




# Clinical Skills II

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MEDC 123.8

TERM 2

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 COURSE SYLLABUS  
2020/2021



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

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

## Clinical Skills II – Course Overview

### REMOTE LEARNING CONTEXT

*The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2020-21 Winter Term. However, due to pandemic circumstances the College of Medicine undergraduate education program may need to:*

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments, which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

*As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.*

### COURSE DESCRIPTION

Learning in Clinical Skills II (Year 1 - Term 2) will enable students to improve their basic clinical skills, including patient-centered communication and physical examination, through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills, including development of differential diagnoses and management plans. Students will also practice patient presentation skills, both written and oral. The course will include the following components: Advanced Communication Skills II, Clinical Scenarios, Simulations, Focused Interview and Physical Examination Sessions, Discipline-Specific Patient Encounter Sessions in Emergency Medicine, Internal Medicine, Pediatrics, and Surgery, as well as phlebotomy skills. When appropriate and possible, sessions will be organized around content students are learning in other courses.

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

**Prerequisites:** Successful completion of Clinical Skills I

### OVERALL COURSE OBJECTIVES

By the completion of Clinical Skills II course, students will be able to:

1. Establish ethical relationships with patients characterized by understanding, trust and empathy.
2. Demonstrate communication skills in conducting a patient-centered interview that:
  - explore and apply the four dimensions of illness – “FIFE” (feelings, ideas, impact on function, expectations);
  - explore the disease process and relevant past history;
  - explore relevant social and family context with the patient;
  - demonstrate awareness of socio-economic determinants of health
  - reach agreement with patients on the nature of their problems, appropriate goals of treatment, and roles of patient, doctor, and others, as appropriate, in management

- apply principles of cultural safety
3. Perform a physical examination relevant to a patient's presenting problems, in an orderly efficient manner, demonstrating respect and sensitivity to patient comfort.
  4. Demonstrate clinical reasoning, including tailoring the interview content and physical examination to assist with the development of a provisional differential diagnosis.
  5. Present a concise verbal summary of the patient's history including the disease and illness experience, physical exam, potential differential diagnoses, a brief assessment and management plan, and record the information obtained in an appropriate format
  6. Choose appropriate investigations for a particular clinical presentation.
  7. Interpret relevant investigations
  8. Propose possible solutions to clinical problems and challenges suitable for level of training including advocating for the patient as necessary.
  9. Demonstrate skill in procedures taught in Clinical Skills.
  10. Reflect meaningfully on individual performance, feedback received, and feedback provided to other professionals
  11. Demonstrate competence in personal time management, such that competing demands are prioritized, requirements are completed as described and deadlines are met
  12. Demonstrate skills in using appropriate evidence-based resources to develop differential diagnoses, investigative and management plans.
  13. Exhibit professional behaviour consistently including; integrity; responsibility; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## COURSE CONTACTS

Course Director: Dr. Susanna Martin - [s.martin@usask.ca](mailto:s.martin@usask.ca)

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

Year 1 Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

## COURSE SCHEDULE

The Clinical Skills II Course consists of a variety of activities (including lectures, CLRC sessions, department-based sessions, simulations, and ½ day skills specific learning opportunities). Many of these are in small groups, so schedules will be highly individualized. Individual student schedules will be posted on One45.

Please check One45 **DAILY** to ensure that you have the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled session. If changes are made to a session that has already been scheduled in One45, the departmental undergraduate administrators will notify affected students directly via email.

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

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

## INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation, and it is the student's responsibility as an adult learner to adequately prepare for all sessions. Lack of preparation may result in the inability to effectively participate in learning activities, which could influence overall assessment.

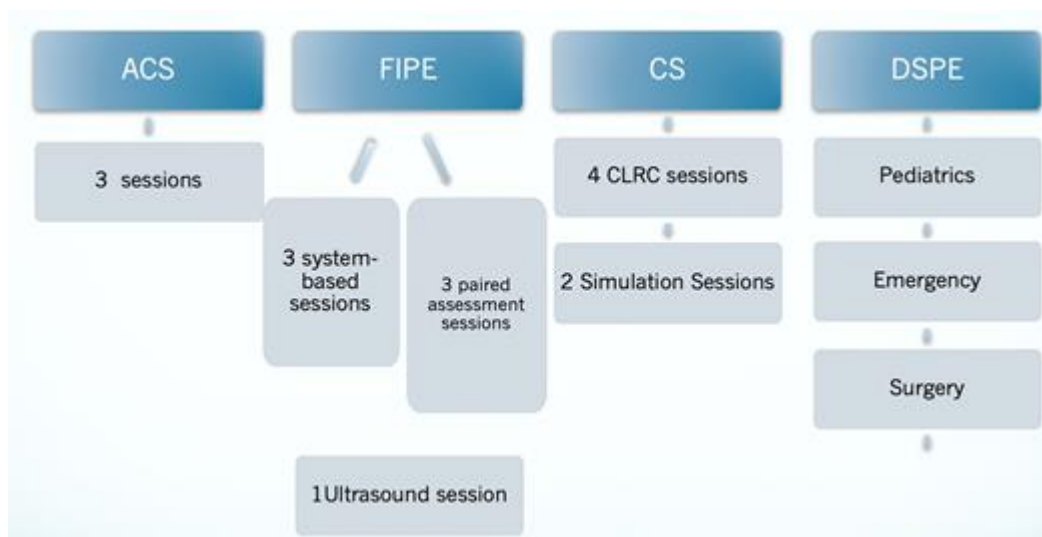
Please note, students are encouraged and expected to enhance and expand their knowledge of core rotation objectives through self-directed learning, consistent with Pre-Clerkship Self-Directed Learning. This can be done through identification, analysis and synthesis of credible information sources, sharing of knowledge with peers and/or instructors, application of new knowledge within the core rotations, and seeking out feedback from their peers and instructors regarding their new knowledge and skills.

