




# Selected Topics in Medicine

---

MEDC 308.16

YEAR 3 Term 1 and 2

---

 **COURSE SYLLABUS**  
2020/2021 (CLASS OF 2022)



UNIVERSITY OF SASKATCHEWAN  
**College of Medicine**  
MEDICINE.USASK.CA

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

## SELECTED TOPICS IN MEDICINE – COURSE OVERVIEW

*The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2020-21 Fall Term. However due to pandemic circumstances, the College of Medicine undergraduate education program may need to*

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

*As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.*

### COURSE DESCRIPTION

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

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

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

### OVERALL COURSE OBJECTIVES

By completion of this course:

1. Describe the pathology, clinical characteristics and appropriate management of important diseases/disorders.
2. Develop a differential diagnosis of important diseases/disorders through clinical reasoning.
3. Identify important components of normal and abnormal human development through childhood, adolescence, adulthood and aging.
4. Describe health strategies for individuals throughout their life cycle using evidence-informed principles of surveillance, screening and management.
5. Identify factors important to the care and advocacy of vulnerable individuals and populations.
6. Select and interpret important investigations as they relate to a differential diagnosis.
7. Recognize the impact of nutrition in the health of individuals and the impact on clinical care.
8. Recognize the impact of integrative medicine in the care of individual and population health.
9. Identify important components of end of life conversations and palliative care management strategies.
10. Review the approach to choosing and interpretation of a variety of imaging modalities.
11. Describe current ethical and legal principles.

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

### **SELECTED TOPIC SESSION OBJECTIVES**

Specific topic objectives are available through one45 and were developed in reference to Medical Council of Canada Objectives: ([http://apps.mcc.ca/Objectives\\_Online/objectives.pl?lang=english&loc=contents](http://apps.mcc.ca/Objectives_Online/objectives.pl?lang=english&loc=contents))

### **LEARNING CHARTER**

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/documents/vptl/LearningCharter.pdf>

## COURSE CONTACTS

### Course Director

Dr. Ashley Selvig [medicineselectedtopics@gmail.com](mailto:medicineselectedtopics@gmail.com)

### Office of Career Advising and Mentoring

Saskatoon Site: Stephanie Marshall [stephanie.marshall@usask.ca](mailto:stephanie.marshall@usask.ca) P: (306) 966-6473

Regina Site: Dr. Megan Clark [mcc692@mail.usask.ca](mailto:mcc692@mail.usask.ca)

### Student Wellness

Saskatoon Site: Interim, Dr. Kent Stobart [kent.stobart@usask.ca](mailto:kent.stobart@usask.ca)

Edith Conacher – [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) P: (306) 966-4751

Regina Site: Jennie Antal [jennie.antal@saskhealthauthority.ca](mailto:jennie.antal@saskhealthauthority.ca) P: (306) 766-0553

### Administrative Coordinator

Saskatoon Site: Carolyn Blushke [carolyn.blushke@usask.ca](mailto:carolyn.blushke@usask.ca) P: (306) 966-7693 F: (306)966-2601 RUH G525

Regina Site: Annie Ethier [annie.ethier@saskhealthauthority.ca](mailto:annie.ethier@saskhealthauthority.ca) P: (306) 766-4890 F: (306) 766-4833 RGH

Prince Albert Site: Nicole Toutant [nicole.toutant@saskhealthauthority.ca](mailto:nicole.toutant@saskhealthauthority.ca) P: (306) 765-6787 F: (306) 765-6783 VGH 420

### Administrative Assistant

Saskatoon Site: Tami Golding [tami.golding@usask.ca](mailto:tami.golding@usask.ca) P: (306) 966-8828 F: (306) 966-2601

Regina Site: Jeanette Bellavance [jeanette.bellavance@saskhealthauthority.ca](mailto:jeanette.bellavance@saskhealthauthority.ca) P: (306) 766-0558 F: (306) 766-0538

### Website

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

## COURSE SCHEDULE

This course is regularly scheduled during Tuesday mornings (8:00-11:00) every week. Occasionally sessions will be scheduled until 12:00. Students are expected to return to their clinical rotations by 13:00. The sessions are coordinated across all three sites through video conferencing. On weeks where there is a Monday holiday at the start of a new rotation block- Selected Topics in Medicine will be cancelled. Additional sessions in career development, wellness, radiology, simulation and interactive small groups will occur during December and June Consolidation Weeks. See one45 for schedule.

