



**UNIVERSITY OF CALGARY**  
CUMMING SCHOOL OF MEDICINE

---

## **CLERKSHIP STUDENT HANDBOOK**

Updated: October 8, 2024

---

**UNDERGRADUATE MEDICAL EDUCATION**  
***CLASS of 2025***

© 2023

# CLERKSHIP HANDBOOK

CLASS of 2025

Approved by  
The University of Calgary  
Cumming School of Medicine

CLERKSHIP COMMITTEE

## TABLE OF CONTENTS

Graduation Educational Objectives.....	2
<b>SECTION 1: INTRODUCTION .....</b>	<b>3</b>
<b>SECTION 2: REQUESTS FOR TIME AWAY .....</b>	<b>4</b>
Non-CaRMS Requests for Time Away .....	5
CaRMS Interviews Requests for Time Away.....	6
Request for Time Away to Attend Conferences and Meetings .....	6
Religious Observation.....	8
Absence Requests for Wedding and other Personal Events.....	8
Make-Up Time .....	9
<b>SECTION 3: EVALUATION .....</b>	<b>9</b>
Basic Principles of Evaluation .....	9
Evaluation of Mandatory Clerkship Rotations .....	10
Management of UCLIC Student In Academic Difficulty .....	16
Comprehensive Clerkship Summative OSCE.....	17
Elective Clerkship Rotations.....	17
Pregnancy and Call.....	18
Monitoring Academic and Clinical Work Hours.....	19
Clerkship Rotations – Evaluation Strategies.....	20
Professional Behaviour .....	22
Entrustable Professional Activities (EPA) Evaluations.....	23
<b>SECTION 4: REAPPRAISALS OF EVALUATIONS IN THE CLERKSHIP .....</b>	<b>23</b>
Formative MCQ and OSCE Examinations .....	23
Writing Summative Examinations .....	24
Clerkship OSCE Examination.....	26
In Training Evaluation Report (ITER).....	26
The Reappraisal Process Procedures .....	26
The Medical School Transcript .....	27
<b>SECTION 5: PERMISSION TO DEFER AN EVALUATION DURING CLERKSHIP .....</b>	<b>27</b>
Clerkship Evaluation Deferrals .....	27
Illness - Physician/Counsellor Statement.....	29
Illness that develops during an exam .....	29

Religious Observance.....	30
Unforeseen Reasons .....	30
Loss of Privilege .....	30
Special Request for Deferral to Present Academic Papers .....	31
<b>SECTION 6: REQUESTS FOR DIFFERENT ASSIGNMENT – MEDICAL STUDENTS</b> .....	<b>31</b>
<b>SECTION 7: PROCEDURES FOR DEALING WITH REQUESTS FROM STUDENTS</b> <b>WISHING TO TAKE PART OR ALL OF THEIR CLERKSHIP YEAR AT THE</b> <b>UNIVERSITY OF CALGARY.....</b>	<b>32</b>
<b>SECTION 8: GUIDELINES FOR ILLNESS AND LEAVES OF ABSENCE.....</b>	<b>33</b>
<b>SECTION 9: POLICIES , GUIDELINES AND OTHER RELEVANT INFORMATION</b> .....	<b>34</b>
<b>Appendices.....</b>	<b>38</b>
Appendix I CEL Elective Objectives/Evaluation .....	38
Appendix II IPE Elective Objectives/Evaluation .....	39
Appendix III Entrustable Professional Activities (EPA) Assessment .....	40
Appendix IV Clinical Pharmacology Resources .....	45

## Graduation Educational Objectives

A student at the time of graduation will be able to:

1. Demonstrate the basic science and clinical science knowledge and skills necessary for the supervised practice of medicine, and use knowledge efficiently in the analysis and solution of clinical presentations.
2. Evaluate patients and properly manage their medical problems by:
  - a) Conducting a comprehensive medical history and thorough physical examination; reliably eliciting appropriate information in the history and detecting abnormal findings on the physical examination.
  - b) Correctly identifying the patient's diagnosis, differential diagnosis, and medical problems.
  - c) Applying an appropriate clinical reasoning process to the patient's problems.
  - d) Advocating for patients while formulating and implementing a resource-conscious management plan to deal effectively with patient problems.
  - e) Applying basic patient safety principles
3. Apply a comprehensive patient-centered approach in the evaluation and care of patients including sensitivity to differing: sexual orientation and gender identity, cultural and spiritual beliefs, attitudes and behaviours, economic situations.
4. Demonstrate knowledge of the fundamental concepts of disease prevention and health promotion for individual patients and populations and incorporate them into treatment plans as appropriate.
5. Communicate and interact effectively with patients, families, medical staff and others involved in the delivery of health services.
6. Describe and apply ethical principles and high standards in all aspects of medical practice.
7. Exhibit appropriate professional behaviour, including awareness of personal wellness and limitations.
8. Formulate clear clinical questions and apply an evidence-based approach to solving these questions.
9. Demonstrate educational initiative and self-directed life-long learning skills.
10. Describe the basic principles of clinical and translational research, including how such research is conducted, evaluated, explained to patients and applied to patient care.

