



# Clerkship Extension Course

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MEDC 505.15

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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.*

## CLERKSHIP EXTENSION COURSE

### COURSE DESCRIPTION

The Clerkship Extension course provides students, who have been unsuccessful in the Canadian Resident Matching Service (CaRMS) match, the opportunity to participate in an additional year of undergraduate medical training. The year is composed of four 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 eligibility 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 Mentorship, 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.

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 Mentorship team: 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 years' graduating class.

### OVERALL COURSE OBJECTIVES

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

#### Medical Expert

1. Develop and implement an appropriate patient-centered and evidence-informed management plan.
2. Obtain a patient-centered history and physical examination in the clinical setting.
3. Select appropriate diagnostic investigations and interpret results.

### **Communicator**

1. Utilize communication skills to develop/maintain professional, therapeutic, and culturally sensitive relationships with patients and their families.
2. Document and share information to team members and family that is accurate, comprehensive, and timely to optimize clinical decision making and patient safety, while ensuring confidentiality and privacy

### **Collaborator**

1. Work with other health care team members utilizing effective collaborative skills.

### **Health Advocate**

1. Develop advocacy skills to improve the health of individuals and communities.

### **Scholar**

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

### **Professional**

1. 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.
2. Demonstrate self-knowledge, recognize limits of knowledge/experience and seek help appropriately.

### **Leader**

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

All learning objectives (course, module, and session) can be accessed through one45 and 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 [Pre-Clerkship Student Information Guide](#) – Student Assessment Section

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found [here](#).

NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment that can found on the [Policies, Procedures and Forms](#) page of the College of Medicine

website.

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

<https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

## **COURSE CONTACTS**

Course Director:

Year 5 Course Co-Directors:

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

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

Coordinator, Career Advising & Mentorship: Sheldon Moellenbeck - [sheldon.moellenbeck@usask.ca](mailto:sheldon.moellenbeck@usask.ca)  
306-966-6473

Administrative Coordinator: TBA

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

## **COURSE SCHEDULE**

The following is the schedule for Term 1: July 17 – December 17, 2023

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 12, 2024

- Electives
- Mentorship, including participating in mock interviews; start/continue research project and clinical sessions
- CaRMs interviews
- Continue research project and participate in clinical experiences

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.

## **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 peers and instructors regarding their new knowledge and skills.

## **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.

Optional resources include:

Diagnostic and Statistical Manual of Mental Disorders (DSM5) (5<sup>th</sup> ed). American Psychiatric, 2013 Print (in stacks, reserve and reference):

[RC455.2 .C4D54 2013](#); Online: <http://sundog.usask.ca/record=b3643275~S8>

Corton MM et al: Williams Obstetrics (25<sup>th</sup> ed). McGraw-Hill Education, 2018 in AccessMedicine;

<http://sundog.usask.ca/record=b4448604~S8>

Goldman L and Schafer, A: Goldman-Cecil Medicine (26<sup>th</sup> ed). Saunders, 2020 in Clinical Key

<https://sundog.usask.ca/search~S8?/Ygoldman+cecil+medicine&searchscope=8&SORT=D/Ygoldman+cecil+medicine&searchscope=8&SORT=D&SUBKEY=goldman+cecil+medicine/1%2C5%2C5%2CB/frameset&FF=Ygoldman+cecil+medicine&searchscope=8&SORT=D&1%2C1%2C>

Hoffman B and Schorge J: Williams Gynecology (4<sup>th</sup> ed). McGraw-Hill Education, 2020 in AccessMedicine

<https://sundog.usask.ca/search~S8?/YWilliams+gynecology&searchscope=8&SORT=D/YWilliams+gynecology&searchscope=8&SORT=D&SUBKEY=Williams+gynecology/1%2C35%2C35%2CB/frameset&FF=YWilliams+gynecology&searchscope=8&SORT=D&1%2C1%2C>

Lawrence PF: Essentials of General Surgery (5<sup>th</sup>ed) Lippincott Williams & Wilkins, 2012 Print RD31.E837

2013 NOT AVAILABLE ONLINE

Longo D et al: Harrison's Principles of Internal Medicine (21<sup>st</sup> ed). McGraw-Hill Education, 2021 in McGraw-Hill Education

<https://sundog.usask.ca/search~S8?/YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D/YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D&SUBKEY=Harrison%27s+Internal+Medicine/1%2C35%2C35%2CB/frameset&FF=YHarrison%27s+Internal+Medicine&searchscope=8&SORT=D&1%2C1%2C>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (10<sup>th</sup> ed). Mosby/Elsevier 2023 in Clinical Key;

<https://sundog.usask.ca/search~S8?/YRosen%27s+emergency+medicine&searchscope=8&SORT=D/YRosen%27s+emergency+medicine&searchscope=8&SORT=D&SUBKEY=Rosen%27s+emergency+medicine/1%2C3%2C3%2CB/frameset&FF=YRosen%27s+emergency+medicine&searchscope=8&SORT=D&1%2C1%2C>

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, 2017;

<http://sundog.usask.ca/record=b4448603~S8>

Townsend CM et al: Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice (21<sup>st</sup> ed). Elsevier, 2021 in Clinical Key;

<https://sundog.usask.ca/search~S8?/Ytextbook+of+surgery&searchscope=8&SORT=D/Ytextbook+of+surgery&searchscope=8&SORT=D&SUBKEY=textbook+of+surgery/1%2C546%2C546%2CB/frameset&FF=Ytextbook+of+surgery&searchscope=8&SORT=D&1%2C1%2C>

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 learning
- In-patient and out-patient exposures
- Participating in a research project
- Participating in self-reflection
- Participating in a teaching course

### COURSE MATERIAL ACCESS

Course materials will be specific to each clinical situation.

