



Pre-Clerkship Academic Progress and Support (PAPS)

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Effective Date:	July 1 2026
Review Date:	

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Purpose:

This Standard Operating Procedure (SOP) outlines the process followed when a pre-clerkship medical student experiences academic difficulty and is invited to participate in a Pre-Clerkship Academic Progress and Support (PAPS) discussion.

Introduction:

PAPS discussions are intended to support academic progression, promote student well-being, and facilitate timely access to academic interventions and appropriate supports. They are not disciplinary in nature.

Scope:

All students enrolled in the UGME pre-clerkship phase (Years 1 and 2).

Definitions:

Pre-Clerkship - The first and second years of the University of Saskatchewan Undergraduate Medical Education Program (UGME) are termed “pre-clerkship”.

Academic Support Team (AST) is tasked with supporting student academic success.

Pre clerkship Academic Progress and Support discussion (PAPS): A structured discussion initiated by an accrual of 2 or more GDPs to address academic performance and explore support to enhance student success. These meetings can be called at any stage of the term, at year chair and academic director’s discretion if the performance concerns are considered serious.

Grade Deficit Point (GDP) in the pre-clerkship foundation courses are the point(s) accrued when a student is unsuccessful in a course component. Students will be considered unsuccessful and will NOT be offered further remediation or supplemental assignments and/ or examinations in the foundation courses as per usual course policy if;

- accrued a total of four (4) or more grade deficit points or
- accrued deficit points in three (3) separate modules within Foundations course.

Academic Risk Prediction: Identification of students likely to fail the foundation course based on performance trends.

Academic Difficulty: Students with intermittent failed assessments or borderline scores, accumulating 2 or more grade deficit points at any point during the course will be deemed to be experiencing academic difficulty.

Duty to Inquire: The obligation of faculty or administrators to proactively explore whether a student requires accommodation or support when there are reasonable indicators of difficulty or risk. This includes asking clarifying questions and initiating dialogue when academic performance or behavior suggests underlying issues (e.g., disability, health, and personal circumstances).

It is part of the University's commitment under the Saskatchewan Human Rights Code and institutional policies on accommodation and equity. Failure to inquire when indicators are present may constitute a breach of the duty to accommodate.

Responsibilities:

- Year Chairs/ site coordinator: request Candace.Suessmilch@usask.ca to Schedule the meeting and leads the PAPS discussion.
- Students are expected to attend the scheduled PAPS discussion, engage respectfully and honestly in the discussion, review meeting documentation for accuracy and follow up with recommended supports where feasible

Procedure:

UGME is committed to ensuring that all discussions are conducted in an equitable, respectful, and inclusive manner, with appropriate consideration of personal, cultural, and systemic factors.

Year chair review the students' performance in foundation courses, and students are invited for PAPS discussion when grades indicate the academic difficulty. Year Chair/Site Coordinator calls for PAPS discussion. The meetings are mandatory for students to attend. Academic Director may get involved due to seriousness of academic difficulty. Students are encouraged to bring the representative from the Office of Student Affairs in this meeting.

These are mandatory meetings and focus on addressing academic performance, success and well-being of the students.

The PAPS discussion typically includes the following components:

- Overview of the student's current academic standing
- Review of Grade Deficit Points accrued
- Clarification of remediation eligibility, where applicable
- Faculty may ask open-ended questions to better understand factors influencing academic performance. Students are not required to disclose personal or medical information.
- Support and Accommodation Considerations (Duty to Inquire)
 - o Faculty will confirm awareness of available academic and student supports and explore whether accommodations or additional resources may be beneficial.

Depending on individual circumstances, discussions may include: Academic coaching and learning supports, mandatory engagement with AST, Wellness and counseling services, Program requirements and timelines, Withdrawal options, where applicable

Research activities (Dean's scholarship), student must disclose their research involvement with the year chair/ site coordinator during this discussion and later their research supervisor and research office regarding their program standing.

Confidentiality:

The meeting minutes are strictly distributed to Academic director, AST, OSA, any other relevant meeting participants only and stored in student's confidential file.

Students are encouraged to share personal or health related circumstances with OSA only in separate discussion.

The PAPS discussion is documented through meeting minutes or transcripts

Compliance:

Attendance at PAPS discussions is mandatory. If a student is unable to attend, advance notice and a clear explanation are expected. Failure to do so may result in escalation to the Professionalism and Conduct Committee.

SOP no.	Effective Date	Significant Changes	Previous SOP no.