Approved by Curriculum Committee: 99/12/03

Reviewed and approved by Curriculum Committee: 04/02/20

Approved by Faculty Council: 04/12/08

Revised by Undergraduate Medical Education Committee 10/04/09

Approved by Faculty Council March 11, 2015

Revised and approved by UMEC June 2010, Nov 21 2014, Nov 20 2020, Nov 18 2022

Graduation Educational Objectives & Competencies

<https://cumming.ucalgary.ca/mdprogram/about/objectives-competencies>

## SECTION 1: INTRODUCTION

1. The clerkship comprises the third (usually) and final academic year of the Undergraduate Medical Education program. The ‘year’ is defined as the entire time in the clerkship, which extends beyond a single calendar year.
2. The clinical clerkship period includes specified mandatory and elective instruction periods (rotations), during which educational experience is combined with restricted service responsibilities. Evaluation of clinical competence during clerkship requires assessment of performance in:
  - i. clinical skills
  - ii. knowledge of the relevant discipline
  - iii. professional, behavioural, and attitudinal skills

This evaluation process follows the general program objectives and discipline-specific objectives of each clinical clerkship rotation.

3. There are two clerkship streams available: the rotation-based clerkship, which includes eight mandatory clerkship rotations (which are made up of one or more ‘blocks’ of time as detailed below) and 14 weeks of elective time. Students should expect to do a minimum of 4 weeks or more of their clinical clerkship outside the city of Calgary. During the clerkship students rotate through a variety of clerkship rotations spending from 2-8 weeks in each. These rotations include: Anesthesia, Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Paediatrics, Psychiatry and Surgery. The University of Calgary Longitudinal Integrated Clerkship (UCLIC) stream is described below (see page 4).

Anesthesia	2 weeks
Emergency Medicine	2 weeks
Family Medicine (2 x 4 weeks)	8 weeks
Internal Medicine - (2 x 4 weeks)	8 weeks
Obstetrics & Gynecology (4 weeks)	4 weeks
Paediatrics (4 + 2 weeks)	6 weeks
Psychiatry (4 + 2 weeks)	6 weeks
Surgery (4 + 2 weeks)	6 weeks
Electives/IPE/CEL	18 weeks
Course 8: Comprehensive Clinical Skills for Clerkship (longitudinal over 44 weeks)	<b>60 weeks</b>
Fall Break	1 week
Winter Break	2 weeks*
CaRMS Interview Period	3 weeks
MCC Review/Clerkship OSCE	2 weeks
<b>Total</b>	<b>68 weeks</b>
University of Calgary Longitudinal Integrated Clerkship (UCLIC)	30 weeks
Internal Medicine (Calgary)	4 weeks
Paediatrics (Calgary)	4 weeks
Surgery (Calgary)	4 weeks
Electives/IPE/CEL	18 weeks
Course 8: Comprehensive Clinical Skills for Clerkship (UCLIC students must attend all sessions offered to them)	<b>60 weeks</b>
Fall Break	1 week
Winter Break	2 weeks*
CaRMS Interview Period	3 weeks
MCC Review/Clerkship OSCE	2 weeks
<b>Total</b>	<b>68 weeks</b>

\*2 weeks is the usual time scheduled. This may be extended to 3 weeks due to STAT holiday schedules and clinical service limitations on occasional years.

4. A student can proceed to the clerkship year only after approval by the UME Student Academic Review Committee. A student must be declared satisfactory on all end-of-course evaluations and electives prior to entering the clerkship year. In the event that a student is conditionally promoted to the clerkship, (e.g. pending confirmation of an evaluation result, pending completion of required remedial work or awaiting decision regarding an appeal or reappraisal), all conditions should be satisfied six weeks into clerkship.
5. Students in the University of Calgary Longitudinal Integrated Clerkship (UCLIC) will complete the equivalent of the mandatory clerkship rotations during their entire time at their rural clerkship site, not in block formation. Immersion experiences in Internal Medicine (4 weeks), Surgery (4 weeks) and Paediatrics (4 weeks) will take place in Calgary and electives will follow the same process as the rotation-based clerkship. Students in the UCLIC stream will also complete one week each of interprofessional education (IPE) and community engaged learning (CEL).
6. Rules and regulations in the Clerkship Student Handbook document apply to all University of Calgary CSM MD program students, and to all other students completing mandatory rotations through the University of Calgary, CSM UME program.

## SECTION 2: REQUESTS FOR TIME AWAY

1. Each clerkship has a pre-defined number of days that can be missed within that rotation without the requirement for make-up time (see the Core Document for each clerkship rotation). Any student that misses more than this number of days, *for any reason*, will be required to make-up that time. The number of days for each rotation is described within the Core Document for that rotation.
2. Any time beyond the maximum allowable days missed on a clerkship rotation cannot be made up during another subsequent clerkship rotation. For example, time missed on a mandatory Obstetrics & Gynecology rotation cannot be made up during a subsequent mandatory Family Medicine rotation. If it is not possible to complete required make-up time during the scheduled rotation, this time can be made up during the final weeks of the clerkship year when all mandatory rotations have been completed. In some situations, it may be possible to make up clinical time during the December holiday break or the CaRMS interview period, at the discretion of the affected clerkship.
3. Final end-of-rotation summative examinations cannot be written until all of the requirements of the relevant clerkship rotation have been met. This is with the exception of call or shifts on the last weekend of the clerkship rotation after the day of the final examination(s). For rotations with more than one component, the exam is not written until both components have been completed.
  - a. full exam at end of both clinical components (FM, IM, Paeds, Psych, Surg)
  - b. at the end of single rotation (Anesthesia, EM, OG)
4. The clerkship rotation ends on the Sunday of the final week of the rotation. Therefore, students are required to be available up to the last day of the rotation, regardless of the date of the final examination. Students may be on call or have shifts on the last weekend

of the rotation after the final examination and therefore, should not make travel arrangements until the rotation is completed or the schedule is confirmed. Special requests to accommodate subsequent rotations (e.g. elective, rural family medicine rotation requiring travel on the final weekend of a rotation), presentations at conferences or important events should be made as soon as possible to avoid conflicts with call schedules. Students must inform preceptor/resident team of all scheduled absences during a rotation (including Course 8, approved flex days, illness/medical appointments).

