




# Selected Topics in Medicine

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MEDC 308.16

YEAR 3 Term 1 and 2

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 COURSE SYLLABUS  
2023/2024



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.*

## SELECTED TOPICS IN MEDICINE – COURSE OVERVIEW

### COURSE DESCRIPTION

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

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

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

### OVERALL COURSE OBJECTIVES

By completion of this course:

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

15. Participate in career advising and mentoring.
16. Identify strategies to promote personal wellness.
17. Demonstrate professionalism.

Specific topic objectives are available through One45 and were developed in reference to [Medical Counsel of Canada Objectives](#). 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 – 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 be 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 Director**

Dr. Megan Dash - [megan.dash@usask.ca](mailto:megan.dash@usask.ca)

### **Office of Career Advising and Mentoring**

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

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

### **Student Wellness**

Saskatoon Site: 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) 966-4233

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

### **Administrative Coordinator**

**Saskatoon Site:** TBA – (306) 966-7693 fax (306) 966-2601

**Regina Site:** Nicole Gates Willick – [Nicole.GatesWillick@saskhealthauthority.ca](mailto:Nicole.GatesWillick@saskhealthauthority.ca) (306) 766-0559 fax (306) 766-4833 RGH

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

### **Administrative Assistant**

**Saskatoon Site:** Barb Smith [b.r.smith@usask.ca](mailto:b.r.smith@usask.ca) - (306) 966-8828 fax (306) 966-2601

**Regina Site:** Randi Bodas [Randi.Bodas@saskhealthauthority.ca](mailto:Randi.Bodas@saskhealthauthority.ca) - (306) 766-0558 fax (306) 766-0538 RGH

### **Website**

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

### **COURSE SCHEDULE**

This course is regularly scheduled during Tuesday mornings (8:00-11:00) every week. Occasionally sessions will be scheduled until 12:30. Students are expected to return to their clinical rotations by 13:00. The sessions are coordinated across all sites through video conferencing. On weeks where there is a Monday holiday at the start of a new rotation block- Selected Topics in Medicine will be cancelled. Additional sessions in career development, wellness, radiology, simulation and interactive small groups will occur during December and June Consolidation Weeks. See One45 for schedule.

### **COURSE DELIVERY**

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

- Interactive topic seminars
- Case presentations
- Didactic presentations
- Small group learning activities
- Consolidation Weeks (December 11 – 15, 2023 and June 10 - 14, 2024)
  - Interactive small group learning sessions
  - Simulation exercises
  - Interactive case-based seminars
  - OSCE (component of Core Rotations assessment)
- Independent self-directed reading and exercises – Preparatory reading around content presented in the course is expected.

**Sessions for 2023/2024 will include (Session objectives are available on One45)**

<b>Professional Development, Wellness and Career Advising and Mentoring Sessions</b>	
The Changing Landscape of PGME Program Directors Panel Presentation Skills MCQ Development Skills Physician Wellness	The CaRMS Experience Panel CaRMS Presents Your Match Day Facilitated CV/Personal Letter Workshops Financial Literacy
<b>Selected Topics in Medicine</b>	
Abdominal Pain in Children Abdominal/Pelvic Radiology Abnormal Stature Addictions Medicine Acute Diarrhea Acute Pain Management Adult and Elder Abuse/ Intimate Partner Violence Adult Constipation Adult Fecal Incontinence Adults with Developmental Disabilities Antibiotic clinical application Antibiotic pharmacology Antiracism workshop: Interrupting Microaggressions Antiviral pharmacology Brain Radiology Cannabis pharmacology Cannabis and the law Central/Peripheral Neuropathic Pain Chest Radiology Child Abuse Chronic Abdominal Pain Chronic Kidney Injury Clinical Decision Making/ Researching clinical questions/ CME Clinical Pharmacokinetics COVID-19 Diplopia Disaster Response/Emergency Preparedness Drowning Drug Interactions Dying patient/Palliative care Dysuria, urinary frequency and urgency or pyuria Edema, Anasacara Emerging medications/stewardship Exposure to blood born pathogen/Body fluid Fever in the immune compromised host Fever in the Returning traveler/Tropical related infections Gastrointestinal pharmacology- Lower Hand or wrist injuries Headache, adult Head Trauma/Brain Death	Hypotension, shock Hypothermia Hypotonic infant Immigrant/Refugee health Immunizations Indigenous Health Integrative Medicine- Environmental Medicine Introduction to General Anesthesia Laboratory Medicine Boot Camp Language and speech disorder Legal, Ethical and Organizational Aspects of Medicine- consent, capacity Legal, Ethical and Organizational Aspects of Medicine- truth telling, negligence, conflict of interest, confidentiality Lines, tubes and devices radiology review Lump, mass (MSK) Meningitis/Encephalitis Musculoskeletal radiology Neonatal Medicine: IUGR, neonatal distress, prematurity Nerve Injury Non-articular MSK pain, generalized pain disorders Non-substance addictive disorders Nutritional deficiencies Obesity Oligoarthritis/polyarthritis OneHealth workshop Oral Conditions Oxygen Delivery Palpitations Polyuria/polydipsia Poisoned patient Proteinuria Psychiatric pharmacology Red eye Sepsis Sexual health and gender workshop SIDS/BRUE Sleep-wake disorders Spine radiology Strabismus

