Preparation for Residency

MEDC 409.8

Year 4 Term 2

PREPARATION FOR RESIDENCY – COURSE OVERVIEW

COURSE DESCRIPTION

The Preparation for Residency Course focuses on equipping students in the skills of improving patient safety and ethical patient care, wellness of indigenous patients, interprofessional skill development, career development, as well as addressing key topics for the Medical Council of Canada Qualifying Exam Part 1 (MCCQE – 1). The goal of this course is to review the accumulated knowledge obtained over the course of the four years of medical school, focus on the clinical application, and ingrain the principles of physician wellness and development to carry forward throughout their careers.

This course will occur **February 24 – March 16, 2025 and March 31 – April 17, 2025, with the two online modules starting January 8, 2025.** All sessions within this course are **mandatory**. Sessions will be offered virtually.

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

OVERALL COURSE OBJECTIVES

At the completion of this course, students will be expected to:

1. Develop a knowledge base appropriate for level of training to successfully complete the Medical Council of Canada examinations.

2. Prioritize a differential diagnosis based on clinical interpretation of information presented in clinical scenarios.

3. Select and interpret evidence-basedinvestigative tests to enhance care delivery and resources stewardship

4. Identify and use appropriate and evidence-based information to support the delivery of patient care.

5. Develop knowledge base and skills in financial literacy.

6. Develop skills for career planning and professional development

7. Discuss strategies to personal wellness in the transition from medical school to residency.

8. Recognize the evolving contract between physicians, their organizations, and society.

9. Recognize the role of mentoring as it relates to the career transition process and long-term career planning.

10. Apply strategies to enhance patient safety during clinical care.

11. Discuss effective collaboration with interprofessional healthcare teams.

12. Identify a process for incorporating opportunities that promote advocacy.

13. Effectively communicate information in peer group encounters.

14. Evaluate personal learning needs to enhance the comprehension of key concepts.

15. Demonstrate strategies to support the health care of Indigenous patients.

16. Demonstrate sound ethical and legal reasoning ability in the context of local, national, and/or international issues.

17. Describe an appropriate patient-centered and evidence-informed management plan.

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

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 can found on the Policies, Procedures and Forms page of the College of Medicine website.

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

COURSE CONTACTS

Course Director: Dr. Megan Dash – stimtopicscourse@gmail.com

Administrative Coordinator Saskatoon: Tami Golding – tami.golding@usask.ca (306) 966-5891
Administrative Coordinator Regina: Nicole Gates Willick - nicole.gateswillick@saskhealthauthority.ca (306) 766-0559
Administrative Assistant Saskatoon: Barb Smith – b.r.smith@usask.ca (306) 966-7693

Office of Career Advising and Mentorship:
Saskatoon: Sheldon Moellenbeck – sheldon.moellenbeck@usask.ca (306) 966-6473
Regina: Dr. Andrew Houmphan- med.careeradvising@usask.ca (306)-966-7275

Student Wellness:
Saskatoon: Dr. Ginger Ruddy – ginger.ruddy@usask.ca (306) 966-7275
Edith Conacher – edith.conacher@usask.ca (306) 966-4751
Bev Digout – bev.digout@usask.ca (306) 966-8224

Regina: Sue Schmidt – sue.schmidt@saskhealthauthority.ca (306) 766-0620

COURSE SCHEDULE

This is a 6-week course occurring **from February 24 – March 16, 2025 and March 31 – April 17, 2025.** The sessions are coordinated across both sites and will be offered via Zoom. There will time set aside for practice exams provided by the Medical Council of Canada as a preparatory measure for the MCCQE I.

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

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

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 your responsibility as an adult learner to adequately prepare for your sessions. Lack of preparation may result in being unable to effectively participate in learning activities and may influence your assessment.

COURSE DELIVERY

Students will learn through a variety of methods, including:

- Lectures
- Independent self-directed learning
- Group sessions

COURSE MATERIALS

Course materials (including the syllabus, sessions, objectives, required reading, forms, and other useful documents) are posted on One45 and Canvas.