#### **A. Non-CaRMS Requests for Time Away**

During the clerkship, requests for time off for any exceptional or unforeseen circumstance must be made using the online absence form on OSLER **AND** must be discussed with both the Clerkship Director, the rotation preceptor and the educational coordinator or the Elective preceptor. Students may be required to attend scheduled appointments for various reasons: medical, dental, etc. Absences for these reasons should be requested using the OSLER form. In addition, clerks will be allowed to have up to 3 flex days per clerkship year (not per rotation). Please see below for the conditions for the flex days.

##### **Conditions for the 3 Flex Days per clerkship year**

1. Each student may have a maximum of three Flex Days per clerkship year.
2. Flex days must be scheduled in advance (before the start of the rotation).
3. Flex days must be approved by the relevant clerkship director (or designate) and will be tracked by the rotation. If a request for flex day is approved, students are responsible to communicate directly with their supervising preceptor and resident (if applicable) in advance of the day away. In the event a student is scheduled to be on call on their flex day, it will be the student's responsibility to contact the scheduler and arrange to make up the call.
4. Students may not take multiple flex days during the same rotation component (e.g. Surgery – 4-week block), except for students in the UCLIC stream who may request up to three days during their time at their primary site. Students may request one flex day during each rotation component at the discretion of the clerkship rotation (e.g. one flex day for Paediatrics – 4-week block and one flex day for Paediatrics – 2-week block).
5. Additional requests for days off due to illness or other reason must follow the formal process to request time away. Each rotation has guidelines in core documents regarding make up work and maximum time allowed away during the rotation.
6. Some clerkships will not allow the use of flex days during certain components of their rotations; these are outlined in the Clerkship Core Documents. Students who require an excused absence on these rotation components should speak with the clerkship director prior to the start of the rotation.
7. No flex day will be approved for the orientation components of a rotation or the week of a summative examination
8. No flex days will be approved on examination days. Examination deferral processes must be followed for any required absences on these days.
9. Flex days may be refused if multiple students on the same rotation request the same day.

10. Flex days may be refused if there are mandatory scheduled learning activities organized on the requested day that require student participation (such as simulation sessions, procedural training, orientation sessions, etc.)
11. Students may request flex days during the week prior to the Winter Break, if the student is on a rotation that does not have an examination during that week.
12. As noted above, time missed due to a flex day contributes to the total amount of time missed on a rotation, which may lead to the requirement for the student to complete make up time.

**B. CaRMS Interviews Requests for Time Away**

During the National Interview Period, students are given three weeks off to complete their CaRMS interviews. If the date of an interview falls outside of this time period, the student must request time away to attend the interview by completing the online absence form on OSLER and having it approved by the appropriate Clerkship Director or Elective Preceptor.

Written documentation of exact interview date/time are required from the student when submitting this additional request. If the student requires more time outside the allotted three weeks, they may be asked to make-up the time according to the criteria for each rotation.

Students may choose, but are not required, to use the National CaRMS Interview Period to make-up missed time. Time may also be made up at the end of the clerkship year. Any make-up time within a rotation will depend upon the capacity for the clerkship to provide a learning experience.

**C. Request for Time Away to Attend Conferences and Meetings**

The Cumming School of Medicine recognizes the attendance at scientific conferences to present research papers as an important part of a student's education. Similarly, the attendance at meetings with professional organizations (such as the AMA, CMA, CFMS, Royal College or College of Family Physicians) can be an important part of a student's career development.

In order to accommodate medical training, career development and participation as member of a medical committee, the following criteria will be applied when submitting requests for time off during the clerkship year:

- Level of participation in the meeting or at a conference. This is the major criterion that will be applied. Clerks may be allowed to attend a conference or a meeting only if:
  - ♦ presenting a research paper at the meeting (documentation may be required – letter of invite or page from program) or
  - ♦ the clerk is a voting member of a medical organization committee that necessitates their presence at the meeting, and no alternate process is available (for example, the student may not need to attend in person, but could vote by proxy and/or be represented by an alternate).



