



Selected Topics in Medicine

MEDC 308.16

YEAR 3 Term 1 and 2



COURSE SYLLABUS
2025/2026



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

LAND ACKNOWLEDGEMENT

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

SELECTED TOPICS IN MEDICINE – COURSE OVERVIEW

COURSE DESCRIPTION

This course consists of topics selected to address the general knowledge base required for completing clinical rotations and to ensure students attain a broad basis of learning that will help them as physicians, whatever their chosen career path. Sessions will also contribute to preparation for the MCC Part I Qualifying Exam (MCCQE-I).

Attendance is mandatory and students are excused from all clinical duties to attend these sessions.

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

OVERALL COURSE OBJECTIVES

By completion of this course:

1. Describe the pathology, clinical characteristics and appropriate management of important diseases/disorders.
2. Develop a differential diagnosis of important diseases/disorders through clinical reasoning.
3. Identify important components of normal and abnormal human development through childhood, adolescence, adulthood and aging.
4. Describe health strategies for individuals throughout their life cycle using evidence-informed principles of surveillance, screening and management.
5. Identify factors important to the care and advocacy of vulnerable individuals and populations.
6. Select and interpret important investigations as they relate to a differential diagnosis.
7. Recognize the impact of nutrition in the health of individuals and the impact on clinical care.
8. Recognize the impact of integrative medicine in the care of individual and population health.
9. Identify important components of end-of-life conversations and palliative care management strategies.
10. Review the approach to choosing and interpretation of a variety of imaging modalities.
11. Discuss factors that may promote or negatively impact patient safety.
12. Identify factors that could indicate urgent or emergent presentations.
13. Perform appropriate and focused physical examinations that allows for the detection and interpretation of positive and negative findings.

14. Describe current ethical and legal principles.
15. Demonstrate self-directed learning, including critical research appraisal strategies.
16. Demonstrate knowledge and skills as they relate to clinical care.
17. Communicate medical knowledge to other health care providers.
18. Participate in career advising and mentoring.
19. Identify strategies to promote personal wellness.
20. Demonstrate professionalism.

Specific topic objectives are available through One45 and were developed in reference to [Medical Counsel of Canada Objectives](#). 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 – 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 be 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

Office of Career Advising and Mentoring

Saskatoon Site: Sheldon Moellenbeck - Sheldon.moellenbeck@usask.ca (306) 966-6473

Regina Site: Dr. Andrew Houmphan - med.careeradvising@usask.ca

Student Wellness

Saskatoon Site: 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) 966-4233

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

Clerkship Coordinator

Saskatoon Site: Tami Golding – tami.golding@usask.ca (306) 966-5891 fax (306) 966-2601

Regina Site: Nicole Gates Willick – Nicole.GatesWillick@saskhealthauthority.ca (306) 766-0559 fax (306) 766-4833 RGH

Prince Albert Site: Nicole Toutant – nicole.toutant@saskhealthauthority.ca (306) 765-6787 fax (306) 765-6783 VGH 420

Administrative Assistant

Saskatoon Site: Kanika Gupta – ugme.selectedtopics@usask.ca - (306) 966-8828 fax (306) 966-2601

Regina Site: Ravijot Mangat - ravijot.mangat@saskhealthauthority.ca - (306) 766-0558

Website

<http://medicine.usask.ca/index.php>

COURSE SCHEDULE

This course is regularly scheduled in person during Tuesday mornings (8:00-12:30) every week. Students are expected to return to their clinical rotations by 13:00. The sessions are coordinated across all sites in person with video conferencing between sites. Virtual attendance* will only be approved for students that are on OOP electives or other rural locations where in person attendance is not possible. Students in a virtual elective that have a home site hosting an in-person exam are required to attend sessions in person. On weeks where there is a Monday holiday at the start of a new rotation block, Selected Topics in Medicine will be cancelled.

This course includes independent learning time over the entire schedule.

* In order to encourage active engagement and participation with peers, there is a requirement for students who attend virtually to have their cameras on

COURSE DELIVERY

Students will learn selected chosen topics (see list) through a variety of methods that may include:

- Interactive topic seminars
- Case presentations
- Didactic presentations
- Small group learning activities
- Consolidation Week (June 8 - 19, 2026)

- Interactive small group learning sessions
- Simulation exercises
- Interactive case-based seminars
- Independent self-directed reading and exercises – Preparatory reading around content presented in the course is expected.

