



Clerkship Extension Course

MEDC 505.15

TERMS 1 and 2

 **COURSE SYLLABUS**
2019-2020



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

CLERKSHIP EXTENSION COURSE

COURSE DESCRIPTION

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

To obtain permission to register for MEDC 505.15, a student must have successfully completed the requirements for an MD but chosen not to graduate at the end of Year 4. The student must also have actively participated in the first and second iterations of the CaRMS match, including participating in interviews and submitting a rank order list. Failure to actively participate in the match will disqualify the student from participation in this course.

Individualized learning plans for the students will be developed through collaboration between the Undergraduate Medical Education Office, Office of Career Advising and Mentoring, and the student. The goal of year 5 is to have a successful CaRMS match. Therefore, it is expected that students will create a learning plan that strategically incorporates diversity in their elective selection to optimize their chance of matching. Single program strategies will be strongly discouraged and may prevent eligibility in year 5 participation.

All four components of the course must be undertaken. While students may reside outside of one of the College of Medicine campuses during Clinical Electives in term I, all remaining components of the course must be taken at one of the College of Medicine campuses. At the beginning of the year, students must identify a home site. This may be different than the site assigned during Year 4. The students' mentor and research project/supervisor must be located at the site selected. It is the student's responsibility to inform the College of Medicine if the decision to switch is made.

It is mandatory for students to actively participate in the following student support meetings with the Office of Career Advising and Mentoring team such as: career advising, electives planning, mock interviews, personal letter writing, and curriculum vitae (CV) development. Mentors will need to be identified within the first month of the academic year. These individuals will be contacted at various points throughout the year for input about student progress and participation.

This course can only be taken once. The expectation is that the students will graduate with next year's graduating class.

OVERALL COURSE OBJECTIVES

Upon completion of the Clerkship Extension course the students will be expected to:

Medical Expert

1. Demonstrate an approach to the diagnosis of common and undifferentiated clinical presentations in the clinical setting.
2. Obtain a patient-centered history and physical examination in the clinical setting.
3. Develop an appropriate management plan including selection and interpretation of relevant investigations and pharmacologic/non-pharmacologic therapies in the clinical setting.

Communicator

4. Demonstrate appropriate communication skills.

Collaborator

5. Collaborate with all stakeholders involved in Year 5 participation effectively.

Health Advocate

6. Identify advocacy measures for addressing the needs of all stakeholders encountered within a clinical experience.

Scholar

7. Identify opportunities for learning and growth through reflection and assessing personal performance considering past/present formal and informal feedback.
8. Evaluate personal learning and career goals by considering past Year 4 experiences through reflection and consultation.
9. Educate others including colleagues, peers, patients, families, and other members of the health care team.
10. Apply the principles of research.

Professional

11. Demonstrate professional behavior such as: punctuality, completing tasks in a timely fashion, appropriate attire, and respectful attitudes to patients, families, and other health care providers.
12. Demonstrate self-knowledge, recognize limits of knowledge/experience and seek help appropriately.

Leader

13. Develop a career plan with strategies targeting achievable professional goals and practice.
14. Demonstrate effective time management.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

Course Director: Dr. Joelle McBain – mcbainjoe@me.com

Year 5 Course Co-Director: Dr. Bindu Nair – bindu.nair@usask.ca

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

Administrative Assistant: Lara Hugo – lah827@mail.usask.ca - (306) 966-5891

COURSE SCHEDULE

The following is the schedule for Term 1: August 12 – December 15, 2019

Weeks 1 – 18 Electives

Students can decide to take time away from their electives to focus on preparation of their CaRMS application with the Office of Career Advising and Mentorship. However meetings with the Office of Career Advising will be scheduled and mandatory during the time prior to the CaRMS residency match application deadline for all students.

The following is the schedule for Term 2: January 2 – April 15, 2020

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

Weeks 3 – 5 CaRMs interviews

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

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

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

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

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

INDEPENDENT LEARNING

Please note, students are encouraged and expected to enhance and expand their knowledge of core rotation objectives through self-directed learning, consistent with Pre-Clerkship and Clerkship Self-Directed Learning. This can be done through an identification, analysis and synthesis of credible information sources, a sharing of knowledge with peers and/or instructors, an application of new knowledge within the core rotations, and seeking out feedback from their peers and instructors regarding their new knowledge and skills.

Undergraduate 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 DELIVERY

Students will learn through a variety of methods including:

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

COURSE MATERIAL ACCESS

Course materials will be specific to each clinical situation.

RECOMMENDED MEDICAL INSTRUMENTS

A stethoscope is required. The hospitals provide examining kits consisting of ophthalmoscope/otoscope and reflex hammer on most wards (the quality and availability of these is variable).

