



# Preparation for Residency

**MEDC 409.8**

**Year 4 Term 2**

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**COURSE SYLLABUS**

**2022/2023**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

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

## Preparation for Residency – Course Overview

### REMOTE LEARNING CONTEXT

To address uncertainties related to delivering academic programming during a pandemic, some instructors may deem it necessary to revise syllabi in ways that impact assignments, assessments, and weighting of grades, among other things. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School. This provision is temporary and will be reviewed by the Academic Programs Committee at the beginning of each semester until any permanent change in this regard is approved by Council.

**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 winter 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](#). COVID Pandemic policy wording will be updated as required.

### COURSE DESCRIPTION

The Preparation for Residency Course focuses on equipping students in the skills of improving patient safety and ethical patient care, wellness of Indigenous patients, career development, as well as addressing key topics for the Medical Council of Canada Qualifying Exam Part 1 (MCCQE – 1). The goal of this course is to review the accumulated knowledge obtained over the course of the four years of medical school, focus on the clinical application, and ingrain the principles of physician wellness and development to carry forward throughout their careers.

This course will occur **January 30 – February 3, 2023 and March 13 – April 14, 2023**. All sessions within this course are **mandatory**. Sessions will be offered virtually.

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

## OVERALL COURSE OBJECTIVES

At the completion of this course, students will be expected to:

1. Develop a knowledge base appropriate for level of training to successfully complete the Medical Council of Canada examinations.
2. Prioritize a differential diagnosis based on clinical interpretation of information presented in clinical scenarios.
3. Select appropriate investigative tests that will contribute to an accurate management plan.
4. Identify and use appropriate sources of information to support the delivery of patient care.
5. Develop knowledge base and skills in financial literacy.
6. Develop goal setting skills for career planning.
7. Discuss strategies to personal wellness in the transition from medical school to residency.
8. Recognize the evolving contract between physicians, their organizations, and society.
9. Recognize the role of mentoring as it relates to the career transition process and long-term career planning.
10. Apply strategies to enhance patient safety during clinical care.
11. Discuss effective collaboration with interprofessional healthcare teams.
12. Identify a process for incorporating opportunities that promote advocacy measures such as: quality improvement, critical appraisal, professional development.
13. Effectively communicate information in peer group encounters.
14. Evaluate personal learning needs to enhance the comprehension of key concepts.
15. Demonstrate strategies to support the health care of Indigenous patients.
16. Demonstrate sound ethical and legal reasoning ability in the context of current local and national issues.

In addition, each individual module in the course will also have its own specific module objectives and separate session objectives of learning. Detailed individual lecture and session objectives will be posted in One45. Please take care to review in advance.

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 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: <https://teaching.usask.ca/about/policies/learning-charter.php>

## COURSE CONTACTS

Course Director: Dr. Ashley Selvig – [ashley.selvig@usask.ca](mailto:ashley.selvig@usask.ca)

Administrative Coordinator Saskatoon: Catherine Todd-McCoy – [c.toddmccoy@usask.ca](mailto:c.toddmccoy@usask.ca) (306) 966-7693

Administrative Coordinator Regina: Nicole Gates Willick - [nicole.gateswillick@saskhealthauthority.ca](mailto:nicole.gateswillick@saskhealthauthority.ca) (306) 766-0559

Administrative Assistant Saskatoon: Tami Golding – [tami.golding@usask.ca](mailto:tami.golding@usask.ca) (306) 966-5891

Administrative Assistant Regina: Randi Bodas – [Randi.bodas@saskhealthauthority.ca](mailto:Randi.bodas@saskhealthauthority.ca) (306) 766-0558

Office of Career Advising and Mentorship:

Saskatoon: Sheldon Moellenbeck – [sheldon.moellenbeck@usask.ca](mailto:sheldon.moellenbeck@usask.ca) (306) 966-6473

Regina: Dr. Andrew Houmphan- [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca) (306) 966-7275

Student Wellness:

Saskatoon: Dr. Ginger Ruddy – [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) (306) 966-7275

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

Bev Digout – [bev.digout@usask.ca](mailto:bev.digout@usask.ca) (306) 966-8224

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

## COURSE SCHEDULE

This is a 6-week course occurring from **January 30 - February 3, 2023 and March 13 - April 14, 2023**. The sessions are coordinated across both sites and offered via Zoom. There will be 2 days set aside for practice exams provided by the Medical Council of Canada as a preparatory measure for the MCCQE I.

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 current objectives.

<https://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

## INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation, and it is your responsibility as an adult learner to adequately prepare for your sessions. Lack of preparation may result in being unable to effectively participate in learning activities and may influence your assessment.

## COURSE DELIVERY

Students will learn through a variety of methods, including:

- Lectures
- Independent self-directed learning
- Group sessions

## COURSE MATERIALS

Course materials (including the syllabus, sessions, objectives, required reading, forms, and other useful documents) are posted on One45 and Canvas.

