Success in Medical School

MEDC 111.0
YEAR 1 TERM 1 & 2

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UNIVERSITY OF SASKATCHEWAN
College of Medicine
UNDERGRADUATE MEDICAL EDUCATION
MEDICINE.USASK.CA

As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Four and 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.

Success in Medical School I – Course Overview

COURSE DESCRIPTION

Medical school is an intense and complex journey with many challenging transitions throughout. Many students have expressed the need to have specific support in place to help manage the transition into medical school and the medical profession in general. The purpose of this course is to provide students with information, experiences, and tools that will help them to be successful in all aspects of medical school from a personal, academic, and professional perspective. By having dedicated space in the curriculum for Success in Medicine, we can provide these elements in a developmental and timely fashion. Topics and experiences include: basic orientation to the MD program, wellness, career advising and mentoring, professionalism, and shadowing.

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

OVERALL COURSE OBJECTIVES

By the completion of the Success in Medical School I course, students will be expected to:

1. Develop skills for academic success in Pre-Clerkship.

2. Develop skills to balance personal well-being with academic demands.

3. Explore professional roles and identity development as a medical student and future physician.

4. Explore personal and professional goals as it relates to career planning.

5. Describe practices to optimize safety in the clinical workplace.

6. Describe ethical principles related to patient privacy, academic honesty, and health care research.

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

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

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

More information on the U of S Academic Courses Policy relating to course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-

affairs/academic-courses.php. College of Medicine 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 Directors

Dr. Nicole Shedden (Saskatoon Site) - nicole.shedden@usask.ca (on Leave until August 15, 2025)

 Dr. John Verrall (Saskatoon Site) - jrv126@mail.usask.ca

Dr. Helen Chang (Regina Site) - helen.chang@usask.ca

Course Co-Chair: Dr. Asma Nosherwan - asn182@usask.ca

Course Co-Chair/Student Services: Dr. Ginger Ruddy** - ginger.ruddy@usask.ca (306) 966-7275

 ** due to the nature of the position of Director, Student Services, this person will be involved in course delivery and planning but not in student assessment.

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

Pre-Clerkship Coordinator Regina - Cassie Eskra - cassandra.eskra@saskhealthauthority.ca (306) 766-3773

Administrative Assistant Saskatoon – Janine Rover – ugme.year1@usask.ca (306) 966-7202

Administrative Assistant Regina - Ravi Mangat – ravijot.mangat@saskhealthauthority.ca 306-799-0558.

COURSE SCHEDULE

Please check One45 **DAILY** to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes must be made to a session within 48 hours of the time scheduled in One45, students will be notified directly.

COURSE DELIVERY

This course will employ a variety of course delivery methods, including:

- Large Group Interactive Sessions

- Small Group Sessions

- Individual Experiential Learning, Shadowing, and Mentorship Opportunities

- Online Learning Activities

- Self-Directed Learning

- Professional Learning Networks (PLNs)

The Success in Medical School I course incorporates PLNs as part of the learning experience and delivery of many of the course components. PLNs involve placing small groups of UGME learners together to meet regularly as a supportive "community of learners." They help to foster deeper connections with a smaller cohort of students, which not only supports the transition to the new environment of medical school but also supports academic success and learner well-being. These PLNs will also be the platform for discussion of many of the topics being taught in the Wellness and Career Advising and Mentorship modules.

COURSE MATERIAL ACCESS

All materials will be posted to One45 and/or Canvas.

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

COURSE ASSESSMENT OVERVIEW

This course is entirely based on a Pass/Fail approach to assessment, which will be based primarily on attendance, engagement in course activities, and completion of mandatory components.