PPE (Personal Protective Equipment) is strongly encouraged and available in most patient areas. This is not limited to standard precautions which are the basic level of infection control which should be used in all patients all of the time.

COURSE ASSESSMENT

COMPONENT	COMPONENT REQUIREMENT
Elective module - Clinical Assessment (ITAR)	Pass
Career advising module - Reflective Assignments	Pass
Research Project	Pass
Clinical Experiences module - Clinical Assessment (ITAR)	Pass

SUMMATIVE ASSESSMENT

Summative Assessment (Elective module – Clinical Assessment)

All Elective Summative Assessments will be averaged. This Summative Assessment will reflect the student's final pass/fail mark towards the component. Elective Summative Assessments are set to a 70% pass mark.

Summative Assessment (Clinical Experiences module – Clinical Assessment)

All Clinical Experiences Summative Assessments will be averaged. This Summative Assessment will reflect the student's final pass/fail mark towards the component. Clinical experiences Summative Assessments are set to a 70% pass mark.

REFLECTIVE ASSIGNMENTS

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

RESEARCH PROJECT

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

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

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

- Students will be considered to have successfully completed the Year 5 Course if they have passed every module in the course.
- Students failing one module will be deemed to be experiencing academic difficulty. They will be required to meet with the Year 5 co-chairs and/or course sub-committee of at least 3 people, (Year 5 co-chairs, mentor and assistant dean or designates) to discuss ways to improve academic performance and to plan remediation. The student is encouraged to invite an Office of Student Affairs representative present if desired. If the module failure is not identified until the end of term, then a subcommittee meeting may not be held, but the academic outcomes will be determined by the promotions committee.
- Students who are identified as being in academic difficulty as defined in (B) above may be offered remediation for relevant module for which they did not achieve the standard. The Year 5 co-chairs 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 additional rotational weeks, supplemental assignments, and/ or supplemental examinations as determined by the course chair(s).
- A student who has failed 2 or more modules, or a remediation will be considered to have been unsuccessful in the Year 5 Course and will NOT be offered further supplemental assignments and/ or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee. Students, having successfully completed the required Year 3 and 4 components of the MD program, will still be eligible to graduate, but if they are determined to have failed MEDC 505.15, will receive an “F” on their transcript for that course.
- Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course. Remediation will most likely occur by the end of Year 5.

ATTENDANCE EXPECTATIONS

See the Clerkship Attendance and Absence Policy. <https://medicine.usask.ca/policies/clerkship-attendance-and-absence-policy.php>

All scheduled electives and weekly clinical sessions are mandatory.

Unexplained absences will be treated very seriously and will prompt a meeting to discuss professionalism, with associated documentation. These absences may be reflected in the final grade and may constitute grounds for failure of the rotation, even if the student has passed other assessments. Students should contact the UGME office, and rotation coordinator or departmental administrative assistant for that particular elective or clinical session as soon as possible if an absence is necessary.

COURSE MODULES

The course consists of 4 modules.

Career Advising and Mentoring Module

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

Reflection 1 – Sept 9, 2019 by 23:59
Reflection 2 – Dec 2, 2019 by 23:59
Reflection 3 – March 9, 2020 by 23:59

Career Advising - Appointment Confidentiality and Conduct

Career Advisors will help students:

- Understand their current situation and reflect on the result of the previous residency match
- Articulate their goals and how they plan to approach the next match
- Identify their strengths, assets, and supports
- Explore alternate options, possibilities, and solutions
- Make a list of next steps
- Access additional resources and supports

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

Career Advisor respects students' privacy and will take measures to ensure that their information remains secure and private. As required by the Canadian Standards and Guidelines for Career Development Practitioners Code of Ethics, Career Advising will ONLY release confidential information with permission OR if there is clear evidence of imminent danger to the student or others OR where required by law.

Mandatory Course Components

1. Career Advising Intake Appointment/Orientation
2. Electives planning
3. CV review
4. Personal Letter review
5. Career Advising check in
6. Mock Interview
7. Mock Interview #2
8. Post-CaRMS interview reflection/rank order list composition

Meeting 1

- Reasons for not matching
- Generalist and Specialty choices: perceived important qualities of specialty, strengths of specialty, challenges of specialty, competitiveness of specialty
- Electives plan (Approval of the plan to be done by the Year Chair in keeping with the Electives Policy)
- Program application plan
- Follow up from past meetings
- Ongoing reflection on specialties and how student suits the specialties and the specialties suit the student

- Follow up on which elective plan going forward
- Reflection on elective experiences to date
- Update re: CV & personal letter composition

Mentorship

Students must select a practicing physician from the Saskatchewan medical community to be a designated mentor. This can be someone whom the student has had a successful previous mentoring arrangement with or a new designate. The mentor and mentee must agree to the terms of the contract. The mentor is expected to be a bit more supportive than a typical, informal partnership as the Extended Clerkship course is a crucial component in supporting the student's match. This successful Year 5 match will require commitment on the part of both partners. The following agreement provides a starting framework for the partnership. Each party should understand that he/she may withdraw from the relationship at any time by contacting the Office of Career Advising and Mentorship (OCA&M) at med.mentoring@usask.ca.