Sessions for 2025/2026 will include (Session objectives are available on One45)

Professional Development, Wellness and Career Advising and Mentoring Sessions	
The Changing Landscape of PGME Program Directors Panel Presentation Skills MCQ Development Skills Physician Wellness	The CaRMS Experience Panel CaRMS Presents Your Match Day Facilitated CV/Personal Letter Workshops Financial Literacy
Selected Topics in Medicine	
Abdominal Pain in Children Abdominal/Pelvic Radiology Abnormal Stature Addictions Medicine Acute Diarrhea Acute Pain Management ADHD Adult and Elder Abuse/ Intimate Partner Violence Adult Constipation Adult Fecal Incontinence Adults with Developmental Disabilities Antibiotic pharmacology Antiracism workshop: Interrupting Antiviral pharmacology Black Health Brain Radiology Cannabis pharmacology Cannabis and the law Central/Peripheral Neuropathic Pain Chest Radiology Child Abuse Chronic Abdominal Pain Chronic Kidney Injury Clinical Decision Making/ Researching clinical questions/ CME Clinical Pharmacokinetics COVID-19 Diplopia Disaster Response/Emergency Preparedness	Immigrant/Refugee health Immunizations Indigenous Health Integrative Medicine- Environmental Medicine Intimate Partner Violence Introduction to General Anesthesia Laboratory Medicine Boot Camp Language and speech disorder Legal, Ethical and Organizational Aspects of Medicine- consent, capacity Legal, Ethical and Organizational Aspects of Medicine- truth telling, negligence, conflict of interest, confidentiality Lines, tubes and devices radiology review Lump, mass (MSK) MAID Meningitis/Encephalitis Musculoskeletal radiology Neonatal Medicine: IUGR, neonatal distress, prematurity Nerve Injury Non-articular MSK pain, generalized pain disorders Non-substance addictive disorders Nutritional deficiencies Obesity Oligoarthritis/polyarthritis OneHealth workshop Oral Conditions Oxygen Delivery

Drowning Drug Interactions Dying patient/Palliative care Dysuria, urinary frequency and urgency or pyuria Edema, Anasarca Elder and Adult Abuse/Intimate Partner Violence Emerging medications/stewardship Exposure to blood born pathogen/Body fluid Fever in the immune compromised host Fever in the Returning traveler/Tropical related infections Gastrointestinal pharmacology- Lower Hand or wrist injuries Headache, adult Head Trauma/Brain Death Heart Failure Hemiplegia/Hemisensory loss Herbal medications HIV/AIDS Hyperthermia Hypotension, shock Hypothermia Hypotonic infant	Palpitations Polyuria/polydipsia Poisoned patient Professionalism Workshop Proteinuria Psychiatric pharmacology Red eye Sepsis Sexual health and gender workshop SIDS/BRUE Sleep-wake disorders Spine radiology Strabismus Substance withdrawal Syphilis Transfusion Medicine Transplant Trauma Informed Care Urinary incontinence, enuresis Vascular injury WBC abnormalities Weight loss, eating disorders, anorexia
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Additional topics may be offered

COURSE MATERIAL ACCESS

Course material will be made available through One45.

RECOMMENDED RESOURCES

Students are required to have their laptop, and headphones available for seminars to participate in cases and quizzes. Additional resources may be provided for specific sessions.