### 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 | WEIGHTING IN FINAL MARK     |
|--|-----------------------|-----------------------------|
| 1) Elective module - Clinical Assessment (ITAR)  | 70%                   | 40%                         |
| 2) Career advising module - Reflective Assignments<br>Reflection 1 – September 15, 2023 by 23:59<br>Reflection 2 – December 1, 2023 by 23:59<br>Reflection 3 – April 12, 2024 by 23:59 | 70%                   | Total 20%<br>8%<br>4%<br>8% |
| 3) Research Project:<br>Deliverables: September 15, 2023 by 23:59<br>Research project Abstract: March 18, 2024 by 23:59  | 70%                   | 10%<br>5%                   |
| 4) Research Reflection   | 70%                   | 10%                         |

|   |                                      |      |
|---|--------------------------------------|------|
| April 12, 2024 by 23:59.                                    |                                      |      |
| 5) Clinical Experiences module - Clinical Assessment (ITAR) | 70%                                  | 15%  |
| 6) EPAs (please see Year 4 syllabus for details)            | Completion with majority entrustable | N/A  |
| 7) TIPPS course (or equivalent)                             | Completion                           | N/A  |
| Total Course Mark   |                                      | 100% |

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**ELECTIVE MODULE ASSESSMENT**

Each elective must have an elective Summative Assessment Form (In Training Assessment Report ITAR) submitted to the UGME. All Summative Assessments will be averaged to make up the student’s final mark for the component. Clinical experiences Summative Assessments are set to an averaged minimum of 70% to pass this component.

**Entrustable Professional Activities (EPAs)**

Please note that the EPA requirement is for the entirety of Year 5.

For the 2023/2024 academic year, all fifth-year students will be required to complete a minimum of 2 EPAs per week, as well as one every other week during Clinical Experiences Module. A minimum of 44 EPAs are required to be completed throughout the year.

| EPA | Requirement |
|-----|-------------|
| 1   | 6           |
| 2   | 4           |
| 3   | 6           |
| 4   | 4           |
| 5   | 4           |
| 6   | 6           |
| 7   | 2           |
| 8   | 2           |
| 9   | 2           |
| 10  | 2           |
| 11  | 3           |
| 12  | 3           |

Completion of EPAs is a valuable opportunity to get formative feedback on your clinical performance and demonstrate your clinical competency. Students are strongly encouraged to achieve more than the minimum number of EPAs to help guide their continued learning and demonstrate competency. Additionally, based on their interim EPA performance, the competency committee may require Clerks to compete with additional EPAs in different categories if there are concerns about entrustability. Discussing your EPA plan with your elective supervisor early helps ensure that your plan will be successfully completed by the end of each elective.

We recognize that not all electives provide equal opportunity to obtain EPAs. The student should formulate a plan for which EPAs to achieve in each elective. This plan should be submitted to your Year 4/5 Chair or Site Director for approval 1 month prior to the start of electives.

**EPA 1:** Obtain a history and perform a physical examination adapted to the patient's clinical situation

**EPA 2:** Formulate and justify a prioritized differential diagnosis

**EPA 3:** Formulate an initial investigative plan based on the diagnostic hypothesis

**EPA 4:** Interpret and communicate results of common diagnostic and screening tests

**EPA 5:** Formulate, communicate and implement management plans

**EPA 6:** Present oral and written reports that document a clinical encounter

**EPA 7:** Provide and receive the handover in transitions of care

**EPA 8:** Recognize a patient requiring urgent or emergent care, provide initial management and seek help

**EPA 9:** Communicate in difficult situations

**EPA 10:** Contribute to a culture of safety and improvement

**EPA 11:** Perform general procedures of a physician

**EPA 12:** Educate patients on disease management, health promotion and preventive medicine

Completion of all EPAs is **mandatory** and is a requirement to successfully complete Year 5 and graduate medical school. Failure to complete the required number of EPAs, at a level that is satisfactory to the competency committee, will have academic and/or professionalism consequences, including being ineligible for graduation. Further, if students are found to be missing EPAs, additional clinical time may be required to complete missing EPAs or demonstrate an acceptable level of clinical competency.

**Process:**

If the elective is completed in Saskatchewan and the faculty is a user of the app, the faculty is to fill it out with their app under the student's name, selecting either "Electives" as the rotation. If they are not a user of the app, or are out of province, they may input the information using the student's app with their email in the notes section for confirmation.