If you have difficulty accessing your account, please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-4817.

## RESOURCES

### **STUDENTS ARE REQUIRED TO HAVE THEIR LAPTOP OR SMART PHONE AVAILABLE FOR LECTURES TO PARTICIPATE IN CASES AND QUIZZES.**

A general medical text should be consulted for reference in reading around Preparation for Residency sessions.

Optional resources include:

American Psychiatric Association, American Psychiatric Association, editors. Diagnostic and statistical manual of mental disorders: DSM-5 [Internet]. Fifth edition. Arlington, VA: American Psychiatric Association; 2013. 1 p. Available from:  
<http://library.usask.ca/scripts/remote?URL=http://psychiatryonline.org/isbn/0-89042-555-8>

Lawrence PF, Smeds M, O'Connell JB, editors. Essentials of general surgery and surgical specialties [Internet]. Sixth edition. Philadelphia: Wolters Kluwer Health; 2019. 747 p. Available from: in print from U of S Library at [RD31 .E837 2019](#) (Note: NOT available online from U of S Library)

Goldman L, Schafer AI, Elsevier (Firm), editors. Goldman-Cecil medicine [Internet]. 26th edition. Philadelphia, PA: Elsevier; 2020. 1 p. Available from:  
<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20161036684>

Fauci AS, Hauser SL, Jameson JL, Kasper DL, Longo DL, Loscalzo J, et al., editors. Harrison's principles of internal medicine [Internet]. 20th ed. New York, N.Y: McGraw-Hill Education LLC; 2018. 1 p. (McGraw-Hill's AccessMedicine). Available from:

<http://library.usask.ca/scripts/remote?URL=http://accessmedicine.mhmedical.com/book.aspx?bookid=2129>

Kliegman RM, St Geme JW, Blum NJ, Shah S, Tasker RC, Wilson KM, editors. Nelson textbook of pediatrics [Internet]. 21st ed. Philadelphia, PA: Elsevier; 2020. Available from:

<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20161017121>

Walls RM, Hockberger RS, Gausche-Hill M, Elsevier (Firm), editors. Rosen's emergency medicine: concepts and clinical practice [Internet]. Ninth edition. Philadelphia, PA: Elsevier; 2018. 1 p. Available from:

<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20141019850>

Kline M, McGraw-Hill Medical (Firm), editors. Rudolph's Pediatrics, 23e [Internet]. 23rd ed. New York, N.Y: McGraw-Hill Education LLC; 2018. 1 p. (McGraw-Hill's AccessPediatrics). Available from:

<http://library.usask.ca/scripts/remote?URL=http://accesspediatrics.mhmedical.com/book.aspx?bookID=2126>

Townsend CM, Beauchamp RD, Evers BM, Mattox KL. Sabiston textbook of surgery [Internet]. 20th ed. Philadelphia, PA: Elsevier Saunders; 2017. Available from:

<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20130186151>

Lake D, Baerg K, Paslawski T. Teamwork, leadership and communication: collaboration basics for health professionals [Internet]. Edmonton, Alberta: Brush Education Inc; 2015. 1 p. Available from:

<http://library.usask.ca/scripts/remote?URL=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=1296675>

Tintinalli JE, Ma OJ, Yealy DM, Meckler GD, Stapczynski JS, Cline D, et al., editors. Tintinalli's emergency medicine: a comprehensive studyguide [Internet]. 9th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from:

<http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2353>

Hoffman BL, Halvorson LM, Hamid CA, Corton MM, Schaffer JI, Schorge JO, et al., editors. Williams Gynecology [Internet]. 4th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from:

<http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2658>

Bloom SL, Casey BM, Cunningham FG, Dashe JS, Hoffman BL, Leveno KJ, et al., editors. Williams Obstetrics, 25e [Internet]. 25th ed. New York, N.Y: McGraw Hill Medical; 2018. 1 p. (McGraw-Hill's AccessMedicine). Available from:

<http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=1918>

Textbooks are available online from the University of Saskatchewan Bookstore:  
<https://bookstore.usask.ca/students.php#MyTextbooks>

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The Firstline (formerly Spectrum) app for infectious disease/microbiology/antibiotic therapy guidance is available for free download through the App Store and Google Play. A web-version is also available at [Saskatchewan Health Authority \(firstline.org\)](http://Saskatchewan Health Authority (firstline.org))

The FirstLine app is a useful resource with information around infectious diseases/microbiology and antibiotic choices. The FirstLine app also includes access to the educational game Microbial Pursuits developed in collaboration with FirstLine by U of S faculty/students. [Firstline - Microbial Pursuit](#)

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### DIAGNOSTIC IMAGING EDUCATIONAL RESOURCES

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

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/chapter/online-dicom-image-viewer-odin-an-introduction-and-user-manual/>