A general medical text should be consulted for reference in reading around Selected Topic sessions. Optional resources include:

Diagnostic and Statistical Manual of Mental Disorders (DSM5) (5th ed). American Psychiatric, 2013 Online: <https://sundog.usask.ca/record=b3643275~S8>; also in Print [RC455.2 .C4D54 2013](#) in stacks and in reference (U of S Health Sciences Library); [WM 15 D536 2013](#) (RGH Library)

Cunningham FG et al: Williams Obstetrics (26th ed). McGraw-Hill Education, 2022
<https://sundog.usask.ca/record=b5719687>

Goldman L and Schafer, A: Goldman-Cecil Medicine (26th ed). Saunders, 2020 in Clinical Key <https://sundog.usask.ca/record=b4816736~S8>; also in Print at RGH Library [WB 100 G619 2019](#)

Hoffman B and Schorge J: Williams Gynecology (4th ed). McGraw-Hill Education, 2020 in AccessMedicine <https://sundog.usask.ca/record=b5275028~S8>

Kliegman RM et al: Nelson Textbook of Pediatrics (21st ed). Elsevier, 2020 in Clinical Key; <https://sundog.usask.ca/record=b4703045~S8>; also in Print at RGH Library [WS 100 N432 2020](#)

Lawrence PF: Essentials of General Surgery and Surgical Specialties (6thed) Lippincott Williams & Wilkins, 2019 in Print [RD31.E837](#) (U of S Health Sciences Library); also [WO 500E78 2019](#) (RGH Library reserve collection) NOT AVAILABLE ONLINE

Loscalzo et al: Harrison's Principles of Internal Medicine (21st ed). McGraw-Hill Education, 2021 in AccessMedicine <https://sundog.usask.ca/record=b5685652~S8>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (10th ed). Elsevier, 2023 <https://www-clinicalkey-com.cyber.usask.ca/#!/browse/book/3-s2.0-C20181032357> in Print at RGH Library [WB 105 R815 2018](#)

Rudolph CD et al: Rudolph's Pediatrics, (23rded) McGraw-Hill Education, 2018 in AccessPediatrics; <http://sundog.usask.ca/record=b4362021~S8>

Tintinalli JE et al: Tintinalli's Emergency Medicine: A Comprehensive Study Guide (9th ed). McGraw-Hill Education, 2020 in AccessMedicine; <https://sundog.usask.ca/record=b4903751~S8>

Townsend CM et al: Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice (21st ed). Elsevier, 2022 in Clinical Key; <https://sundog.usask.ca/record=b5593958~S8>

[Canadian](#) [Family](#) [Medicine](#) [Clinical](#) [Cards](#)

The First Line (formerly Spectrum) app for infectious disease/microbiology/antibiotic guidance is free and can be downloaded both through the App Store and Google Play. There is a web-version that can easily be accessed at <https://firstline.org/sha/> .

Undergraduate Diagnostic Imaging Fundamentals E-Book

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.

COURSE ASSESSMENT OVERVIEW

Course Component	Weight	Component Requirement
Topic Presentation	30%	70%
Topic Summary Document	10%	70%
Case Presentation	N/A	Completion
Monthly Quizzes	60%	70%
Academic Integrity Learning Module	N/A	Completion
	100%	70% overall average

1. Topic presentation (30%) - Students are assigned a topic case presentation to prepare. They will present a 15-minute case. A second student will also be assigned the same topic and will prepare a separate 15-minute case. Students must work with assigned faculty advisors to determine appropriate cases, choose pre-reading material and complete a CASP checklist to be uploaded to Canvas by the due date. A further 15-minute presentation is required to total a presentation length of 45 minutes. How the last 15 minutes are utilized is at the discretion of the faculty and students. The last 5 minutes will be utilized as Q&A time. This will then be followed by a wellness break. Topic presentations and summary documents are graded by the faculty adviser. Each student is assessed separately. Rubrics will be posted on Canvas. The date for presentations will be determined once the topic is assigned, but students will have about one month to prepare.
2. Topic summary document (10%) - Each student pair must submit a summary document of their topic presentation. These will be graded separately from the topic presentation by the faculty advisor.
3. Case Presentation- Each student must choose a clinical case from their rotations to present to their colleagues. Each student must confirm their case with Dr. Dash **1 week** prior to presentation. Late requests for topic approval may result in a meeting regarding professionalism.
4. Monthly quizzes (60%) - Quizzes are scheduled approximately each month. Monthly quizzes will be closed book with invigilation. Students will be permitted to utilize 2 pages (double sided) of study notes. These are required to be handed in at the end of the exam with the student's name on the first page. These quizzes are based on the presentations from the previous month up to and including the quiz date, unless otherwise noted. Quizzes are based on the topic objectives. Completion of all monthly quizzes is required.