All learning objectives (course, module, and session) can be accessed in one45 or 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://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

## COURSE DELIVERY

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

- Interactive topic seminars
- Case presentations
- Didactic presentations
- Small group learning activities
- Consolidation Weeks (December 7-11, 2020 and June 7-11, 2021)
  - Interactive small group learning sessions
  - Simulation exercises
  - Interactive case-based seminars
- Independent self-directed reading and exercises – Preparatory reading around content presented in the course is expected.

**Sessions for 2020/2021 will include (Session objectives are available on one45)**

**Professional Development, Wellness and Career Advising and Mentoring Sessions**

- Saskatchewan and Pan-Canadian Practice Opportunities
- Choosing a Specialty
- The Changing Landscape of PGME
- Program Directors Panel
- Presentation Skills
- MCQ Development Skills
- Physician Wellness: Substance impairment and health professionals
- The CaRMS Experience Panel
- CaRMS Presents Your Match Day
- Facilitated CV/Personal Letter Workshops
- Financial Literacy

**Selected Topics in Medicine**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Abdominal Pain in Children</li> <li>• Abdominal/Pelvic Radiology</li> <li>• Abnormal Stature</li> <li>• Addictions Medicine</li> <li>• Acute Diarrhea</li> <li>• Acute Pain Management</li> <li>• Adult and Elder Abuse/ Intimate Partner Violence</li> <li>• Adult Constipation</li> <li>• Adult Fecal Incontinence</li> <li>• Adults with Developmental Disabilities</li> <li>• Antibiotic clinical application</li> <li>• Antibiotic pharmacology</li> <li>• Antiviral pharmacology</li> <li>• Brain Radiology</li> <li>• Canadian Health System Laws and Legislation</li> <li>• Cannabis pharmacology</li> <li>• Cannabis and the law</li> <li>• Central/Peripheral Neuropathic Pain</li> <li>• Chest Radiology</li> <li>• Child Abuse</li> <li>• Chronic Abdominal Pain</li> <li>• Chronic Kidney Injury</li> <li>• Clinical Decision Making/ Researching clinical questions/ CME</li> <li>• Clinical Pharmacokinetics</li> <li>• Diplopia</li> <li>• Drowning</li> <li>• Drug Interactions</li> <li>• Dying patient/Palliative care</li> <li>• Dysuria, urinary frequency and urgency or pyuria</li> <li>• Edema, Anasacara</li> <li>• Emerging medications/stewardship</li> <li>• Exposure to blood born pathogen/Body fluid</li> <li>• Fever in the immune compromised host</li> </ul> | <ul style="list-style-type: none"> <li>• Head Trauma/Brain Death</li> <li>• Health Economics</li> <li>• Heart Failure</li> <li>• Hemiplegia/Hemisensory loss</li> <li>• Herbal medications</li> <li>• HIV/AIDS</li> <li>• Hyperthermia</li> <li>• Hypotension, shock</li> <li>• Hypothermia</li> <li>• Hypotonic infant</li> <li>• Immigrant/Refugee health</li> <li>• Immunizations</li> <li>• Indigenous Health</li> <li>• Integrative Medicine- Environmental Medicine</li> <li>• Laboratory Medicine Boot Camp</li> <li>• Language and speech disorder</li> <li>• Legal, Ethical and Organizational Aspects of Medicine- consent, capacity</li> <li>• Legal, Ethical and Organizational Aspects of Medicine- truth telling, negligence, conflict of interest, confidentiality</li> <li>• Lines, tubes and Devices radiology review</li> <li>• Lump, mass (MSK)</li> <li>• Meningitis/Encephalitis</li> <li>• Musculoskeletal radiology</li> <li>• Neonatal Medicine: IUGR, neonatal distress, prematurity</li> <li>• Nerve Injury</li> <li>• Non-articular MSK pain, generalized pain disorders</li> <li>• Non-substance addictive disorders</li> <li>• Nutritional deficiencies</li> <li>• Obesity</li> <li>• Oligoarthritis/polyarthritis</li> <li>• OneHealth</li> <li>• Oral Conditions</li> </ul> |
|---|--|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Fever in the Returning traveler/Tropical related infections</li> <li>• Gastrointestinal pharmacology- Lower</li> <li>• Hand or wrist injuries</li> <li>• Headache, adult</li> </ul> | <ul style="list-style-type: none"> <li>• Oxygen Delivery</li> <li>• Palpitations</li> <li>• Periodic health exam, sexually concerned patient</li> <li>• Polyuria/polydipsia</li> <li>• Poisoned patient</li> <li>• Proteinuria</li> <li>• Psychiatric pharmacology</li> <li>• Red eye</li> <li>• Sepsis</li> <li>• SIDS/BRUE</li> <li>• Sleep-wake disorders</li> <li>• Spine radiology</li> <li>• Strabismus</li> <li>• Substance withdrawal</li> <li>• Syphilis</li> <li>• Transfusion Medicine</li> <li>• Transplant</li> <li>• Urinary incontinence, enuresis</li> <li>• Vascular injury</li> <li>• WBC abnormalities</li> <li>• Weight loss, eating disorders, anorexia</li> </ul> |
|--|---|

