Selected Topics in Medicine

MEDC 308.16

YEAR 3 Term 1 and 2

COURSE SYLLABUS

2026/2027

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

LAND ACKNOWLEDGEMENT

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

SELECTED TOPICS IN MEDICINE – COURSE OVERVIEW

COURSE DESCRIPTION

This course supports students in the transition to and success within clinical clerkship through a combination of collaborative learning, self-directed study, and focused skill development. Sessions integrate key clinical topics, professional competencies, and MCCQE preparation while providing opportunities for students to identify and address their own learning needs arising from clinical experiences. Through large-group learning, peer-led small-group activities, and portfolio-based independent learning, students develop skills in lifelong learning, reflective practice, collaboration, and clinical reasoning that will support future practice regardless of career path.

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

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

OVERALL COURSE OBJECTIVES

By completion of this course:

1. Describe the pathology, clinical characteristics and appropriate management of important diseases/disorders.
2. Develop a differential diagnosis of important diseases/disorders through clinical reasoning.
3. Identify important components of normal and abnormal human development through childhood, adolescence, adulthood and aging.
4. Describe health strategies for individuals throughout their life cycle using evidence-informed principles of surveillance, screening and management.
5. Identify factors important to the care and advocacy of vulnerable individuals and populations.
6. Select and interpret important investigations as they relate to a differential diagnosis.
7. Review the approach to choosing and interpretation of a variety of imaging modalities.
8. Discuss factors that may promote or negatively impact patient safety.
9. Identify factors that could indicate urgent or emergent presentations.

10. Perform appropriate and focused physical examinations that allows for the detection and interpretation of positive and negative findings.
11. Describe current ethical and legal principles.
12. Demonstrate self-directed learning, including critical research appraisal strategies.
13. Collaborate with peers to identify, investigate, and address learning needs arising from clinical experiences, contributing to both individual and group learning.
14. Demonstrate knowledge and skills as they relate to clinical care.
15. Communicate medical knowledge to other health care providers.
16. Participate in career advising and mentoring.
17. Identify strategies to promote personal wellness.
18. Demonstrate professionalism.

Specific topic objectives are available through One45 and were developed in reference to Medical Counsel of Canada Objectives. All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.
https://medmedic.usask.ca/ugmecurric/

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

More information on the U of S Academic Courses Policy relating to course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php. College of Medicine specific policies and procedures for course delivery, exams and assessment can found on the Policies, Procedures and Forms page of the College of Medicine website.

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

COURSE CONTACTS

Course Director

Dr. Megan Dash – stimtopicscourse@gmail.com

Office of Career Advising and Mentoring

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

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

Student Wellness

Saskatoon Site: TBD

Edith Conacher – edith.conacher@usask.ca (306) 966-4751

Bev Digout – bev.digout@usask.ca (306) 966-4233

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

Saba Qureshi - saba.qureshi@usask.ca (306) 766-0527

Clerkship Coordinator

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

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

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

Administrative Assistant

Saskatoon Site: Kanika Gupta – (306) 966-8828 fax (306) 966-2601

Primary - ugme.selectedtopics@usask.ca

Secondary- Kanika.gupta@usask.ca

Regina Site: Sherry Lindenbach **-** Sherry.Lindenbach@saskhealthauthority.ca (306) 766-0578

COURSE SCHEDULE

This course is scheduled for in-person delivery on Tuesday mornings (8:00-12:20) weekly. Students are expected to return to their clinical rotations by 13:00. Sessions are coordinated across all sites in-person with video conferencing between sites. Students who are on out of province (OOP) electives or assigned to other rural locations will attend virtually* where in-person attendance is not possible. On weeks where Monday is a holiday at the start of a new rotation block, Selected Topics in Medicine will be cancelled.

Dedicated time for group work and independent study projects is included in the overall course schedule. This course also includes unscheduled time for students. Please read the detailed schedule in One45 for specifics.

* To encourage active engagement and participation with peers, students who attend virtually from distributed educational sites are required to have their cameras on.

