



# Success in Medical School

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MEDC 111.0  
YEAR 1 TERM 1 & 2

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Course Syllabus  
2023/2024



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA

## LAND ACKNOWLEDGEMENT

*As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Four and 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

### 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.
6. Apply ethical principles for conducting healthcare research.

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://elentra.usask.ca/community/ugmecurriculum>

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

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

exams and assessment can found on the [Policies, Procedures and Forms](#) page of the College of Medicine website.

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

## COURSE CONTACTS

Course Directors

Dr. Nicole Shedden (Saskatoon Site) - [nicole.shedden@usask.ca](mailto:nicole.shedden@usask.ca)

Dr. Jacqueline Kraushaar (Regina Site) - [jacqueline.kraushaar@usask.ca](mailto:jacqueline.kraushaar@usask.ca)

Dr. Helen Chang (Regina Site) - [hsc125@mail.usask.ca](mailto:hsc125@mail.usask.ca)

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

Course Co-Chair/Student Services: Dr. Ginger Ruddy\*\* - [ginger.ruddy@usask.ca](mailto:ginger.ruddy@usask.ca) (306) 966-7275

\*\* 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 Program Coordinator - Sonja MacDonald - [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) (306) 966-5354

Pre-Clerkship Coordinator Regina - Cassie Eskra - [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) (306)-766-3773

Administrative Assistant Saskatoon – Janine Rover de Mello – [Janine.rover@usask.ca](mailto:Janine.rover@usask.ca) (306) 966-7202

Administrative Assistant Regina - Sherry Lindenbach - [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) (306) 766-0578

## 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 must be made to a session within 48 hours of the time scheduled in One45, students will be notified directly.

## 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

- Professional Learning Networks (PLNs)

The Success in Medical School I course incorporates PLNs as part of the learning experience and delivery of many of the course components. PLNs 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 PLNs 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.

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

### 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*
	McMaster Chart Review Tutorial	Pass**
	Online quiz on Academic Honesty and Referencing	Pass**
	SHA Online Privacy Module Quiz	Pass**
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. <b>Students must complete at least 5 hrs. in Term One</b> (See more details below in the “Shadowing” module section)
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- \* Completion - attendance at all mandatory sessions or required activities.
- \*\* Pass - students must achieve 100% on the quiz. Multiple attempts are allowed.

**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. Students who do not attend and participate as expected in the course may fail the course on the basis of professionalism. 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?**

It is expected that students will attend all sessions unless absence is unavoidable. Attendance at small group sessions is mandatory. (See One45) Attendance for all other sessions falls under the regulations of the [Pre-Clerkship Attendance and Absence Policy](#).

**How is attendance documented?**

Attendance will be taken at mandatory sessions. Shadowing sessions will be documented using a logging feature on One45. If a student must be absent, they should contact their course administrative support person in the UGME as soon as possible and complete the application for absence form. (See the contact list at the beginning of the syllabus or check your Canvas course.)

**What are the implications of absences?**

Students who do not attend mandatory components without appropriate approval or without the appropriate notification steps in the event of an unplanned absence (see [Pre-Clerkship Attendance and Absence Policy](#)) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

It is the responsibility of students to ensure they meet all module and course requirements. If a student must miss a mandatory session, they should request guidance from their course and/or module director on how to independently make up any material missed regardless of the reason for the absence. Sessions will not be rescheduled, and additional sessions will not be offered to make up missed material.

Absences may be reflected in the final grade and may constitute grounds for failure of the course, even if the student has passed other assessments.

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. Updated wellness session on imposter phenomenon, help students to understand the concept and consider ways to mitigate its impact.
2. Adapted sessions in small ways to increase engagement with the content.
3. Introduction of a new session to the Wellness Module called Essentials of Feedback.
4. Expanding the specialty panels to multiple, extracurricular panels per year that each focus on a direct-entry CaRMS specialty.
5. Creating more opportunities for peer support regarding important career advising topics, including CaRMS and clerkship.

### **COURSE MODULES**

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 (Saskatoon Site) - [nicole.shedden@usask.ca](mailto:nicole.shedden@usask.ca)

Module Co-Director: Dr. Helen Chang (Regina Site) - [woodrabbit@sasktel.net](mailto:woodrabbit@sasktel.net)

Module Co-Director: Dr. Jacqueline Kraushaar (Regina Site) - [jacqueline.kraushaar@usask.ca](mailto:jacqueline.kraushaar@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 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. Apply principles of critical self-reflection to support effective self-directed learning.
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.
8. Describe ethical principles for conducting healthcare research.

### MODULE ASSESSMENT

Assessment 1: Online Quiz on Academic Honesty and Referencing

Value: Pass/Fail

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

Due Date: Thursday, August 10, 2023, 23:59

Assessment 2: SHA Privacy Online Post-Video Quiz

Value: Pass/Fail

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

Due Date: Friday, September 8, 2023, 23:59

Assessment 3: McMaster Chart Review Tutorial

Value: Pass/Fail

Description: Completion of the online McMaster Chart Review Tutorial is mandatory. Students must achieve 100% on the quiz to pass. Multiple attempts are allowed.

