



# Special Topics – Clerkship Extension

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MEDC 498.15

TERMS 1 and 2

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**COURSE SYLLABUS**

2017-2018



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA

## SPECIAL TOPICS – CLERKSHIP EXTENSION

### COURSE DESCRIPTION

The Clerkship Extension course provides students, who have been unsuccessful in the CaRMS match, a chance to participate in an additional year of undergraduate medical training. The year is composed of 4 modules: career advising and mentorship, research project, clinical electives, and clinical experiences.

To obtain permission to register for MEDC 498.15, a student must have successfully completed the requirements for an MD but choose not to graduate at the end of Year 4 and thus does not hold an MD. The student must also have actively participated in the 1<sup>st</sup> and 2<sup>nd</sup> 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 participation 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 Mentoring, 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. Single program strategies will be strongly discouraged and may prevent eligibility in Year 5 participation.

All four components of the course must be undertaken. 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. The students 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.

Students will be expected to actively participate in student supports such as: mock interviews, personal letter writing, and curriculum vitae (CV) development. Mentors will need to be identified within the first month of the academic year. These individuals will be contacts 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 years graduating class.

### OVERALL COURSE OBJECTIVES

By the completion of the Special Topics – Clerkship Extension course the students will be expected to have:

1. Demonstrate an approach to the diagnosis of common and undifferentiated clinical presentations in the clinical setting. *Medical Expert* PLO 7
2. Obtain a patient-centered history and physical examination in the clinical setting. *Medical Expert* PLO 8
3. Develop an appropriate management plan including selection and interpretation of relevant investigations and pharmacologic/non-pharmacologic therapies in the clinical setting. *Medical Expert* PLO 14
4. Demonstrate appropriate communication skills. *Communicator* PLO 1
5. Collaborate with all stakeholders involved in Year 5 participation effectively. *Collaborator* PLO 1

6. Develop a career development plan with strategies targeting achievable professional goals and practice. *Leader* PLO 4
7. Demonstrate effective time management. *Leader* PLO 3
8. Identify advocacy measures for addressing the needs of all stakeholders encountered within a clinical experience. *Advocate* PLO 4
9. Identify opportunities for learning and growth through reflection and assessing personal performance considering past/present formal and informal feedback. *Scholar* PLO 1
10. Evaluate personal learning and career goals by considering past Year 4 experiences through reflection and consultation. *Scholar* PLO 1
11. Demonstrate self-knowledge, recognize limits of knowledge/experience and seek help appropriately. *Professional* PLO 1
12. Demonstrate professional behavior such as: punctuality, completing tasks in a timely fashion, appropriate attire, and respectful attitudes to patients, families, and other health care providers. *Professional* PLO 1
13. Collaborate with all stakeholders involved in Year 5 participation effectively. *Collaborator* PLO 1
14. Develop a career development plan with strategies targeting achievable professional goals and practice. *Leader* PLO 4

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:

[www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

### COURSE CONTACTS

Course Director: Dr. Jessie Baptiste, Year 5 co- Chair – [j.baptiste@usask.ca](mailto:j.baptiste@usask.ca),  
Dr. Bindu Nair Year 5 co-chair – [bindu.nair@usask.ca](mailto:bindu.nair@usask.ca)

Administrative Coordinator: Carolyn Blushke – [carolyn.blushke@usask.ca](mailto:carolyn.blushke@usask.ca) (306) 966-7693

Administrative Assistant: Joan Aquino – [joan.aquino@usask.ca](mailto:joan.aquino@usask.ca) (306) 966-8437

### COURSE SCHEDULE

The following is the schedule for Term 1: August 14 – December 14, 2017

Weeks 1 – 17 Electives

Students can decide to take time away from their electives to focus on preparation of their CaRMS application with the Office of Career Advising and Mentorship. In person meetings with the Office of Career Advising will then be scheduled and mandatory during that time.

The following is the schedule for Term 2: January 2 – April 13, 2018

Week 1 – 2 Mentorship, including participating in mock interviews; start research project and clinical sessions

Weeks 3 – 5 CaRMs interviews

Weeks 6 – 14 Continue research project and participate in clinical sessions

For students who have been unsuccessful in the MCC Qualifying Exam Part I, it is recommended that they participate in the Preparation for Residency Course.

Students will be allowed 3 weeks of vacation time over the course of the year.

### COURSE MATERIAL ACCESS

Course materials will be specific to each clinical situation.

### RECOMMENDED 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 in all patients all of the time.

### COURSE DELIVERY

Students will learn through a variety of methods including:

- Independent self-directed reading
- In-patient and out-patient exposures
- Research project
- Reflective assignments

### COURSE ASSESSMENT

COMPONENT	COMPONENT REQUIREMENT	WEIGHTING IN FINAL MARK
Elective module - Clinical Assessment (ITER)	70%	60%
Career advising module - Reflective Assignments	70%	15%
Research Project	Pass	-
Clinical Experiences module - Clinical Assessment (ITER)	70%	25%
<b>Total Course Mark</b>		100%

### ITER

All Clinical Assessment ITERs and Elective ITER's will be weighted equally toward each of their respective modules in the determination of the final grade. Clinical Assessment ITERs will equally contribute to the Clinical Assessment Module mark while Elective ITERs will equally contribute to the Elective Module mark.