Despite fulfillment of the above criteria, attendance may be denied, at the discretion of the Clerkship Director or Assistant Dean, Clerkship and/or Associate Dean UME, based on factors such as:

- Length of absence requested. **If greater than three days away from a rotation, approval from the Assistant Dean, Clerkship and/or Associate Dean UME as well as the Clerkship Director or Elective Preceptor will be required.**
- Length of a rotation.
- Impact of the clerk's absence from expected duties and patient care on the rotation.
- Impact on the clerk's academic studies (e.g., the time away includes the need to defer an exam).
- The number of requests previously submitted and approved for an individual student throughout the clerkship year. **The number of conferences and forums that a student requests to attend may be limited to two per clerkship year.** The student should carefully select the conferences that will be most beneficial to their medical education and career development. Attendance at more than two conferences may be considered if the cumulative impact on the educational program is limited (e.g. only missing a half-day to present virtually may be considered differently than three days away for travel and presentation)

Requests for time off are to be discussed with the Clerkship Director or Elective Preceptor and the student must complete the online absence request form, which will be submitted to the appropriate Clerkship Director or Elective Preceptor.

For committees that require greater participation, the student should submit an outline of the dates for meetings throughout the year, to the Undergraduate Medical Education Office. This will be in addition to discussing the request for time off with the Clerkship Director or Elective Preceptor, and completing the online absence form for approval.

Under exceptional circumstances, additional requests may be made to the Assistant Dean, Clerkship and/or Associate Dean UME in order to discuss the potential impact on the clerk's overall progress during the clerkship year.

Cumming School of Medicine committees frequently include student members. Students are normally excused to participate in these committees, but must submit the online absence form for approval including the specific date, time and location of the meeting. Students are asked to limit their time away from clinical rotations to only that time required to fulfil their role on the committee.

Occasionally, students will have other significant external activities (e.g. be members of University of Calgary Dinos Athletic Teams). Student athletes must discuss their training and competition schedule with the Assistant Dean Clerkship in order to develop a plan for participation. Similarly, students with other outside activities will need to discuss schedules with the Assistant Dean, Clerkship to plan their schedule. Although students may be excused for participation in these activities, make-up time will be required according to the involved rotation(s) usual guidelines. Continuity of the educational program will be prioritized.

**D. Religious Observation**

A student may request a clerkship schedule adjustment because of religious observance. Occasional days of observance may be requested via an OSLER absence request. Significant schedule adjustments that cannot be accommodated within the given rotation (either due to length of requested absence from rotation or because of schedule adjustment affecting several rotations) should be directed to the Assistant Dean, Clerkship. Examination deferral may be requested for religious observations.

**E. Absence Requests for Wedding and other Personal Events<sup>1</sup>**

Due to schedule complexity in the clerkship year and limited opportunity for students to make-up missed time, students should limit requests to the shortest amount of time required.

**For absences of 1 day:**

Prior to the start of the rotation, the student should request the day as a flex day (and request no call that day if relevant). This should be entered on OSLER and will be directed to the relevant clerkship director (or designate). Usual rotation guidelines for required make-up time will apply. Usual flex day rules will also apply.

**For absences of 2-3 days:**

Prior to the start of the rotation, the student should enter an OSLER absence request. This will be directed to the relevant clerkship director (or designate). Usual rotation guidelines for required make-up time will apply.

**For absences of >3 days:**

Prior to the start of the rotation, the student should complete a leave of absence form to request a short-term personal leave. This will be directed to the Assistant Dean, Clerkship for approval. Documentation of the event dates and/or travel arrangements may be requested. Make-up time will be scheduled at the end of the clerkship year. The final rotation examination will also be moved to the end of the clerkship year once all rotation components have been completed.

In all cases, students may not write the final rotation examination until all rotation components have been completed (including required make-up time).

**Consideration will be given to factors including:**

1. Reason for the absence
2. Context of absence including rotation structure, time of year, other absence requests, etc.
3. Impact to student of time away from the rotation (including disruption of experience, required time away, impact on other learners' schedule, etc.)

---

<sup>1</sup> These requests are beyond the normal time away policy. Rotations aim to accommodate but do not guarantee approval for personal events.

**F. Make-Up Time**

1. Students who have missed more than the allowed maximum time from any rotation, *for any reason*, will be required to make-up that time on the relevant clinical rotation.
2. Normally, any required make-up time will be scheduled at the end of the clerkship year.
3. Students are permitted to complete remedial rotations and/or rotation make-up time over the Fall Break, Winter break or CaRMS interview period, at the discretion of the relevant Clerkship Committee, if clinical capacity allows.
4. If only a small amount of make-up time is required, at the discretion of the relevant Clerkship Committee, time can be made up during the rotation if possible (if there is time remaining during the rotation, if the make-up time does not exceed the work hours policy and the make-up time does not exceed the maximum call frequency).
5. Students are strongly encouraged NOT to schedule make-up or remedial time during the MCC review course period. If a student requests to schedule make-up or remedial time during the MCC review course period, this will be accommodated if possible, depending on clinical capacity. In such case, a student may not subsequently request to delay the make-up/remedial time further.

**SECTION 3: EVALUATION****A. Basic Principles of Evaluation**

1. Use of any evaluation method rests on an understanding of what its purpose is. Before selecting appropriate evaluation methods, the following assumptions need to be considered:
  - a) UME Program Evaluations are intended solely for undergraduate students registered with the Undergraduate Medical Education program. Non-UME students will NOT be permitted to participate in UME examinations, unless specific approval has been granted by the Student Evaluation Committee. All requests for external participants should be directed, in writing, to the chair of the Student Evaluation Committee. Students must be notified of any SEC approved observers a minimum of one week before the examination date. Observers must not interfere in any way with the examination. Taking notes or recording of the material are NOT permitted.
  - b) All undergraduate medical students at the University of Calgary are required to achieve the same learning objectives and complete the same evaluations regardless of the primary location of the clerkship rotation.
  - c) Competence in medicine comprises a number of dimensions.
  - d) It is unlikely that any single evaluation method can adequately assess all domains of competence.
  - e) An effective evaluation system should contain several methods that reflect competence in the identified areas of performance.