Contact Agreement

Duration of the Agreement

The duration of the formal mentoring relationship is from August 12 to April 10. Contact may be in person or by telephone; however, face-to-face contact is important until November 21 when applications are due. Mentee/mentor should allow enough time during a contact for discussion of goals, as well as questions from the mentee concerning their professional and/or personal development. Participants are welcome to remain in a voluntary mentorship relationship after the Year 5 goals are met, but an expectation to report will not exist.

Frequency of the Agreement

Mentee and Mentor agree to meet once a month until mid-March.

Communication

The Year 5 team and the OCA&M will contact the mentee and mentor periodically throughout the year. It is expected that participants will report to the administration on the effectiveness of the partnership. Mentee and Mentors complete a final evaluation of the experience at the end of Year 5.

Parameters/Conflicts of Interest

The mentor cannot be in a position to assess the student.

Confidentiality

Confidentiality is of the utmost importance and must be respected by both participants.

Mentee Goals

The mentee should establish with the mentor at least three professional development or personal growth goals. What does success look like to you in the match process? **Goals should be specific, measurable, attainable, relevant, and have a defined time frame.**

Mentees are expected to submit a schedule of projected meeting times and potential issues/topics that could be addressed to Stephanie Marshall, Coordinator of the Office of Career Advising and Mentorship (OCA&M) prior to the start of the course.

Clinical Electives Module

Students will have 18 weeks of elective time that align with identified career aspirations and matching strategy. Electives are scheduled to occur during Term 1. Specific elective schedules will be dependent on the elective chosen.

This Module will be assessed through elective Summative Assessments. Summative Assessments will be required as per the elective policy. Please see the link below. Each will equally contribute to the final mark.

Call – Call may be expected on some of the elective rotations. This will need to be arranged individually between the preceptor and/or the department coordinator for that elective.

For immunization information please see here:

Please see the Elective Syllabus and Policy for further information:

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

Research Project Module

This can occur over the course of the Year or be concentrated during Term 2. Students will be expected to participate in a research project (bench research, clinical research) or medical education project. It is the student's responsibility to find an appropriate project and supervisor. Project objectives and deliverables will be reviewed prior to the start of the research project with the Year 5 chair/co-chair.

Project objectives, deliverables, and supervisor's approval will be due at the same time as the first reflection on September 9, 2019 by 23:59.

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

The abstract will be due at the same time as the last reflection on March 9, 2020 by 23:59.

Clinical Experiences Module

This module will occur during Term 2. It is suggested for students to participate in clinic one day a week. However, it can be organized with the student's discretion but they must do a minimum of eight clinics during the Clinical Experiences Module. To optimize the students' clinical experiences, it is anticipated that the students will attend the clinics of more than one preceptor. It is encouraged to diversify clinics participated in so that the student will remain clinically sound in all areas. It is the student's responsibility to find preceptors for the clinics. Additionally, they must notify the UGME office (ugme.electives@usask.ca) one week prior to the commencement of the clinic with the preceptor's contact information.

This module will be assessed through Clinical Summative Assessments. One Summative Assessment will be required per clinic. Each Summative Assessment will equally contribute to the final mark.

Teaching Within Year 5

Students will have the opportunity to participate in teaching of more junior colleagues. Opportunities to

teach may be beneficial for both undergraduate students, and for the individuals themselves, to assist with future professional and career development.

Year 5 students will be considered eligible to teach in the following situations:

- Their Year 5 Chair has approved involvement in undergraduate teaching as part of their Year 5 program, as demonstrated by a letter or email of support.
- They have consistently demonstrated appropriate professional behaviours during completion of their MD program. The Associate Dean UGME will be consulted regarding prior professionalism concerns when a Year 5 student is being invited to teach; students for whom concerns with professionalism have resulted in a hearing of the Professionalism Panel will be considered to be ineligible to teach unless the Associate Dean UGME advises otherwise.
- They complete teaching training facilitated by Faculty Development. This training will be offered to Year 5 students who have requested to teach, and should be completed prior to their first teaching session.
- To continue to remain eligible to teach, Year 5 students will maintain a strong teaching record and demonstrate ongoing professional behaviour.
- Be assigned a clinical faculty teacher mentor to observe one/two (specified number) sessions to ensure that the graduate is providing appropriate teaching and assessment.