MODULE	COMPONENT	SUCCESSFUL COMPLETION
Orientation and Professionalism	Attendance at all mandatory sessions (identified in One45)	Completion*
	WHMIS Online Certification	Completion* (to be completed prior to orientation)
	Online quiz on Academic Honesty and Referencing & Gen AI Learning Module	Pass**
	SHA Online Privacy Module Quiz	Pass**
	McMaster Chart Review Tutorial	Pass**

Wellness	Attendance at all mandatory sessions (identified in One45)	Completion*
Career Advising and Mentorship	Attendance at mandatory sessions (identified in One45)	Completion*
Shadowing	Engagement in Shadowing Activities	Completion of 10 hrs. of shadowing for the academic year. **Students must complete at least 5 hrs. in Term One** (See more details below in the "Shadowing" module section) **Students must complete 2 hrs. Of non-MD shadowing in Term Two before April 10, 2026.**

*   Completion - attendance at all mandatory sessions or required activities.

** Pass - Students must achieve 100% on the quiz. Multiple attempts are allowed.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION
Successful Completion

Students will be considered to have successfully completed the course if they have:

1. Passed all course requirements. See the Course Assessment Overview table above.
2. Completed all assignments and met all requirements of the Orientation and Professionalism, Wellness, Career Advising and Mentorship, and Shadowing.

Eligibility for Remediation

Students who do not pass and/or complete all the course requirements as listed in the Course Assessment Overview table above will be eligible for remediation up to a maximum of two failed assessments/requirements. A maximum of one remediation/supplemental attempt will be offered per assessment.

Course Failure

A student can be unsuccessful in the course for the below reasons:

1. Failure of more than two assessments/requirements.
2. Failure of a supplemental assessment.
3. Being deemed unsuccessful for professionalism. This would include, but is not limited to, submission of late assignments. Furthermore, late submissions will be marked as per the

UGME Assignment Submission Policy. Consequently, late submissions could be marked as "fail" and might be considered as a missing course requirement. 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 as per the UGME Procedures for Concerns with Medical Student Professional Behavior.

Students not promoted as a result of being unsuccessful in the course will receive a grade of "F" on their transcripts.

Remediation and Supplemental Assessment Information:

1. Students who have met the above-described criteria for remediation will be offered remediation and supplemental assessment unless they have met the criteria for course failure.
2. The remediation timeline will begin once the student has been notified of failure in a module or course. Students eligible for remediation will be contacted by the course/module director and the academic support team to meet, discuss remediation and supplemental assessment, and develop a learning plan. The learning plan will be developed between the student, course/module director(s), and the academic support team. Remediation may be in the form of additional assignments, additional cases, assigned readings, and/or meetings with the course/module director(s) or designate. This plan will be carried out from the beginning of the remediation timeline until the date of the supplemental assessment.
3. The course/module director(s), in consultation with the assessment team, will determine the specific type, format, and content of the supplemental assessment(s). This may be in a different format from the original assessment.
4. Supplemental Examination Timelines:
   a. Supplemental exams will only be scheduled after the final exam period. Students required to remediate modules will be informed of the specific supplemental examination dates.
   b. If students have supplemental exams in more than one module or course, adjustments may be made to the supplemental exam schedule by the year chair in coordination with course/module director(s).
   c. Supplemental assessments will be scheduled by the UGME office. Supplemental assessments will only be offered on scheduled dates barring exceptional circumstances. In cases of exceptional circumstances, students should follow the Deferred Exam Procedure to request adjustment of supplemental exam dates.
   d. Students must be available in an appropriate site to complete the remediation process. It is strongly recommended that any travel be carefully planned with this in mind, including researching cancelation policies and carefully considering non-refundable items. Exceptions and appeals to this policy will be adjudicated on a case-by-case basis by the Program Manager of UGME, the Academic Director, and Associate Dean of UGME. Exceptions to this policy will be rare and granted under only very special circumstances.
5. A maximum of one (1) supplemental assessment per failed component will be allowed, up to the point of course failure. Students who have been unsuccessful in any supplemental assessment will be deemed unsuccessful in the course.