COURSE DELIVERY

Students will learn selected chosen topics through a variety of methods that may include:

- Interactive topic seminars / workshops
- Case presentations
- Didactic presentations

- Small group learning activities
- Consolidation Weeks (June 7-18, 2027)
    - Interactive small group learning sessions
    - Simulation exercises
    - Interactive case-based seminars
    - Year 3 Sequential OSCE (as part of MEDC 332 course)
- Independent self-directed projects / portfolio development

As the course progresses approximately one-third of each weekly session will be dedicated to new/review topics delivered through interactive lectures and/or activities. Another third will be dedicated to small group work and sharing. The final third will be dedicated time for independent project / portfolio work.

There will be variations in the schedule, so please check One45 for specific details.

COURSE MATERIAL ACCESS

Course material will be made available through One45.

RECOMMENDED RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

Canadian Family Medicine Clinical Cards

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

Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

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

COURSE ASSESSMENT OVERVIEW

Assessment/Component	Requirement	Due Date

Collaborative Learning (COLLAB) Assignment Cycle	Part 1 – Weeks 1-9 Groups submit a summary resource and clinical case-based MCQs related to a chosen topic (groups have 3 submissions over a 9-week cycle)	~ every 3 weeks
	Part 2 Wk 10 – Group Study Wk 11 – MCQ Formative Assessment Wk 12 – Review and Consolidation	
Independent Self-Directed Learning (CIRCLE) Assignment	6 week SDL projects and Portfolio	~ every 6 weeks
MCCQE Practice Exam – Student Version	Completion	June 4th, 2027
Academic Integrity Learning Module	Completion	June 4th, 2027
~~Professional Assault Response Training (PART) Level 3~~	~~Completion~~	~~Last day of the course~~ No longer required as of November 17, 2026
Attendance	See Attendance section for expectations	N/A

1. COLLAB (Collaborative Organization of Life Long Learning and Best Practice) Assignment – In small groups, students will select topics from a predetermined list and create resources that contribute to a larger learning resource bank supporting study for the MCCQE exam. Students will have approximately 1 hour of dedicated time per week to work in their groups in a 12-week cycle. In each 3-week block, students will generate study resources, generating a total of 3 summary resources and 3 sets of MCQs per 12-week cycle. Resources will be shared with their peers in the 3rd, 6th and 9th week of the cycle. In the last 3 weeks of the 12-week cycle groups will study for, complete a quiz, and review the formative assessment around the learning topics. (All quizzes must be completed.)
2. CIRCLE (Clerkship Inquiry & Reflective Clinical Learning Evaluation) Assignment – Students will identify areas of need or interest and work on enriching their knowledge with a portfolio project. In 6 week blocks students will identify a topic related to their clinical learning that they would like to learn more about. Students will have approximately 1 hour of dedicated time per week throughout the year to work on these projects and at the end of every 6 week block they will add their work to their portfolio. Students are encouraged to seek feedback from residents, faculty, or rotation/SLIC directors around their learning. Two times yearly students will be assigned to meet with the assessment lead for the STIM course to discuss their lifelong learning and how their portfolio development is progressing.

   *SLIC students may have different timelines.

3. MCCQE Practice Exam: Student Version. Students are required to purchase the MCCQE Practice Exam for a nominal fee as per MCC (See Resources section) provided the exam is available from MCC by March 5th, 2027. Students should plan to complete the exam after the initial 10 weeks of the course and before the end of the course (see date above in the Assessment Table). Students will complete the exam for their own learning progress and study planning.
4. Academic Integrity Learning Module: Completion of this tutorial is required. The module is estimated to take approximately 3 hours to complete. Release time for completion of the module is built into the first month of the course. Completion certificates must be uploaded to Canvas before the start of Consolidation Week.
5. ~~PART – Level 3 – Scheduled during Consolidation Week, students will learn to safely identify and de-escalate aggressive behavior. Successful completion is required before entering rotations for Year 4.~~ Not required as of Nov. 17th, 2026.
6. Attendance – Attendance is mandatory where indicated in One45. Attendance at mandatory sessions is tracked. Please refer to the STiM session etiquette document posted on Canvas and One45. Failure to meet this expectation may result in a meeting regarding professionalism.

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

EXAMINATION SCHEDULING

Examinations, including formative exams, must be written on the date scheduled.

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

RUBRICS

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

COURSE POLICY FOR SUCCESSFUL COMPLETION

Academic Difficulty

Students in academic difficulty will be required to meet with the course director and academic support team to develop a learning plan. Academic difficulty may include difficulty completing assessments, low performance on formative assessments, or other criteria as decided by the course director.

