



Clerkship Extension Course

MEDC 505.15

**COURSE
SYLLABUS
2025/2026**



UNIVERSITY OF SASKATCHEWAN
College of Medicine
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.

CLERKSHIP EXTENSION COURSE

COURSE DESCRIPTION

The Clerkship Extension course provides students who have been unsuccessful in the Canadian Resident Matching Service (CaRMS) match the opportunity to participate in an additional year of undergraduate medical training. The year is composed of four modules: career advising and mentorship, a research project, clinical electives, and clinical experiences.

To obtain permission to register for MEDC 505.15, a student must have successfully completed the requirements for an MD and have chosen not to graduate at the end of Year 4. The student must also have actively participated in the first and second iterations of the CaRMS match, including participating in interviews and submitting a rank order list. Failure to actively participate in the match will disqualify the student from eligibility in this course.

Individualized learning plans for the students will be developed through collaboration between the Undergraduate Medical Education Office, Office of Career Advising and Mentorship, and the student. The goal of Year 5 is to have a successful CaRMS match. Therefore, it is expected that students will create a learning plan that strategically incorporates diversity in their elective selection to optimize their chance of matching. Elective caps are reset for Year 5 students. Students may complete up to 8 weeks in any one direct entry specialty and up to 12 weeks out of province. Please refer to the Electives [Policy](#) for details.

All four components of the course must be completed. While students may reside outside of one of the College of Medicine campuses during Clinical Electives in term I, all remaining components of the course must be taken at one of the College of Medicine campuses. At the beginning of the year, students must identify a home site. This may be different than the site assigned during Year 4 per the student's preference. Both the student's mentor and research project/supervisor must be located at the site selected. It is the student's responsibility to inform the College of Medicine if the decision to switch is made.

It is mandatory for students to actively participate in the following student support meetings with the Office of Career Advising and Mentorship team: career advising, electives planning, mock interviews, personal letter writing, curriculum vitae (CV) development and residency application review. Both a mentor and a research supervisor must be identified within the first month of the academic year. These individuals will be contacted at various points throughout the year for input about student progress and participation.

This course can only be taken once. The expectation is that the students will graduate with next year's graduating class.

OVERALL COURSE OBJECTIVES

Upon completion of the Clerkship Extension course the students will be expected to:

Medical Expert

1. Obtain a relevant patient-centered history including a description of the symptoms, relevant positive and negative features, and illness experience.
2. Conduct a patient-centred physical exam identifying positive and negative physical signs while optimizing patient comfort.

3. Select appropriate diagnostic investigations and interpret results.
4. Diagnose common and undifferentiated clinical presentations.
5. Develop and implement an appropriate patient-centered and evidence-informed management plan.
6. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, and/or physiology.

Communicator

1. Utilize communication skills to develop/maintain professional, therapeutic, and culturally safe relationships with patients and their families.
2. Document and share information with team members and family that is accurate, comprehensive, and timely to optimize clinical decision making and patient safety, while ensuring confidentiality, and privacy.

Collaborator

1. Work with other health care team members utilizing effective collaborative skills.

Health Advocate

1. Develop advocacy skills to improve the health of individuals and communities.

Scholar

1. Identify opportunities for learning and growth through reflection and assessing personal performance considering past and present formal and informal feedback.
2. Evaluate personal learning and career goals by considering past Year 4 experiences through reflection and consultation.
3. Educate others including colleagues, peers, patients, families, and other members of the health care team.
4. Apply the principles of research.

Professional

1. Demonstrate professional behavior.
2. Demonstrate self-knowledge, recognize limits of knowledge/experience and seek help appropriately.
3. Utilize ethical and legal principles important in medicine, including informed consent, confidentiality, capacity, patient autonomy, boundaries, and privacy.

Leader

1. Develop a career plan with strategies targeting achievable professional goals and practice.
2. Demonstrate effective time management.

All learning objectives (course, module, and session) can be accessed through one45 and 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 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 [Pre-Clerkship Student Information Guide](#) – Student Assessment Section

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found [here](#).

