



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.

MEDC 311 Success in Medical School III – Course Overview

COURSE DESCRIPTION

Clerkship is unlike the rest of medical school in that it consists mostly of “on-the-job training”. Many students have expressed anxiety around the increased responsibility and knowledge expected of them. This course was developed as a way to bridge the first two years of the program and the clerkship years.

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 this course, students will be expected to:

Medical Expert

1. Demonstrate basic clinical skills.
2. Successfully complete ACLS (Advanced Cardiac Life Support).
3. Demonstrate proficiency in basic procedural skills.
4. Describe practices to optimize safety in the clinical workplace.

Communicator

1. Compose clear, accurate, and appropriate records.
2. Communicate effectively with the health care team.
3. Communicate information about clinical encounters using the SBAR (Situation, Background, Assessment, and Recommendation) Technique.

Collaborator

1. Collaborate as part of an interdisciplinary team.

Leader

1. Demonstrate proficiency in using electronic health records.
2. Recognize different strategies for career planning.

Professional

1. Demonstrate appropriate professionalism, such as respect for patients and health team personnel, timeliness, dress, honesty, and integrity.

2. Recognize and abide by the expectations of the health authority and clinical setting in which they will be working.
3. Demonstrate sound ethical and legal reasoning ability in the context of current local and national issues.
4. Develop skills to balance personal well-being with academic and workplace demands.

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 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. Schaana Van De Kamp – schaana.v@usask.ca

Year 3 Coordinator (Regina): Dr. Mofoloshade Onaolapo - mho331@mail.usask.ca

Procedural Skills Module Director: Dr. Di Naidu – di.naidu@usask.ca

Administrative Coordinators:

Senior Administrative Coordinator- Saskatoon Site: Kyla Denton kyla.denton@usask.ca (306) 966-6946 fax (306) 966-2601

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

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

COURSE SCHEDULE

Please see One45 for the updated schedule at each site.

INDEPENDENT LEARNING

Please note, students are encouraged and expected to enhance and expand their knowledge through self-directed learning. This can be done through an identification, analysis and synthesis of credible information sources, a sharing of knowledge with peers and/or instructors, an application of new knowledge, and seeking out feedback from their peers and instructors regarding their new knowledge and skills.

COURSE DELIVERY

This course will include the following:

- Group lectures video conferenced to all sites.
- Group lectures specific to each site.
- Clinical, procedural skills, and ACLS delivered in a simulation environment.
- Online learning activities.

COURSE MATERIAL ACCESS

All required material will be made available to the students either online (One45, or Canvas), or within the course itself.

MEDICAL INSTRUMENTS

A stethoscope is required. All other instruments will be provided.

COURSE ASSESSMENT OVERVIEW

The competencies in the Ethics module must be achieved to receive a pass. The rest of the course is based on a Pass/Fail approach based on attendance, engagement in course activities, and completion of mandatory components. Sign-in sheets will be provided, and students are required to use them.

The students will be given formative feedback on all clinical and procedural skills. Professionalism will be a component of assessment in this course.

Module	Component	Successful Completion
Orientation and Professionalism	Attendance at all sessions	Completion*
	Privacy Training Module	Completion*
Wellness and Safety	Attendance at all sessions	Completion* Formative feedback in some sessions
	WAVE online module	Completion*
	WHMIS online recertification	Completion*
Career Advising and Mentorship	Attendance at mandatory sessions (identified in One45)	Completion*
Clinical and Procedural Skills	Attendance at all sessions	Completion* Formative feedback in session
	Advanced Cardiac Life Support	Completion* (must be completed before the first day of first clinical rotation)
Communication Skills for Clinical Care	Attendance at all sessions	Completion* Formative feedback in session
Ethics Discussion Forum	Participation in all forums and achievement of competency	Pass (please see details below)

* Completion - attendance at all mandatory sessions or completion of required activities as outlined in the requirements below

ASSESSMENT COMPONENTS

Assessment #1: Privacy Training Module – Need to Know with built in interactive quiz (Thinktific)

Due Date: **Sunday, August 3, 2025, by 23:59.**

Description: Certificate of completion must be submitted through Canvas. Please go to the module to anticipate the time needed to complete.