Additional topics may be offered

### COURSE MATERIAL ACCESS

Course material will be made available through one45.

### RECOMMENDED RESOURCES

Students are recommended to have their laptop, tablet or smart phone 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) (5<sup>th</sup> 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 (25<sup>th</sup> ed). McGraw-Hill Education, 2018 in AccessMedicine; <http://sundog.usask.ca/record=b4448604~S8>

Goldman L and Schafer, A: Goldman-Cecil Medicine (25<sup>th</sup> ed). Saunders, 2016 in Clinical Key <http://sundog.usask.ca/record=b3993675~S8>

Hoffman B and Schorge J: Williams Gynecology (3<sup>rd</sup> ed). McGraw-Hill Education, 2016 in AccessMedicine <http://sundog.usask.ca/record=b4126882~S8>

Kliegman RM et al: Nelson's Textbook of Pediatrics (20<sup>th</sup> ed). Elsevier, 2016 in Clinical Key; <http://sundog.usask.ca/record=b3993676~S8>

Lawrence PF: Essentials of General Surgery (5<sup>th</sup>ed) Lippincott Williams & Wilkins, 2012 Print RD31.E837 2013 NOT AVAILABLE ONLINE

Longo D et al: Harrison's Principles of Internal Medicine (20<sup>th</sup> ed). McGraw-Hill Education, 2018 in McGraw-Hill Education, 2018 <https://sundog.usask.ca/record=b4602567~S8> and AccessMedicine <http://sundog.usask.ca/record=b4362005~S8>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (9<sup>th</sup> ed). Mosby/Elsevier 2018 in Clinical Key; <http://sundog.usask.ca/record=b4333865~S8>

Ruldoph CD et al: Rudolph's Pediatrics., (23<sup>rd</sup>ed) 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 (9<sup>th</sup> 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 (20<sup>th</sup> ed). Elsevier, 2017 in Clinical Key; <http://sundog.usask.ca/record=b4135707~S8>

#### 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

1. Topic pre-quizzes (30%)- Occur prior to the start of the student-led topic presentations on blackboard.
2. Monthly quizzes (30%)- Open book quizzes that occur at scheduled times on blackboard
3. Oral topic presentation (30%). Oral presentations will be delivered and graded in groups of 2 students by a faculty advisor.
4. Topic summary document (10%)- Each student pair must submit a summary document of their topic presentation
5. Case Presentation- Completion

Assessment Type	Weight
Pre-quizzes	30%
Topic presentation	30%
Monthly quizzes	30%
Topic summary document	10%
Case Presentation	Completion

## EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

## RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

## COURSE POLICY FOR SUCCESSFUL COMPLETION

For successful course completion for the purposes of promotion, students are to obtain a cumulative mark of at least 70% in Selected Topics in Medicine.