### COURSE DELIVERY

Students will learn via a variety of methods, including:

1. Facilitated small group learning sessions with simulated patients
  - CLRC Sessions
  - Simulations in the simulation center
  - ½ day specific skills training sessions
2. Small group learning sessions with real patients in individual departmental sessions
3. Virtual small group learning sessions
4. Large group sessions
5. Independent self-directed learning

### COURSE OVERVIEW



### COURSE MATERIAL ACCESS

Course materials, including the syllabus, student module packages, objectives, sessions, required reading, forms, and other useful documents are posted on One45.

- If you are having difficulty accessing your account, please contact Student Central 306-966-1212 or contact ICT Services Help Desk 306-966-4817

## REQUIRED MEDICAL INSTRUMENTS

These required medical instruments must be purchased before the commencement of the school year:

- Stethoscope
- reflex hammer (Queen's Square preferred) \*
- centimeter ruler
- pen light
- flexible tape measure
- watch with second hand or digital second display
- lab coat \*

\*Lab coats can be purchased at:

- U of S Main Bookstore, Marquis Hall
- Uniform Choice at: 7A 3110 8th St. E. (306-651-0388)

## RECOMMENDED MEDICAL INSTRUMENTS

While the above medical instruments are required, it is strongly recommended that students have the following instruments for personal use.

- ophthalmoscope/otoscope
- aneroid blood pressure cuff
- tuning fork(s) (128 cps +/- 512 cps)

## RESOURCES

### DIAGNOSTIC IMAGING EDUCATIONAL RESOURCES

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed.

Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies. <https://openpress.usask.ca/undergradimaging/>

### READINGS/TEXTBOOKS

- Required Textbook: Bates Guide to Physical Examination and History Taking 12<sup>th</sup> Edition, Lippincott Williams & Wilkins, 2017.
- Bates' Visual Guide to Physical Examination. Available online under Health Sciences Library at: <http://library.usask.ca/hsl>
- Student Module Packages

Textbooks are available online from the University of Saskatchewan Bookstore:

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

### CLINICAL LEARNING RESOURCE CENTER (CLRC)

The CLRC (2<sup>nd</sup> floor, E wing, Health Sciences Building) is where many of the small group sessions are held. The CLRC may be available for students to practice clinical skills outside of class time when space is available. Students will need to request practice time in advance by emailing: [clrc\\_scheduling@usask.ca](mailto:clrc_scheduling@usask.ca) or through a Super User.

## PROFESSIONAL ATTIRE

Students will be interacting with both real and simulated patients throughout almost all encounters in the Clinical Skills course and are expected to wear **appropriate professional attire**. Please bring your lab coats to all sessions and wear them unless the tutor advises otherwise. Note the following excerpt from the [Student Guide](#):

*Your physical appearance should engender respect from your patients and colleagues. You should, therefore, maintain a neat, clean and 'appropriate' style of dress. This should take into consideration the fact that your patients will likely come from all age groups and walks of life. Your goal is to present a pleasant and professional appearance, one that promotes patient confidence and comfort. Students should consider how their appearance may affect their patients' perceptions of them as future doctors and use this as a guide when choosing attire.*

## FEEDBACK ON STUDENT PERFORMANCE

Student feedback is information regarding student performance that is offered with the express purpose of improving their learning and future performance. It is considered one of the most powerful influences on learning and achievement.

Clinical Skills courses are the practice arenas to develop and hone medical skills. Feedback in these courses is constant and comes through a variety of sources and in numerous ways. Informal, formal, self, and peer feedback are all part of this course. Course tutors will provide students with a variety of formal and informal, verbal and written feedback throughout the clinical sessions. Simulated patients will be involved in providing feedback. Students will be asked to give and receive peer feedback during sessions and will be taught how to do this in a specific and objective fashion. They are also expected to be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback in constructive ways. Every interaction in this course is an opportunity for growth – students will receive formal and informal feedback throughout each module, but should not discount the value of oral feedback and comments.

**COURSE ASSESSMENT OVERVIEW**

<b>Module</b>	<b>Sessions</b>	<b>Components</b> Unless otherwise noted - <b>Achievement of 70% or greater on component is required for successful completion</b>	<b>Module Assessment Weight</b>	<b>Course Weight</b>
<b>Clinical Scenarios</b>	Clinical Scenario Cases 1 - 8	Formative Assessment at end of each session. Summative Assessment after the final session.	n/a 100%	<b>5%</b>
	Simulation Sessions	Formative Assessment throughout sessions.		
<b>Advanced Communication Skills II</b>	Advanced Communication Skills II – Sessions 1 - 3	Student Performance Assessment of each interview. The highest is used to determine mark.	70%	<b>10%</b>
		Reflective Journal Assignment	30%	
<b>Focused Interview and Physical Exam (FIPE)</b>	3 System-Based Sessions	Formative – session checklist by the tutor at the end of each session.		<b>10%</b>
	2 Formative Review Sessions	Can cover ALL/ANY components of Clinical Skills II to date.		
	Session # 1	Observed focused history and physical examination-tutor formative assessment.		
	Session # 2	Mini OSCE-group and tutor formative assessment.		
	Case Write-Up Summative Assessment	Case Write-Up submitted to tutor following first observed history and physical examination.	40% Write-Up	
	Summative Review	Observed focused history and physical examination  -tutor summative assessment.	60%  Observed and Focused Physical Exam	
	Ultrasound Enhanced Clinical Exam	Formative Assessment throughout session		