6. Should a student meet the criteria to no longer be eligible for supplemental assessment during the remediation period, remediation can continue. However, no further supplemental assessment will be allowed in this course.
7. Recommendations for promotion, remediation, and supplemental assessment are made by the Year Promotions Committee. Decisions regarding promotion, remediation, and supplemental assessment are adjudicated by the Student Academic Management Committee.
8. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (in most cases a 70%).

Please note: students returning to repeat Term 2 must:

- Complete 5 hours of shadowing in Term 2, including 2 hours of non-MD shadowing (previous shadowing hours will not be counted)
- Have active WHIMIS certification
- Repeat and pass the SHA Online Privacy Module Quiz
- Repeat and pass the Academic Honesty and Referencing Quiz
- Repeat and pass the McMaster Chart Review Tutorial

ATTENDANCE EXPECTATIONS

What are the expectations for attendance in Success in Medical School I?

It is expected that students will attend all sessions unless absence is unavoidable**.** Attendance at small group sessions is mandatory. (See One45) Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy.](Pre-Clerkship%20Attendance%20and%20Absence%20Policy.)

How is attendance documented?

Attendance will be taken at mandatory sessions. Shadowing sessions will be documented using a logging feature on One45. If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

What are the implications of absences?

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see [Pre-Clerkship Attendance and Absence Policy](Pre-Clerkship%20Attendance%20and%20Absence%20Policy)) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

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

Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Added shadowing of non-MDs for interprofessional experience.
2. Revisions to schedule to better support shadowing and career exploration opportunities.

COURSE MODULES

This course is composed of the following modules: Orientation and Professionalism, Wellness, Career Advising and Mentorship, and Shadowing. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, the student will begin to integrate the information learned in each separate module and apply what was learned throughout the term.

Orientation and Professionalism Module

MODULE CONTACTS

Module Co-Director: Dr. Nicole Shedden (Saskatoon Site) - nicole.shedden@usask.ca (on Leave until August 15, 2025)

Module Co-Director: Dr. Helen Chang (Regina Site) - helen.chang@usask.ca

Module Co-Director: Dr. John Verrall (Saskatoon Site)- jrv126@usask.ca

MODULE DESCRIPTION

This module will provide students with general orientation to the College of Medicine program, the key administrative and support structures, and people within it. It will provide specific orientation to the policies and procedures relevant to the Undergraduate Medical Program. This module will also provide students with an approach to reflection to support self-directed and life-long learning. Finally, this module will introduce students to the concept of professionalism, which is a key concept in professional identity formation.

MODULE OBJECTIVES

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

1. Explain undergraduate program policies, processes, structure, schedules and resources.
2. Apply principles of critical self-reflection to support effective self-directed learning.
3. Discuss the professional expectations of a medical student.
4. Reflect on the development of professional identity as a medical student.
5. Identify the importance of proper attribution of others' work.
6. Demonstrate correct usage of International Committee of Medical Journal Editors' style to write citations.
7. Describe practices to optimize safety in the clinical workplace.
8. Describe ethical principles for conducting healthcare research.

MODULE ASSESSMENT

Assessment 1: Online Quiz on Academic Honesty and Referencing and USask Library GenAI Learning Module

Value: Pass/Fail

Description: Completion of the online Academic Honesty and Referencing Module as well as the GenAI module is mandatory. Completion of the module will include a declaration committing to academic honesty. Students must achieve 100% on the module quiz to pass and will have

the opportunity to repeat the quiz until 100% is attained. Certificates of completion and the signed declaration must be submitted.

Due Date: Friday, August 8, 2025, 23:59

Assessment 2:   SHA Privacy Online Post-Video Quiz

Value: Pass/Fail

Description: Completion of the online SHA Privacy Post-video Quiz is mandatory. Students must achieve 100% on the quiz to pass. Multiple attempts are allowed.

Due Date: Friday, September 5, 2025, 23:59

Assessment 3: McMaster Chart Review Tutorial

Value: Pass/Fail

Description: Completion of the online McMaster Chart Review Tutorial is mandatory. Students must achieve 100% on the quiz to pass. Multiple attempts are allowed.