- f) An effective evaluation method should provide the following information:
- i. Precise information regarding student progress.
  - ii. Detailed and useful feedback for students to facilitate further learning.
- g) Students should inform their preceptor and/or the departmental Clerkship Committee of any deficiencies or problematic performance that has been brought to the attention of the student in order to identify strategies to remedy the issues. Failure of the student to seek timely assistance related to deficiencies or problematic performance may be considered a professionalism issue.
- h) Students should be informed in advance of specific evaluation activities.
- i) It is possible that on rare occasions, planned clinical experiences may not be available for students during a given rotation. Examples include (but are not limited to):
- change in care provision – such as rural site no longer providing obstetric care
  - infectious outbreak – limiting student/preceptor activities at specific sites
  - preceptor illness
  - natural disasters
  - work stoppages in AHS and other facilities where students may be placed

If planned clinical experiences have not been available, the student **MUST** discuss with the clerkship director in order to:

- identify and plan alternate experience(s)
- determine if summative evaluation needs to be delayed to the rewrite/deferral period

If the issue is likely to result in a delay in completion of the rotation requirements, the discussion **MUST** include the Assistant Dean, Clerkship and/or Associate Dean UME.

## **B. Evaluation in Mandatory Clerkship Rotations**

1. Primary responsibility for evaluation procedures will rest with Departmental Clerkship Committees. Such procedures must include:
  - a) Reports of clinical performance, professional attitudes and behaviour (ITER - In Training Evaluation Report) written either by a single preceptor or a consensus report in consultation with preceptors, residents, fellows, and/or allied health professionals who have had contact with the student; and at least one of:
    - Multiple Choice Examinations
    - Projects
    - Attendance
    - OSCE

2. The evaluation requirements of each Departmental Clerkship Committee must be made known, in writing, to students in the core document at the commencement of the clinical clerkship rotation.
3. Final end-of-rotation summative examinations cannot be written until all of the requirements of the relevant clerkship rotation have been met. This is with the exception of call or shifts on the last weekend of the clerkship rotation after the day of the final examination(s).
  - a. full exam at end of both clinical components (FM, IM, Paeds, Psych, Surg)
  - b. at the end of single rotation (Anesthesia, EM, OG)
4. Performance report forms (ITERS) must be completed by faculty members generally in consultation with residents, fellows, other faculty and/or nurses. **Evaluations from residents or fellows alone will not suffice.** Individuals who have been consulted in the compilation of a consensus report must be named.
5. The Clerkship Logbook is a ‘must complete’ component for each of the mandatory rotations. This is housed on OSLER and represents a record of students having experienced the clinical presentations assigned to that clerkship. Students must complete the logbook for their rotation 48 hours prior to the final examination in that rotation with the exception of the Emergency Medicine rotation (refer to EM core doc). Students who have not fulfilled this requirement will not be allowed to write the final examination and will have to defer the exam to the deferral period. In cases of delayed summative examinations because of missed logbook, the rotation will be considered “incomplete” until all required elements have been completed.
6. Formative Feedback

Each clerkship rotation must have a process to ensure formative feedback is provided to all students. Written documentation is required only if there are concerns identified at the midpoint of any block within a given clerkship rotation. Please refer to the Clerkship Student Feedback Policy (<https://cumming.ucalgary.ca/mdprogram/about/governance>).

Each clerkship rotation will have some form of formative evaluation that must be completed. The details of this for each rotation will be detailed within the core document for that clerkship. Formative exams are open throughout the clerkship for student learning and must be completed in each rotation to provide students with a mark. For eight-week rotations the formative exam must be completed prior to the end of the first of the two four-week blocks. For rotations with six weeks, the formative exam must be complete prior to the end of the second week of the four-week block. Students who have not completed the formative exam by the cut-off time will not be allowed to write the final examination and will have to defer the exam to the deferral period.

7. In order to allow sufficient travel time to the summative examinations, students must be excused from clinical duties no later than:
  - 1 hour before the examination if at FMC or ACH sites
  - 2 hours before the examination if at RGH, PLC, SHC or other community sites in Calgary

This does not apply to out of Calgary students – their travel time will be dependent on distance to the examination site. Suggested times:

- travel time of < 3 hours – 1700h day before exam
- travel time of 3-5 hours – 1200h day before exam
- travel time of > 5 hours – 1200h two days before exam