NOTE: The College of Medicine has specific policies and procedures for course delivery, exams and assessment that 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:
<https://teaching.usask.ca/priorities/learning-charter-in-practice.php>

COURSE CONTACTS

Course Director:

Year 5 Course Co-Directors:

Dr. Ginger Ruddy - ginger.ruddy@usask.ca 306-966-7275

Dr. Ashley Selvig – ashley.selvig@usask.ca (please direct phone calls to Site Rotation Coordinator)

Coordinator, Career Advising & Mentorship: Sheldon Moellenbeck - sheldon.moellenbeck@usask.ca
306-966-6473

Clerkship Coordinator: Tami Golding – tami.golding@usask.ca (306) 966-5891

Clerkship Coordinator: Nicole Gates Willick – nicole.gateswillick@saskhealthauthority.ca

Administrative Assistant: Barb Smith b.r.smith@usask.ca (306) 966-7693

COURSE SCHEDULE

The following is the schedule for Term 1: July 21 – December 21, 2025

- Electives
- Mentorship, including participating in mock interviews
- Begin/continue research project(s)

Students must complete between 20 and 24 weeks of electives in this course. Students may take time away from their electives to focus on preparation of their CaRMS application with the Office of Career Advising and Mentorship. Whether they take time off for match preparation or not, meetings with the Office of Career Advising will be scheduled and mandatory during the time prior to the CaRMS residency match application deadline for all students. Maximum leave from a 2-week elective is 2 days, including statutory holidays.

The following is the schedule for Term 2: January 5 – April 12, 2026

- Electives
- Mentorship, including participating in mock interviews

- CaRMs interviews
- Continue research project
- Arrange and complete required clinical experiences.
- Participation in the Preparation for Residency Course if the MCCQE I was unsuccessful

INDEPENDENT LEARNING

Students are expected to enhance and expand their knowledge of core rotation objectives through self-directed learning, consistent with Pre-Clerkship and Clerkship 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 through informal and formal teaching, an application of new knowledge within the core rotations, and seeking out feedback from peers and instructors regarding their new knowledge and skills. A mentor can be helpful in guiding a student's self-directed learning plans.

RESOURCES

Students are required to have their laptop, tablet or smart phone available during seminars and other learning sessions to participate in cases and quizzes. Additional resources may be required for specific sessions.

A general medical text should be consulted for reference.

Optional resources include:

Diagnostic and Statistical Manual of Mental Disorders (DSM5) (5th ed). American Psychiatric, 2013 Print (in stacks, reserve and reference):

[RC455.2 .C4D54 2013](http://sundog.usask.ca/record=b3643275~S8); Online: <http://sundog.usask.ca/record=b3643275~S8>

Corton MM et al: Williams Obstetrics (25th ed). McGraw-Hill Education, 2018 in AccessMedicine;

<http://sundog.usask.ca/record=b4448604~S8>

Goldman L and Schafer, A: Goldman-Cecil Medicine (26th ed). Saunders, 2020 in Clinical Key

<https://sundog.usask.ca/search~S8?/Ygoldman+cecil+medicine&searchscope=8&SORT=D/Ygoldman+cecil+medicine&searchscope=8&SORT=D&SUBKEY=goldman+cecil+medicine/1%2C5%2C5%2CB/frameset&FF=Ygoldman+cecil+medicine&searchscope=8&SORT=D&1%2C1%2C>

Hoffman B and Schorge J: Williams Gynecology (4th ed). McGraw-Hill Education, 2020 in AccessMedicine

<https://sundog.usask.ca/search~S8?/YWilliams+gynecology&searchscope=8&SORT=D/YWilliams+gynecology&searchscope=8&SORT=D&SUBKEY=Williams+gynecology/1%2C35%2C35%2CB/frameset&FF=YWilliams+gynecology&searchscope=8&SORT=D&1%2C1%2C>

Lawrence PF: Essentials of General Surgery (5thed) Lippincott Williams & Wilkins, 2012 Print RD31.E837
2013 NOT AVAILABLE ONLINE

Longo D et al: Harrison's Principles of Internal Medicine (21st ed). McGraw-Hill Education, 2021 in McGraw-Hill Education

<https://sundog.usask.ca/search~S8?/YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D/YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D&SUBKEY=Harrison%27s+Internal+Medicine/1%2C35%2C35%2CB/frameset&FF=YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D&1%2C1%2C>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (10th ed). Mosby/Elsevier 2023 in