### COURSE ASSESSMENT OVERVIEW

Component	Weighting in Final Mark
Weekly Quizzes (4-5)	Complete (formative)
MCC Practice Exams (2) (one each of: Multiple Choice (MCQ) and Clinical Decision Making (CDM))	Complete (formative)
Indigenous Wellness Course	Pass ( <a href="#">see below</a> )
Ethics Discussion Forum	Pass

## ASSESSMENTS/ASSIGNMENTS

### Weekly Quizzes

Students will be quizzed on content weekly throughout the MCC review module. Quizzes will occur on Canvas. These assessments are intended to be formative to aid student preparation for the MCCQE1. Once a student completes the required assessments, they will receive credit.

Quiz Schedule:

- March 17, 2023
- March 24, 2023
- March 31, 2023
- April 6, 2023
- April 14, 2023

### Practice Exams

Students will be given an opportunity to complete two Medical Council of Canada Practice Exams. Course administrators will provide access codes to these exams. **These 2 exams must be completed as part of this course, but they are formative.** These practice exams can be completed at the discretion of the student any time during the Preparation for Residency Course; however, there will also be dedicated time in the course schedule for this purpose. Students who have already written and passed their MCC can request exemption from this assessment component. Please contact Dr. Selvig to be considered for exemption.

**Students must have the following completed by the end of the course - April 14, 2023:**

- one multiple choice exam
- one clinical decision-making exam

### Course: The Role of Practitioners in Indigenous Wellness

We are excited to offer this course in collaboration with the Division of Continuing Medical Education. Students will complete the course through a series of online modules and assignments. The assignment breakdown is listed below. The course will be moderated by an Indigenous facilitator, who will provide feedback and marks for your completed course work. **You will receive an introduction and access to begin the course on January 3, 2023. The course must be completed by March 29, 2023.**

1. Discussion Forum postings
2. Reflection Journaling
3. Assignment 1 (Module 1 Topic 1)
4. Final Communication Strategy

### Ethics Discussion Forum

Students will participate in one discussion forum throughout the course. Discussion posts will be graded using a competency rubric. Each discussion forum is worth 5 competency points. Students will need to



demonstrate competency 4 times out of 5 to pass the module. See rubric. The discussion forum can be accessed on Canvas > Discussions. **Posts to the Discussion Forum must be completed by March 31st at 23:59.**

## EXAM PROCTORING

Exams will be completed in-person. The program will determine specific exceptional circumstances where examinations in this course might 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 Canvas, rubrics are also posted in Canvas. In the event of a discrepancy between the two versions, the rubric posted on Canvas shall be taken to be correct.

## COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

To successfully complete this course, students must attend/participate in all course components, pass the Indigenous Wellness Course and Ethics Discussion Forum, and complete all assessment components.

Students who do not achieve a pass/completion may be offered opportunity for remediation and supplemental assessment. To determine eligibility, the student will be required to meet with the Course Director and/or a course sub-committee (which may include the MCC prep coordinator; Year 4 Chair or designates). The student is encouraged to invite a Student Services representative to also be present. Ways to improve academic performance and a specific remediation plan will be discussed in consultation with the Academic Support Team.

The Year 4 chair, in consultation, with the MCC prep coordinator or designate(s) will 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 supplemental assignments, and/ or supplemental examinations as determined by the course chair(s). A maximum of one remediation/supplemental assessment will be allowed.

Success in any supplemental assessment will be accorded a pass. Remediation will most likely occur by the end of Year 4.

Any student who does not achieve a pass, even after remediation/supplemental assessment, will be considered to have failed the course. In this situation, the student 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 who do not graduate or are not promoted as a result of failing the course will receive a "FAIL" on their transcript for this course.

**PLEASE NOTE: STUDENTS MUST MEET THE OVERALL YEAR 4 GRADUATION STANDARDS IN ORDER TO GRADUATE. (SEE STUDENT INFORMATION GUIDE)**

### **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>

### **EXAM REVIEW**

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**

See [Student Information Guide](#) for MD Program Attendance and Absence policy. All sessions within this course are **mandatory**.

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Restructuring of the course assessment to pass/fail to allow for more formative self-directed learning.
2. Ongoing expectation for practice questions during every session.
3. Inclusion of the *Role of Practitioners in Indigenous Wellness* course helps support students as they transition into residency.

## COURSE MODULES

### **Cultural Safety and Indigenous Wellness**

This module involves the completion of a **mandatory** online course to enhance knowledge and skills to understand and support the cultural safety and Indigenous wellness for our patients and community. This course/module needs to be completed by **March 29, 2023**.

