Success in Medical School

MEDC 111.0
YEAR 1 TERM 1 & 2

COURSE SYLLABUS
2021/2022

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.

Success in Medical School I – 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 2021-22 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.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a webpage where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines https://covid19.usask.ca/about/safety.php#Expectations and knowing what is expected of you throughout the fall term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the College of Medicine website.

COURSE DESCRIPTION

Medical school is an intense and complex journey with many challenging transitions throughout. Many students have expressed the need to have specific supports in place to help manage the transition into medical school and the medical profession in general. The purpose of this course is to provide students with information, experiences, and tools that will help them to be successful in all aspects of medical school from a personal, academic, and professional perspective. By having dedicated space in the curriculum for Success in Medicine, we can provide these elements in a developmental and timely fashion. Topics and experiences include: basic orientation to the MD program, wellness, career advising and mentoring, professionalism, and shadowing.

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

OVERALL COURSE OBJECTIVES

By the completion of the Success in Medical School I course, students will be expected to:

1. Develop skills for academic success in Pre-Clerkship.

2. Develop skills to balance personal well-being with academic demands.

3. Explore professional roles and identity development as a medical student and future physician.

4. Explore personal and professional goals as it relates to career planning.

5. Describe practices to optimize safety in the clinical workplace.

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

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment that 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: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

Course Directors

Dr. Nicole Shedden - nks904@mail.usask.ca

Dr. Jennifer Chlan-Fourney - jmc134@mail.usask.ca

Course Co-Chair: Dr. Greg Malin – greg.malin@usask.ca - (306) 966-2750

Interim Director, Student Services: Dr. Janna Brusky - jdb068@mail.usask.ca

  ** due to the nature of the position of Director, Student Services, this person will be involved in course delivery and planning but not in student assessment.

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

Administrative Assistant: Amy Pollock Afseth - amy.pollock@usask.ca – (306) 966-7202

COURSE SCHEDULE

Please check One45 **DAILY** to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, students will be notified directly.

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://share.usask.ca/medicine/one45/kbase/Curriculum.aspx

COURSE DELIVERY

This course will employ a variety of course delivery methods, including:

- Large Group Interactive Sessions

- Small Group Sessions

- Individual experiential learning shadowing and mentorship opportunities

- Online Learning Activities

- Self-Directed Learning

- Learning Communities

The Success in Medical School I course incorporates Learning Communities as part of the learning experience and delivery of many of the course components. Learning communities involve placing small groups of UGME learners together to meet regularly as a supportive "community of learners". They help to foster deeper connections with a smaller cohort of students, which not only supports the transition to the new environment of medical school, but also supports academic success and learner well-being. These learning communities will also be the platform for discussion of many of the topics being taught in the Wellness and Career Advising and Mentorship modules.

COURSE MATERIAL ACCESS

All materials will be posted to One45 and/or Canvas.

COURSE ASSESSMENT OVERVIEW

This course is entirely based on a Pass/Fail approach to assessment, which will be based primarily on attendance, engagement in course activities, and completion of mandatory components.

MODULE	COMPONENT	SUCCESSFUL COMPLETION
Orientation and Professionalism	Attendance at all mandatory sessions (identified in One45)	Completion *
	Self-Directed Learning and Reflection Assignment (see below for Term 2 due date)	Pass** (see rubric provided in One45 and in the Canvas Success in Medicine I Course site)
	Online quiz on Academic Honesty and Referencing (see below for term 1 due date)	100% on quiz (multiple attempts allowed)
	SHA Online Privacy Module Quiz	100% on quiz (multiple attempts allowed)
Wellness	Attendance at all mandatory sessions (identified in One45)	Completion*
Career Advising and Mentorship	Attendance at mandatory sessions (identified in One45)	Completion*

Shadowing	Engagement in Shadowing Activities	Completion of 10 hrs. of shadowing for the academic year. **Students must complete 5 hrs. in Term One (See more details below in the "Shadowing" module section)**

