



Clerkship Extension Course

MEDC 505.15

 **COURSE SYLLABUS**
2021-2022



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

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.

CLERKSHIP EXTENSION COURSE

The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2021-22 Fall Term. However, due to pandemic circumstances, the College of Medicine undergraduate education program may need to:

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments, which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*
- *Modify the requirements for enrolment in this course.*

As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the [College of Medicine website](#).

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 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. 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.
4. Communicator
5. Demonstrate appropriate communication skills.

Collaborator

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

Health Advocate

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

Scholar

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

Professional

12. 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.
13. Demonstrate self-knowledge, recognize limits of knowledge/experience and seek help appropriately.

Leader

14. Develop a career plan with strategies targeting achievable professional goals and practice.

15. Demonstrate effective time management.

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 at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> NOTE: The College of Medicine a specific policies and procedures for course delivery, exams and assessment 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: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

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

Year 5 Course Co-Director: Dr. Janna Brusky - jdb068@mail.usask.ca

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

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

COURSE SCHEDULE

The following is the schedule for Term 1: August 3 – December 19, 2021

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 4 – April 14, 2022

- 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.

Students will be allowed 3 weeks of vacation time over the course of the year, and 3 days of education leave, similar to the expectation for Year 4.

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://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 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) (5th ed). American Psychiatric, 2013 Print (in stacks, reserve and reference):

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

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

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

Goldman L and Schafer, A: Goldman-Cecil Medicine (25th ed). Saunders, 2016 in Clinical Key

<http://sundog.usask.ca/record=b3993675~S8>

Hoffman B and Schorge J: Williams Gynecology (3rd ed). McGraw-Hill Education, 2016 in AccessMedicine

<http://sundog.usask.ca/record=b4126882~S8>

Kliegman RM et al: Nelson's Textbook of Pediatrics (20th ed). Elsevier, 2016 in Clinical Key;

<http://sundog.usask.ca/record=b3993676~S8>

Lawrence PF: Essentials of General Surgery (5thed) Lippincott Williams & Wilkins, 2012 Print RD31.E837
2013 NOT AVAILABLE ONLINE

Longo D et al: Harrison's Principles of Internal Medicine (20th ed). McGraw-Hill Education, 2018 in

McGraw-Hill Education, 2018 <https://sundog.usask.ca/record=b4602567~S8> and AccessMedicine

<http://sundog.usask.ca/record=b4362005~S8>

Marx J et al: Rosen's Emergency Medicine- Concepts and Clinical Practice (9th ed). Mosby/Elsevier 2018 in

Clinical Key; <http://sundog.usask.ca/record=b4333865~S8>

Ruldoph CD et al: Rudolph's Pediatrics., (23rded) 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 (9th 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 (20th

ed). Elsevier, 2017 in Clinical Key; <http://sundog.usask.ca/record=b4135707~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 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

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	70%	20%
3) Research Project Abstract	70%	15%
4) Research Reflection	70%	10%
5) Clinical Experiences module - Clinical Assessment (ITAR)	70%	15%
Total Course Mark		100%

1 ELECTIVE MODULE

ASSESSMENT

Assessment (Elective module – Clinical 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.

2 CAREER ADVISING MODULE

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. 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.

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.

- 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 3 weeks of vacation time (2 weeks over the Christmas break, and one week of their choosing). In addition, they may take a maximum of 3 days for Education leave.

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 – Sept 13, 2021 by 23:59

Reflection 2 – Nov 29, 2021 by 23:59

Reflection 3 – April 14, 2022 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.

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 22 weeks of elective time that align with identified career aspirations and matching strategy. Electives are scheduled to occur during Term 1 and the first two 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

1. Purpose

1.1. To state elective expectations regarding approved sites, duration, Clerk assessment forms and elective evaluations, the appropriate procedure for elective approval and change/cancellation requests, immunization requirements, as well as malpractice and personal insurance.

1.2. To outline the importance of additional electives with the understanding that Clerks need vacation time to support their mental, physical, and spiritual wellness.

1.3. To ensure compliance with Accreditation Standards:

- Standard 6.5a: There are opportunities for elective experiences in the medical curriculum particularly in the later years of the educational program that permit medical Clerks to gain exposure to and deepen their understanding of medical specialties reflecting their career interests and to pursue their individual academic interests.

- Standard 6.5b: The medical school has policies or practices that encourage medical Clerks to use

electives to pursue a broad range of interests in addition to their chosen specialty.

2. Definitions

UGME: Undergraduate Medical Education.

