will be considered a course failure and remediation will not be offered. Additionally, failure of a supplemental assessment will result in a course failure.

Students who require remediation will need to meet with the Course Director and/or Course Chair and Academic Support Team to identify areas of weakness, develop a structured remediation and learning plan and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components to be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental assessment will be determined by the Student Academic Management Committee.

For non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy” sections below.

### **ATTENDANCE EXPECTATIONS**

#### **What are expectations for attendance in Medicine and Society IV?**

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.

## ASSESSMENT REVIEW

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

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

To be completed following the small group sessions on a peer of your choice. Students are responsible to ensure that a peer evaluation is completed for themselves by one of their peers for each of the sessions.

Refer to the Rubrics for the expectations on the peer evaluation.

*The Due Date for each peer assessment will be 23:59\* of the day of the session (See Course Assessment Overview table above).*

In addition, this course includes the following short assignment to be completed in the last month of the course.

- Intercultural Development Inventory (IDI):

An online survey to assess inter-cultural competence at the group (class) level. The survey is to be completed individually outside of class. Results will be grouped and analyzed anonymously and debriefed in class. The group results in MEDC 242 will be contrasted to those that the group obtained in MEDC 142. Further details will be given in the first class of the course.

See Assessment Overview table above for due date.

**B. Major Assignment** - There are two components to the major assignment:

### 1. *Change Leadership Plan-Briefing Note*

Choose a change you wish to see implemented in health care. This can be a large-scale change, or a small one. It can be related to your previous discussions in your QI project or reform ideal completed in Medicine & Society III, based on discussions/ideas from Medicine & Society IV, or can be a completely different idea. You can draw upon some of the topics that have been discussed within this course, an experience related to your CLE placement, or any other change idea related to health care from your experience or something in the media. Prepare a briefing note geared to health care leaders on your idea.

The Saskatchewan Health Authority often uses the SBAR format for briefing notes. More Information on SBAR can be found here:

[A Simple Tool That Revolutionizes Workplace Communications: SBAR](#)

A sample SBAR can be found here:

[SBAR \(SITUATION, BACKGROUND, ASSESSMENT, RECOMMENDATION\)](#)



This assignment will be presented as a briefing note. The briefing note should be brief, 1-2 pages maximum, and should include:

- a. A clear description of the idea;
- b. An explanation of why the change is important;
- c. How you would implement the change, including how you would use social media to help implement or advertise the change;
- d. How you would address any potential barriers to implementation;
- e. The results you would expect to see when the change is implemented.

This assignment will be done in three phases:

Phase A: Post a draft of your SBAR on Canvas

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

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

See Assessment Overview table above for due dates. Please refer to the Rubric for the expectations on the written component of the assignment.

## *2. Change Leadership Plan-Elevator Pitch*

Once you have your idea for your change, utilize the strategies for implementing change management to record an elevator pitch: imagine you have a 1-2 minute elevator ride to explain your pitch, and why it is important to someone involved. It could be directed to a leader who may approve your project, or to someone who will be directly affected by the change. This is not the same as your briefing note and is intended to get the person you are speaking to excited about the project, and to understand why it is important.

In your pitch:

- a. Identify who you are speaking to;
- b. Speak as if you were explaining your idea directly to that individual, focusing on why the change is important and the impact it will have;
- c. Use the strategies learned in class around change management to help get them on board with the change;
- d. Ensure your pitch is less than 2 minutes.

More information on how to make an elevator pitch, and the importance of including the “why” can be found below:

[The New Elevator Pitch: Share Your 'Why,' Not Your 'What'](#)

[Simon Sinek: The Golcer Circle \(TED talk clip\)](#)

[The Perfect Elevator Pitch - Best Examples and Templates](#)

Examples of elevator pitches can be found here:

[Winner of the BE 60-Sec Elevator Pitch Competition](#)

[Elevator pitch examples and templates: slidebean](#)

Submit your video recording on Canvas. Please see the Assessment Overview table above for due date. Please refer to the rubric for the expectations on the elevator pitch.