Assessment #2: Workplace Assessment Violence Education (WAVE) online module

Due Date: **Final day of the first clinical block (Sunday, August 3, 2025, by 23:59).**

Description: Certificate of completion must be submitted through Canvas. Please go to the module to anticipate the time needed to complete.

Assessment #3: Workplace Hazardous Materials Information System (WHMIS) online recertification

Due Date: **Sunday, August 3, 2025, by 23:59.**

Description: Certificate of completion must be submitted through Canvas. Please go to the module to anticipate the time needed to complete.

Assessment #4: Ethics Discussion Forums

Students will participate in two online discussion forums throughout the year that address ethical issues relevant to the Saskatchewan context.

Due Dates: Time frame and due dates for each discussion forum are:

Discussion Forum 1: **Opens September 1 – Closes November 30 at 23:59**

Discussion Forum 2: **Opens February 1 – Closes April 30 at 23:59**

Description: Students must participate in both discussion forums and will be graded using a competency grading rubric posted in Canvas. Students will need to accrue 7/10 competency points to pass the ethics module.

RUBRICS

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

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

For successful course completion for the purposes of promotion, a student must complete all course components and attend all sessions. Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct. A student who does not meet the competency expectations for the ethics module assessments may be offered one opportunity for remediation and completion of a supplemental assessment which is at the discretion of the course/module director. If a student is deemed unsuccessful on their supplemental assessment, they will be considered unsuccessful in the SiMS III course.

Students who are unsuccessful in this course are at risk of being unsuccessful in Year 3 as per the Clerkship Promotion Standards. Students not promoted based on being unsuccessful in this course will receive a “Fail” on their transcripts for this course.

The implications of failing to successfully complete course components will be adjudicated by the Clerkship Committee and a final decision to grant remediation/supplemental work and determination of promotion outcomes will be determined by the Student Academic Management Committee (SAMC).

Successful Completion

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

1. Passed all course requirements. See Course Assessment Overview table above.
2. Completed all assignments and met all requirements of the Orientation and Professionalism, Wellness and Safety, Career and Advising and Mentorship. Clinical and Procedural Skills, Communication Skills for Clinical Care, and Ethics.

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 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%).

ATTENDANCE EXPECTATIONS

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

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 [Clerkship Attendance and Absence Policy](#).

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 Clerkship Attendance and Absence Policy) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

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

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:

COURSE MODULES

This course is composed of the following modules: Orientation and Professionalism, Wellness and Safety, Career Advising and Mentorship, Clinical and Procedural Skills, Critical Ethics, and Communication Skills for Clinical Care. The modules are designed to focus on various aspects of medical education suited to the level of the student within this year. By the end of this course, students will begin to integrate the information learned in each separate module and apply what was learned throughout the rest of the year.

Orientation and Professionalism

MODULE CONTACTS

Module Director: Dr. Schaana Van De Kamp – schaana.v@usask.ca

Clerkship Coordinator (Saskatoon):

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

Clerkship Coordinator (Regina):

Nicole Gates Willick – nicole.gateswillick@saskhealthauthority.ca – (306) 766-0559

Fax (306) 766-4833

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 also provide specific orientation to the policies and procedures relevant to the Undergraduate Medical Program. Additionally, this module will continue to reinforce the concept of professionalism, which is a key concept in professional identity formation. Finally, it will provide orientation to the procedures and policies specific to the district in which the students will be working for the remainder of Clerkship.

MODULE OBJECTIVES

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

1. Explain undergraduate program policies, processes, structure, schedules and resources.
2. Discuss the professional expectations of a medical student.
3. Reflect on the development of professional identity as a medical student and as a physician.
4. Recognize and abide by the expectations of the Health Authority and Clinical Setting in which they will be working.

MODULE ASSESSMENT

No summative assessment for orientation and professionalism sessions. P/F based on attendance and successful completion of Privacy module (please see Assignments).

Wellness and Safety

MODULE CONTACTS

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

MODULE DESCRIPTION

This module will continue to develop the concepts and resources for enabling wellness and resilience. Additionally, different aspects of safety and protection will be discussed and performed including completion of WHMIS recertification and WAVE online module.