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

RESOURCES

Students are required to have their laptop or smart phone for lectures AND to participate in cases and quizzes.
A general medical text should be consulted for reference in reading around Preparation for Residency sessions. Optional resources include: American Psychiatric Association, American Psychiatric Association, editors. Diagnostic and statistical manual of mental disorders: DSM-5 [Internet]. Fifth edition. Arlington, VA: American Psychiatric Association; 2013. 1 p. Available from:
http://library.usask.ca/scripts/remote?URL=http://psychiatryonline.org/isbn/0-89042-555-8

Lawrence PF, Smeds M, O'Connell JB, editors. Essentials of general surgery and surgical specialties [Internet]. Sixth edition. Philadelphia: Wolters Kluwer Health; 2019. 747 p. Available from: in print from U of S Library at **RD31 .E837 2019** (Note: NOT available online from U of S Library)

Goldman L, Cooney KA, editors. Goldman-Cecil medicine [Internet]. 27th edition. Philadelphia, PA: Elsevier; 2024. Available from:
http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20201044902

Lozcalzo J, Fauci AS, Kasper DL, Hauser S, Longo DL, Jameson JL, et al., editors. Harrison's principles of internal medicine [Internet]. 21st ed. New York, N.Y: McGraw-Hill Education LLC; 2021. (McGraw-Hill's AccessMedicine). Available from:
http://library.usask.ca/scripts/remote?URL=https://accesspharmacy.mhmedical.com/book.aspx?bookid=3095

Kliegman RM, St Geme JW, Blum NJ, Shah S, Tasker RC, Wilson KM, editors. Nelson textbook of pediatrics [Internet]. 21st ed. Philadelphia, PA: Elsevier; 2020. Available from: http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20161017121

Walls RM, Hockberger RS, Gausche-Hill M, Erickson TB, Wilcox SR, editors. Rosen's emergency medicine: concepts and clinical practice [Internet]. Tenth edition. Philadelphia, PA: Elsevier; 2023. Available from: http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20181032357

Kline M, McGraw-Hill Medical (Firm), editors. Rudolph's Pediatrics, 23e [Internet]. 23rd ed. New York, N.Y: McGraw-Hill Education LLC; 2018. 1 p. (McGraw-Hill's AccessPediatrics). Available from: http://library.usask.ca/scripts/remote?URL=http://accesspediatrics.mhmedical.com/book.aspx?bookID=2126

Townsend CM, Beauchamp RD, Evers BM, Mattox KL, editors. Sabiston textbook of surgery [Internet]. 21st ed. Philadelphia, PA: Elsevier Saunders; 2022. Available from: http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20170043124

Lake D, Baerg K, Paslawski T. Teamwork, leadership and communication: collaboration basics for health professionals [Internet]. Edmonton, Alberta: Brush Education Inc; 2015. 1 p. Available from: http://library.usask.ca/scripts/remote?URL=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=1296675

Tintinalli JE, Ma OJ, Yealy DM, Meckler GD, Stapczynski JS, Cline D, et al., editors. Tintinalli's emergency medicine: a comprehensive studyguide [Internet]. 9th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from: http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2353

Hoffman BL, Halvorson LM, Hamid CA, Corton MM, Schaffer JI, Schorge JO, et al., editors. Williams Gynecology [Internet]. 4th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from: http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2658

Cunningham FG, Leveno KJ, Bloom SL, Dashe JS, Casey BM, Hoffman BL et al., editors. Williams Obstetrics. [Internet]. 26th ed. New York, N.Y: McGraw Hill Medical; 2022. Available from: http://library.usask.ca/scripts/remote?URL=https://obgyn.mhmedical.com/book.aspx?bookid=2977

Essentials of general surgery is also held in print at RGH Library:

- Regina General Hospital Regina General Hospital CoM collection (College of Medicine use only) WO 500 E78 2019

Textbooks are available online from the University of Saskatchewan Bookstore: https://bookstore.usask.ca/students.php#MyTextbooks

The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available https://firstline.org/sha/

The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. Firstline - Microbial Pursuit