* Completion - attendance at all mandatory sessions or required activities

** Pass - requires at least ONE "Yes" in each of the elements as outlined in the SDL Assignment rubric (please see details on SDL Assignment below)

MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for in-term exams and final 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 One45 for the relevant session. For those assignments submitted via Canvas they are also posted in Canvas. In the event of a discrepancy between the two versions, that posted on Canvas shall be taken to be correct.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

In order to successfully complete the Success in Medical School I Course, students must satisfactorily complete all course components and achieve a pass in the SDL reflection assignment. Students who do not attend and participate as expected in the course may fail the course on the basis of professionalism. Students who do not meet the pass standard for the SDL reflection assignment will be given one opportunity at remediation and supplemental assessment. Students who are not successful on the basis of professionalism may be required to engage in remediation specific to the professionalism issue.

The implications of failing to successfully complete course components will be adjudicated at the end of each term at the Year 1 Promotions Committee meeting and a final decision to grant remediation/supplemental work and promotion outcomes will be determined by the Student Academic Management Committee (SAMC).

ATTENDANCE EXPECTATIONS

What are Expectations for attendance in Success in Medical School I?

See Student Information Guide for MD Program Attendance and Absence Policy.

Students are strongly encouraged to attend all sessions unless absence is unavoidable. As per the Attendance Policy, attendance at small group sessions is mandatory. Additionally, Orientation, Financial Literacy, and identified Career Advising sessions are mandatory.

How is Attendance Documented?

Attendance at all mandatory sessions will be recorded by the UGME office. Shadowing sessions will be documented using a logging feature on One45.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Learning Communities are a new addition to the Success in Medical School I course, which will foster a more interactive and discussion-focused and supportive approach to delivery of the SiMS I core content. It will also address an important need of supporting learners as they transition into medical school.

IMPORTANT GUIDELINES FOR THIS TRANSITION TERM

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

Throughout the term:

- **Protect the pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to "protect the pack", the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created a webpage where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines https://covid19.usask.ca/about/safety.php#Expectations and knowing what is expected of you throughout the fall term.
- **Follow all guidance:** Students are expected to follow all guidance provided by the University's Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).
- **Key channels of communication**: If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

This course is composed of the following modules: Orientation and Professionalism, Wellness, Career Advising and Mentorship, and Shadowing. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, the student will begin to integrate the information learned in each separate module and apply what was learned throughout the term.

Orientation and Professionalism Module

MODULE CONTACTS

Module Co-Director: Dr. Nicole Shedden - nks904@mail.usask.ca

Module Co-Director: Dr. Jennifer Chlan-Fourney - jen.chlan@usask.ca

MODULE DESCRIPTION

This module will provide students with general orientation to the College of Medicine program, the key administrative and support structures, and people within it. It will provide specific orientation to the policies and procedures relevant to the Undergraduate Medical Program. This module will also provide students with an approach to reflection to support self-directed and life-long learning. Finally, this module will also introduce students to the concept of professionalism, which is a key concept in professional identity formation.

MODULE OBJECTIVES

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

1. Explain undergraduate program policies, processes, structure, schedules and resources.

2. Demonstrate self-directed learning including utilizing appropriate resources and critical research appraisal strategies.

3. Discuss the professional expectations of a medical student.

4. Reflect on the development of professional identity as a medical student.

5. Identify the importance of proper attribution of others' work.

6. Demonstrate correct usage of International Committee of Medical Journal Editors' style to write citations.

7. Describe practices to optimize safety in the clinical workplace.

MODULE ASSESSMENT

Assessment 1: Reflection and Self-Directed Learning Assignment

Value: Pass/Fail based on mandatory submission.

Date: Friday, March 25, 2022

Description: Students will choose a patient related encounter from a Clinical Skills or Shadowing experience and, using the general approach to reflection and self-directed learning, provide a narrative description of their process for

1) reflecting on and identifying their learning need;

2) reviewing relevant literature to support addressing the learning need, including a reflection on the credibility of the information sources;

3) sharing lessons learned with peers or facilitators;

4) applying lessons learned to either the resolution of the learning issue or to the action plan for future similar learning issues; and

5) providing a plan for monitoring future effectiveness.