MODULE OBJECTIVES

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

1. Identify resources to support individual health and well-being throughout clerkship and one's career.
2. Describe practices to optimize safety in the clinical workplace including infection control, exposure prevention and response, and violence prevention.

MODULE ASSESSMENT

Formative Feedback associated with relevant sessions. P/F based on assessment. Successful completion of WHMIS recertification and WAVE online module (please see Assignments).

Career Advising and Mentorship

MODULE CONTACTS

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

Co-Module Director: Sheldon Moellenbeck - sheldon.moellenbeck@usask.ca (306) 966-6473

MODULE DESCRIPTION

Choosing a career is one of the most important decisions that a medical student will make. The Career Advising 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. Discuss strategies for the effective planning of electives within the context of career planning

MODULE ASSESSMENT

No summative assessment. P/F based on attendance.

Clinical and Procedural Skills

MODULE CONTACTS

Module Director: Dr. Di Naidu – di.naidu@usask.ca

Clerkship Coordinator (Saskatoon):

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

Clerkship Coordinator (Regina):

Nicole Gates Willick – nicole.gateswillick@saskhealthauthority.ca – (306) 766-0559
fax (306) 766-4833

MODULE DESCRIPTION

There is an expectation that by the end of clerkship, clerks should be beginning to be somewhat proficient in some clinical and procedural skills. It is recognized that there may have been little opportunity up until this point to practice any of these skills. Additionally, it can be very anxiety provoking attempting a skill for the first time on a live patient. Thus, this module was designed to allow the student to attempt certain clinical and procedural skills in a controlled environment on simulated patients prior to being on the ward and having to perform them on live patients.

MODULE OBJECTIVES

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

1. Demonstrate a selection of physical examination skills and interpretation of findings.
2. Successfully complete ACLS (Advanced Cardiac Life Support).
3. Demonstrate proficiency in basic procedural skills.

MODULE ASSESSMENT

Formative Feedback associated with sessions. No summative assessment. P/F based on attendance and successful completion of ACLS.

Communication Skills for Clinical Care

MODULE CONTACTS

Director: Dr. Schaana Van De Kamp – schaana.v@usask.ca

Dr. Di Naidu – di.naidu@usask.ca

Clerkship Coordinator (Saskatoon):

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

Clerkship Coordinator (Regina):

Nicole Gates Willick – nicole.gateswillick@saskhealthauthority.ca – (306) 766-0559 fax (306) 766-4833

MODULE DESCRIPTION

Communication Skills, both verbal and written, are paramount to a successful practice in medicine. This module is designed to augment the communication skills learned in the Pre-Clerkship years, building specifically on written delivery.

MODULE OBJECTIVES

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

1. Compose clear, accurate, and appropriate records.
2. Recognize best practices in writing orders and prescriptions.
3. Demonstrate use of the communication tool, SBAR.

MODULE ASSESSMENT

Formative Feedback associated with relevant sessions. No summative assessment. P/F based on attendance.

Ethics

MODULE CONTACTS

Module Director: Ryan Meneses – rym482@usask.ca – (306) 491-4636

MODULE DESCRIPTION

This discussion forum is designed to promote critical thinking and reinforce ethical concepts learned in Pre-Clerkship. It is also an opportunity to personally reflect on current topics and to gain insight from peers. Topics will be selected from recent news articles relevant to Saskatchewan.

MODULE OBJECTIVES

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

1. Explain ethical issues relevant to Saskatchewan.
2. Analyze different viewpoints/biases and provide justification for viewpoints.
3. Identify causes of ethical issues.
4. Recommend reasonable solutions to ethical issues.
5. Discuss ethical considerations with peers in a critical and respectful manner.

MODULE ASSESSMENT

Students will participate in three discussion forums throughout the year. Discussion posts will be graded using a competency rubric. Students will need to demonstrate competency 11 times out of 15 to pass the module. Each discussion forum is worth 5 competency points.

Time frame and due dates for each discussion forum: Canvas

Discussion Forum 1: Opens September 1 – Closes November 30 at 23:59

Discussion Forum 2: Opens December 1 – Closes February 28 at 23:59

Discussion Forum 3: Opens March 1 - Closes May 31 at 23:59

The discussion forum can be accessed in Canvas.

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.

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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 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.