Module	Sessions	Components	Session weight	Module weight	Course Weight
<b>Discipline-</b>	Emergency Medicine	Formative for 2021			<b>25%</b>
	Pediatrics	Session I – Formative			
		Session 2 – Student Performance Assessment	50%	50%	
		Session 3 - Student Performance Assessment	50%		
	Internal Medicine	Session I and 2 – Student Performance Assessment (50% each) – <b>on hold</b>			
	Surgery	Acute Abdomen - Student Performance Assessment	34%	50%	
		Otolaryngology – Head and Neck Skills ½ day - Multiple Choice Quiz	33%		
		Vascular/Thoracic surgery half day - Quiz	33%		
<b>Successful Completion</b>					
<b>Objective Structured Clinical Examination (OSCE) **</b>	Summative OSCE	Summative OSCE  Can cover ALL/ANY components of Clinical Skills II.	Pass criterion  Referenced.	<b>50%</b>	
	Drawn from <b>ANY</b> of the modules and disciplines	Recognizing that Clinical Skills courses build upon each other, core concepts from prior Clinical Skills courses may also be included. Students will undergo this approximately 2-hour assessment in groups with staggered start times throughout the day, <b>May 4, 2021</b> . (50% of overall course mark)	Cut scores, thus determined, will be adjusted to a pass mark of 70%.		
<b>COURSE</b>			<b>Successful completion of each Pillar*</b>	<b><u>100%</u></b>	



- \* Students must also achieve “Beginning to meet” or greater in professionalism in all modules of the course
- \*\* OSCE pass mark will be set at the total OSCE score level using a criterion referenced standard such that a passing candidate is determined to be acceptably competent to progress within the curriculum. \*\* OSCE examinations constitute a special form of assessment, and, as such, score sheets are not released to students.

## EXAM PROCTORING

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

## RUBRICS

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

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

The course has been organized into four modules. Each module has its own assessment components, outlined in the Course Assessment Overview section. The final exam consists of a summative OSCE (Objective Structured Clinical Examination) at the end of the term.

### Completion

In order to successfully complete the Clinical Skills II course, students must successfully complete the three course **pillars** as outlined below:

1. **OSCE:** Successful completion of the OSCE, with a pass determined by criterion referenced standard setting.
  - Failure of the OSCE will be deemed as a failure of 1 course pillar.
2. **Course Modules:** Successful completion of all course modules as outlined in the assessment overview.
  - Students must achieve a pass mark of 70% on each of the four course modules (FIPE, Clinical Scenarios, Advanced Communication Skills and DSPE).
  - Failure of any one course module will be deemed a failure of 1 course pillar. More than one module failure will be counted as failure of the equivalent number of course pillars.
3. **In-Module Assessments:** In the event that a student fails 3 or more individual in-module assessments, this will be treated as equivalent to a failure of a course pillar. Assessments contributing to an already failed course module do not contribute towards this total.
  - Students may fail up to 2 in-module assessments, as long as the requirements to successfully complete the module(s) are met.

If required, one (1) individual course pillar may be remediated once under the conditions stated below in order to complete the course requirements for passing.

### Remediation:

1. In the event of a failure of any one of the above course pillars, a student may be offered remediation and supplemental assessment. Failure of more than one course pillar, including two or more modules, will result in an automatic failure of the course, with no remediation offered.

2. Upon identification of failure of a course pillar, students will meet with the Module/Course Director and/or Year Chair in consultation with the Academic Support Team to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation needed for each individual student. This remediation may be in the form of additional assignments, assigned readings, and meetings with the module director and/or other mentors. This may not apply if a failure of a course component is identified after the final exam period\*.
  3. After completion of remediation, a supplemental assessment will be offered at the end of the term. The Module/Course Director retains the right to determine the specific type of supplemental assessment, which may be in a different format than the original assessment.
  4. Failure of a supplemental assessment will be deemed as a failure of a second course pillar resulting in automatic failure of the course.
  5. A maximum of 1 course pillar remediation and supplemental assessment will be offered for the course. Where the in-module assessment component (course pillar #3) needs to be remediated, this will require remediation of each assignment/assessment separately, but still shall be considered the remediation of one course pillar for the purposes of this policy. Successful completion of remediation and supplemental assessment will result in a minimum pass grade for that component, or those assignments.
  6. In the event that remediation of any part of this course, including but not limited to: clinical experiences, assignments, written exams or OSCEs is required, students must be available in an appropriate site until the end of June to complete the remediation process. It is strongly recommended that any travel be carefully planned with this in mind, including researching cancellation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case by case basis by the Year Chair, Program Manager of UGME, and the Director Academic of UGME. Exceptions to this policy will be rare and under only granted very special circumstances.
- \* When failure of a course component is identified after the final examination period, the implications of this failure will be adjudicated at the Year 1 Promotions Committee and a final decision whether to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

## COURSE FAILURE

Students who fail two or more of the above course pillars will be considered **unsuccessful** in the Clinical Skills II Course and will **NOT** be offered additional remediation and supplemental assessment. This includes failure of a supplemental assessment.

Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct.

Students who are unsuccessful in the course will receive an “F” on their transcripts.

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

## WRITTEN COURSE ASSESSMENT COMPONENTS DUE DATES

Course components including a written assessment component (Case write-up, Reflective Journaling Assignment, ER reflection) are due by 23:59 SK time, **ONE WEEK** following the clinical encounter, unless advised otherwise by your instructor or the UGME office. For example, an assignment from a session on a Tuesday will be due the following Tuesday at 23:59 SK.

## RUBRICS

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

## ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for the general policy.

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

### ***How is attendance documented?***

At the completion of every session your preceptor will log into One45 and review/complete the session checklist with you which tracks attendance and ensures all material from the session was completed. Other sessions have sign-in sheets to track attendance.

### ***Who should you contact in case of an absence?***

Illness or family emergencies or compassionate reasons – Prior to the absence, or as soon as possible after the absence, a student must notify (1) Sonja MacDonald via email (sonja.macdonald@usask.ca), written note (B526, Health Sciences Building), or phone (306-966-7202) and (2) his/her preceptor for the clinical or small group session) with reasons for each missed session and must provide a Pre-Clerkship Application for Absence. Such notification should occur before the session in question, whenever circumstances permit.

Unexplained absences and/or other unprofessional conduct will result in a meeting to discuss professionalism, which may result in associated documentation and could result in failure of the course.

### ***What are the implications of being absent?***

When students have absences for other reasons for which they have received prior approval, they will not be assessed negatively in terms of professionalism. Students should request guidance from their preceptor on how to independently make up any material missed. Sessions will not be rescheduled, and additional sessions will not be offered in order to make up missed material. It is the responsibility of the student to ensure he/she meets all the requirements of the module.