Heart Failure Hemiplegia/Hemisensory loss Herbal medications HIV/AIDS Hyperthermia	Substance withdrawal Syphilis Transfusion Medicine Transplant Trauma Informed Care Urinary incontinence, enuresis Vascular injury WBC abnormalities Weight loss, eating disorders, anorexia
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Additional topics may be offered

### COURSE MATERIAL ACCESS

Course material will be made available through One45.

### RECOMMENDED RESOURCES

Students are recommended to have their laptop, tablet or smart phone available for seminars to participate in cases and quizzes. Additional resources may be provided for specific sessions.

A general medical text should be consulted for reference in reading around Selected Topic sessions. Optional resources include:

Diagnostic and Statistical Manual of Mental Disorders (DSM5) (5<sup>th</sup> ed). American Psychiatric, 2013 Online: <https://sundog.usask.ca/record=b3643275~S8>; also in Print [RC455.2 .C4D54 2013](#) in stacks and in reference (U of S Health Sciences Library); [WM 15 D536 2013](#) (RGH Library)

Cunningham FG et al: Williams Obstetrics (26<sup>th</sup> ed). McGraw-Hill Education, 2022 <https://sundog.usask.ca/record=b5719687>

Goldman L and Schafer, A: Goldman-Cecil Medicine (26<sup>th</sup> ed). Saunders, 2020 in Clinical Key <https://sundog.usask.ca/record=b4816736~S8>; also in Print at RGH Library [WB 100 G619 2019](#)

Hoffman B and Schorge J: Williams Gynecology (4<sup>th</sup> ed). McGraw-Hill Education, 2020 in AccessMedicine <https://sundog.usask.ca/record=b5275028~S8>

Kliegman RM et al: Nelson Textbook of Pediatrics (21<sup>st</sup> ed). Elsevier, 2020 in Clinical Key; <https://sundog.usask.ca/record=b4703045~S8>; also in Print at RGH Library [WS 100 N432 2020](#)

Lawrence PF: Essentials of General Surgery and Surgical Specialties (6<sup>th</sup>ed) Lippincott Williams & Wilkins, 2019 in Print [RD31.E837](#) (U of S Health Sciences Library); also [WO 500E78 2019](#) (RGH Library reserve collection) NOT AVAILABLE ONLINE

Loscalzo et al: Harrison's Principles of Internal Medicine (21<sup>st</sup> ed). McGraw-Hill Education, 2021 in AccessMedicine <https://sundog.usask.ca/record=b5685652~S8>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (10<sup>th</sup> ed). Elsevier, 2023 <https://www-clinicalkey-com.cyber.usask.ca/#!/browse/book/3-s2.0-C20181032357> in Print at RGH Library [WB 105 R815 2018](#)

Ruldoph CD et al: Rudolph's Pediatrics, (23<sup>rd</sup>ed) McGraw-Hill Education, 2018 in AccessPediatrics; <http://sundog.usask.ca/record=b4362021~S8>