Clinical Key;

<https://sundog.usask.ca/search~S8?/YRosen%27s+emergency+medicine&searchscope=8&SORT=D/YRosen%27s+emergency+medicine&searchscope=8&SORT=D&SUBKEY=Rosen%27s+emergency+medicine/1%2C3%2C3%2CB/frameset&FF=YRosen%27s+emergency+medicine&searchscope=8&SORT=D&1%2C1%2C>

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, 2017; <http://sundog.usask.ca/record=b4448603~S8>

Townsend CM et al: Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice (21st ed). Elsevier, 2021 in Clinical Key;
<https://sundog.usask.ca/search~S8?/Ytextbook+of+surgery&searchscope=8&SORT=D/Ytextbook+of+surgery&searchscope=8&SORT=D&SUBKEY=textbook+of+surgery/1%2C546%2C546%2CB/frameset&FF=Ytextbook+of+surgery&searchscope=8&SORT=D&1%2C1%2C>

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.

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

COURSE DELIVERY

Students will learn through a variety of methods including:

- Independent self-directed learning
- In-patient and out-patient clinical electives and clinical experiences
- Participating in a research project
- Completion of reflective assignments
- Completion of a teaching course

COURSE MATERIAL ACCESS

Course materials will be specific to each clinical situation.

MEDICAL INSTRUMENTS

A stethoscope is required. The hospitals provide examining kits consisting of ophthalmoscope/otoscope and reflex hammer on most wards (the quality and availability of these is variable).

PPE (Personal Protective Equipment) is strongly encouraged and available in most patient areas. This is not limited to standard precautions which are the basic level of infection control which should be used with all patients at all times.

COURSE ASSESSMENT

COMPONENT	COMPONENT REQUIREMENT
1) Elective module - Clinical Assessment (ITAR)	Pass (70% or more)
2) Career advising module - Reflective Assignments Reflection 1 – September 19, 2025, by 23:59 Reflection 2 – December 5, 2025, by 23:59 Reflection 3 – March 27, 2026, by 23:59	Pass (70% or more)
3) Research Project: Objectives/Project Outline: September 19, 2025, by 23:59 Approved Research Plan Research project Abstract: March 6, 2026, by 23:59	Pass (70% or more)
4) Research Reflection April 10, 2026, by 23:59.	pass (70% or more)
5) Clinical Experiences module - Clinical Assessment (ITAR) Clinical Experiences Plan: August 15, 2025 Clinical Experiences Summary: March 27, 2026	Pass (70% or more) Completion Completion
6) EPAs	Completion
7) Teaching TIPPS course (or equivalent) Teaching Plan: September 26, 2025 Teaching Summary: March 20, 2026	Completion Completion Completion
8) Ethical Dilemmas Assignment	Completion

It is the student's responsibility to ensure assignments are successfully submitted prior to the deadline. One45 confirms assignments were successfully uploaded.

1. ELECTIVE MODULE ASSESSMENT

Each elective must have an Elective Assessment Form (In Training Assessment Report ITAR) submitted to the UGME.

2. CAREER ADVISING MODULE - REFLECTIVE ASSIGNMENTS

Students will be required to submit three reflections throughout the course which will focus on their preparedness for the CaRMS process past and present. A rubric will be posted to Canvas. Students must earn a grade of 70% or more on these assessments as graded by the Course Director.

3/4. RESEARCH PROJECT AND REFLECTION

Students are expected to be active participants in research or a medical education project. This should be discussed with the Course Director and their Research Supervisor, if applicable, prior to beginning. The research plan needs to be approved by the Course Director. In addition, a research project outline, abstract and reflection must be completed. Students are encouraged to present their research at the departmental level or higher. A rubric will be posted to Canvas. Students must research supervisor.

5. CLINICAL EXPERIENCES MODULE

This module will be assessed through Clinical Assessments ITARs. One Year 5 Clerkship Student Assessment Clinical Experiences will be required to be submitted to the UGME per clinic.

6. ENTRUSTALBE PROFESSIONAL ACTIVITIES (EPAs)

Please note that the EPA requirement is for the entirety of Year 5.