CACMS: The Committee on Accreditation of Canadian Medical Schools (CACMS) was founded to act as the reliable authority for the accreditation of programs of medical education leading to the MD degree in Canada. The CACMS accredits complete and independent medical schools whose students are geographically located in Canada for their education, and which are offered by universities that are chartered and operated in Canada. (Reference: <https://cacms-cafmc.ca/about-cacms>)

Summative assessment: The quantitative assessment used to measure students' understanding and theoretical application skills after a predetermined period of instruction of a section, chapter, unit, module, or course.

Formative assessment: The assessment used formally and informally to monitor as well as support students' learning progress during instruction of a course/rotation. It typically involves qualitative or narrative feedback (rather than quantitative scores) to focus on specific content details and aspects of performance.

CaRMS: Canadian Resident Matching Service.

AFMC: Association of Faculties of Medicine of Canada.

3. Scope

This policy applies to U of S College of Medicine undergraduate students in the graduating class of 2018 and onward.

4. Policy Guidelines

Clerks are responsible for arranging their electives. Electives may be completed at:

- Any CACMS accredited medical school and/or LCME accredited North American medical school.
- Approved international sites.
- Other sites as approved by the UGME Year Chair.

Clerks will not be granted credit for an elective supervised by a member of their immediate or extended family as well as anyone with whom they have a personal relationship with or have another conflict of interest. Additionally, Clerks will not be granted credit for an elective with any physician providing care to them, or physicians with the Office of Student Affairs. <https://medicine.usask.ca/policies/conflict-of-interest.php>

Clerks are strongly encouraged to meet with a Career Advisor prior to their electives application to develop a personalized learning plan for their elective year. All students must submit their electives worksheet to the UGME office (ugme.electives@usask.ca) which is then sent to the appropriate Year Chair/ Site Coordinator for approval, recognizing that changes may occur due to scheduling. Focus will be placed on the 12 weeks of electives prior to CaRMS.

All elective applications must be requested through the appropriate Department Coordinators. Electives cannot be scheduled directly with an individual preceptor or site as this impedes departmental scheduling and coordination of Clerks. Clerks looking for a certain experience must include this request in their elective form or speak with the Department Coordinator. Before starting an elective, Clerks must have approval from the Year Chair or Year Site Coordinator. Clerks must ensure pertinent information regarding each elective is current and accurate in One45. The Clerk is responsible for ensuring an Elective Assessment form is completed by the preceptor and submitted on One45 within 6 weeks of the elective end date. Failure to do so will be considered a failed elective and no credit will be granted. The Clerk is responsible for completing the appropriate elective evaluation within 4 weeks of the elective end date and submitting it on One45.

All Clerks must complete a minimum of 20 weeks of electives. There are 22 weeks of electives scheduled, with the potential for 1 week (plus 1 week carry over from Year 3) of vacation time, and the potential for two weeks of remediation/independent learning time. Please note the maximum amount of time away from an elective in order to be considered complete is 3 days out of a 2-week elective. One-week electives

can be counted towards the total number, but no vacation time will be allowed during this week. An elective must be passed in order to receive credit. If a student fails an elective for whatever reason, they may be required to remediate, even if they have met the 20 week minimum. Most electives are a minimum of two weeks in duration. Typically, a maximum of 6 weeks will be allowed. Electives start on Monday (Tuesday in the case of statutory holidays) and end on Friday. Weekends are for travel time. It is recommended that Clerks choose to participate in electives in Saskatchewan during the CaRMS match results to facilitate working on the second iteration and accessing the support to do so.

5. Procedures

Clerks must apply through the AFMC portal for all electives beginning with the Class of 2022 (<https://www.afmcstudentportal.ca/>). Application timelines are 26 weeks prior to the start date of the elective. Refer to the AFMC portal for:

- AFMC Clerk Registration Information
- AFMC Clerk Application Process
- AFMC Help Documents
- AFMC Timelines

5.1 Electives in Departments at U of S Sites

Clerks should apply for in-province electives by clicking on the “Home Electives Students” tab on the U of S AFMC portal homepage (<https://www.afmcstudentportal.ca/institution/uSaskatchewan#/>). If an elective opportunity is extended, the Clerk will have 7 days to accept or decline the opportunity. Once the elective is accepted, it will be considered finalized and the information will be added to One45. The Clerk is responsible for ensuring an Elective Assessment form is completed by the preceptor and submitted on One45 within 6 weeks of the elective end date. Failure to do so will be considered a failed elective and no credit will be granted. The Clerk is responsible for completing the appropriate elective evaluation within c of the elective end date and submitting it on One45.