Please note the quiz dates below:

Sept 16, 2025
Oct 28, 2025
Dec 9, 2025
Jan 27, 2026
March 10, 2026
April 14, 2026
May 19, 2026
June 23, 2026

5. Academic Integrity Learning Module: Completion of this tutorial is required. Time will be set aside within STiM for completion. Completion certificates must be uploaded to Canvas by the last day of the course.
6. Attendance – Attendance is mandatory. Attendance is tracked. Please refer to the STiM session etiquette document posted on Canvas and One45. Failure to meet this expectation may result in a meeting regarding professionalism.

It is the student's responsibility to ensure assignments are successfully submitted prior to the deadline. Canvas returns a note confirming assignments were successfully uploaded.

EXAMINATION SCHEDULING

Examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

RUBRICS

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

COURSE POLICY FOR SUCCESSFUL COMPLETION

The requirements for successful completion of the Selected Topics Course are listed below. Please note that students must meet the overall Year 3 graduation standards in order to graduate: (see Student Information Guide).

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

- Achieved a minimum mark of 70% on the Topic Presentation and completed all required components of the assignment
- Achieve a minimum mark of 70% on the Topic Summary Documents
- Completed the Case Presentation
- Achieved a minimum mark of 70% on the Monthly Quizzes
- Met the requirement for Attendance and Professionalism

COURSE POLICY FOR REMEDIATION AND COURSE FAILURE

Students identified as in academic difficulty will be required to meet with the course director to discuss performance and strategies to improve.

Eligibility for Remediation

Students who do not pass and/or complete all the course requirements as listed above will be eligible for remediation up to a maximum of two failed course components. A maximum of one remediation/supplemental attempt will be offered per course component.

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 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 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%)

Course Failure

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

1. Failure of more than two course components.
2. Failure of a supplemental assessment.
3. Being deemed unsuccessful for professionalism. This would include, but is not limited to, submission of late assignments, failure to meet etiquette expectations, and/or attendance. 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.

ATTENDANCE EXPECTATIONS

All sessions in this course are **mandatory**. Unless emergent, all absences require prior approval from the course director and requests must be submitted through SP site. This is in addition to leave requests submitted to the student's rotation at the time of the requested leave. If the student has an approved absence, the student is responsible for the material covered in the missed sessions. In the event of a missed monthly quiz, the student will be required to write the quiz at an alternate time with approval

from the Course Director. Students will not be approved for planned absence requests during Consolidation Week.

Attendance will be recorded for all sessions. If a student has permission to attend virtually, it is expected their video camera will be turned on for the duration.

Students who have repeated absences, unplanned or planned, should anticipate a meeting with the Year Chair and/or Course Director to discuss a plan for making up missed material and assessments. Students are required to meet a minimum course attendance in order to complete the course. Students who miss 20% or more of the sessions are at risk of an incomplete course. This will be determined by the course director in consultation with the Year Chair.

Unapproved absences will be treated seriously and considered unprofessional conduct. These absences may constitute grounds for failure of the course, even if the composite grade for other aspects of the evaluation exceeds the passing grade. Students who fail to abide by these regulations without appropriate prior approval or timely notification after the fact for emergent absences should expect a meeting regarding professionalism as outlined in the *Procedures for Concerns with Medical Student Professional Behavior*.

See the POLICIES page for MD Program Clerkship Attendance and Absence Policy.
<http://medicine.usask.ca/students/undergraduate/policies.php>

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. New topics include: ADHD, Black Health, Intimate Partner Violence, Professionalism Workshop.
2. Enhanced engagement of faculty in topic case presentations.
3. Transitioned from virtual to in person delivery of the Selected Topics in Medicine Course.
4. Course remediation was revised.
5. Course assessment has been thoroughly reviewed and adjusted.
6. The addition of a rubrics for grading the Topic Summary Document.
7. Addition of scheduled wellness breaks.
8. Addition of the University of Saskatchewan Academic Integrity Learning Module.

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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

COPYRIGHT

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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

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

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

Academic Support Coordinator: Meghan Nelson – meghanemily.nelson@saskhealthauthority.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.