Students should be aware that professionalism is being assessed in all Clinical Skills II sessions. Lateness or absences without appropriate notification/approval will have consequences related to poor professional behavior and may result in failure of a module or the course.

## WHAT TO DO IF THE TUTOR DOES NOT ARRIVE FOR A SCHEDULED SESSION

If the tutor does not arrive for a scheduled session, after verifying session details on One45, then as quickly as possible:

Please contact Sonja MacDonald who will contact the Module Director and Administrative Assistant for the relevant module. If unavailable, contact Tamara Hominuke or Joelle Cote. If the session is scheduled in the CLRC, please also advise the CLRC staff, as they may also be able to assist in contacting the tutor.

They will attempt to contact the scheduled tutor or an alternate, and, if unable to make arrangements, the session will be rescheduled. Rescheduling is difficult, due to very full schedules, so every attempt will be made to deliver the session as scheduled.

\* Please do remember to check One45 for updates, as last-minute changes are occasionally necessary.

## COURSE EVALUATIONS QUALITY IMPROVEMENT

**Changes to Clinical Skills II:** In response to feedback received from the Class of 2022, the student and tutor package have been reviewed and modified. We continue to enhance tutor orientations and information packages to emphasize a common experience and expectations for students. We are also emphasizing opportunity to do a verbal case report in tutor packages and orientation and providing both students and tutors with a resource on how to do a case report.

Tutors are reminded that assignments should be returned within 7 days of the due date, and this will be proactively monitored. Scheduling continues to be complex, but attempts are made, within available times, to best position sessions related to concurrent learning. To further address some of these issues, changes made last year to Foundations I in terms of the order of presentation of the modules, delaying Heme, for which there is no equivalent FIPE session have been continued.

Assessments for many of the modules have been updated, in an attempt to improve the quality and quantity of narrative feedback reflecting both student and tutor feedback.

Additionally, students are provided with feedback related to their performance on the CS I OSCE relative to their peers within specific actionable areas related to overall program level objectives. This practice is carried forward, with provision of data within CS III related to the students' performance in the CS II OSCE, and based on student feedback, this has been returned earlier – shortly after the CS II OSCE.

At the time of preparation of the syllabus, feedback from the class of 2023 has not yet been received, given the pandemic caused suspension of clinical activities and the late completion. Updates will be provided when available, but no major changes are planned for the course, given the ongoing uncertainties regarding the format as of Jan 2021.

## Course Modules

The four modules are designed to allow skill development by systems, complementing concurrent learning. By the end of this course, students will begin to integrate the information learned in each separate module into a comprehensive patient assessment.

## 1 - Clinical Scenarios

### Clinical Scenario Sessions

#### COURSE CONTACTS

Module Director: Dr. Susanna Martin - [s.martin@usask.ca](mailto:s.martin@usask.ca) – (306) 966-5354

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

Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

#### MODULE DESCRIPTION

During these sessions, students will be presented with a clinical problem by a simulated or standardized patient. The student is expected to perform an appropriate interview and examination, and then discuss potential differential diagnoses and (when relevant) management with clinician preceptors. Preceptors can be from any discipline. Different clinical scenarios will focus on demonstration of specific interviewing and physical examination skills. Sessions will emphasize feedback on clinical reasoning skills at a level appropriate for the learners.

White coats are NOT required for sessions.

**Location:** CLRC

**Duration:** 4 Sessions, 2 hours each

#### MODULE OBJECTIVES

By the completion of the Clinical Scenario Sessions, students will be able to:

1. Effectively perform a patient-centered interview relevant to common presenting complaints, including exploring the illness experience (“FIFE”: feelings, ideas, impacts on function, expectations).
2. Effectively and sensitively perform physical examinations relevant to common presenting complaints.
3. Compare and contrast possible diagnoses for common presenting complaints, based on concurrent and/or previous course material.
4. Propose preliminary differential diagnoses for common clinical presentations.
5. Propose preliminary management plans, including selection of and interpretation of appropriate initial investigations and/or treatment for common clinical presentations.
6. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptor.
7. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## **ASSESSMENT**

### **Formative Assessment:**

Will occur throughout the module during SP encounters and debriefing, and will additionally be provided by the Formative Assessment form completed following each clinical scenario session by tutor.

### **Summative Assessment:**

Students will be assessed at the end of the group of sessions using the Summative Assessment form, which is to be completed online on One45.

**Pass Mark:** 70%

### **Successful Completion of Module:**

Students must pass the module assessment and achieve the standard of BEGINNING TO MEET EXPECTATIONS or higher for professionalism.

## Simulation Sessions

### MODULE CONTACTS

Module Director: Dr. Carlyn Gardner - [carlyn.denton@usask.ca](mailto:carlyn.denton@usask.ca)

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

Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

### MODULE DESCRIPTION

Students are exposed to simulated clinical cases delivered in a setting with mannequins, real time vital sign monitoring, and video capture. In this dynamic learning format, students will role-play an acute cardiovascular or respiratory focused medical presentation followed by a structured debrief with the preceptor.

**Location:** CLRC

**Duration:** 2 Sessions, 2 hours each

### MODULE OBJECTIVES

By the completion of these simulation sessions students will be able to:

1. Conduct a focused history and perform relevant physical examination to the presentation.
2. Request relevant investigations.
3. Interpret the results of relevant investigations.
4. Identify clinical problems.
5. Prioritize a differential diagnosis.
6. Propose appropriate management plans.
7. Describe the physiological and pharmacology principles that relate to the presenting clinical scenario.
8. Demonstrate principles of problem solving, leadership and communication in acute clinical situations.
9. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

Formative verbal group feedback will be given at the formal debrief following each session, and narrative feedback is provided individually to students by tutors.