Due Date: Friday, December 1, 2023, 23:59



## Wellness

### MODULE CONTACT

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

### 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.

## Career Advising and Mentorship

### MODULE CONTACTS

#### Career Advising & Mentorship

Co-Module Director, Dr. Ginger Ruddy at [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

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

Career Advisor (Saskatoon), Dr. Lee Kolla at [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

Career Advisor (Saskatoon), Dr. Richard Nataraj at [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

Career Advisor (Regina), Dr. Andrew Houmphan at [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

Clerical Assistant, Sara Bryson at [sara.bryson@usask.ca](mailto:sara.bryson@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. Mandatory sessions will be clearly identified in the One45 calendar. Students are encouraged to check the One45 schedule regularly.

## Shadowing

### MODULE CONTACTS

Module Co-Director: Dr. Nicole Shedden – [nicole.shedden@usask.ca](mailto:nicole.shedden@usask.ca)

Pre-Clerkship Program Coordinator: Sonja MacDonald - [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

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

Administrative Assistant Saskatoon: Janine Rover de Mello – [Janine.rover@usask.ca](mailto:Janine.rover@usask.ca) (306) 966-7202

Clerical Assistant Regina: Sherry Lindenbach - [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) (306) 766-0578

### 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](#).

Information on shadowing, including contact information, can be found under the shadowing module on the MEDC 111 Canvas course. Additionally, students may seek out their own contacts for shadowing and are not limited to this list. For Regina students, you will see that there are specific instructions and processes for requesting shadowing.

The shadowing policy can be found here: <https://medicine.usask.ca/policies/shadowing-policy.php>.

### 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.

Any shadowing hours that students obtain over the summer between Year 1 and Year 2 will **not** be carried forward into Year 2 or count toward the required 10 hours of shadowing in the Success in Medical School II course.

Students may allocate up to 2 hours of their total 10-hour shadowing requirement to shadow a non-MD health care provider. Information on these opportunities can be found on the Canvas website under shadowing in the Success in Medical School I course.

Students may further 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 MEDC 132 and 142 syllabi for requirements).

Shadowing hours for Term 1 must be completed by **November 24, 2023** and by **May 2, 2024** for Term 2. The Shadowing log is located in One45 and allows you to add, edit and review log entries. Students may optionally shadow over the summer between Years 1 and 2, ensuring that they continue to log all of their shadowing in One45. **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 SiMS I course. Students who wish to independently set up shadowing outside of Canada will need to purchase their own insurance. 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 to allow shadowing). Students must adhere to any provincial requirements 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. Reminder: shadowing hours accumulated over the summer are not carried over to Year 2.** For additional information and instructions on optional summer shadowing please see the Shadowing Policy and Student Information Guide.

Before you set up your out of province shadowing there are a few important things that you should know: a) If shadowing in Canadian provinces over the summer, continue to log your shadowing hours on One45 so that you have liability insurance from the University of Saskatchewan; b) Please be aware of the limitation to COVID related coverage: <https://medicine.usask.ca/documents/policies/ugme/health-care-science-student-placement-malpractice-insurance.pdf>; c) You will need to enquire to the regulatory body in that province/location (the College of Physicians and Surgeons) to see if they require an educational license and will need to follow any requirements of the local regulatory authority (these vary province to province - some do not require an educational license); d) Your Workers Compensation Board Coverage (WCB) through the University of Saskatchewan does not apply outside of Saskatchewan

## **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<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 Pre-Clerkship Coordinator in Regina for years 1-2. Years

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<sup>1</sup> 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.

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)

#### **PROFESSIONALISM**

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

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

#### **RECORDING OF THE LECTURES**

Most lectures will be recorded and posted to the course Canvas site under Course Materials. However, each lecturer reserves the right to choose whether their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

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

### REQUIRED VIDEO USE

At times in this course, you may be required to have your video on during video conferencing sessions, to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use 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 material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

**You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

### INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>).

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students are 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>).

Assignments in this course are designed to support your learning and professional development, and the work you submit should demonstrate your own knowledge and understanding of the subject matter. Artificial intelligence text generator tools (also known as large language models, such as ChatGPT or similar), are not permitted to be used in any assessments for this course, unless permission is explicitly given in the assessment instructions that these tools may be used. Any unauthorized use of such tools is considered academic misconduct.

When the assignment instructions allow use of Artificial Intelligence text generator tools, students are required to disclose the use of the tools and explain how the tool was used in the production of their work. Disclosure on the use of AI should be similar to how other tools, software, or techniques are explained in academic research papers. AI cannot be cited as a resource or author. Please be aware that use of portions of another's work in an AI-generated text may be a breach of copyright – this is an area of evolving legal understanding. Students are accountable for the accuracy and integrity of their submissions including references produced with AI. The submission of AI assisted work without disclosure is a breach of academic integrity and professionalism.

Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct of self-plagiarism.

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

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

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

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

Students who require accommodations due to religious practices should contact the Office of Student Affairs a minimum of four weeks in advance of the scheduled assessment.



Any student registered with AES may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

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

Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

## STUDENT SUPPORTS

### College of Medicine, Academic Support Team

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 at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or (306) 966-4751

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

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

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

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

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

### Academic Help for Students

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics.

Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) at the Saskatoon campus.

SHA Library: <https://saskhealthauthority.libguides.com/home>

### Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

### **Financial Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

### **Gordon Oakes Red Bear Student Centre**

The Gordon Oakes Red Bear Student Centre is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's Facebook page <https://students.usask.ca/indigenous/gorbsc.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.