**C. Final Examination** - The 3-hour final examination focuses on the Medicine & Society general section, excluding the Arts & Humanities, Ethics, and CLE Modules. The final examination will focus on the students' ability to *understand* and *reflect* upon the themes of the course and may include both short answer and essay-type questions. It will be a closed-book examination, meaning there will be NO access to course materials or any other resources while completing the examination. Please refer to Assessment Overview table above for the scheduled date for the Final Examination.

### **EXAM REVIEW**

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

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Continued adjustment of assignment deadlines to ensure workload across courses is distributed across the semester.
2. Review of which sessions are considered mandatory (only those with an assessment component are mandatory), and adjustment of the timing of sessions to distribute workload across the semester.
3. Incorporating suggestions re: topics included within the course.

## COURSE MODULES

### Community-Based Learning Experience (CLE)

#### MODULE CONTACTS

Module Director: Dr. Juan-Nicolás Peña-Sánchez – [juan.nicolas.ps@usask.ca](mailto:juan.nicolas.ps@usask.ca) – (306) 966-5727

Administrative Assistant (Saskatoon): Adrielle Souza Lira – [adrielle.lira@usask.ca](mailto:adrielle.lira@usask.ca) – (306) 966-2539

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

#### MODULE DESCRIPTION

The CLE module is one of the Medicine and Society experiential/service-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, and 9-hour placement in a community-based organization, two-way interview, and 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

The requirements A to D were completed in Term 1 (see MEDC 232 syllabus).

Term 2 – students are expected to:

- E. Complete the number of required community hours with the selected placement, a minimum of 9 including the hours completed in Term 1 (CLE assessment #4).
- F. Participate in the two-way interview with a representative of a community-based organization.

G. Reflect on what you have learned from your placement and module (CLE assessment #5).

H. Contribute to the module debriefing session.

### MODULE ASSESSMENT

Successful completion of the module depends on attendance, completion of all the module requirements for Term 2, and passing the module assignment. Regarding items E and G above, students must submit the following:

#### **CLE Assessment #4: Submit completed and signed CLE attendance form.**

Due Date: *See Assessment Table above.*

Description: Students must submit through Canvas the completed and signed CLE Attendance form before the deadline. The attendance form is attached to the introductory package and posted on Canvas. Please note that students may complete further hours during this term and holidays depending on the agency availability and students' class schedule.

You should submit this term any hours that you have completed between December 2023 and March 2024.

Please note that curriculum time is allocated for the community hours. The community hours could be scheduled on different timeframes depending on the agency that each student selects. Students must communicate with their community agency facilitators.

Note: If you completed the required 9 hours in term 1 and already submitted the corresponding attendance sheets, you are exempted from this requirement in Term 2.

#### **CLE Assessment #5: CLE Reflective Module Assignment**

Due Date: *See Assessment Table above.*

Description: Illustrate what you learned from your placement and module. You must take into consideration your placement learning objective (CLE Assessment #1) and the proposed assignment to reflect your learning (CLE Assessment #2) in Term 1, as well as the feedback received from the instructor and placement facilitator.

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

## Medical Arts and Humanities Module

### MODULE CONTACTS

Module Director: Dr. Deirdre Andres – [d.andres@sasktel.net](mailto:d.andres@sasktel.net)

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

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

### MODULE DESCRIPTION

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

(NOTE: students will stay in the same stream as Term 1 of year 2.)