8. Clerks will receive a copy of all in-training evaluation report forms (ITERS) on the one45 system and have access to other documentation sent for inclusion in their Undergraduate Medical Education files. Performance report forms, including preceptor reports as well as oral, written and clinical skills evaluations, should be submitted to the Undergraduate Medical Education Office by Clerkship Evaluation Coordinators no later than two weeks after the end of rotation. The students should contact the preceptor to request that the evaluation be sent to the UME Office as soon as possible. This should be done by email with a copy to be sent to the UME Office (to the clerkship program supervisor and program coordinator). **It is the student’s responsibility, as a clerk, to ensure that the form is distributed to the preceptor through the one45 system, and that the completed form is submitted electronically, through one45, to the UME Office.** If the form is not returned and the clerk has followed up with the preceptor, the clerk should contact the UME program coordinator for that clerkship.
9. The following options are available for the final rating of a clerk at the end of each clerkship rotation; decisions regarding the final rating of the clerk are made by the relevant departmental clerkship committee:
  - a) Satisfactory: A student will be found “Satisfactory” when having successfully passed ALL the components (e.g. written examination, OSCE, ITER) of the clerkship evaluation process.
  - b) Unsatisfactory: A student will be found “Unsatisfactory” when failing ONE OR MORE of the components (e.g. written examination, OSCE, ITER) of the clerkship evaluation process. If the in-training evaluation report (ITER) has not been received within four weeks of the end of the rotation, and there is no documentation that the student has contacted the preceptor, this evaluation will be considered “Unsatisfactory”.

Alternatively, as per the judgment of the Departmental Clerkship Committee, a student can also be found “Unsatisfactory” in cases of breach of expected professionalism standards.

An “Unsatisfactory” rating will automatically lead to remediation opportunities in the deficient area, as per the judgment of the Departmental Clerkship Committee. This remediation can be in the form of an examination rewrite alone, remedial rotation work alone or a combination thereof (e.g., clinics and independent study time, or other as per the judgment of the Departmental Clerkship Committee) by using the [guideline for decisions on examination failures](#) and [guideline to remediation for clerkship](#).

Should a student be successful during this remediation period, a second Summary Sheet will be completed and attached to the student's record with an overall rating of "Satisfactory with Performance Deficiency".

- c) A rating of "Satisfactory with Performance Deficiency" may also be used in a situation where, in the judgement of the Departmental Clerkship Committee, there is an overall rating of satisfactory performance in the clerkship rotation, but with one or more specific areas of deficiency noted in professional and ethical behavior. Students that fail to complete the "must complete" mandatory items indicated in the core documents and/or clerkship student handbook will be considered "Incomplete" for the clerkship rotation and may be considered "Satisfactory with Performance Deficiency" overall even if ITER and written examination components are satisfactory.
- d) A rating of "Incomplete" may be made in a situation where, for various potential reasons (health or other), a student has formally requested a deferral of any or all of the required components of a clerkship (rotation time, written examination, OSCE). This rating can also be used in situations where, in the opinion of the Departmental Clerkship Committee, a student (who has NOT formally requested deferral) has missed a significant enough portion of the required clinical experience (for health reasons or other) to mandate making up the missed time. All components must be complete prior to completion of the summative written examination.
10. The Assistant Dean, Clerkship and/or Associate Dean UME will be notified by the Departmental Clerkship Director and/or the Evaluation Coordinator to review ratings of "Unsatisfactory" performance, "Satisfactory with Performance Deficiency" or "Incomplete" rotations. Students who receive a grade of Unsatisfactory or Satisfactory with Performance Deficiency will be required to meet with the Assistant Dean, Clerkship.

Students will be referred to the UME Student Academic Review Committee (SARC) for certain combinations of unsatisfactory results (see table below):

<b>Combination of Unsatisfactory Results</b>	<b>Outcome</b>
2 MCQ Examinations (different clerkship rotations)	Meeting with Associate Dean
1 Summative ITER + 1 MCQ (in different clerkship rotations)	Meeting with Associate Dean
1 MCQ Examination + rewrite of same rotation exam)	SARC
3 MCQ Examinations (in three different clerkship rotations)	SARC
2 Summative ITERs (in different clerkship rotations)	SARC
1 Summative ITER + 2 MCQ Examinations (in different clerkships)	SARC
1 Summative ITER followed by 1 Summative Remedial ITER	SARC

NB. For the purposes of the above table, the Clerkship OSCE exam counts as a summative ITER; Elective rotation ITERs are included as summative ITERs.

Similarly, a student who is still considered unsatisfactory by the Departmental Clerkship Committee following a period of remediation will be presented at SARC.

Please refer to the Student Academic Review Committee's Terms of Reference. (<https://cumming.ucalgary.ca/mdprogram/about/governance>) for possible outcomes of a SARC appearance in clerkship.

11. An "Unsatisfactory" rating will be given when a student has not met appropriate standards set by the department. Prior to an unsatisfactory rating being given for deficient performance, the Departmental Clerkship Evaluation Coordinator must consult with other members of the Departmental Clerkship Committee and the clinical clerkship preceptors.
12. Guideline for decisions on examination failures:
  - If the ITER is satisfactory, but the student is below the MPL on the MCQ, student is required to re-challenge the summative examination and remediation will be offered or recommended.
  - If the ITER is unsatisfactory and the student is above the MPL on the MCQ, the student should receive remediation only.
  - If the ITER is unsatisfactory and the student is below the MPL, the student is required to receive remediation and re-challenge the summative examination.

**Please note:** This is a guideline and does not replace or mandate the decision-making process of departmental clerkship committees.