Tintinalli JE et al: Tintinalli's Emergency Medicine: A Comprehensive Study Guide (9<sup>th</sup> ed). McGraw-Hill Education, 2020 in AccessMedicine; <https://sundog.usask.ca/record=b4903751~S8>

Townsend CM et al: Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice (21<sup>st</sup> ed). Elsevier, 2022 in Clinical Key; <https://sundog.usask.ca/record=b5593958~S8>

#### Undergraduate Diagnostic Imaging Fundamentals E-Book

The Undergraduate Diagnostic Imaging Fundamentals, by Dr. Brent Burbridge (MD, FRCPC) is an e-book resource to augment the presentation for imaging of common clinical conditions. Guiding principles related to minimizing radiation exposure, requesting appropriate imaging, and static images are enhanced and discussed. Additionally, users can access other imaging from the Dicom viewer (ODIN) to further advance their experience with viewing diagnostic imaging pathologies.

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

#### **COURSE ASSESSMENT OVERVIEW**

1. Topic pre-quizzes (30%) - Occur prior to the start of the student-led topic case presentations on Canvas.\*
2. Monthly quizzes (30%) - Open book quizzes that occur at scheduled times, please see the dates below:
  - Sept 12, 2023
  - Oct 10, 2023
  - Nov 7, 2023
  - Dec 15, 2023
  - Jan 30, 2024
  - Feb 27, 2024
  - Mar 26, 2024
  - April 23, 2024
  - June 14, 2024
3. Oral topic presentation (30%) - Students are assigned a topic case presentation to prepare. You will present a 20-30min case. A second student will also be assigned the same topic and will prepare a separate case. Students must work with faculty advisors to determine appropriate cases, choose pre-reading and prepare pre-quiz questions. In certain scenarios, it may be appropriate to request faculty to present a 20min 3<sup>rd</sup> case to adequately cover a topic. Oral case presentations are graded

by a faculty advisor. Rubrics will be posted on Canvas. Date for presentation will be determined once the presentation topic has been assigned, but students will have approximately one month to prepare.

4. Topic summary document (10%) - Each student pair must submit a summary document of their topic presentation.
5. Case Presentation- Each student must choose a clinical case from their rotations to present to their colleagues. Each student must confirm their case with Dr. Dash **1 week** prior to presentation.

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

\*Students with accommodations will be unable to use these for pre-quizzes.

### **EXAMINATION SCHEDULING**

Examinations must be written on the date scheduled.

Students should avoid making prior travel, employment, or other commitments for 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](#).

### **EXAM PROCTORING**

Exams will be completed in-person. The program may determine specific exceptional circumstances in which examinations during this course be delivered remotely. Exceptional circumstances will be reviewed by the Year Chair in consultation with the Academic Director, and the decision of the Year Chair will be final. Should remote delivery of an exam be approved, 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 Canvas for the relevant session.

### **COURSE POLICY FOR SUCCESSFUL COMPLETION**

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

### **COURSE POLICY FOR REMEDIATION AND COURSE FAILURE**

If a student fails to achieve a mark of 70% in Selected Topics in Medicine, a maximum of one remediation



and supplemental assessment will be provided. The course director will determine the specific type of remediation/supplemental assessment needed for each individual student. Failure of a remediation/supplemental assessment will result in a course failure.

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

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

### **ATTENDANCE EXPECTATIONS**

All sessions in this course are **mandatory**. Unless emergent, all absences require prior approval from the course director and should be submitted to the course admins. If the student has an approved absence, the student is responsible for the material covered in the missed sessions. In the event of a missed monthly quiz, the student will be required to write the quiz at an alternate time with approval from the Course Director. Students will not be approved for planned absence requests during Consolidation Weeks.

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

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

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

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. New topics include: Introduction to General Anesthesia, Disaster Response/Emergency Preparedness, and a Sexual Health and Gender workshop
2. Enhanced engagement of faculty in topic case presentations
3. Increased engagement and peer teaching through student led case presentations based on their clinical experiences.
4. Remote-learning delivery

## **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>[4]</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 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.

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[U](#) 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.

### 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.