## **2 CAREER ADVISING MODULE**

### **REFLECTIVE ASSIGNMENTS**

Students will be required to submit three reflections throughout the course, they will focus on their preparedness for the CaRMS process past and present. A rubric will be posted to One45 with a 70% pass mark.

## **3 RESEARCH PROJECT MODULE**

Students are expected to be active participants in research or a medical education project. This should be discussed with the Course Chair and Research Lead, if applicable, prior to beginning. Students are encouraged to present their research at the department level or higher. In addition, the research abstract and reflection must be completed with a pass mark of 70%. A rubric will be posted to One45 with a 70% pass mark.

## **4 CLINICAL EXPERIENCES MODULE**

This module will be assessed through Clinical Summative Assessments. One Summative Assessment form will be required to be submitted to the UGME per clinic. Each Summative Assessment will equally contribute to the final summative Clinical Assessment (ITAR) mark.

Clinical Summative Assessments are averaged, with a minimum of 70% needed to pass this component.



## 5 TEACHING MODULE

This module requires completion of the TIPPS course or equivalent.

### MIDTERM AND FINAL EXAMINATION SCHEDULING

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

Students should avoid making prior travel, employment, or other commitments for in-term exams and final exams. If a student is unable to write an exam through no fault of their own for medical or other valid reasons, they should refer to the College of Medicine [Deferred Exam policy and procedure](#).

### RUBRICS

Where applicable, rubrics for all assignments will be posted on One45 for the relevant session. For those assignments submitted via Canvas they are also posted in Canvas. In the event of a discrepancy between the two versions, that posted on Canvas shall be taken to be correct.

### COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

The requirements for successful completion of the Year 5 Course are listed below.

- Students will be considered to have successfully completed the Year 5 Course if they have passed every module in the course.
- EPAs: Completion of the EPAs is mandatory and required to successfully complete this course. Further, entrustability is required by the end of Year 5. Failure to complete the required number of EPAs or not meeting overall entrustability with the majority entrustability, will have academic and/or professionalism consequences and may require additional clinical time to attain entrustability.
- 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-chair(s), mentor and a representative of the academic support team) 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 assessments as determined by the course chair(s).
- A student who has failed two or more modules, or a supplemental assessment, will be considered to have been unsuccessful in the Year 5 Course and will NOT be offered further supplemental assessments 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 occur by the end of Year 5.

- Students with significant professionalism concerns may also be deemed unsuccessful in the course on the basis of unprofessional conduct.

### 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.

Similar to Year 4, students in this course will be given 5 weeks of vacation time (2 weeks over the Winter break, and three weeks of their choosing which includes two weeks of Independent Learning). Year 5 students may take 5 days for Education leave, with potential carry over to year 4 for a maximum of 8 days.

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 four modules.

### Career Advising and Mentorship 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. The rubric will also be posted on one45. Assignment dates will be as follows:

Reflection 1 – September 15, 2023 by 23:59

Reflection 2 – December 1, 2023 by 23:59

Reflection 3 – April 2, 2024 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 other areas they can counsel. 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 Advisors respect 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

## Subsequent Meetings

- Follow up from past meetings
- Ongoing reflection on specialties and how student suits the specialties, and the specialties suit the student
- Follow up on elective plan going forward
- Reflection on elective experiences to date
- Update re: CV & personal letter composition
- Approval of research project
- Follow up on research

## 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](mailto:med.mentoring@usask.ca).

## Contact Agreement

### Duration of the Agreement

The duration of the formal mentoring relationship is from August 3 to April 14. 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 the Office of Career Advising and Mentorship (OCA&M) prior to the start of the course.

## **Clinical Electives Module**

### **Electives General Information**

An early elective plan must be submitted to the Year 5 Co-Chairs for approval at least one month prior to applying for any electives. This is to ensure appropriate diversity is met as well as an appropriate overall plan.

Students will have a maximum of 24 weeks of elective time that align with identified career aspirations and matching strategy. Electives are scheduled to occur during Term 1 and the first weeks of Term 2. 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. 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.

**ELECTIVES POLICY** - <https://medicine.usask.ca/policies/clerkship-elective-policy.php#relatedForms>

### 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 15, 2023 by 23:59**.

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

The abstract will be due on **March 8, 2024 by 23:59**.

The second assessment will be a reflection of the research project which will be due on **April 12, 2024, by 23:59**.

### Clinical Experiences Module

This module will occur during Term 2. It is suggested for students to participate in clinic at least one day a week. However, it can be organized at 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](mailto: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 the 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.

In order to facilitate this, Year 5 students will take a teaching course prior to beginning electives.

Module objectives include:

- Describe various effective strategies for enhancing learning.
- Plan and deliver an effective teaching session with useful learning objectives and an appropriate set, body, & closure.
- Use media effectively.
- Describe various clinical teaching techniques.
- Create positive learning environments.
- Use effective feedback strategies.
- Explain how to address cognitive biases with learners.

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 Academic Director)

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 Academic Director. 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 Academic Director.

### **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

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

## 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.ocarroll@usask.ca](mailto:tiann.ocarroll@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.