Due Date: Friday, November 28, 2025, 23:59

Please plan to spend 3 to 4 hours independently completing the above module assessments.

Wellness

MODULE CONTACT

Module Director: Dr. Ginger Ruddy ginger.ruddy@usask.ca - (306) 966-7275
Module Director: Bev Digout bev.digout@usask.ca - (306) 966-8224

MODULE DESCRIPTION

Wellness is a conscious and self-directed process of making choices toward a healthy and fulfilling life. This module was developed to introduce students to the concepts and resources for enabling wellness and resilience.

MODULE OBJECTIVES

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

1. Identify and begin to implement skills to achieve and maintain individual health and well-being throughout one's career.

2. Develop skills to adapt and recover from challenges.

3. Identify appropriate resources for support.

4. Promote a culture of self-care and help-seeking that recognizes and supports colleagues in need.

MODULE ASSESSMENT

No assessment. Attendance is mandatory for the Financial Literacy sessions and students are **strongly encouraged** to attend all sessions.

Career Advising and Mentorship

MODULE CONTACTS

Career Advising & Mentorship

Co-Module Director, Dr. Ginger Ruddy at med.careeradvising@usask.ca

Co-Module Director, Sheldon Moellenbeck at sheldon.moellenbeck@usask.ca

MODULE DESCRIPTION

Choosing a career is one of the most important decisions that a medical student will make. The Career Advising and Mentorship Program is designed to assist students in evaluating career options and preparing for residency program applications.

MODULE OBJECTIVES

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

1. Explain the importance of understanding oneself by taking inventory of strengths, interests, values, personality, and skills as they relate to the selection of a medical career.

2. Discuss the resources, services, tools, and programs available to support the career planning process.

3. List opportunities and online resources to explore different disciplines (shadowing, student interest groups, mentoring, community placements, and research projects).

4. Describe the components of an effective curriculum vitae (CV) and personal letter.

MODULE ASSESSMENT

No assessment. Mandatory sessions will be clearly identified in the One45 calendar. Students are encouraged to check the One45 schedule regularly.

MODULE CONTACTS

Module Co-Director (Saskatoon site): Dr. Nicole Shedden – nicole.shedden@usask.ca (on Leave until August 15, 2025)

Module Co-Director: Dr. John Verrall (Saskatoon Site) - jrv126@mail.usask.ca

Module Co-Director: Dr. Helen Chang (Regina site) – helen.chang@usask.ca

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

Administrative Coordinator Regina: Nicole Gates Willick - nicole.gateswillick@saskhealthauthority.ca (306) 766-0559

Administrative Assistant Saskatoon: Janine Rover – ugme.year1@usask.ca 306-966-7202

Clerical Assistant Regina: Sherry Lindenbach - sherry.lindenbach@saskhealthauthority.ca (306) 766-0578

MODULE DESCRIPTION

This is a self-directed but mandatory experience for students to observe and explore various aspects of medicine and health care. Students are encouraged to shadow (observe) physicians from a variety of disciplines and are also encouraged to shadow non-physician health care providers. Shadowing can provide a unique opportunity to consider career options within medicine. Students are encouraged to reflect on their shadowing experiences and how they relate to the knowledge, skills, and attitudes reflected in the Program Learning Objectives.

Information on shadowing, including contact information, can be found under the shadowing module on the MEDC 111 Canvas course. Additionally, students may seek out their own contacts* for shadowing and are not limited to this list. For Regina students, you will see that there are specific instructions and processes for requesting shadowing.
*Shadowing family members will not be counted toward mandatory course requirement shadowing hours.

The shadowing policy can be found here: https://medicine.usask.ca/policies/shadowing-policy.php.

MODULE OBJECTIVES

By the completion of this module, the student will:

1. Explore career options and physician roles through observation in a variety of health care settings.

MODULE ASSESSMENT

Participation in at least ten hours of shadowing* for the academic year. Students must complete 5 hours of shadowing by the end of term one. If students have completed all ten hours in term one, the additional hours may be carried over to term two.

