

MDSC 569.02

THE GUT-BRAIN-MICROBIOTA AXIS: REDEFINING MAMMALIAN PHYSIOLOGY

Instructors:

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STUDENT WELL-BEING DURING COVID-19

The course instructors acknowledge the challenges posed to our students by COVID-19. The course design allows for in-person or virtual classes, and it remains flexible to accommodate the needs of our students. We are committed to student well-being and we will do all we can to support the success of the students taking this course.

Office Hours/Policy on Answering Student Emails

Office hours are available by appointment. Email communications with the course coordinators are welcome. All efforts will be made to respond to emails received during working hours within 24 hours (excluding weekends and statutory holidays).

Time and Location:

Monday 11th January – Wednesday April 14th (No class during term break: week of Feb 15th or on Easter Monday April 5th).

Classes take place Mondays and Wednesdays from 9.00-10.15 in G500 and varied rooms (or over Zoom) - TBA. The Friday classes (held at the same time) will be used for independent study and additional tutorials if they are required. Teaching will be “synchronous” to encourage discussion and student engagement.

Prerequisite/Co-Requisite:

Open to students having successfully completed MDSC 404 or ZOOL 463; OR with consent of the Course Coordinator (Dr. Keith Sharkey - ksharkey@ucalgary.ca)

Course Description:

Through analysis and discussion of research literature, this course will explore the concept of the gut-brain-microbiota axis, including the development of the concept, advances in the field, pathways and mediators of intercellular communication and aspects of physiology and pathophysiology.

Overarching Theme

This advanced course will cover many aspects of the gut-brain-microbiota axis. The course is designed for senior undergraduate or junior graduate students in the biomedical sciences.

Through lectures, student-led journal club presentations, student-led presentations on selected topics and written work (“lay summaries” and “news and views articles” of journal articles), students will appreciate the complexity and sophistication of signaling between the gut microbiota, immune cells and the neural elements of the gut (intrinsic and extrinsic nerves and enteric glia) and the brain. The course will explore microbial ecology of the gut, microbial mediators, pathways and mediators of communication in the gut and the between the gut and the brain, interoceptive systems in the brain, synaptic plasticity, and the impact of the gut microbiome on behaviour, neurological disorders, psychiatric conditions and diseases of metabolism and the gut and lung.

Participants should be motivated, enthusiastic, questioning, critical and conversant senior undergraduates or junior graduate students who are prepared to discuss basic science and clinical research papers with highly qualified course instructors with significant content expertise.

Global Objectives

- To facilitate development of critical and analytical skills in an advanced topic in physiology
- To create and develop an interactive, supportive and inclusive learning environment

Course objectives/learning outcomes

This course expects that an interactive environment for learning will be established to facilitate the ability to analyse, critically appraise and discuss scientific papers.

At the end of the course, students will have gained:

- The ability to identify, analyse, critically appraise and discuss scientific papers
- Advanced skills in the presentation (written and oral) of complex material for a broad audience
- Knowledge of gut microbial ecology, microbial mediators of communication and the factors that affect the gut microbiome
- Insights into the intercellular signaling mechanisms in the gut-brain-microbiota axis
- An understanding of the communication pathways between the gut microbiota and the brain
- Knowledge of the CNS systems and mechanisms involved in the gut-brain-microbiota axis
- An appreciation of the range of neurological, psychiatric, neurodevelopmental and peripheral disorders impacted by the gut microbiota

Learning Objective

Learning will be accomplished through active, critical class discussion based on lectures, journal club style presentations, presentations, short written papers (e.g. abstract, news & views articles) and discussion and questions from the audience.

Course Assignments

The purpose of the course assignments is to demonstrate that the students have developed oral and written presentation skills. Through the completion of these assignments, the students will demonstrate their appreciation of the literature and critical skills and ability to integrate and synthesize knowledge. The lay summaries will provide an opportunity to write for a general audience, whilst the news and views articles will provide a high-level analysis of a topic and the chance for more in depth critical appraisal. Finally, the oral presentations will help the students develop presentation skills (making clear slides, giving a cohesive talk in defined time).

Assignments are as follows:

Lay summaries (1 – 500 words max)

News and views articles (1 – 1500 words max)

Oral topic presentations (2 – 15 min each) (could be modified based on enrollment numbers)

Required Textbooks

There is no assigned textbook for this course. All readings / links to readings will be posted on D2L. Access to library resources will be required.

Recommended Textbooks/Readings

Supplemental reading will be posted on D2L as required

A Note regarding readings

A list of required readings will be outlined on D2L and links will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture, if they are provided in advance.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar. In determining the overall grade in the course, the following weights will be used:

Description	% grade	Due Date	
Participation in the course	20%		
Lay summary	10%	TBA	

News and Views Article	20%	TBA	
Topic presentation - 1	15%	TBA	
Journal Club host	20%		
Topic presentation - 2	15%	TBA	

Rubrics for each component will be provided on D2L.