For the 2025/2026 academic year, all fifth-year students will be required to complete the following:

- 2 EPAs per week on elective rotations and 4 during the clinical experience module. (44 total)
- A minimum number of each EPA. See below.

EPAs are reviewed 4-5 times a year by the Competency Committee. An elective/EPA plan must be submitted to your Competency Committee faculty advisor at the start of year 5. This is to ensure diversity is met as well as an appropriate overall plan.

EPA	Requirement
1	5
2	5
3	5
4	5
5	5
6	5
7 A and B	2 (1 of each)
8	2
9	2
10	2

11	2
12	2
13	2

Completion of EPAs is a valuable opportunity to get formative feedback on your clinical performance and demonstrate your clinical competency. Students are strongly encouraged to achieve more than the minimum number of EPAs to help guide their continued learning and demonstrate competency. Additionally, the Clerkship Competency Committee may require additional clinical time to complete additional EPAs if students are found to be missing EPAs, if there is insufficient data and/or inadequate narrative feedback, or if there is a lack of demonstration of progress. Students need to demonstrate adequate entrustability by the end of Year 5. Discussing your EPA plan with your elective supervisor early helps ensure that your plan will be successfully completed by the end of each elective.

We recognize that not all clinical opportunities provide equal opportunity to obtain EPAs. It is acceptable to have less than the expected amount for a given clinical/non-clinical experience; however, you are still required to make up these EPAs in the preceding or following rotations. The student should formulate a plan of which EPAs to achieve in each elective/rotation. Your faculty advisor should be advised of any issues in obtaining EPAs or other barriers. Please provide timely communication to your faculty advisor of anticipated challenges or changes to your assessment plans. Students who fail to complete the required number of EPAs will be required to do additional time on the rotation until their EPAs are complete.

EPA 1: Obtain a history and perform a physical examination adapted to the patient's clinical situation

EPA 2: Formulate and justify a prioritized differential diagnosis

EPA 3: Formulate an initial investigative plan based on the diagnostic hypothesis

EPA 4: Interpret and communicate results of common diagnostic and screening tests

EPA 5: Formulate, communicate and implement management plans

EPA 6: Present oral and written reports that document a clinical encounter

EPA 7: Provide and receive the handover in transitions of care

EPA 8: Recognize a patient requiring urgent or emergent care, provide initial management and seek help

EPA 9: Communicate in difficult situations

EPA 10: Contribute to a culture of safety and improvement

EPA 11: Perform general procedures of a physician

EPA 12: Educate patients on disease management, health promotion and preventive medicine

EPA 13: Collaborate effectively with interprofessional team members.

A note about **EPA 13**. This EPA is intended to collect feedback from an interprofessional team member about your collaboration skills within the team. Feedback on your clinical work or clinical skills is not acceptable. Please ensure the allied health care provider is aware they are being asked to provide feedback specific to your collaboration.

Students are encouraged to advocate for narrative feedback when requesting EPAs. If you have a faculty member submitting EPAs without narrative, you may wish to request they provide some as soon as possible or obtain additional EPAs to support assessment and achievement of entrustability. If you have requested narrative feedback and a faculty member is not responsive, please contact the Year Chair or Site Coordinator.

Please note that students may request EPA observations from both faculty and residents; however, it is expected that the majority of the EPA observations will be completed by faculty, except for EPA 13 which will be completed by other (non-MD) health care professionals.

If EPAs are lacking, students may also have a professionalism report form completed by the rotation coordinator and may be required to meet with the Year Chair or their designate.

7. TEACHING MODULE

This module requires completion of the TIPPS course or equivalent. Any proposed alternative will be considered.

8. ETHICAL DILEMMAS ASSIGNMENT

Students will submit a 750-word written assignment of an assigned topic relevant to professionalism and integrity in medical practice. The assignment will be graded as pass/fail using a competency rubric.

RUBRICS

Where applicable, rubrics for assignments will be posted on Canvas.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

Successful Completion

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

- Passed all course requirements. See Course Assessment Overview table above.