If upon review of the formative quizzes, it is deemed by the course team that a student is struggling in an area(s), it will be mandatory for the student to meet with the Academic Support team and complete a learning plan aimed to address knowledge gaps/deficiencies.

Successful Completion

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

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

- Completed the COLLAB assignment activities
- Completed the CIRCLE portfolio activities
- Completed the MCCEQ Practice Exam
- Completed the Academic Integrity Tutorial
- ~~Completed PART – Level 3 (Note: required prior to start of Yr 4 rotations)~~ Not required as of Nov. 17, 2026
- Met the requirement for Attendance and Professionalism

* Completion means successful completion of all components by the due date. Should a student/group fail to submit by the due date they will have up to the 72hour deadline to submit without a direct academic penalty in concordance with the assignment submission policy. However, if not submitted by the 72 hour deadline the assignment will be considered to have exceeded the due date and result in an academic penalty.

1. For the first such instance the student/group will receive email follow up and an informal discussion regarding professionalism. The student/group will still need to submit. Failure to submit may result in the latter steps of this process.
2. In the event of a second instance the student/group will be scheduled to meet with the course director to discuss next steps and be oriented to the outcome of a third late assignment.
3. Should the student/group submit a third late assignment this will meet the criteria for course failure as outlined below under 'Course Failure' point 1.

Course Failure

A student will be deemed unsuccessful in the course for any of the following reasons:

1. Failure to complete all required course components by the assigned due date.
2. Failure to meet professionalism standards

Students who are not promoted due to unsuccessful course completion will receive a grade of "F" on their transcript.

Recommendations regarding promotion are made by the Year Promotions Committee.

Final decisions are adjudicated by the Student Academic Management Committee.

ATTENDANCE EXPECTATIONS

The majority of the sessions in this course are **mandatory** to help support community building and comradeship. Unless emergent, absences from a mandatory session require prior approval from the course director and requests must be submitted through the Leave Request SharePoint site. This is in addition to leave requests submitted to the student's rotation at the time of the requested leave. If the student has an approved absence, the student is responsible for the material covered in the missed sessions. Students will not be approved for planned absence requests during the Consolidation Weeks.

Attendance will be recorded for all mandatory sessions.

Students who have repeated absences, unplanned or planned, should anticipate a meeting with the Year

Chair and/or Course Director to discuss a plan for making up missed material. Because a large part of this course involves group work, repeated absences will affect group function.

Students are required to meet minimum course attendance to complete the course. Students who miss more than five (5) STiM half-days are at risk of an incomplete course. Attendance is taken at 0800hr. Students who are unwell are encouraged to prioritize their health and may be absent from class. In such cases, please note that a virtual participation option will not be available. Students who are absent more than the total allowed days will meet with the course director in consultation with the Year Chair.

Because this course includes unique topics and group work, it is important to arrive on time to fully participate and support peers. Students who are late more than 3 times, will receive an email from the course director and further tardiness will result in an informal discussion about professional behavior.

Unapproved absences will be treated seriously and considered unprofessional conduct. These absences may constitute grounds for failure of the course.

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

COURSE EVALUATIONS QUALITY IMPROVEMENT

The following changes reflect course quality recommendations and student feedback:

1. Selected Topics in Medicine was redesigned for 2026/27 academic year.
2. The new design reflects a 1/3, 1/3, 1/3 delivery by which students engage in didactic delivery (with interactivity), group work, and independent study.
3. The opportunity for choice and autonomy has been woven into the new structure to help support student development and study for the MCCQE.
4. A needs assessment has been integrated into the course to help respond to student development and maintain flexibility for the course to respond to emerging issues.

IMPORTANT AND RELEVANT STUDENT INFORMATION

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

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

OFFICE OF STUDENT AFFAIRS

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified). Canvas returns confirmation that an assignment has been submitted. If the confirmation note is not shown, the assignment may not be properly logged. Please note: Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning. All due dates or timelines for assignment submission are published in the student course syllabus.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Pre-Clerkship Coordinator in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above

the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline. All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at www.nlm.nih.gov/bsd/uniform_requirements.html

PROFESSIONALISM

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

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.
Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UGME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings.

REQUIRED VIDEO USE

At times in this course, you may be required to have your video on during video conferencing sessions, to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use a webcam built into or connected to your computer. For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

COPYRIGHT

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 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.academicsupport@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, TBD

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.