Students will receive narrative feedback related to the description of the process they followed to address the learning need, not on the qualitative aspects of the reflection itself or whether or not they had a successful clinical outcome. A grading rubric will be provided in class, on Canvas, and on One45.

Assessment 2: Online Quiz on Academic Honesty and Referencing

Value: Pass/Fail

Description: Completion of the online Academic Honesty and Referencing Module on Canvas is mandatory. Quiz will include a declaration committing to academic honesty. Students must achieve 100% on the module quiz in order to pass, and will have the opportunity to repeat the quiz until 100% is attained.

Due Date: Thursday, August 12, 2021 23:59

Assessment 3: SHA Privacy Online Post-Video Quiz

Value: Pass

Description: Completion of the online SHA Privacy Post-video Quiz. Students must achieve 100% on the quiz in order to pass. Multiple attempts are allowed.

Due Date: Monday, August 30, 2021 23:59

MODULE CONTACT

Module Director: Dr. Janna Brusky – jdb068@mail.usask.ca - (306) 966-7401

MODULE DESCRIPTION

Wellness is a conscious and self-directed process of making choices toward a healthy and fulfilling life. This module was developed to introduce students to the concepts and resources for enabling wellness and resilience.

MODULE OBJECTIVES

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

1. Identify and begin to implement skills to achieve and maintain individual health and well-being throughout one's career.

2. Develop skills to adapt and recover from challenges.

3. Identify appropriate resources for support.

4. Promote a culture of self-care and help-seeking that recognizes and supports colleagues in need.

MODULE ASSESSMENT

No assessment. Attendance is mandatory for the Financial Literacy sessions and students are **strongly encouraged** to attend all sessions.

MODULE CONTACTS

Module Director: Office of Career Advising and Mentorship (OCA&M) - Dr. Megan Clark – megan.clark@usask.ca

Administrative Coordination: Coordinator, Office of Career Advising and Mentorship – Sheldon Moellenbeck - sheldon.moellenbeck@usask.ca - (306) 966-6473

Career Advisor (Saskatoon): Dr. Sachin Shah - med.careeradvising@usask.ca

Career Advisor (Saskatoon): Dr. Lee Kolla – med.careeradvising@usask.ca

Career Advisor (Regina): Dr. Megan Clark – med.careeradvising@usask.ca

MODULE DESCRIPTION

Choosing a career is one of the most important decisions that a medical student will make. The Career Advising and Mentorship Program is designed to assist students in evaluating career options and preparing for residency program applications.

MODULE OBJECTIVES

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

1. Explain the importance of understanding oneself by taking inventory of strengths, interests, values, personality, and skills as they relate to the selection of a medical career.

2. Discuss the resources, services, tools, and program available to support the career planning process.

3. List opportunities and online resources to explore different disciplines (shadowing, student interest groups, mentoring, community placements, and research projects).

4. Describe the components of an effective curriculum vitae (CV) and personal letter.

MODULE ASSESSMENT

No assessment. All Career Advising sessions are mandatory with the exception of the Self-Directed Learning session.

NOTE: Sessions that are mandatory will be clearly identified in the One45 calendar. Students are encouraged to check the One45 schedule.

MODULE CONTACTS

Module Co-Director: Dr. Nicole Shedden - nks904@mail.usask.ca

Module Co-Director: Dr. Jennifer Chlan-Fourney – jen.chlan@usask.ca

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

Administrative Assistant: Amy Pollock Afseth - amy.pollock@usask.ca – (306) 966-7202

MODULE DESCRIPTION

This is a self-directed but mandatory experience for students to observe and explore various aspects of medicine and health care. Students are encouraged to shadow (observe) physicians from a variety of disciplines and are also encouraged to shadow non-physician health care providers. Shadowing can provide a unique opportunity to consider career options within medicine. Students are encouraged to reflect on their shadowing experiences and how they relate to the knowledge, skills, and attitudes reflected in the Program Learning Objectives.