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:

- Failure of more than two assessments/requirements.
- Failure of a supplemental assessment.
- 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:

- 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.
- 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.
- 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.
- Supplemental Examination Timelines:
 - 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.
 - 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).
 - 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.
 - 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.
- 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.
- 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.
- 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

See the Clerkship Attendance and Absence Policy. <https://medicine.usask.ca/policies/clerkship-attendance-and-absence-policy.php>

All scheduled electives and weekly clinical sessions are mandatory.

Students in this course will be given 1 week of vacation time of their choosing in addition to the December break. Students will also have the opportunity to schedule two weeks of Independent Learning time. Year 5 students may take 5 days for Education leave, with potential carry over from year 4 for a maximum of 8 days.

As in any professional context, unexplained absences will be treated very seriously and will prompt a meeting to discuss professionalism, with associated documentation. These absences may be reflected in the final grade and may constitute grounds for failure of the rotation, even if the student has passed other assessments. Students should contact the UGME office, and rotation coordinator or departmental administrative assistant for that particular elective or clinical session as soon as possible if an absence is necessary.

COURSE EVALUATIONS QUALITY IMPROVEMENTS

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

1. The Teaching Module and TIPPS requirement were added to the course.
2. An Ethics component was added to continue to build student awareness and learning.
3. The course assessment was changed to a completion model from a specific marking scheme.

COURSE MODULES

The course consists of four modules.

Career Advising and Mentorship Module

This module will be assessed through three reflective assignments distributed throughout the year. A rubric for marking will be used for assignments.

A reflection focus and associated rubric will be sent to students three weeks prior to the assignment deadline. The rubric will also be posted on One45. Assignment dates will be as follows:

Reflection 1 – September 19, 2025, by 23:59

Reflection 2 – December 5, 2025, by 23:59

Reflection 3 – March 27, 2026, by 23:59

Career Advising - Appointment Confidentiality and Conduct

Career Advisors will help students:

- Understand their current situation and reflect on the result of the previous residency match
- Articulate their goals and how they plan to approach the next match
- Identify their strengths, assets, and supports
- Explore alternate options, possibilities, and solutions
- Make a list of next steps
- Access additional resources and support

A Career Advisor can assist students to choose electives that will align with their overall plan but are limited in other areas they can counsel. A Career Advisor can, however, suggest other services on campus to support these types of questions and concerns (e.g., Office of Student Affairs, Student Counseling Services, etc.)

Career Advisors respect students' privacy and will take measures to ensure that their information remains secure and private. As required by the Canadian Standards and Guidelines for Career Development Practitioners Code of Ethics, Career Advising will ONLY release confidential information with permission OR if there is clear evidence of imminent danger to the student or others OR where required by law.

Mandatory Course Components

1. Career Advising Intake Appointment/Orientation
2. Electives planning
3. CV review
4. Personal Letter review
5. Career Advising check in
6. Mock Interview
7. Mock Interview #2
8. Post-CaRMS interview reflection/rank order list composition

Meeting 1

- Reasons for not matching
- Generalist and Specialty choices: perceived important qualities of specialty, strengths of specialty, challenges of specialty, competitiveness of specialty
- Electives plan (Approval of the plan to be done by the Year Chair in keeping with the Electives Policy)
- Program application plan

Subsequent Meetings

- Follow up from past meetings
- Ongoing reflection on specialties and how student suits the specialties, and the specialties suit the student
- Follow up on elective plan going forward
- Reflection on elective experiences to date
- Update re: CV & personal letter composition
- Approval of research project
- Follow up on research

Mentorship

Students must select a practicing physician from the Saskatchewan medical community to be a designated mentor. This can be someone whom the student has had a successful previous mentoring arrangement with or a new designate. The mentor and mentee must agree to the terms of the contract. The mentor is expected to be a bit more supportive than a typical, informal partnership as the Extended Clerkship course is a crucial component in supporting the student's match. This successful Year 5 match will require commitment on the part of both partners. The following agreement provides a starting framework for the partnership. Each party should understand that he/she may withdraw from the relationship at any time by contacting the Office of Career Advising and Mentorship (OCA&M) at med.mentoring@usask.ca.