## COURSE POLICY FOR REMEDIATION AND COURSE FAILURE

If a student fails to achieve a mark of 70% in Selected Topics in Medicine, a maximum of one remediation and supplemental assessment will be provided. The course director will determine the specific type of remediation/supplemental assessment needed for each individual student. Failure of a remediation /supplemental assessment will result in a course failure.

Students who are eligible for remediation will be required to meet with the Course Director and/or Year Chair and Academic Support Team to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. After the final examination period, the implications for failing to successfully complete course components will be adjudicated at the Year 3 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

Students who have been deemed to fail the course will receive a "FAIL" on their transcript.

## EXAM REVIEW

Time has been built into the curriculum for post examination reviews. During these sessions Directors or Chairs will clarify key concepts where misunderstanding was apparent. Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

## ATTENDANCE EXPECTATIONS

All sessions in this course are mandatory. Unless emergent, all absences require prior approval from the course director and should be submitted to the course admins. If the student has an approved absence, the student is responsible for the material covered in the missed sessions. In the event of a missed quiz, the student will have the option to have the quiz average re-weighted or reschedule the missed quiz with approval from the Course Director. Students will not be approved for planned absence requests during Consolidation Weeks.

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

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

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

## COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Ongoing review of what topics are important to include in this course.
2. Improve interactive case-based teaching and ongoing exam preparations.
3. Increase engagement and peer teaching through student led case presentations based on their clinical experiences.
4. Laboratory medicine boot camp – consolidated introduction to laboratory medicine.
5. Addition of OneHealth vet med/med collaborative session.

## IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for student success in medical school. To avoid duplication and ensure clarity, please refer to the [UGME Policies](#) page and the [Student Information Guide](#) and Clerkship Information Guide for the following policies:

### UGME CONTACT INFORMATION

### MD PROGRAM ATTENDANCE POLICY

### ETHICS AND PROFESSIONALISM

### ACCOMMODATION OF STUDENTS WITH DISABILITIES

### OFFICE OF STUDENT AFFAIRS

### EMAIL COMMUNICATIONS

### GUIDELINES FOR PROVIDING FEEDBACK

### PROGRAM EVALUATIONS

### APPEALS PROCEDURES

### PROMOTIONS POLICY

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).

All due dates or timelines for assignment submission are published in the student course syllabus<sup>1</sup>.

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 Educational Consultant 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.

---

<sup>1</sup> Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

**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

### 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](http://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

Each lecturer reserves the right to choose whether or not their lectures will be posted for viewing by students. If a lecture provides consent to share their recording, it will be posted to the course Blackboard site for students to view. 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.

### COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to students based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or (306) 966-8817.

## **INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf)

## **EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)**

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 the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check

<https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca). Students registered with AES may request alternative arrangements for mid-term and final examinations.

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 OSA.

## **STUDENT SUPPORTS**

### **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:

COM Student Affairs Coordinator (Saskatoon), Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or (306) 966-4751

COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

Administrative Assistant, Chelsea Malkowich (Saskatoon) at [chelsea.malkowich@usask.ca](mailto:chelsea.malkowich@usask.ca) or (306) 966-7331

COM Student Affairs Coordinator (Regina), Lisa Persaud at [lisa.persaud@saskhealthauthority.ca](mailto:lisa.persaud@saskhealthauthority.ca) or (306) 766-0620

Student Affairs Director, Dr. Nicole Fahlman (Regina) at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or (306) 209-0142

Student Affairs Director, Dr. Tiann O'Carroll (Regina) at [tiann.ocarroll@usask.ca](mailto:tiann.ocarroll@usask.ca) or (306) 529-0777

Administrative Assistant (Regina), Jennie Antal at [jennie.antal@saskhealthauthority.ca](mailto:jennie.antal@saskhealthauthority.ca) or (306) 766-0553

COM Student Affairs Director (Prince Albert) Dr. Dale Ardell at [drardellpc@sasktel.net](mailto:drardellpc@sasktel.net) or (306) 763-8888

## **STUDENT LEARNING SERVICES**

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

## **STUDENT AND ENROLMENT SERVICES DIVISION**

The Student and Enrolment Services Division (SESD) focuses on providing 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>).

## **ABORIGINAL STUDENTS' CENTRE**

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, and cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.