Primary course contact: Kendra Usunier - [kendra.usunier@usask.ca](mailto:kendra.usunier@usask.ca)

Module Director: Dr. Ashley Selvig – [ashley.selvig@usask.ca](mailto:ashley.selvig@usask.ca)

### **Ethics Discussion Forum**

This discussion forum is designed to promote critical thinking and reinforce ethical concepts and topics learned in Pre-Clerkship. It is also an opportunity to personally reflect on current issues and to gain insight from peers. Topics will be selected from recent news articles relevant to Saskatchewan. Posts to the Discussion Forum must be completed by **March 31st at 23:59**.

Module Director: Ryan Meneses – [r.meneses@usask.ca](mailto:r.meneses@usask.ca) – (306) 491-4636

### **Patient Safety**

This module covers competencies required for providing safe patient care. It builds upon content covered in Medicine and Society I-IV and Success in Medical School III. Skills covered in the module include patient handover, discharge planning, medication reconciliation, reporting and disclosure of patient safety incidents and teamwork. Content will be delivered through a combination of didactic lectures, case presentations, and interactive group exercises.

Module Director: Dr. Michael Prystajecy - [michael.prystajecy@usask.ca](mailto:michael.prystajecy@usask.ca)

### **Career Advising and Mentorship**

This module will discuss the career planning components involved in a successful transition to residency.

Module Director: Sheldon Moellenbeck- [sheldon.moellenbeck@usask.ca](mailto:sheldon.moellenbeck@usask.ca)

### **Wellness**

This module will review strategies for resilience to adapt to change and recover from challenges, as well as to recognize appropriate resources for support. Sessions on financial literacy will be included.

Module Director: Dr. Ginger Ruddy - [grr111@mail.usask.ca](mailto:grr111@mail.usask.ca)

## **MCC Review**

This module involves a high-yield review of topics as they contribute to preparation for the MCC Part I qualifying exam (MCCQE-I) and topic sessions that address the general knowledge base required for completion of medical school and transition into a residency program. Attendance is mandatory. This module will be assessed through weekly quizzes.

Module Director: Dr. Ashley Selvig- [ashley.selvig@usask.ca](mailto:ashley.selvig@usask.ca)

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

## **IMPORTANT AND RELEVANT 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, HARASSMENT, 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>

## 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. In the event of a general service disruption on Canvas at the time an assignment is due, they are to be submitted by 0900 the following morning.

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

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

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

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

## CITATION FORMAT

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

## RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas site under Panopto Video. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings

are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

Please remember that course recordings belong to your instructor, the University, and/or others (i.e., 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 UME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academicaffairs/academic-courses.php#5ClassRecordings>

### REQUIRED VIDEO USE

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

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

### RECOMMENDED TECHNOLOGY

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

### 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 "Use of Materials Protected By Copyright" Policy available at <https://policies.usask.ca/policies/operations-and-general-administration/copyright.php>.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by the university Copyright Guidelines (available at <https://library.usask.ca/copyright/general-information/copyright-guidelines.php>) and requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/> where there is information for students available at <https://library.usask.ca/copyright/students/your-course->

[materials.php](#), or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## ACADEMIC INTEGRITY

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 ([https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php - StudentAcademicMisconductRegulations](https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php-StudentAcademicMisconductRegulations)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity.php>

You 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 - <https://libguides.usask.ca/AcademicIntegrityTutorial>

There are also valuable resources on the Integrity Matters website: <https://academic-integrity.usask.ca/>

## ACCESS and EQUITY SERVICES (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not

register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## STUDENT SUPPORTS

### College of Medicine, Academic Support Team

Faculty Consultant: Dr. Ayla Mueen – [ayla.mueen@usask.ca](mailto:ayla.mueen@usask.ca)

Academic Support Specialist: Dr. Joshua Lloyd - [joshua.lloyd@usask.ca](mailto:joshua.lloyd@usask.ca)

Academic Support Administration Office: [med.academicssupport@usask.ca](mailto:med.academicssupport@usask.ca)

### College of Medicine, Office of Student Affairs

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information please contact:

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

Student Affairs Coordinator Saskatoon and the School of Rehabilitation Science: Bev Digout

– [bev.digout@usask.ca](mailto:bev.digout@usask.ca) - (306) 966-8224

Student Affairs Coordinator Regina: Sue Schmidt - [sue.schmidt@saskhealthauthority.ca](mailto:sue.schmidt@saskhealthauthority.ca) - (306) 766-0620

Student Affairs Site Director Regina: Dr. Nicole Fahlman – [Nicole.fahlman@usask.ca](mailto:Nicole.fahlman@usask.ca) - (306) 209-0142

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

Director, Student Services: Dr. Ginger Ruddy - [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) - (302) 966-7275

### Academic Support for Students

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics



**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' website <http://students.usask.ca>.

**Financial Support**

Any student who faces unexpected 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 Indigenous student academic and personal success. The ASC offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php>.

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.