Contact Agreement

Duration of the Agreement

The duration of the formal mentoring relationship is from August 3 to April 12. Contact may be in person or by telephone; however, face-to-face contact is important until November 21 when applications are due. Mentee/mentor should allow enough time during a contact for discussion of goals, as well as questions from the mentee concerning their professional and/or personal development. Participants are welcome to remain in a voluntary mentorship relationship after the Year 5 goals are met, but an expectation to report will not exist.

Frequency of the Agreement

Mentee and Mentor agree to meet once a month until mid-March.

Communication

The Year 5 team and the OCA&M will contact the mentee and mentor periodically throughout the year. It is expected that participants will report to the administration on the effectiveness of the partnership.

Mentee and Mentors complete a final evaluation of the experience at the end of Year 5.

Parameters/Conflicts of Interest

The mentor cannot be in a position to assess the student.

Confidentiality

Confidentiality is of the utmost importance and must be respected by both participants.

Mentee Goals

The mentee should establish with the mentor at least three professional development or personal growth goals. What does success look like to you in the match process? ***Goals should be specific, measurable, attainable, relevant, and have a defined time-frame.***

Mentees are expected to submit a schedule of projected meeting times and potential issues/topics that could be addressed to the Office of Career Advising and Mentorship (OCA&M) prior to the start of the course.

Clinical Electives Module

Electives General Information

An early elective plan must be submitted to the Year 5 Co-Chairs for approval at least one month prior to applying for any electives. This is to ensure appropriate diversity is met as well as an appropriate overall plan.

Students will have a maximum elective time that aligns with identified career aspirations and matching strategy. Electives are scheduled to occur during Term 1 and the first weeks of Term 2. Specific elective schedules will be dependent on the elective chosen.

This Module will be assessed through Elective Summative Assessments. Summative Assessments will be required as per the elective policy. Each will equally contribute toward completion requirements.

Call – Call may be expected on some of the elective rotations. This will need to be arranged individually between the preceptor and/or the department coordinator for that elective.

ELECTIVES POLICY - <https://medicine.usask.ca/policies/clerkship-elective-policy.php#relatedForms>

Research Project Module

This can occur over the course of the Year or be concentrated during Term 2. Students will be expected to participate in a research project (biomedical, clinical, health services, QI) or medical education project, or other project approved by the course director. Project plans need approval. It is the student's responsibility to find an appropriate project and supervisor. Project objectives and outlines will be reviewed prior to the start of the research project with the Course Director.

Project objectives, outlines, and supervisor's approval will be due at the same time as the first reflection on **September 19, 2025, by 23:59.**

For assessment, students will be required to complete a research project report explaining their role, results obtained and writing a short abstract for their project.

The abstract will be due on **March 6, 2026, by 23:59.**

The second assessment will be a reflection of the research project which will be due on **April 10, 2026, by 23:59.**

Clinical Experiences Module

This module will occur during Term 2. Students must do a minimum of eight clinics during the Clinical Experiences Module. It is suggested for students to participate in clinic at least one day a week. However, it can be organized at the student's discretion. To optimize the students' clinical experiences, it is anticipated that the students will attend the clinics of more than one preceptor. It is encouraged to diversify clinics participated in so that the students will remain clinically sound in all areas. It is the student's responsibility to find preceptors for the clinics. Additionally, they must notify the UGME office (ugme.electives@usask.ca) one week prior to the commencement of the clinic with the preceptor's contact information.

This module will be assessed through Student Assessment- Clinical Experiences. One assessment will be required per clinic. The student is responsible for sending the assessment to their preceptor via their One45 To Dos. Each Assessment will equally contribute to course requirements.

Teaching Within Year 5

Students will have the opportunity to participate in the teaching of more junior colleagues. Opportunities to teach may be beneficial for both undergraduate students, and for the individuals themselves, to assist with future professional and career development.

In order to facilitate this, Year 5 students will take a teaching course prior to beginning electives.

Module objectives include:

- Describe various effective strategies for enhancing learning.
- Plan and deliver an effective teaching session with useful learning objectives and an appropriate set, body, & closure.
- Use media effectively.
- Describe various clinical teaching techniques.
- Create positive learning environments.
- Use effective feedback strategies.
- Explain how to address cognitive biases with learners.