## REFLECTIVE ASSIGNMENTS

Students will be required to submit three reflections throughout the course, they will focus towards their preparedness for the CaRMS process past and present.

## RESEARCH PROJECT

Students are expected to be active participants in the research or medical education project. A presentation day will be arranged for the end of the year.

## INDEPENDENT LEARNING

Please note, students are encouraged and 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, an application of new knowledge within the core rotations, and seeking out feedback from their peers and instructors regarding their new knowledge and skills.

## 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.

**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

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<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.

at [www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)

### **COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION**

The requirements for successful completion of the Year 5 Course are listed below. Please note that students must meet the overall Year 4 graduation standards in order to graduate (see Student Information Guide):

- A. Students will be considered to have successfully completed the Year 5 Course if they have passed every module in the course.
- B. Students failing one module will be deemed to be experiencing academic difficulty. They will be required to meet with the Year 5 co-chairs and/or course sub-committee of at least 3 people, (Year 5 co-chairs, mentor and assistant dean or designates) to discuss ways to improve academic performance and to plan remediation. The student is encouraged to invite a Student Services representative present if desired. If the module failure is not identified until the end of term, then a subcommittee meeting may not be held, but the academic outcomes will be determined by the promotions committee.
- C. Students who are identified as being in academic difficulty as defined in (B) above may be offered remediation for relevant module for which they did not achieve the standard. The Year 5 co-chairs retain the right to determine the specific type of remediation needed for each individual student, targeted to the areas of academic weakness. This remediation may be in the form of additional rotational weeks, supplemental assignments, and/ or supplemental examinations as determined by the course chair(s).
- D. A student who has failed 2 or more modules, or a remediation will be considered to have been unsuccessful in the Year 5 Course and will NOT be offered further supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee. Students, having successfully completed the required Year 3 and 4 components of the MD program, will still be eligible to graduate, but if they are determined to have failed MEDC 498.15, will receive an "F" on their transcript for that course.
- E. Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course. Remediation will most likely occur by the end of Year 5.

### **MD PROGRAM ATTENDANCE POLICY**

Active participation by medical students in learning opportunities is critical to their formation, education, and training. Sustained and deep engagement, which requires regular and punctual attendance. Students who neglect their academic responsibilities may be excluded from final examinations and may be found in breach of the MD Program's Breach of Professionalism policy.

The College of Medicine recognizes that medical students are adult learners and entitled to the privileges and responsibilities that come with such status. That being said, unexplained absences will be treated very seriously and considered unprofessional conduct. 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 elective supervisor/coordinator or departmental administrative assistant for that particular elective as soon as possible if an absence is necessary. The UGME Office should be notified of any prolonged or unexpected absences.

It has been the College's experience that, for some students, chronic non-attendance often ends up in academic and/or professional difficulty. Students also end up feeling disengaged and separated from

their class cohort, which can further affect academic success because of a lack of peer support. The College reserves the right to monitor attendance by those students who are in academic or professional difficulty. Such circumstances would be clearly documented and provided in writing to the student.

For more detailed information, please refer to the complete policy:

<http://medicine.usask.ca/policies/clerkship-attendance-and-absence-policy.php#relatedForms>

### **ETHICS AND PROFESSIONALISM**

There are several documents that delineate the expectations of society, the profession and the college with respect to the ethics and professionalism of medical doctors. Three such documents are replicated below.

Note that breaches of professionalism that are egregious and/or refractory to correction may, in themselves and at the discretion of the Undergraduate Medical Education Committee, constitute sufficient grounds for removal from the program, regardless of performance in other aspects of the curriculum.

“Not everything that can be measured is important, and not everything that is important can be measured.” (Albert Einstein)

For more detailed information, please refer to the complete policy:

<http://medicine.usask.ca/policies/ethics-professionalism.php#TheCollegeofMedicinestatementonprofessionalism2005>

### **BREACH OF PROFESSIONALISM**

For more detailed information, please refer to the complete policy:

<http://medicine.usask.ca/policies/breach-of-professionalism-policy-procedures.php>

### **COPYRIGHT**

Students are expected to respect the University of Saskatchewan Copyright Policy outlined at [www.usask.ca/copyright/](http://www.usask.ca/copyright/)

### **RECORDING OF LECTURES**

Lectures will be recorded and posted to the course Blackboard site under Course Materials. The lecture recordings are not intended to be a replacement for attending the session, but rather to enhance understanding of the concepts.

## COURSE MODULES

The course consists of 4 modules.