	MCQ $\geq$ MPL	MCQ $<$ MPL
Overall ITER satisfactory	Satisfactory, no rewrite or remediation	Rewrite, remediation offered or recommended
Overall ITER unsatisfactory	Remediation	Rewrite and remediation

**NOTE:** The re-write exam may be re-challenged during:

- a) another clerkship exam date as long as the student does not have another exam scheduled on that date
  - b) the end-of-year dates (varies by year, but typically within the first two weeks after the end of scheduled clerkship rotations)
13. Guideline for Remediation for Clerkship:
    - a) The recommendations of the clerkship committee should be for the MINIMUM requirement for remediation. A student can request additional remediation time and/or tasks if they feel these are needed.
    - b) Recommendations for remediation should be directed at the specific deficiencies identified – including the content and context of these deficiencies – and redundancy should be avoided. For example, if a student performed well on the Community Paediatric rotation and failed the Clinical Teaching Unit (CTU) component then there should be no need to repeat the Community Paediatric component. Similarly, if a student failed the Medical Teaching Unit (MTU) and



one selective component of the IM clerkship rotation they should repeat both (but not the other selective rotations). Following this principle helps justify the length of the remediation period.

- c) The nature of clinical duties and on-call requirement should be tailored to the deficiencies and subsequent evaluation(s). Thus, if a student also has to rewrite the MCQ exam then consideration should be given to reducing the on-call requirement towards the time of the rewrite examination.
- d) Provision of one-on-one tutoring is NOT an expectation of a remedial rotation.
- e) To enable a preceptor supervising the remediating student to direct teaching towards the student's deficiencies we recommend that the student should discuss the identified deficiencies with the preceptor at the start of the rotation or period of supervision. This is preferable to prior preceptors feeding evaluation information forward.

After the clerkship committee has made recommendations on remediation the clerkship director or designate should meet with the student to discuss the remediation in advance of the scheduled start of the remediation period. They should then send a letter outlining the recommendations to the Assistant Dean, Clerkship and/or Associate Dean UME and include in this letter whether or not the student agreed with these recommendations. The Assistant Dean, Clerkship and/or Associate Dean UME will then meet with all remediating students to discuss these recommendations. Students can request a reappraisal of the recommendations of the clerkship committee to the Reappraisal Subcommittee of the Student Evaluation Committee. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for details regarding reappraisals. (<https://cumming.ucalgary.ca/mdprogram/about/governance>)

14. Performance rated as “Unsatisfactory” or “Satisfactory with Performance Deficiency” must be reviewed and discussed with the clerk by the Clerkship Director, Evaluation Coordinator, or both. The student may also request a meeting with the preceptor that completed the in-training evaluation report (ITER). The primary purpose of this meeting is to understand the reason for the evaluation decision, and to allow the student to receive feedback on ways to improve their performance. The student should NOT seek to have their evaluation changed by the preceptor, although the student may use this opportunity to highlight any information on the evaluation that the student considers to be incorrect, and/or to suggest other sources of data on their performance that may not have been considered in the evaluation, such as the opinions of an alternative preceptor. The preceptor may submit a revised evaluation based upon information highlighted at the meeting with the student. However, both the original and revised evaluation will be retained in the student file. The Assistant Dean, Clerkship and/or Associate Dean UME will receive suggestions from the Departmental Clerkship Evaluation Coordinator and/or the Clerkship Director usually in consultation with the Departmental Clerkship Committee regarding remedial study or instruction.
15. If, upon receiving an unsatisfactory result on a clerkship rotation, a student feels that the grounds for a reappraisal have been met, the student may request a reappraisal, as per the relevant policy; please refer to the CSM Reappraisal of Graded Term Work and

Academic Assessments for details of processes and timelines for reappraisals. (<https://cumming.ucalgary.ca/mdprogram/about/governance>).

16. Once a reappraisal decision has been determined, if the student feels that there are grounds for appeal, the student may appeal that decision to the UME University Faculty Appeals Committee. Please refer to the CSM UME Academic Assessment and Graded Term Work Procedures. <https://cumming.ucalgary.ca/mdprogram/about/governance>

### 17. Management of UCLIC Student in Academic Difficulty

General Principle: UCLIC students are held to the same standards and evaluation process as rotation-based students.

Guideline for decisions on examination failures:

- If the ITER is satisfactory, but the student is below the MPL on the MCQ, student is required to re-challenge the summative examination and remediation will be offered or recommended.
- If the ITER is unsatisfactory and the student is above the MPL on the MCQ, then the student should receive remediation only.
- If the ITER is unsatisfactory and the student is below the MPL, then student is required to receive remediation and re-challenge the summative examination.

**Please note:** This is a guideline and does not replace or mandate the decision-making process of departmental clerkship committees.

	MCQ $\geq$ MPL	MCQ $<$ MPL
Overall ITER satisfactory	Satisfactory, no rewrite or remediation	Rewrite, remediation offered or recommended
Overall ITER unsatisfactory	Remediation	Rewrite and remediation

**NOTE:** The re-write exam may be re-challenged during:

- another clerkship exam date as long as the student does not have another exam scheduled on that date
- the end-of-year dates (varies by year, but typically within the first two weeks after the end of scheduled clerkship rotations)

In the event of an academic difficulty in a UCLIC student, where remedial work is required, the following steps will be taken:

- Student Meeting:** The UCLIC director will be informed and will request a meeting with the student. The purpose for the meeting will be to review the possible reasons for the academic difficulty. The UCLIC director will review the evaluation file related to the rotation in question (i.e. the director may see the Psychiatry ITERs if the student's Psychiatry summative result was below the MPL).