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

Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

https://openpress.usask.ca/undergradimaging/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/

COURSE ASSESSMENT OVERVIEW

Component	Weighting in Final Mark
Weekly Quizzes (4-5) • MCC Review Module • Patient Safety Module	Complete (formative)
MCC Practice Exams (2) (one each of: Multiple Choice (MCQ) and Clinical Decision Making (CDM))	Complete (formative)
Indigenous Wellness Course	Pass (see below)
Ethics Discussion Forum	Competency met

ASSESSMENTS/ASSIGNMENTS

Weekly Quizzes

Students will be quizzed on Prep for Residency content on a regular basis throughout the MCC Review and Patient Safety modules. These quizzes are mandatory to complete. These assessments are intended to be formative to aid student preparation for the MCCQE1. Group and/or individualized formative feedback will be provided to foster student growth. Quizzes will occur on Canvas.

Quiz Schedule:

February 28, 2025
March 7, 2025
March 14, 2025

April 4, 2025
April 17, 2025

MCC Practice Exams

Students opting to write their MCCQE1 exam prior to term 2 will be given an opportunity to complete two Medical Council of Canada Practice Exams (1 MCQ and 1 CDM). Due to the MCC exam changes, students opting to write their MCCQE1 exam in term 2 will be given the opportunity to complete 1 Medical Council of Canada Practice Exam (MCQ). Course administrators will provide access codes to these exams.

These practice exams must be completed as part of this course, but they are formative. They can be completed at the discretion of the student any time during the academic year; however, there will also be dedicated time in the course schedule for this purpose. All students are required to complete the MCC practice exams during 4th year prior to the end of the course, April 17, 2025.

Course: The Role of Practitioners in Indigenous Wellness

We are excited to offer this course in collaboration with the Division of Continuing Medical Education. Students will complete the course through a series of online modules and assignments. The assignment breakdown is listed below. The course will be moderated by an Indigenous facilitator, who will provide feedback and marks for your completed course work. Please contact Dr Selvig if you have previously completed this course. **You will receive an introduction and access to begin the course on January 8, 2025. The course must be completed by April 2, 2025.**

1. Discussion Forum postings
2. Reflection Journaling
3. Assignment 1 (Module 1 Topic 1)
4. Final Communication Strategy

Ethics Discussion Forum

Students will participate in one discussion forum throughout the course. Discussion posts will be graded using a competency rubric. Each discussion forum is worth 5 competency points. Students will need to demonstrate competency 4 times out of 5 to pass the module. See rubric. The discussion forum can be accessed on Canvas -> Discussions starting January 8, 2025. **Posts to the Discussion Forum must be completed by March 28th, 2025.**

EXAM PROCTORING

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

RUBRICS

Where applicable, rubrics for all assignments will be posted in Canvas for the relevant session.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

To successfully complete this course, students <u>must</u> attend/participate in all course components, pass the Indigenous Wellness Course and demonstrate competency in the Ethics Discussion Forum, and complete all assessment components.

Students who do not achieve a pass/completion may be offered the opportunity for remediation and supplemental assessment. To determine eligibility, the student will be required to meet with the Course Director and/or a course sub-committee (which may include the MCC prep coordinator; Year 4 Chair or designates). The student is encouraged to invite a Student Services representative to also be present. Ways to improve academic performance and a specific remediation plan will be discussed in consultation with the Academic Support Team.

The Year 4 chair, in consultation with the MCC prep coordinator or designate(s) will determine the specific type of remediation needed for each individual student, targeted to the areas of academic weakness. This remediation may be in the form of supplemental assignments, and/ or supplemental examinations as determined by the course chair(s). A maximum of one remediation/supplemental assessment will be allowed.

Success in any supplemental assessment will be accorded a pass. Remediation will most likely occur by the end of Year 4.

Any student who does not achieve a pass, even after remediation/supplemental assessment, will be considered to have failed the course. In this situation, the student will NOT be offered further supplemental assignments and/or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee. Students who do not graduate or are not promoted as a result of failing the course will receive a "FAIL" on their transcript for this course.