## 2 - Focused Interview & Physical Exam

### Focused Interview & Physical Exam Sessions

#### MODULE CONTACTS

Module Director: Dr. Susanna Martin - [s.martin@usask.ca](mailto:s.martin@usask.ca) – (306) 966-6946

Administrative Coordinator: Tamara Hominuke – [tamara.hominuke@usask.ca](mailto:tamara.hominuke@usask.ca) - (306) 966-6946

Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

#### MODULE DESCRIPTION

During these sessions, students will discuss and practice relevant history taking for the system they are studying, practice key physical exam techniques and identify which clinical findings may be expected in some common diseases processes. Students will work in small groups with a clinician preceptor and simulated patients.

White coats are NOT required for sessions.

**Location:** CLRC

**Duration:** 6 Sessions, 1-2 hours each

#### MODULE OBJECTIVES

By the completion of focused interview and physical exam sessions, students working with simulated patients will be able to:

1. Demonstrate and report an appropriate patient-centered focused history for Respiratory, Cardiovascular and Gastrointestinal systems.
2. Demonstrate specific physical examination techniques relevant to the Respiratory, Cardiovascular and Gastrointestinal systems.
3. Identify aspects of the history and physical exam findings that might be expected in some common diseases of the Respiratory, Cardiovascular and Gastrointestinal systems.
4. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

#### ASSESSMENT

##### Formative Assessment:

This will occur on an ongoing basis throughout the sessions, and additionally will be provided at the end of sessions 1, 3, and 5 via the Student Assessment Checklists (attached), which are to be completed on-line on One45, and also serve to document attendance. Student Assessment Checklists are designed to be used for formative feedback, including narrative feedback.

There are two additional formative assessment sessions; the first is an Observed Focused Interview and Physical Examination (session 2), the second a mini-OSCE (session 4). Feedback during these is verbal and occurs during the sessions provided by both tutor and peers.



**Summative Assessment:**

There are two summative assessment components. Each is to be completed online on One45.

1. Students will submit a written case report following the Observed Focused Interview and Physical Examination (session 2), marked by the tutor according to the assessment rubric provided. **Pass 70%** DUE one (1) week after the session by 23:59
2. Students will be observed by the tutor while performing an Observed Focused Interview and Physical Examination on an SP, followed by completion of the associated assessment (session 6). **Pass 70%**

The student module mark is established by combining the marks from the case write-up (40%) and the observed focused interview and physical (60%).

**Successful Completion of Module:**

Students must:

- Achieve an overall mark of 70% on the two assessments.
- Achieve at least the standard of BEGINNING TO MEET EXPECTATIONS for professionalism.

## Clinician Performed Ultrasound

### MODULE CONTACT

Module Director: Dr. Paul Olszynski

**Location:** CLRC

**Duration:** 1 Session, 2 hours

### MODULE OBJECTIVES

By the end of the session, students will be able to:

1. Generate appropriate ultrasound images for the following 3 indications:
  - a. Assessment for Pericardial Effusion
  - b. Assessment for Pleural Effusion
  - c. Assessment for Free Fluid in the Abdomen
2. Demonstrate basic probe handling and early sonographic skill development.
3. Demonstrate basic understanding of probe and ultrasound physics.
4. Describe test performance, operator dependence, safety and limitations of each indication.
5. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

Formative verbal individual and group feedback will be given throughout the session.

### 3 - Advanced Communication Skills II

#### MODULE CONTACTS

Module Director: Dr. Samantha Holbird

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

Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

#### MODULE DESCRIPTION

In a practical, hands-on setting, this module will provide the students with the opportunity to develop communication skills needed for providing patient-centered care in more advanced and challenging situations, involving anger, breaking bad news, perceived barriers to communication, motivational interviewing, and cultural safety.

White coats are NOT required for sessions.

**Location:** Virtual

**Duration:** 3 Sessions, 3 hours each

#### MODULE OBJECTIVES

By the completion of the Advanced Communication Skills sessions, students will be able to:

1. Conduct effective patient centered interviews.
2. Demonstrate patient-centered communication skills in specific and more challenging communication situations including:
  - a. anger
  - b. breaking bad news
  - c. perceived barriers to communication such as hearing impairment, advanced age, language barriers, health literacy or disability
  - d. motivational interviewing and providing patients with information, communicating about risk, health promotion
  - e. Intra-professional communication, including conflict
  - f. Incorporating cultural safety in patient interviews
3. Exhibit professional behaviors consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## ASSESSMENT

**Formative Assessment:** Verbal and narrative feedback will occur on an ongoing basis throughout the sessions. Two of the three case interactions are formative.

### **Summative Assessment:**

- Student Performance Assessment – best one of 3 - **Pass 70%**
- Student Reflective Journal Assessment **Pass 70%**

Due one (1) week after the second session by 23:59

### **Successful Completion of Module:**

The student module mark is established by combining the best performance during the small group sessions (interview and contributions to the group discussion) (70%) and the reflective journal assignment (30%).

Students must achieve an overall mark of 70% on the module components and achieve the standard of BEGINNING TO MEET EXPECTATIONS or greater in professionalism.

## 4 - Discipline Specific Patient Encounters Module (DSPE)

### MODULE DESCRIPTION

During these sessions, students will participate in clinical assessment of real patients in a variety of clinical settings in the four disciplines of Emergency Medicine, Internal Medicine, Pediatrics and Surgery, as well as gaining experience in phlebotomy. This will include obtaining an accurate and relevant history and physical examination, presenting a differential diagnosis, formulating a plan for diagnostic interventions and beginning to formulate a management plan. Students will work in small groups with a clinician preceptor. Objectives related to patient-centeredness and professionalism apply to all sessions as outlined in the course objectives

White coats are required for sessions.

**Location:** See One45 for individual specific schedule. Times and locations will vary. Check daily for changes as changes can occur up to 48 hours in advance of the session. If changes are made within 48 hours of the session, affected students will be contacted directly via email by the module coordinator or administrative assistant.