### Career Advising and Mentoring Module

This Module will be assessed through three reflective assignments distributed throughout the year. A rubric for marking will be used in the grading of assignments. A reflection focus and associated rubric will be sent to students three weeks prior to the assignment deadline. Assignment dates will be as follows:

Reflection 1 – Sept 4, 2017

Reflection 2 – Dec 11, 2017

Reflection 3 – March 12, 2018

### 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 supports

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

Career Advisor respects 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
- 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 which elective plan going forward
- Reflection on elective experiences to date
- Update re: CV & personal letter composition

#### **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](mailto:med.mentoring@usask.ca).

#### **Contact Agreement**

##### Duration of the Agreement

The duration of the formal mentoring relationship is from August 14 to March 31. 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 Stephanie Marshall, Coordinator of the Office of Career Advising and Mentorship (OCA&M) prior to the start of the course.

## Clinical Electives Module

Students will have 17 weeks of elective time that align with identified career aspirations and matching strategy. Electives are scheduled to occur during Term 1. Specific elective schedules will be dependent on the elective chosen.

This Module will be assessed through elective ITERs. ITERs will be required as per the elective policy. Please see the link below. Each will equally contribute to 50% of the final mark.

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.

For immunization information please see here: <https://afmcstudentportal.ca/immunization>

Please see the Elective Syllabus and Policy for further information:

<http://medicine.usask.ca/documents/ugme/syllabi/ElectiveRotationSyll.pdf>

## 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 (bench research, clinical research) or medical education project. It is the student's responsibility to find an appropriate project and supervisor. Project objectives and deliverables will be reviewed prior to the start of the research project with the Year 5 chair/co-chair.

For assessment, students will be required to complete a research project report at the end of the year detailing their role, results obtained and writing a short abstract for their project

## Clinical Experiences Module

This module will occur during Term 2. Students will participate in clinic one day per week. 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 student will remain clinically sound in all areas.

This module will be assessed through Clinical ITER's. One ITER will be required per clinic. Each ITER will equally contribute to 20% of the final mark.

## 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

### 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>

## ACCESSIBILITY & ACCOMMODATION OF STUDENTS WITH DISABILITIES

The College of Medicine, University of Saskatchewan is committed to supporting applicants and students with disabilities through the use of appropriate accommodations. While a disability should not preclude a student from consideration for admission, the disability must not prevent the student from communicating with patients and colleagues, from making observations and analyzing clinical data, and from making the medical judgments expected of a physician who has completed the educational program leading to the M.D. degree at this University.

Students with disabilities are encouraged to contact the Disability Services for Students Office (DSS – 966-7273) with any questions regarding accommodation for their disabilities at the pre-medicine level. Any applicants to the College of Medicine who feel they will require accommodation in order to complete the multiple mini interview (MMI) process should make those needs known to the Admissions Office ([med.admissions@usask.ca](mailto:med.admissions@usask.ca)) as soon as possible.

All applicants offered interviews will be asked to attest to their ability to meet the technical standards outlined in the **Essential Skills and Abilities Required for the Study of Medicine**. If an applicant will require accommodation in order to meet the technical standards, he/she will be asked to indicate so prior to the MMI. Any applicant who indicates a need for accommodation will be referred to the Office of Student Affairs and an Accommodations Team will review the applicant's specific needs and abilities to determine whether appropriate accommodation can be offered. Such requests are kept independent from a student's admissions file until a student is offered admission.

The declaration of a need for accommodation on the part of applicants is voluntary, but as a significant period of time is generally required to process accommodation requests, early declaration is strongly advised. In the event that an applicant does not indicate the need for accommodation until such time as an offer of admission is made, the College of Medicine reserves the right to defer entrance for one year pending review of the request by the Accommodations Team.

Students with disabilities are encouraged to pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the requirements for a medical degree.

### **Disability Services for Students**

**Learning Disabilities Association of Saskatchewan**

**Canadian Association of Physicians with Disabilities**

**College of Physicians and Surgeons of Saskatchewan**

**CMA Centre for Physician Health & Well-Being**

**CMA Med Student Centre**

**CFMS Wellness Program - registration required for most resources**

**ePhysician Health**

## **OFFICE OF STUDENT AFFAIRS**

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

In Regina please contact Dr. Nicole Fahlman at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) - (306) 209-0142 or Dr. Tiann O'Carroll at [tiann.ocarroll@usask.ca](mailto:tiann.ocarroll@usask.ca) - (306) 529-0777.

In Prince Albert Dr. Dale Ardell can be reached through Nicole Toutant: [nicole.toutant@usask.ca](mailto:nicole.toutant@usask.ca) or (306)765-6787.

### **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 [www.usask.ca/ulc/](http://www.usask.ca/ulc/).

### **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 SESD web site [www.usask.ca/sesd/](http://www.usask.ca/sesd/)

### **APPEALS PROCEDURES**

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>

## **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 DISABILITY SERVICES FOR STUDENTS (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) 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 DSS programs and supports, students must follow DSS policy and procedures. For more information, check [students.usask.ca/health/centres/disability-services-for-students.php](http://students.usask.ca/health/centres/disability-services-for-students.php) , or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS 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.

*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.*