5.2 Electives in Other Canadian Provinces

For confirmed electives to be added to One45, the Clerk must email the official confirmation from the AFMC Portal to: ugme.electives@usask.ca. In order to be approved, the student must include a preceptor name and email with the AFMC confirmation. Once submitted, the elective will be considered finalized. The Clerk is responsible for ensuring an Elective Assessment form is completed by the preceptor, as well as submitted to and received by the UGME Office. Clerks can send the Elective Assessment Form through One45 by setting up a temporary account through the Sharepoint site: <https://share.usask.ca/medicine/ugme/electives/Lists/Outofprovince%20Elective%20Preceptors/NewForm.aspx> . Clerks will be notified within 2 weeks of the end date of the elective if an Elective Assessment form has not been received. Clerks must ensure the UGME Office receives their final Elective Assessment form from the appropriate preceptor within 6 weeks of the elective end date. Failure to do so will be considered a failed elective and no credit will be granted. The Clerk is responsible for completing the appropriate elective evaluation within 4 weeks of the elective end date and submitting it on One45. For electives 4 weeks or longer, it is strongly recommended that the Clerk requests their preceptor to provide mid-point formative feedback and complete a Formative Assessment form; however, a Formative Assessment form is not required to be submitted to the UGME Office.

5.3 International Electives

The minimum elective duration is 2 weeks with a maximum of 8 weeks. Clerks must submit the international electives application form to the Year Chair for approval at least 6 months before the start date of the proposed elective. The application can be found on the Sharepoint site:

<https://share.usask.ca/medicine/ugme/electives/layouts/15/start.aspx#/SitePages/Home.aspx>. A closer application time may be considered if the DSA pre-departure orientation from the Division of Social Accountability has already been completed; however, a minimum of 2 months prior to the start date of the elective is required. Clerks must meet with the Global Health Manager, Division of Social Accountability and participate in the DSA pre-departure orientation course, if they have not already done so. Participation is tracked. Please note that if the pre-departure orientation from the Division of Social Accountability has not been completed, this must be completed prior to the elective being approved. Clerks must register with the International Student and Study Abroad Center (ISSAC). ISSAC requires all students to complete the Travel Safety Plan as well as provide emergency contact information and confirmation of insurance. If the elective is deemed to be in a high-risk area as per ISSAC criteria, the Year Chair (or designate) will be notified and the elective will be denied. Appeals of denied international electives can be made to the Dean of Medicine with a carbon copy (cc) to the Manager, Undergraduate Medical Education.

The Clerk is responsible for ensuring the UGME Office (med.electives@usask.ca) has received confirmation of registration with the ISSAC office as well as the Division of Social Accountability. Once confirmations and the international elective form are received, the elective will be considered for final approval. The Year Chair will give final approval or rejection of the elective application and Clerks will be notified of either status. For approved electives to be added to One45, the Clerk must email the official confirmation of DSA orientation completion from the ISSAC to: med.electives@usask.ca. Once submitted, the elective will be considered finalized. Failure to do so will result in the elective not counting towards the minimum number required.

Clerks may be required to purchase additional malpractice insurance depending on the elective location (Refer to article 15. Insurance for more details). Extra funding opportunities may exist through the Division of Social Accountability in the form of research and travel awards. Please contact the Division of Social Accountability Office for inquiries and/or additional information.

The Clerk is responsible for ensuring an Elective Assessment form is completed by the International Elective preceptor and submitted to the UGME Office (ugme.electives@usask.ca). Clerks will be notified within 2 weeks of the end date of the elective if an Elective Assessment form has not been received. It is their responsibility to contact the preceptor and ensure the Elective Assessment form is completed. Clerks must ensure the UGME Office receives their final Elective Assessment form from the appropriate preceptor within 6 weeks of the elective end date. Failure to do so will be considered a failed elective and no credit will be granted. The Clerk is responsible for completing the appropriate elective evaluation within 4 weeks of the elective end date and submitting it on One45.

For electives 4 weeks or longer, it is strongly recommended that the Clerk requests their preceptor to provide mid-point formative feedback and complete a Formative Assessment form; however, a Formative Assessment form is not required to be submitted to the UGME Office.

The Clerk must participate in a post-elective debriefing with the Division of Social Accountability.

This meeting will include feedback on the elective learning environment, overall learning experience, and any challenges faced. The Clerk should notify the UGME upon their return from their elective. If the Clerk requires further supports related to experiences during their elective, these will be facilitated through the Office of Students Affairs.