Any shadowing hours that students obtain over the summer between Year 1 and Year 2 will **not** be carried forward into Year 2 or count toward the required 10 hours of shadowing in the Success in Medical School II course.

Students will complete 2 hours of their total 10-hour shadowing requirement to shadow a non-MD health care provider by **April 10, 2026.** Information on these opportunities can be found on the Canvas website under shadowing in the Success in Medical School I course.

Students may further allocate up to 2 hours of their total 10- hour shadowing requirement to attend an appointment or treatment with their PFCC Patient Advisor (advance approval required; refer to MEDC 132 and 142 syllabi for requirements). Students are welcome to shadow clerks; however, that time will not contribute to the overall number of hours required.

Shadowing hours for Term 1 must be completed by **November 21, 2025,** and by **May 1, 2026,** for Term 2. The Shadowing log is located in One45 and allows you to add, edit, and review log entries. Students may optionally shadow over the summer between Years 1 and 2, ensuring that they continue to log all of their shadowing in One45. **Note that completion of documentation of each summer shadowing encounter on the One45 log is required to ensure appropriate University of Saskatchewan insurance coverage for completing shadowing.** Summer shadowing outside of Canada is not allowed through the SiMS I course. Students who wish to independently set up shadowing outside of Canada will need to purchase their own insurance. Students who wish to shadow in Canadian provinces other than Saskatchewan must plan these experiences early, as provinces vary in their requirements for licensing (some provinces require an educational license and/or approval by a hosting local university to allow shadowing). Students must adhere to any provincial requirements to have University of Saskatchewan insurance coverage when shadowing. All students must submit their Year 1 One45 shadowing log for any summer shadowing by the end of the **first week of classes for Year 2. Reminder: shadowing hours accumulated over the summer are not carried over to Year 2.** For additional information and instructions on optional summer shadowing, please see the Shadowing Policy and Student Information Guide.

Before you set up your out of province shadowing there are a few important things that you should know: a) If shadowing in Canadian provinces over the summer, continue to log your shadowing hours on One45 so that you have liability insurance from the University of Saskatchewan; b) Please be aware of the limitation to COVID related coverage: https://medicine.usask.ca/documents/policies/ugme/health-care-science-student-placement-malpractice-insurance.pdf; c) You will need to enquire to the regulatory body in that province/location (the College of Physicians and Surgeons) to see if they require an educational license and will need to follow any requirements of the local regulatory authority (these vary province to province - some do not require an educational license); d) Your Workers Compensation Board Coverage (WCB) through the University of Saskatchewan does not apply outside of Saskatchewan.

Failure to complete the required shadowing hours may result in failure of the Success in Medical School I course. Decisions related to promotion will then be determined by the SAMC.

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). Canvas returns confirmation that an assignment has been submitted. If the confirmation note is not shown, the assignment may not be properly logged. Please note: 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. All due dates or timelines for assignment submission are published in the student course syllabus.

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

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 a webcam built into or connected to your computer. For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

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INTEGRITY

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

Students are required 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 required to complete the Academic Integrity Tutorial in SiMS 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.

Please see the AI Guidelines posted on the College of Medicine website alongside the student guides for further information.

Students wanting to submit 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.

STUDENT SUPPORTS

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 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

COM Coordinator (Saskatoon), Bev Digout at bev.digout@usask.ca or (306) 966-8224

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

Student Affairs Site Director Regina, TBD

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

Academic Help for Students
Visit the University Library and Learning Hub to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math, and statistics. Students can attend workshops, access online resources and research guides, book 1-1 appointments or hire a subject tutor through the USask Tutoring Network.
Connect with library staff through the AskUs chat service or visit various library locations at the Saskatoon campus.

SHA Library: https://library.saskhealthauthority.ca/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.

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.