## A - Emergency Medicine

### SECTION CONTACTS

Section Lead: Dr. Joanna Smith – [joanna.smith@usask.ca](mailto:joanna.smith@usask.ca)

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

Administrative Assistant: Joelle Cote – [joelle.cote@usask.ca](mailto:joelle.cote@usask.ca) – (306) 966-7202

### SECTION DESCRIPTION

During these sessions, students will have the opportunity to work through an acute care simulation. Students are requested to pre-read documents on One45 and come to the sessions prepared to review an approach to the chest x-ray and abdominal x-ray .

White coats are NOT required for sessions.

#### **Location:**

X-ray teaching session – will be done online in a large group format

Sim session: This will be conducted virtually, students completing an online case simulation asynchronously, followed by small group virtual debrief.

#### **Duration:** 2 Sessions:

Sim session: 2 hours

X-ray session: 2 hours

### SECTION OBJECTIVES

By the completion of the Emergency Medicine Patient Encounter sessions students will be able to:

1. Acquire a patient-centered, focused history.
2. Perform a focused physical exam that would assist in formulating a differential diagnosis for a patient in the emergency department.

3. Acquire a complete set of vital signs using common equipment in the emergency room.
4. Recall the parameters for normal vital signs: blood pressure, heart rate, temperature, as well as normal oxygen saturation and blood sugars.
5. Identify abnormal vital signs and discuss their significance in a clinical context.
6. Present a patient history and physical exam in a small group.
7. Develop a differential diagnosis for common respiratory, cardiovascular and abdominal complaints.
8. Develop a differential diagnosis for life threatening respiratory, cardiovascular and abdominal complaints.
9. Begin to interpret relevant results of laboratory investigations and imaging modalities - specifically approach to chest x-ray, abdominal x-ray and ECG.
10. Reflect upon a clinical experience.
11. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### **ASSESSMENT**

**Formative Assessment:** During each session the students will receive verbal formative feedback on their history taking and physical examination skills.

**Successful Completion of Discipline:**

**Attendance at and active participation in both sessions. .**

## B - Pediatrics

### SECTION CONTACTS

Section Lead: Dr. Rupesh Chawla – [rupesh.chawla@saskhealthauthority.ca](mailto:rupesh.chawla@saskhealthauthority.ca) – (306) 844-1282

Administrative Assistant: – Nancy Groeneveld – [nancy.groeneveld@usask.ca](mailto:nancy.groeneveld@usask.ca) – (306) 844-1271

### SECTION DESCRIPTION

During these sessions, students will participate in clinical assessment of real patients in a variety of pediatric clinical settings. The students will begin to develop an approach to the pediatric history and physical examination and gain practice in integrating information from the history and physical examination in order to generate differential diagnoses and a management plan. In addition, the students will participate in an interactive session with a parent of a pediatric patient. Students will work in small groups with a clinician preceptor. In addition, the students will participate in a large group session where they will review the fundamental differences between the pediatric and adult history and physical examination. They will also participate in a facilitated small group Interactive Parent Session. Students will have further opportunities to refine and enhance their pediatric history and physical examinations, diagnosis and management plan and verbal and written patient presentation skills during sessions in Clinical Skills III and IV.

White coats are NOT required for sessions.

**Location:** See One45

**Duration:** 1 large group session - 1 ½ hour - virtual  
1 small group facilitated session - 2 hours - virtual  
3 small group clinical sessions - 3 hours each

**Groups:** Stay with your whole group of 4 for these sessions.

### SECTION OBJECTIVES

By the completion of the Pediatrics Patient Encounter sessions, students will be able to:

1. Obtain a patient-centred pediatric history in a variety of clinical settings.
2. Demonstrate elements required in a complete pediatric physical examination.
3. Recognize how information gathered from history and the physical examination contributes to the assessment of the presenting problem including the most likely diagnosis and a differential diagnosis.
4. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

## **ASSESSMENT**

At the end of the session, the preceptor will complete an Assessment Form for each student, including narrative feedback. This will provide an assessment of the student's history taking, physical examination skills, ability to recognize the contribution of the information gathered to the evaluation of the presenting problem, and professionalism.

### **Formative Assessment:**

During each session, the students will receive verbal formative feedback on their history taking and physical examination skills.

The student performance assessment form submitted following the first session is also formative, but is in the same format as the subsequent summative assessments.

### **Summative Assessment:**

The Student Performance assessments submitted following sessions 2 and 3 are summative – Pass 70%

### **Successful Completion of Module:**

Students must pass module assessments and achieve the standard of BEGINNING TO MEET EXPECTATIONS or higher for professionalism.

The 2 summative Assessments will contribute equally to the module mark.



## C - Internal Medicine – On Hold

### SECTION CONTACTS

Section Lead: Dr. Nassrein Hussein – [nassrein.hussein@usask.ca](mailto:nassrein.hussein@usask.ca)

Administrative Assistant: Angela Kuffner – [angela.kuffner@usask.ca](mailto:angela.kuffner@usask.ca) – (306) 844-1153

### SECTION DESCRIPTION

During these sessions, students will refine their basic clinical skills and become increasingly proficient at establishing diagnoses and planning therapeutic intervention. Because of the degree of student/patient interaction during this module, the values and attitudes pertaining to the physician/patient relationship will also be stressed.

**Location:** See One45

**Duration:** 2 Sessions, 3 hours each

**Groups:** Stay with your whole group of 4 for these sessions.

### SECTION OBJECTIVES

By the completion of the Internal Medicine Patient Encounter sessions students will be able to:

1. State the patient's chief complaint or reason for consultation.
2. Elicit a relevant history including not only medical features, but also social and environmental factors.
3. Recognize the need to collect history data from all sources including patient, family/friends and other health professionals.
4. Demonstrate a focused physical examination appropriate to the patient's chief complaint.
5. Formulate a differential diagnosis.
6. Identify appropriate tests/ investigations relevant to the case.
7. Interpret the results of the relevant investigations.
8. Develop a management plan for the patient both immediate and longer term.
9. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

**Formative Assessment:** During each session, the students will receive formative feedback on their history taking and physical examination skills.