6.1 . Diversity Requirement

Clerks must complete a minimum of 3 diversity electives, each a minimum of 2 weeks in length. This is defined as 3 different general areas (i.e. Internal Medicine, Surgery, Anesthesia, Emergency Medicine, Pediatrics, Psychiatry, Family Medicine, PM&R, Pathology, Radiology, Nuclear Medicine). Elective diversity allows the Clerk to experience a broader scope of medicine and may help with residency preparation. In addition, The University of Saskatchewan College of Medicine abides by the AFMC diversification policy (<https://afmc.ca/media-releases/afmc-student-electives-diversification-policy>):

AFMC Student Electives Diversification Policy:

“Undergraduate programs recognize their dual responsibility to ensure students undertake a full educational experience that prepares them for any potential career choice, while also optimizing their ability to engage in the increasingly competitive postgraduate match process. Undertaking elective experiences exclusively in a single discipline is pedagogically unsound and fails to provide students with a full exposure to potential career options. Consequently, we commit that, beginning with the Class of 2021, student elective opportunities cannot exceed a maximum of eight weeks in any single entry-level discipline. An entry-level discipline is an Entry Route in the [PGY-1 \(R1\)](#) match. Each of these entry-level disciplines leads to specialty certification with either the RCPSC or the CCFP. Electives in subspecialties that are part of a PGY-3 (R3) match (such as the subspecialties in Internal Medicine and Pediatrics) are counted as separate disciplines. As such, electives in these subspecialties do not count towards the 8-week maximum in the general specialty”.

As such, the maximum time allowed in any one specialty, with the exception of Pediatrics and Internal Medicine subspecialties, will be 8 weeks.

6.2 Noncompliance

Being outside the 8-week maximum in a specialty area (other than Internal Medicine and Pediatrics subspecialties), may put the student at a disadvantage when applying through CaRMS for a Residency position. If a student is found to have greater than 8 weeks in any one specialty (with the exception of Internal Medicine and Pediatrics subspecialty areas), the additional weeks will not count towards the minimum number electives required for completion of the electives course, and the student may be required to do remediation. Additionally, none of the comments from those electives will be allowed on the MSPR. The student may also be subject to a professionalism citing.

All students are responsible for counting their own number of weeks in each area. However, students should be aware that there will be random audits done with One45 to ensure compliance.

Please note that Year 5 is unique and while this year must abide by the diversity policy, their previous years' electives do not count towards the maximum.

7. Vacation

In Year 4, Clerks are entitled to 3 weeks of vacation: 1 week of their choice and 2 weeks during the December break. To ensure proper work-life balance and maintenance of overall wellness, it is strongly encouraged that all Clerks utilize the entirety of their allotted vacation time. Clerks may defer up to 1 week of vacation time from Year 3 in to Year 4.

Please note the maximum amount of time away from an elective in order to be considered complete is 3 days out of a 2-week elective. One-week electives can be counted towards the total number, however they cannot be combined with a week of vacation and count as 2 weeks of electives.

Clerks are discouraged from taking electives during the holiday break in December due to potential supervision concerns, as many clinical learning sites have fewer staff and residents during this time. If a Clerk proposes to undertake an elective during this time, the clerk must provide written documentation from their preceptor stating they will receive adequate supervision.

8. Additional (Early) Elective Time

Clerks can be considered for an additional 1 week of elective time during Year 3 (to a maximum of 23 weeks total of electives). The Clerk must be in good academic standing as well as meeting expectations on all rotations to be considered and approved for additional elective time. The Year Chair must approve the extra elective time prior to beginning the elective application process. Clerks will not be approved, nor will receive credit, for more than 23 weeks of electives. Please note that even if an elective is completed in Year 3, all scheduled weeks of electives in Year 4 must still be completed (outside of vacation and education time).

9. Application Procedure for Additional (Early) Elective Time

The Clerk must submit a written request to the Year Chair no later than 1 month prior to the start date of the elective. The request must include a description of the additional elective and rationale for why the additional elective time is needed. Additional elective time requested during the December break must be accompanied by correspondence from the proposed elective Department Coordinator indicating that there

will be adequate clinical supervision of the Clerk. The Clerk must also apply for and have vacation time approved prior to applying for elective.

The relevant Year Chair reviews additional elective requests. If the following criteria are met, the additional elective time will typically be approved:

- The clerk is in good academic standing;
- The request does not exceed the maximum 23 weeks of electives; and
- There is clear rationale for the additional elective time.