Contacts for Shadowing: can be found https://medicine.usask.ca/students/undergraduate/shadowing.php

Additionally, students may seek out their own contacts for shadowing and are not limited to this list.

MODULE OBJECTIVES

By the completion of this module, the student will:

1. Explore career options and physician roles through observation in a variety of health care settings.

MODULE ASSESSMENT

Participation in at least ten hours of shadowing for the academic year. Students must complete 5 hours of shadowing by the end of term one. If students have completed all ten hours in term one, the additional hours may be carried over to term two. Students may allocate up to 2 hours of their total 10-hour shadowing requirement to attend an appointment or treatment with their PFCC Patient Advisor (advance approval required, refer to Med 112 and 122 syllabus for requirements). Shadowing hours for Term 1 must be completed by **November 26, 2021** and for Term 2 by **May 6, 2022**. The Shadowing log is located in One45 and allows you to add, edit and review log entries. It is linked to your shadowing schedule, so that your shadowing preceptor can be indicated on each log entry you make.

Students may optionally shadow over the summer between Years 1 and 2, ensuring that they continue to have their One45 log confirmed by their shadowing supervisor. Note that completion of documentation of each summer shadowing encounter on the One45 log is required to ensure appropriate University of Saskatchewan insurance coverage for completing shadowing. Summer shadowing outside of Canada is not allowed through the SinMS I course. Students who wish to shadow in Canadian provinces other than Saskatchewan must plan these experiences early, as provinces vary in their requirements for licensing (some provinces require an educational license and/or approval by a hosting local university in order to allow shadowing). Students must adhere to any provincial requirements in order to have University of Saskatchewan insurance coverage when shadowing. All students must submit their Year 1 One45 shadowing log for any summer shadowing **by the end of the first week of classes for Year 2**.

Any shadowing hours that students obtain over the summer between Year 1 and Year 2 can be carried forward into Year 2 to count toward the required 10 hours of shadowing in the Success in Medical School II course. Of the 10 required hours in Year 2, students need to shadow:

    i. An MD practitioner for a minimum of 5 hours

    ii. A non-MD practitioner for a minimum of 3 hours (*needs to be completed in Term 1 of Year 2)

    iii. A clerk for a minimum of 2 hours

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).

All due dates or timelines for assignment submission are published in the student course syllabus[1].

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

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[1] 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.

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 or not 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, in order to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of 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 materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the CC license. 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 you 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 you copy or distribute others' copyright-protected materials, please ensure that your 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.phpwhere 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)

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

The University of Saskatchewan is committed to the highest standards of academic integrity (https://academic-integrity.usask.ca/). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Prepare for Integrity
Students are expected to act with academic integrity.
- Students are encouraged to complete the Academic Integrity Tutorial 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) .
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

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, www.students.usask.ca/aes or contact AES at 966-7273 or 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 AES.

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 or (306) 966-4751

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

Administrative Assistant (Saskatoon), Kacia Whilby at kacia.whilby@usask.ca or (306)966-7331

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

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

Student Affairs Director, Dr. Tiann O'Carroll (Regina) at tiann.ocaroll@usask.ca or (306) 529-0777

OSA Associate Michelle Grove at michelle.grove@saskhealthauthority.ca or (306) 766-0553

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site https://library.usask.ca/support/learning.php.

Remote learning support information https://students.usask.ca/remote-learning/index.php

Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning https://libguides.usask.ca/studyskills

A guide on netiquette, principles to guide respectful online learning interactions https://teaching.usask.ca/remote-teaching/netiquette.php

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).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal 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 also dedicated to intercultural education, brining 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.

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. Please visit students.usask.ca for more information.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at https://students.usask.ca/remote-learning/tech-requirements.php.

Remember, there are **[many supports available](#)** to help you thrive in the remote learning context.