Year 5 students may be invited to participate in teaching in the following types of sessions in the undergraduate program:

- Small group sessions in pre-clerkship Clinical skills courses,
- Small group Clinical Reasoning Case sessions in pre-clerkship Clinical Integration courses,
- Small group case-based sessions in Foundations (only with the approval of the Module Director)
- OSCE exams in pre-clerkship (only with the approval of the Course Director)
- Remediation sessions in pre-clerkship Clinical Skills courses (only with the approval of the Course Director)
- Reassessments in pre-clerkship Clinical Skills courses (only with the approval of the Course Director and Assistant Dean Academic)

Note that non-licensed recent MD graduates/Year 5 students will not be invited to participate in the following sessions (which typically require more extensive prior clinical experience) except if it is within an area of special interest or additional education, and with the approval of the Course Director:

- Ethics small group sessions
- Advanced Communication Skills small group sessions
- OSCE exams in clerkship

Recruitment will be completed by the relevant Administrative staff at the campus, after eligibility to teach has been confirmed. Note that teaching hours are not guaranteed as faculty requirements to teach must also be accommodated. The Administrative staff member will confirm scheduled teaching hours, and any changes to teaching schedule, with Year 5 students. The Year 5 student is responsible for letting the relevant Administrative staff member know as soon as possible if they are unable to teach at the scheduled time. Non-notification, late

cancellations, late attendance or missing sessions may result in cancellation of future involvement in teaching.

Supervision of teaching

- Year 5 students will receive orientation materials for their teaching sessions, and are expected to attend scheduled in-person orientations to ensure they are familiar with the objectives, planned teaching format, and assessment. They should contact the relevant Module or Course Director with any questions about the objectives, teaching format or assessment.
- Year 5 students will be assigned, where possible, a clinical faculty teacher mentor to observe one/two sessions to ensure that the graduate is providing appropriate teaching and assessment.
- At the end of each term, instructor evaluations for the sessions will be reviewed by the Module/Course Director and, if there are any concerns regarding teaching performance, the Module/Course Director will notify the relevant Year Chair and Assistant Dean Academic. If there are any concerns regarding teaching performance, a meeting will be held with the instructor to discuss ways to improve teaching performance. If significant concerns are identified through instructor evaluations or other routes, it may result in discontinuation of future involvement in teaching.
- Year 5 students involved in undergraduate teaching are encouraged to participate in teaching improvement sessions through the Faculty Development Division, as their schedules allow. These opportunities are outlined on the College of Medicine [Faculty Development website](#).
- Year 5 students involved in undergraduate teaching are expected to adhere to Instructor Commitments outlined in the U of S Learning Charter and the Guiding Principles outlined in the MD Program Procedures for Concerns with Medical Student Professional Behaviour, and to be familiar with and adhere to UGME policies and procedures relevant to teaching. Behaviour that is inconsistent with the expectations may result in cancellation of future involvement in teaching.
- Year 5 students may wish to include teaching involvement on documentation in applying for post-graduate training, and may request a letter confirming teaching involvement from the UGME office; requests for confirmation may be directed to the Program Manager or Assistant Dean Academic.

Remuneration for teaching

Year 5 students will receive time release from their other Year 5 course activities in order to participate in teaching, but will not be separately remunerated.

IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for your success in medical school. Please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies.

UGME CONTACT INFORMATION

EMAIL COMMUNICATIONS

ETHICS AND PROFESSIONALISM

PROGRAM EVALUATION

GUIDELINES FOR PROVIDING FEEDBACK

EMERGENCY PROCEDURES

MD PROGRAM ATTENDANCE POLICY

ASSESSMENT POLICY

PROMOTION STANDARDS

CONFLICT OF INTEREST

NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT

APPEALS PROCEDURES

STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE

ACCOMMODATION OF STUDENTS WITH DISABILITIES

OFFICE OF STUDENT AFFAIRS

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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 syllabus¹.

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 Course Administrative 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.

[1] Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

CITATION FORMAT

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the module/course directors and/or year chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME procedures for concerns with medical student professional behavior.

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

RECORDING OF THE LECTURES

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

COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. 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 students 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 copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair

Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check <https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

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

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

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

COM Student Affairs Coordinator (Saskatoon), Edith Conacher at edith.conacher@usask.ca or 306-966-4751.

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

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

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

COM Student Affairs Director (Prince Albert) Dr. Dale Ardell at drardellpc@sasktel.net or 306-763-8888

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

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

ABORIGINAL STUDENTS CENTRE

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

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