




Preparation for Residency

MEDC 409.8

Year 4 Term 2

 **COURSE SYLLABUS**
2020-21



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

As we engage in Remote Teaching and Learning, 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

PREPARATION FOR RESIDENCY – COURSE OVERVIEW

REMOTE LEARNING CONTEXT

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 2020-21 Winter 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.*

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

COURSE DESCRIPTION

The Preparation for Residency Course focuses on equipping students in the skills of quality improvement, as well as addressing key topics for the Medical Council of Canada Qualifying Exam Part 1 (MCCQE – 1). The goal of this course is to review the accumulated knowledge obtained over the course of the four years of medical school, focus on the clinical application, and ingrain the principles of physician wellness and development to carry forward throughout their careers.

This course will occur **February 22-March 5, 2021 and March 29-April 23, 2021**. All sessions within this course are **mandatory**.

Students are expected to attend in either Regina or Saskatoon. Any site changes for this course must be approved through the UGME office, as per protocol.

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

OVERALL COURSE OBJECTIVES

At the completion of this course, students will be expected to:

1. Develop a knowledge base appropriate for level of training to successfully complete the Medical Council of Canada examinations.
2. Prioritize a differential diagnosis based on clinical interpretation of information presented in clinical scenarios.
3. Select appropriate investigative tests that will contribute to an accurate management plan.

4. Identify and use appropriate sources of information to support the delivery of patient care.
5. Develop knowledge base and skills in financial literacy.
6. Develop goal setting skills for career planning.
7. Discuss strategies to personal wellness in the transition from medical school to residency.
8. Recognize the evolving contract between physicians, their organizations, and society.
9. Recognize the role of mentoring as it relates to the career transition process and long-term career planning.
10. Apply strategies to enhance patient safety during clinical care.
11. Discuss effective collaboration with interprofessional healthcare teams.
12. Identify a process for incorporating opportunities that promote advocacy measures such as: quality improvement, critical appraisal, professional development.
13. Effectively communicate information in peer group encounters.
14. Evaluate personal learning needs to enhance the comprehension of key concepts.
15. Demonstrate strategies to support the health care of Indigenous patients.

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

SASKATOON SITE

Dr. Ashley Selvig (Course Chair)

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REGINA SITE

Annie Ethier (Administrative Coordinator)

Email: annie.ethier@saskhealthauthority.ca

Phone: (306) 766-4890

Regina RGH

Jeanette Bellavance (Administrative Officer)

Email: jeanette.bellavance@saskhealthauthority.ca

Phone: (306) 766-0558

COURSE SCHEDULE

This course is a 6-week duration occurring from February 22-March 5, 2021 and March 29-April 23, 2021. The sessions are coordinated across both sites and will be offered via Webex. There will be 2 days set aside for practice exams provided by the Medical Council of Canada, as a preparatory measure for the MCCQE I. **These 2 exams will be included in your overall assessment.**

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

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

INDEPENDENT LEARNING

During the course, protected time for independent learning has been set aside to allow and encourage students to prepare and practice skills learned, as they monitor their own progress towards meeting the broad objectives for the medical program. Some sessions require prior preparation and it is your responsibility as an adult learner to adequately prepare for your sessions. Lack of preparation may result in you being unable to effectively participate in learning activities and may influence your assessment.

COURSE DELIVERY

Students will learn through a variety of methods including:

- Lectures
- Independent self-directed learning
- Group sessions

COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents, are posted on One45. Weekly quizzes will occur on Blackboard. If you are having difficulty accessing your account, please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-2222.

DIAGNOSTIC IMAGING EDUCATIONAL RESOURCES

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 RESOURCES

Students are required to have their laptop or smart phone available for lectures to participate in cases and quizzes.