**Summative Assessment:**

At the end of the session, the preceptor will complete a Summative Assessment Form for each student. The Assessment Forms will provide an evaluation of the student's history taking, physical examination skills, ability to recognize the contribution of the information gathered to the assessment of the presenting problem and professionalism.

Student Performance Assessment - Pass 70%

**Successful Completion of Module:**

The 2 summative Assessments will contribute equally to the module mark.

Students must achieve an overall mark of 70% on the module components and achieve the standard of BEGINNING TO MEET EXPECTATIONS or higher for professionalism.

## D - Surgery

### SECTION CONTACTS

Section Lead: Dr. Steven Bharadwaj – [bharadwajsteven@gmail.com](mailto:bharadwajsteven@gmail.com) – (306) 653-3255

Administrative Assistant: Anna Taruc - [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) - (306) 966-5668

### SECTION DESCRIPTION

The surgery component of clinical skills II will be taught during three interactive and informative skills sessions. These sessions will be led by surgeons and will focus on the clinical skills of history taking and physical examination specific to the areas of otolaryngology/head and neck surgery, vascular and thoracic surgery and for the acute abdomen. Discipline-specific knowledge important for patient evaluation and treatment will also be discussed throughout these sessions. The principles of professionalism will be continually emphasized during the sessions and attendance all three of these sessions is **MANDATORY**.

White coats are NOT required for sessions.

**Location/Duration/Groups:** See One45 for details

### SECTION OBJECTIVES

By the completion of the surgery skills sessions, students will be able to:

1. Perform a problem-focused history for an operative or non-operative surgical condition (see specific session description for more details on which conditions will be covered).
2. Perform a problem-focused physical examination for an operative or non-operative surgical condition.
3. Generate differential diagnoses utilizing information gathered from the history and physical exam findings.
4. Identify appropriate investigations for a patient presenting with an operative or non-operative surgical condition, relevant to the patient's history and physical exam findings.
5. Discuss initial management plans for a patient presenting with an operative or non-operative surgical condition, based on the results of the history, physical examination and investigations.
6. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with patients, faculty, staff and peers; appropriate attire.

### ASSESSMENT

See Specific Session details below for Assessment

#### **Successful Completion of Module:**

The three in-session assessments will contribute approximately equally to the module mark.

Students must pass module assessments with an overall average score of 70% or higher and achieve the standard of BEGINNING TO MEET EXPECTATIONS or higher for professionalism.

## 1 - THE APPROACH TO THE ACUTE ABDOMEN

### SESSION CONTACTS

Session Lead: Dr. Steve Bharadwaj – [bharadwajsteven@gmail.com](mailto:bharadwajsteven@gmail.com) – (306) 653-3255

Administrative Assistant: Anna Taruc - [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) - (306) 966-5668

### SESSION DESCRIPTION

Prior to the session, please review the approach to the abdominal examination from Clinical Skills I and the pre-reading documents posted on One45. Each student will be assigned a task (either a focused history and/or a focused physical examination pertaining to right lower quadrant (RLQ), right upper quadrant (RUQ) or left lower quadrant (LLQ) abdominal pain) prior to the session and should prepare for this task prior to the learning session. This task will be performed on a simulated patient in an OSCE-type format. Please also be prepared to perform the corresponding history or physical examination in your session in case your classmate cannot attend the session (i.e. if assigned the RUQ history, also be prepared to present the RUQ physical examination). The remaining students in the group will observe while their fellow classmates go through the history and physical in each station. A faculty facilitator will help lead the group through the station and will interact with the entire group regarding pertinent details of the history and physical examination and discussion regarding investigations and management of the patient presentation. Please refer to the master schedule posted on One45 to see assigned task(s) and group assignment.

**Location:** CLRC

**Duration:** 135 minutes (3 forty-five minute sessions)

**Groups:** Stay in your whole group of 5 or 6 for this session

### SESSION OBJECTIVES

By the completion of the Approach to the Acute Abdomen session students will be able to:

1. Perform a patient-centered history including focused questions that would assist in differentiating between appendicitis, diverticulitis, gastroenteritis, cholecystitis and other intra-abdominal infectious or inflammatory conditions.
2. Perform a focused abdominal examination including examining for signs of peritonitis.
3. List the differential diagnosis for right upper quadrant, right lower quadrant and left lower quadrant abdominal pain.
4. Differentiate between the signs and symptoms of appendicitis, diverticulitis, gastroenteritis, cholecystitis and other intra-abdominal infections and inflammations.
5. Identify initial investigations that help to distinguish between the common causes of acute abdominal pain.
6. Appreciate the importance of urgent patient stabilization and the role of surgery in the management of acute abdominal pain.
7. Exhibit professional behaviours consistently, including integrity; respect for and effective working relationships with faculty, staff and peers; appropriate attire.

### ASSESSMENT

Student performance checklist for the specific task assigned to them (similar to an OSCE checklist).

## 2 - OTOLARYNGOLOGY - HEAD AND NECK SURGERY SKILLS SESSION

### SESSION CONTACTS

Session Lead: Dr. Rick Jaggi – [rckjaggi@gmail.com](mailto:rckjaggi@gmail.com) – (306) 934-3223

Administrative Assistant: Anna Taruc - [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) - (306) 966-5668

**Location:** CLRC and virtual

**Duration:** 4 hours divided into two sessions – in-person and virtual (eight stations and subsequent multiple choice examination)

**Groups:** Stay with your whole group for this session

### SESSION OBJECTIVES

By the completion of the Otolaryngology – Head and Neck Surgery Skills Session students will be able to:

1. Perform an otoscopic examination identifying relevant normal structures.
2. List the differential diagnosis of dizziness, tinnitus, and hearing loss.
3. Outline the relevant investigations and treatment options for patients presenting with dizziness, tinnitus, and hearing loss.
4. Perform a nasal examination utilizing a nasal speculum identifying relevant normal structures.
5. Identify the normal nasopharyngeal anatomy and function utilizing indirect video endoscopy.
6. Identify the common locations of origin for epistaxis.
7. Describe the presenting symptoms and basic treatment options for common rhinological disorders, including epistaxis.
8. Identify the normal laryngeal anatomy and function of the larynx utilizing indirect video endoscopy.
9. List the differential diagnosis of a hoarse voice.
10. Perform a two-handed oral cavity examination using tongue depressors and a headlight to identify the seven sub-sites of the oral cavity and boundaries of the oral pharynx.
11. Describe high-risk areas for oral cavity carcinoma.
12. Perform a physical examination of thyroid and salivary gland, as well as all head and neck lymph node groups.
13. Identify the indications for, and key features of, an audiogram including tympanometry.
14. Identify the indications for referral to Audiology.
15. Identify the indications for referral to a speech language pathologist.