PLEASE NOTE: STUDENTS MUST MEET THE OVERALL YEAR 4 GRADUATION STANDARDS IN ORDER TO GRADUATE. (SEE STUDENT INFORMATION GUIDE).

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, not maintaining academic integrity and/or patient confidentiality.

Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior. http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php

EXAM REVIEW

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

ATTENDANCE EXPECTATIONS
See Student Information Guide for MD Program Attendance and Absence policy.

All sessions within this course are **mandatory**.

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

1. Community Health and Epidemiology extension from two days to three days
2. Revision of the Ethics Discussion Forum discussion topics
3. Addition of Intersection of Belief Systems and Health Care panel discussion

COURSE MODULES

Cultural Safety and Indigenous Wellness

This module involves the passing of a **mandatory** online course to enhance knowledge and skills to understand and support the cultural safety and Indigenous wellness for our patients and community.
This course/module needs to be completed by **April 2, 2025 at 23:59**.

Primary course contact: Kendra Usunier - kendra.usunier@usask.ca

Module Director: Dr. Megan Dash – stimtopicscourse@gmail.com

Ethics Discussion Forum

This discussion forum is designed to promote critical thinking and reinforce ethical concepts and topics learned in Pre-Clerkship. It is also an opportunity to personally reflect on current issues and to gain insight from peers. Topics will be selected from recent news articles relevant to Saskatchewan. Posts to the Discussion Forum must be completed by **March 28th, 2025 at 23:59**.

Module Director: Ryan Meneses – r.meneses@usask.ca – (306) 491-4636

Patient Safety

This module covers competencies required for providing safe patient care. It builds upon content covered in Medicine and Society I-IV and Success in Medical School III. Skills covered in the module include patient handover, discharge planning, medication reconciliation, reporting and disclosure of patient safety incidents, teamwork, and resource stewardship. Content will be delivered through a combination of didactic lectures, case presentations, and interactive group exercises.

Module Director: Dr. Michael Prystajecky - michael.prystajecky@usask.ca

Career Advising and Mentorship

This module will discuss the career planning components involved in a successful transition to residency.

Module Director: Sheldon Moellenbeck- sheldon.moellenbeck@usask.ca

Wellness

This module will review strategies for resilience to adapt to change and recover from challenges, as well as to recognize appropriate resources for support. Sessions on financial literacy will be included.

Module Director: Dr. Ginger Ruddy - grr111@mail.usask.ca

MCC Review

This module involves a high-yield review of topics as they contribute to preparation for the MCC Part I qualifying exam (MCCQE-I) and topic sessions that address the general knowledge base required for completion of medical school and transition into a residency program. Attendance is mandatory. This module will be assessed through weekly quizzes. Completion of this course will contribute to attaining elements of the overall undergraduate program objectives (Program Learning Objectives).

Module Director: Dr. Megan Dash – megan.dash@usask.ca

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[1].

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

PROFESSIONALISM

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

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

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 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.

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.

College of Medicine, Academic Support Team

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

Academic Support Specialist: Dr. Ayesha Iqbal – ayesha.iqbal@usask.ca

Academic Support: Meghan Nelson - meghanemily.nelson@saskhealthauthority.ca

Academic Support Administration Office – med.academicsupport@usask.ca

College of Medicine, Office of Student Affairs

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact:
Student Affairs Coordinator Saskatoon, Edith Conacher at edith.conacher@usask.ca or (306) 966-4751
Student Affairs Coordinator Saskatoon, Bev Digout at bev.digout@usask.ca or (306) 966-8224
Student Affairs Administrator Saskatoon, TBD
Student Affairs Coordinator Regina, Sue Schmidt - sue.schmidt@saskhealthauthority.ca or (306) 766-0620
Student Affairs Associate Regina, Rilla Wagner – rilla.wagner@saskhealthauthority.ca or (306) 766-0553
Student Affairs Site Director Prince Albert, Dr. Romy Moodliar – romym@hotmail.com or (306) 953-1688
Director, Student Services, Dr. Ginger Ruddy – 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.