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

American Psychiatric Association, American Psychiatric Association, editors. Diagnostic and statistical manual of mental disorders: DSM-5 [Internet]. Fifth edition. Arlington, VA: American Psychiatric Association; 2013. 1 p. Available from: <http://library.usask.ca/scripts/remote?URL=http://psychiatryonline.org/isbn/0-89042-555-8>

Lawrence PF, Smeds M, O'Connell JB, editors. Essentials of general surgery and surgical specialties [Internet]. Sixth edition. Philadelphia: Wolters Kluwer Health; 2019. 747 p. Available from: [NOT AVAILABLE ONLINE from U of S Library](#); but in print at [RD31 .E837 2019](#)

Goldman L, Schafer AI, Elsevier (Firm), editors. Goldman-Cecil medicine [Internet]. 26th edition. Philadelphia, PA: Elsevier; 2020. 1 p. Available from:
<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20161036684>

Fauci AS, Hauser SL, Jameson JL, Kasper DL, Longo DL, Loscalzo J, et al., editors. Harrison's principles of internal medicine [Internet]. 20th ed. New York, N.Y: McGraw-Hill Education LLC; 2018. 1 p. (McGraw-Hill's AccessMedicine). Available from:
<http://library.usask.ca/scripts/remote?URL=http://accessmedicine.mhmedical.com/book.aspx?bookid=2129>

Kliegman RM, St Geme JW, Blum NJ, Shah S, Tasker RC, Wilson KM, editors. Nelson textbook of pediatrics [Internet]. 21st ed. Philadelphia, PA: Elsevier; 2020. Available from:
<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20161017121>

Walls RM, Hockberger RS, Gausche-Hill M, Elsevier (Firm), editors. Rosen's emergency medicine: concepts and clinical practice [Internet]. Ninth edition. Philadelphia, PA: Elsevier; 2018. 1 p. Available from:
<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20141019850>

Kline M, McGraw-Hill Medical (Firm), editors. Rudolph's Pediatrics, 23e [Internet]. 23rd ed. New York, N.Y: McGraw-Hill Education LLC; 2018. 1 p. (McGraw-Hill's AccessPediatrics). Available from:
<http://library.usask.ca/scripts/remote?URL=http://accesspediatrics.mhmedical.com/book.aspx?bookID=2126>

Townsend CM, Beauchamp RD, Evers BM, Mattox KL. Sabiston textbook of surgery [Internet]. 20th ed. Philadelphia, PA: Elsevier Saunders; 2017. Available from:
<http://library.usask.ca/scripts/remote?URL=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20130186151>

Lake D, Baerg K, Paslawski T. Teamwork, leadership and communication: collaboration basics for health professionals [Internet]. Edmonton, Alberta: Brush Education Inc; 2015. 1 p. Available from:
<http://library.usask.ca/scripts/remote?URL=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=1296675>

Tintinalli JE, Ma OJ, Yealy DM, Meckler GD, Stapczynski JS, Cline D, et al., editors. Tintinalli's emergency medicine: a comprehensive studyguide [Internet]. 9th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from:
<http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2353>

Hoffman BL, Halvorson LM, Hamid CA, Corton MM, Schaffer JI, Schorge JO, et al., editors. Williams Gynecology [Internet]. 4th ed. New York, N.Y: McGraw-Hill Education LLC; 2020. 1 p. (McGraw-Hill's AccessMedicine). Available from: <http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=2658>

Bloom SL, Casey BM, Cunningham FG, Dashe JS, Hoffman BL, Leveno KJ, et al., editors. Williams Obstetrics, 25e [Internet]. 25th ed. New York, N.Y: McGraw Hill Medical; 2018. 1 p. (McGraw-Hill's AccessMedicine). Available from: <http://library.usask.ca/scripts/remote?URL=https://accessmedicine.mhmedical.com/book.aspx?bookid=1918>

Textbooks are available online from the University of Saskatchewan Bookstore:
<https://bookstore.usask.ca/students.php#MyTextbooks>

COURSE ASSESSMENT OVERVIEW

Component	Weighting in Final Mark
Weekly Quizzes (5)	50%
MCC Practice Exams (2)	20% (10% each)
Indigenous Wellness Course	30%

ASSESSMENTS/ASSIGNMENTS

Weekly Quizzes

Students will be quizzed on weekly content during the duration of the MCC review module. Quizzes will occur on Blackboard.

Practice Exams

Students will be provided an opportunity to complete the Medical Council of Canada Practice Exams

- one multiple choice
- one clinical decision-making

Course: The Role of Practitioners in Indigenous Wellness

Students will be complete the course through a series of online modules and assignments. The assignment breakdown is listed below.