There is no final exam for this course. Because of the nature of the course, participation is mandatory.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. However, students who do not complete each component of the course will be considered as not having completed the course; this will be reflected on the students' official transcript as 'Incomplete'. In the absence of medical or other documented reasons, the instructor reserves the right to award an 'Incomplete'.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2020-21 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

At the Course Coordinator's discretion, students may lose 5% per day late past the deadline for all written assignments. However, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **Exceptions to this policy may be granted on a case-by-case basis.**

It is the agreement of all Faculty involved in MDSC 569 that **extensions will NOT be granted** on any assignment or presentations, with the exceptions in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in advance by email. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. **Zoom links and passwords are only intended for students registered in the course.** Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. **Participants are required to use names officially associated with their UCID** (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a

session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Participation

As 20% of the final mark is based on participation, attendance is mandatory.

Conduct During Lectures

The classroom (whether in-person or virtual) should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices negatively affects the learning of the user and others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is**

prohibited. Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

Audio or video recording of lectures is **prohibited** except where explicit permission has been received from the instructor.

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any

other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Media Recording

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor. If the course is virtual, the lecturers may decide to record their presentations for use “offline”, but this will not be required of them. However, they will make their slides available to the class on D2L.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds’ Office

The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

Dates	Topic	Instructor	
Monday 11 January	Course overview, class norms and expectations	Keith Sharkey	Lecture
Wednesday 13 January	An overview of the gut-brain-microbiota axis	Keith Sharkey	Lecture
Friday 15 January	Independent reading and research; tutorial if required		
Monday 18 January	Microbial ecology, the gut as an ecosystem and measurement of the gut microbiome	Marie-Claire Arrieta	Lecture
Wednesday 20 January	Model systems and approaches to study the role of the gut microbiome	Marie-Claire Arrieta	Lecture
Friday 22 January	Independent reading and research; tutorial if required		
Monday 25 January	Pathways and mediators of neural communication – 1 (vagal afferents and efferents, vagal anti-inflammatory reflexes, gut-liver axis)	Keith Sharkey	Lecture
Wednesday 27 January	Pathways and mediators of neural communication – 2 (spinal afferent and sympathetic efferents)	Keith Sharkey	Lecture
Friday 29 January	Independent reading and research; tutorial if required		
Monday 1 February	How to give a superior presentation	Quentin Pittman	Lecture
Wednesday 3 February	Journal Club-1. Vagus nerve topics	KS, M-CA, QP	Student-led Journal Club
Friday 5 February	Independent reading and research; tutorial if required		
Monday 8 February	Immune signaling mechanisms (leukocyte trafficking, endothelial cell activation, microglial activation, TLRs)	Quentin Pittman	Lecture
Wednesday 10 February	The interoceptive network (animal and human)	Quentin Pittman	Lecture
Friday 12 February	Independent reading and research; tutorial if required		
Mon-Friday 15-19 February	No classes – reading week		

Monday 22 February	Brain: structure, function and synaptic plasticity (includes BDNF, dendritic spines, receptor plasticity)	Quentin Pittman	Lecture
Wednesday 24 February	Microbial endocrinology and neurotransmitter systems – 5-HT, GABA and catecholamines	Quentin Pittman	Lecture
Friday 26 February	Independent reading and research; tutorials if required		
Monday 1 March	Factors that affect the gut microbiome: diet, lifespan	Marie-Claire Arrieta	Lecture
Wednesday 3 March	Microbial mediators of host communication – aryl hydrocarbon ligands, bile acids and SCFAs	Marie-Claire Arrieta	Lecture
Friday 5 March	Independent reading and research; tutorials if required		
Monday 8 March	Journal Club -2. The microbiome and cognition	KS, M-CA, QP	Student-led Journal Club
Wednesday 10 March	Stress and the HPA axis	Van Ortega*	Lecture
Friday 12 March	Independent reading and research; tutorials if required		
Monday 15 March	Energy metabolism and obesity	Keith Sharkey	Lecture
Wednesday 17 March	Journal Club -3. The microbiome and social behaviours	KS, M-CA, QP	Student-led Journal Club
Friday 19 March	Independent reading and research; tutorials if required		
Monday 22 March	Student-led topic presentation – Developmental diseases (ASD, Schizophrenia)	KS, M-CA, QP	Student-led presentation
Wednesday 24 March	Student-led topic presentation – Neurological diseases (MS, PD, Alzheimer's, ALS, stroke)	KS, M-CA, QP	Student-led presentation
Friday 26 March	Independent reading and research; tutorials if required		
Monday 29 March	Student-led topic presentation – Psychiatric conditions (depression and anxiety)	KS, M-CA, QP	Student-led presentation
Wednesday 31 March	Student-led topic presentation – Peripheral disorders (IBS, asthma)	KS, M-CA, QP	Student-led presentation
Friday 2 April	No class – Good Friday holiday		

Monday 5 April	No class – Easter Monday holiday		
Wednesday 7 April	Class to be arranged based on enrolment numbers**		
Friday 9 April	Independent reading and research; tutorials if required		
Monday 12 April	Class to be arranged based on enrolment numbers**		
Wednesday 14 April	Class to be arranged based on enrolment numbers**		

*Guest lecturer (Dr. Ortega is postdoctoral fellow with Dr. Arrieta)

**Additional time slots will be used for the student-led journal clubs and presentations based on the final enrollment