### ASSESSMENT

A mandatory closed book multiple choice quiz.

### 3 - VASCULAR AND THORACIC SURGERY SKILLS SESSION

#### SESSION CONTACTS

Session Lead (Vascular): Dr. Bruce Duval – [bduval@sasktel.net](mailto:bduval@sasktel.net) – (306) 653-3366

Session Lead (Thoracic): Dr. Steven Bhardwaj - [bharadwajsteven@gmail.com](mailto:bharadwajsteven@gmail.com) – (306) 655-0533

Administrative Assistant Vascular: Anna Taruc - [surgery.preclerkship@usask.ca](mailto:surgery.preclerkship@usask.ca) - (306) 966-5668

Administrative Assistant Thoracic: Lindsay Beck – [thoracic@sasktel.net](mailto:thoracic@sasktel.net) – (306) 655-0533

**Location:** CLRC and virtual

**Duration:** 4 hours (five stations delivered virtually and one station delivered in CLRC together with ENT in-person sessions).

**Groups:** Stay with your whole group for this session

#### SESSION OBJECTIVES

By the completion of the Vascular, Thoracic Surgery Half Day Patient Encounter session students will be able to:

1. Perform a focused history and physical examination on a patient with claudication symptoms.
2. Calculate an ankle-brachial index.
3. List and recommend appropriate investigations for the patient presenting with claudication symptoms.
4. Identify risk factors for PAOD (peripheral arterial occlusive disease).
5. Perform a focused history and physical examination on a patient with diabetic foot.
6. Classify clinical presentation of diabetic feet in terms of neuropathic, infectious, or arteriopathic changes.
7. List and recommend appropriate investigations for the patient presenting with diabetic foot.
8. Perform a focused history and physical examination on a patient with a solitary pulmonary nodule (SPN).
9. Provide an organized differential diagnosis for a SPN.
10. List appropriate investigations for a patient presenting with a SPN based on findings from the history and physical exam.
11. Perform a focused history and physical examination on a patient with pleural effusion.
12. Formulate a differential diagnosis for a patient presenting with a pleural effusion based on findings from history and physical exam.
13. Suggest appropriate investigations for the patient presenting with pleural effusion.
14. Utilize results of pleural fluid analysis to refine differential diagnosis of a pleural effusion.
15. Interpret pleural fluid testing (Light's criteria).
16. Perform a focused history and physical examination on a patient with acute shortness of breath.
17. Formulate a differential diagnosis for a patient presenting with acute shortness of breath.
18. Outline a management plan for a patient presenting with acute shortness of breath such as secondary to primary spontaneous pneumothorax.
19. List surgical and non-surgical treatment options for patients presenting with claudication, diabetic foot, pulmonary nodule and acute shortness of breath caused by spontaneous pneumothorax.

## ASSESSMENT

**Formative Assessment:** Will occur at each individual “station” during the half day.

**Summative Assessment:** A mandatory quiz.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for your success in medical school. To avoid duplication and ensure clarity, please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

### UGME CONTACT INFORMATION

### EMAIL COMMUNICATIONS

### ETHICS AND PROFESSIONALISM

### PROGRAM EVALUATION

### GUIDELINES FOR PROVIDING FEEDBACK

### EMERGENCY PROCEDURES

### MD PROGRAM ATTENDANCE POLICY

### ASSESSMENT POLICY

### PROMOTION STANDARDS

### CONFLICT OF INTEREST

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

### APPEALS PROCEDURES

### STUDENT DISCRIMINATION, HARASSMENT, AND MISTREATMENT PROCEDURE

### ACCOMMODATION OF STUDENTS WITH DISABILITIES

### OFFICE OF STUDENT AFFAIRS

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

## UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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 Educational Consultant 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.

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



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

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

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

### CITATION FORMAT

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

### RECORDING OF THE LECTURES

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

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

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

### REQUIRED VIDEO USE:

At times in this course you may be required to have your video on during video conferencing sessions, in order to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer.

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

### COPYRIGHT

Course materials are provided to the student based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to the student based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

**Before copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

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

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

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf)

### **INTEGRITY IN A REMOTE LEARNING CONTEXT**

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community -

<https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

### **EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures.

For more information, check

<https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at (306) 966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES may request alternative arrangements for mid-term and final examinations.

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

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

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

### **STUDENT SUPPORTS**

#### **COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS**

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

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

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

#### **STUDENT AND ENROLMENT SERVICES DIVISION**

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

#### **ACADEMIC HELP FOR STUDENTS**

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial [https://libguides.usask.ca/remote\\_learning](https://libguides.usask.ca/remote_learning)

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

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

[HTTPS://STUDENTS.USASK.CA/STUDY/REMOTE-LEARNING.PHP](https://students.usask.ca/study/remote-learning.php)[HTTPS://LIBGUIDES.USASK.CA/STUDYSKILLS](https://libguides.usask.ca/studyskills)

## **TEACHING, LEARNING AND STUDENT EXPERIENCE**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

## **FINANCIAL SUPPORT**

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

## **ABORIGINAL STUDENTS CENTRE**

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

## **INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit [students.usask.ca](https://students.usask.ca) or [updates.usask.ca](https://updates.usask.ca) for more information.

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