1. Discussion Forum postings – 20%
2. Reflection Journaling – 20%
3. Assignment 1 (Module 1 Topic 1) – 10%
4. Final Communication Strategy – 50%

EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

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

- For successful completion of this course for the purposes of promotion, students are required to attain a cumulative mark of at least 70% and complete all components.
- Students who have not achieved a cumulative mark of at least 70% may be offered opportunity for remediation and supplemental assessment. The student will be required to meet with the Course Director and/ or a course sub-committee (which may include the MCC prep coordinator; Year 4 Chair or designates) in consultation with the Academic Support Team to discuss ways to improve academic performance and to plan remediation. The student is encouraged to invite a Student Services representative to be present if desired.
- The Year 4 chair, in consultation, with the MCC prep coordinator or designate(s) 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 supplemental assignments, and/ or supplemental examinations as determined by the course chair(s). A maximum of one remediation/supplemental assessment will be allowed.
- Success in any supplemental assessment will be accorded a maximum grade equivalent to the minimum requirement for that component of the course (70%). Remediation will most likely occur by the end of Year 4.
- Any student who does not achieve a cumulative mark of at least 70%, even after remediation/supplemental assessment, will be considered to have failed the course. In this situation, the student will NOT be offered further supplemental assignments and/or examinations as per usual course policy. Further decisions regarding academic outcomes will be adjudicated by the Clerkship Promotions Committee and the Student Academic Management Committee. Students who do not graduate or are not promoted as a result of failing the course will receive a "FAIL" on their transcript for this course.

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>

EXAM REVIEW

Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

All sessions within this course are **mandatory**.

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. Ongoing expectation for practice questions during every session.
2. Grade allocation to the MCC practice exams.

3. Inclusion of cultural safety and Indigenous wellness curriculum.

COURSE MODULES

Cultural Safety and Indigenous Wellness (February 22- April 23, 2021)

This module involves the completion of a **mandatory** online course to enhance knowledge and skills to understand and support the cultural safety and Indigenous wellness for our patients and community.

This course/module needs to be completed by **April 15**.

April 15, 2021 by 23:59 to Tami Golding tami.golding@usask.ca

Module Director: Dr. Ashley Selvig – ashley.selvig@usask.ca

Patient Safety (February 22-March 5, 2021)

This module covers competencies required for providing safe patient care. It builds upon content covered in Medicine and Society I-IV and Success in Medical School III. Skills covered in the module include patient handover, discharge planning, medication reconciliation, reporting and disclosure of patient safety incidents and teamwork. Content will be delivered through a combination of didactic lectures, case presentations, and interactive group exercises.

Module Director: Dr. Michael Prystajeky - michael.prystajeky@usask.ca

Career Advising and Mentorship (February 22-March 5, 2021)

This module will discuss the career planning components involved in a successful transition to residency.

Module Directors: Dr. Janna Brusky- j.brusky@usask.ca

Stephanie Marshall- stephanie.marshall@usask.ca

Wellness (February 22- March 5, 2021)

This module will review strategies for resilience so as to adapt to change and recover from challenges, as well as to recognize appropriate resources for support. Sessions on financial literacy will be included.

Module Directors: Dr. Janna Brusky- j.brusky@usask.ca

MCC Review (March 29- April 23, 2021)

This module involves a high-yield review of topics as they contribute to preparation for the MCC Part I qualifying exam (MCCQE-I) and topic sessions that address the general knowledge base required for completion of medical school and transition into a residency program. Attendance is mandatory. This module will be assessed through weekly quizzes. Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#)).

Module Director: Dr. Ashley Selvig- ashley.selvig@usask.ca

IMPORTANT AND RELEVANT 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**
- **APEALS PROCEDURES**
- **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**
- **ACCOMMODATION OF STUDENTS WITH DISABILITIES**
- **OFFICE OF STUDENT AFFAIRS**

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

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified).

All due dates or timelines for assignment submission are published in the student course syllabus¹.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Educational Consultant 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.

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

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

RECORDING OF THE LECTURES

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

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 UME 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, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to 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)

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

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

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

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although the face of teaching and learning has changed due to covid-19, 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 and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You 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 - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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, www.students.usask.ca/aes or contact AES at 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 AES.

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>

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, Edith Conacher at edith.conacher@usask.ca or 306-966-4751

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

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

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

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

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

STUDENT LEARNING SERVICES

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

STUDENT AND ENROLMENT SERVICES DIVISION

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

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](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>

<https://students.usask.ca/study/remote-learning.php>

<https://libguides.usask.ca/studyskills>

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 or updates.usask.ca for more information.

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