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

## MODULE OBJECTIVES

Competency	Milestones Term 2	Milestones Term 3	Milestones Term 4
<b>Development of skills in observation, listening, critical thinking</b>	<p>Demonstrate skill development related to the A&amp;H stream in which they are participating (eg drawing/photography emphasize observation, drama/singing listening, history/philosophy critical thinking)</p> <p>Proposed Assessment: something (written, drawn, whatever) that demonstrates the change in skill level from beginning to the end of term)</p>	<p>Identify how their own development of observation, listening, and critical thinking skills have been applied and/or have improved specific patient encounters.</p>	<b>Utilize skills developed in the module in patient care</b>
<b>Perspective taking: Patient-centredness, compassion, empathy</b>	<p>Find examples both from the A&amp;H experience and from other clinical experiences where patientcentredness, compassion and empathy, or the lack thereof, influenced an outcome of an interpersonal reaction (clinical or otherwise)</p> <p>Assessment: 55 word story or similar (haiku, sketch etc)</p>	<p>Provide an example from their own experience where their participation in their A&amp;H stream altered or clarified their perspective on a patient interaction</p>	<b>Demonstrate how their perspective taking skills have benefitted a patient interaction</b>
<b>Skills in reflexivity (the fact of someone being able to examine their own feelings, reactions, and motives (=reasons for acting) and how these influence what they do or think in a situation)</b>	<p>Examine one's own response to an experience within the A&amp;H module</p> <p>Assessment: short "description" of one's responses (the description could be written, drawn, sung, etc)</p>	<p>Provide an example where examining one's own feelings/reactions or motives influenced their own response to <b>either</b> an interaction within their A&amp;H sessions <b>or</b> in a clinical setting</p>	<b>Demonstrate how they were able to use skills in reflexivity to improve their ability to manage a patient situation</b>
<b>Professional behaviour formation: Critical thinking, cultural awareness, self reflection</b>	<p>Identify changes in one's thinking about professional identity/behaviours that have occurred over the course of the term as a result of participation in the A&amp;H module</p>	<p>Describe how ideas about their own professional identity has changed over the course of their experience in A&amp;H</p>	<b>Describe how they have used critical thinking, cultural awareness, and/or self reflection to develop their professional identity</b>

## MODULE ASSESSMENT

**Assessment:** Arts and Humanities Assignment

**Due Date and Time:** The assignment will be due at 23:59 one week following the final session.

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

1. Students in each Arts & Humanities stream will work with their supervisor in the first scheduled session to develop a proposed final module assignment. This proposal will be submitted directly by a delegate of the student group (one per group) to the Module Director ([d.andres@usask.ca](mailto:d.andres@usask.ca)) by 23:59 on the date of the first session.

2. The Module Director will review the submitted proposals and finalize the assessment for each stream in collaboration with the UGME Assessment Team. The final assignments will be provided to students within 2 weeks of the submitted proposals.

**Value:** Passing the assignment is required for the successful completion of this module.

## Ethics Module

### MODULE CONTACTS

Module Director: Ryan Meneses – [r.meneses@usask.ca](mailto:r.meneses@usask.ca)

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

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

### MODULE DESCRIPTION

This module is intended to provide further discussion and analysis on the topics: Genetics, Reproductive Ethics, and Abortion. 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

50-minute self-directed learning session to cover 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.*

Value: Discussion session is mandatory. Students must pass the written assignment.

## **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 syllabus<sup>1</sup>.

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

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

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

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

## CITATION FORMAT

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

## PROFESSIONALISM

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

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<sup>1</sup> 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.

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.

### COPYRIGHT

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). 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](#).

**You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or (306) 966-8817.

## 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 should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.

Any student registered with AES may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

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

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](mailto:ayla.mueen@usask.ca)

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

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

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

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

Student Affairs Coordinator (Saskatoon), Edith Conacher 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

Student Affairs Administrator Saskatoon, Chris Florizone – [cdf300@usask.ca](mailto:cdf300@usask.ca) or (306) 966-7331

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

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

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

Student Affairs Associate Regina, Michelle Grove – [michelle.grove@saskhealthauthority.ca](mailto:michelle.grove@saskhealthauthority.ca) or (306) 766-0553

Student Affairs Site Director Prince Albert, Dr. Romy Moodliar – [romym@hotmail.com](mailto:romym@hotmail.com) or (306) 953-1688

Director, Student Services, Dr. Ginger Ruddy – [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) or (306) 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](#) at the Saskatoon campus.

SHA Library: <https://saskhealthauthority.libguides.com/home>

### **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 website <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.