Year 5 students will be considered eligible to teach in the following situations:

- Their Year 5 Chair has approved involvement in undergraduate teaching as part of their Year 5 program, as demonstrated by a letter or email of support.
- They have consistently demonstrated appropriate professional behaviours during completion of their MD program. The Associate Dean UGME will be consulted regarding prior professionalism concerns when a Year 5 student is being invited to teach; students for whom concerns with professionalism have resulted in a hearing of the Professionalism Panel will be considered to be ineligible to teach unless the Associate Dean UGME advises otherwise.
- They complete teaching training facilitated by Faculty Development. This training will be offered to Year 5 students who have requested to teach and should be completed prior to their first teaching session.

- To continue to remain eligible to teach, Year 5 students will maintain a strong teaching record and demonstrate ongoing professional behaviour.
- Be assigned a clinical faculty teacher mentor to observe one/two (specified number) sessions to ensure that the graduate is providing appropriate teaching and assessment.

Year 5 students may be invited to participate in teaching in the following types of sessions in the undergraduate program:

- Small group sessions in Pre-Clerkship Clinical skills courses,
- Small group Clinical Reasoning Case sessions in Pre-Clerkship Clinical Integration courses,
- Small group case-based sessions in Foundations (only with the approval of the Module Director)
- OSCE exams in Pre-Clerkship (only with the approval of the Course Director)
- Remediation sessions in Pre-Clerkship Clinical Skills courses (only with the approval of the Course Director)
- Reassessments in Pre-Clerkship Clinical Skills courses (only with the approval of the Course Director and Academic Director)

Note that non-licensed recent MD graduates/Year 5 students will not be invited to participate in the following sessions (which typically require more extensive prior clinical experience) except if it is within an area of special interest or additional education, and with the approval of the Course Director:

- Ethics small group sessions
- Advanced Communication Skills small group sessions
- OSCE exams in clerkship

Recruitment will be completed by the relevant administrative staff at the campus, after eligibility to teach has been confirmed. Note that teaching hours are not guaranteed as faculty requirements to teach must also be accommodated. The Administrative staff member will confirm scheduled teaching hours, and any changes to teaching schedule, with Year 5 students. The Year 5 student is responsible for letting the relevant administrative staff member know as soon as possible if they are unable to teach at the scheduled time. Non-notification, late cancellations, late attendance or missing sessions may result in cancellation of future involvement in teaching.

Supervision of Teaching

- Year 5 students will receive orientation materials for their teaching sessions and are expected to attend scheduled in-person orientations to ensure they are familiar with the objectives, planned teaching format, and assessment. They should contact the relevant Module or Course Director with any questions about the objectives, teaching format or assessment.
- Year 5 students will be assigned, where possible, a clinical faculty teacher mentor to observe one/two sessions to ensure that the graduate is providing appropriate teaching and assessment.
- At the end of each term, instructor evaluations for the sessions will be reviewed by the Module/Course Director and, if there are any concerns regarding teaching performance, the Module/Course Director will notify the relevant Year Chair and Academic Director. If there are any concerns regarding teaching performance, a meeting will be held with the instructor to discuss ways to improve teaching performance. If significant concerns are identified through instructor evaluations or other routes, it may result in discontinuation of future involvement in teaching.

- Year 5 students involved in undergraduate teaching are encouraged to participate in teaching improvement sessions through the Faculty Development Division, as their schedules allow. These opportunities are outlined on the College of Medicine [Faculty Development website](#).
- Year 5 students involved in undergraduate teaching are expected to adhere to Instructor Commitments outlined in the U of S Learning Charter and the Guiding Principles outlined in the MD Program Procedures for Concerns with Medical Student Professional Behaviour, and to be familiar with and adhere to UGME policies and procedures relevant to teaching. Behaviour that is inconsistent with the expectations may result in cancellation of future involvement in teaching.
- Year 5 students may wish to include teaching involvement on documentation in applying for post-graduate training and may request a letter confirming teaching involvement from the UGME office; requests for confirmation may be directed to the Program Manager or Academic Director.

Remuneration for Teaching

Year 5 students will receive time release from their other Year 5 course activities in order to participate in teaching but will not be separately remunerated.

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 the use of video in your sessions, including those related to your privacy, contact your instructor.

COPYRIGHT

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

INTEGRITY

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

Students are 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 the 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.