The Year Chair will communicate the application status to the Clerk as soon as possible, but ideally within 2 weeks of the request submission. If a request is rejected, the Clerk will be provided with an explanation. Application appeals can be submitted by the Clerk to the Assistant Dean, Academic.

10. Cancellation Policy

Electives should be cancelled by the Clerk at least 4 weeks prior to the start date of the elective. Failure to do so will result in a discussion regarding professionalism and possible documentation through a Professionalism Report/Discussion Form. Exceptional circumstances requiring an elective cancellation will be considered. Clerks must notify the department where and when the elective was to take place. In addition, the UGME Office must be notified of the cancellation at: ugme.elective@usask.ca.

Please note that electives done at schools through the AFMC portal and international electives may have their own cancellation policy. Clerks will be expected to adhere to individual school's guidelines and procedures.

11. Immunizations

All Clerks must have received their mandatory immunizations OR shown proof of immunity prior to the start date of all electives. This is generally required during the application process. Any Clerk not having met this requirement must report to the Occupational Health and Safety Office to update any missing immunizations. Immunization requirements are listed at: <https://afmcstudentportal.ca/immunization>
For patient protection, all Clerks (who do not have medical contradictions) are expected to be immunized for influenza. Clerks will be advised of any updates to provincial or regional public health policies for Saskatchewan electives.

Additional immunization requirements (i.e. international electives) will be at the student's expense.

12. N95 Mask Fittings

All Clerks are required to have a current and valid N95 mask fitting.

13. Police Information Check

External electives generally require a current criminal record and may require a vulnerable person's check. These can be organized through the local Police Department. Please check the AFMC portal for individual school requirements. It is the student's responsibility to provide the UGME and CPSS with any changes to the original Criminal Record Check submitted for Clerkship.

14. Blood/Body Fluid Exposure

The Medical Student Exposure to Infectious and Environmental Hazards Policy and local health region/authority occupational health procedure can be accessed at:

<http://medicine.usask.ca/policies/medical-student-exposure-to-infectious-and-environmental-hazards.php>

15. Insurance

University of Saskatchewan Clerks are covered under the U of S CURIE insurance policy for up to 25 weeks of electives. This includes any contractual liability, professional and malpractice liability, cross liability, and tenant's legal and employer's liability arising out of their elective duties. Coverage applies to any electives taken within Canada.

16. Distribution

This policy will be distributed to students as well as Department Coordinators and Site Directors.

17. College of Medicine Responsibilities

The Assistant Dean, Academic, is responsible for providing oversight to the overall administration of the Clerkship Electives Policy within the College of Medicine.

The Manager, Undergraduate Medical Education, with the assistance of the Undergraduate Medical Education Office, is responsible for the implementation, monitoring, maintenance, and evaluation of the Clerkship Elective Policy within the College of Medicine campus in Saskatoon, Saskatchewan.

18. Non-Compliance

Clerks not complying with the procedures outlined above will have their elective cancelled and no credit received. Instances or concerns of non-compliance with the U of S Clerkship Elective Policy should be brought to the attention of the Vice-Dean, Education or the Associate Dean, Undergraduate Medical Education, within the College of Medicine.

19. Contact

Sherry Pederson

Manager, UGME

Email: sherry.pederson@usask.ca

Phone: (306) 966-6142

Fax: (306) 966-2601

3A20 Health Sciences Building, U of S

107 Wiggins Road

Saskatoon, SK S7N 5E5

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 13, 2021 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 20, 2022 by 23:59.

The second assessment will be a reflection of the research project which will be due on April 14, 2022.

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 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 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 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 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

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.

component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

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

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

CITATION FORMAT

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

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 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.

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, in order 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 materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's 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)

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

Prepare for Integrity

Students are expected to act with academic integrity.

- 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>).
- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

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

Administrative Assistant (Saskatoon), Kacia Whilby at kacia.whilby@usask.ca or (306) 966-7331

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

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

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

OSA Associate Michelle Grove at michelle.grove@saskhealthauthority.ca or (306) 766-0553

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

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

Class and study tips <https://students.usask.ca/remote-learning/class-and-study-tips.php>

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

A guide on netiquette, principles to guide respectful online learning interactions <https://teaching.usask.ca/remote-teaching/netiquette.php>

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>).

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.

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. Please visit students.usask.ca for more information.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

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

Remember, there are [many supports available](#) to help you thrive in the remote learning context.