- b) UCLIC Committee Meeting: The UCLIC director will then convene a meeting of the UCLIC evaluation committee for the purpose of developing a suggested strategy for remediation. Only in exceptional circumstances will the remedial rotation occur at the UCLIC site. UCLIC students who require remedial work should expect to return to Calgary at the end of clerkship for the remedial rotation. **NOTE:** *This second step is equivalent to the process that is followed in the rotation-based clerkships.*
  - c) Remediation Suggestions: Any remediation suggestions will be communicated by the UCLIC Evaluation Coordinator to the relevant discipline departmental clerkship committee. The Evaluation Coordinator will join the discussion (in-person or remotely) to develop a final recommendation provided to the Assistant/Associate Dean. The department clerkship committee must approve and oversee all remediation that is to be undertaken at a non-UCLIC location. The department clerkship committee will sign-off on the student's remedial work and remedial evaluations, once they are completed.
  - d) Re-evaluation: Once all remedial work has been completed, the student may be required to re-challenge the summative exam. Satisfactory ITERs are required at the end of the remedial work. If no remedial work is required, the re-write exam may be re-challenged at the end of clerkship or at one of the student's exam days when another clerkship exam is not already scheduled.
18. **Comprehensive Clerkship Summative OSCE** - The Clerkship OSCE covers medical skills from across all rotations and is a summative examination which students must successfully complete before proceeding to graduation. Successful completion of this exam will require students to demonstrate a level of competency in history-taking, physical examination, interpretation of data, clinical decision-making and management of the patient's complaint. Exam content will be guided by both UME clinical presentations and LMCC objectives. The exam will usually be scheduled in Feb/March/April. An unsatisfactory performance will require completion of the re-write OSCE. A satisfactory performance on the re-write OSCE will lead to a result of Satisfactory with Performance Deficiencies. Students who remain unsatisfactory after the re-write OSCE will be required to appear before the UME Student Academic Review Committee. Similarly, a student with an unsatisfactory OSCE and any clerkship rotation that is unsatisfactory or satisfactory with performance deficiency will appear before SARC.  
(<https://cumming.ucalgary.ca/mdprogram/about/governance>)

### C. Elective Clerkship Rotations

1. Clinical clerks are required to achieve satisfactory performance in all elective rotations.
2. For electives under the supervision of members of the Cumming School of Medicine, performance reports and any other methods of evaluation will be based on the regulations (above) for mandatory rotations.
3. For all electives, the identified supervisor will be required to complete the University of Calgary performance report form (ITER) on the one45 system. **It is the student's responsibility, as a clerk, to ensure that the form is distributed to the preceptor through the one45 system, and that the completed form is submitted electronically,**

**through one45, to the UME Office.** The UME welcomes any additional assessment of its students from supervisors outside the local area, either in the form of a letter to the Assistant Dean, Clerkship and/or Associate Dean UME or completion of local methods of assessment of students at a similar stage of training but the University of Calgary evaluation form (ITER) must be completed and submitted.

4. Performance report forms **must** be completed by faculty members, generally in consultation with residents, fellows, other faculty and/or nurses. If performance deficiencies are documented during a rotation with multiple preceptors, then the final evaluation has to list all of the preceptors under the section "Input was Sought from the Following Individuals" before the evaluation would be considered final. Performance Deficiencies documented on evaluations prior to the end of an elective should clearly be designated as Midpoint evaluations. For rotations with multiple preceptors an attempt to acquire input from all available preceptors should be made when filling out the evaluation and in instances where a student has had a midpoint or final evaluation with an overall unsatisfactory or performance deficiency rating, input from all preceptors is required prior to submitting the final evaluation. **Evaluations from residents or fellows alone will not suffice.**
5. Remediation and/or make-up time required after a clerkship rotation has ended will be scheduled at the end of the clerkship year. Students may, at the discretion of the relevant clinical program be allowed to complete remedial time during the Fall Break, Winter Break or CaRMS interview period, if capacity is available. Students are strongly encouraged NOT to schedule make-up or remedial time during the MCC review course period. If a student requests to schedule make-up or remedial time during the MCC review course period, this will be accommodated if possible, depending on rotation availability. In such case, a student may not subsequently request to delay the make-up/remedial time further.
6. If the elective preceptor evaluation report (ITER) has not been received by the UME Office within two weeks of completing the rotation, the students should contact the preceptor to request that the evaluation (ITER) be sent to the UME Office as soon as possible. This should be done by email with a copy sent to the UME Office (to the clerkship program supervisor and program coordinator). If the elective preceptor evaluation report (ITER) has not been received within four weeks of the end of the rotation, and there is no documentation that the student has contacted the preceptor, this evaluation will be considered "Unsatisfactory".

#### **D. Pregnancy and Call**

A Clerk will not be required to perform night call duties (after 2300 hours) once they have completed 27 weeks of gestation, or earlier if a valid medical reason, with medical documentation, is provided. A clerk may be required to complete extra time on one or more clerkship rotations if the reduction in call significantly reduces their clinical experience.

**E. Monitoring Academic and Clinical Work Hours**

The Clerkship Work Hours policy (<https://cumming.ucalgary.ca/mdprogram/about/governance>) is a guideline when establishing clerks' schedules for academic and clinical activities. On the day prior to an examination (e.g. OSCE or the MCQ exam), clerks should not be scheduled for on-call, evening or night shifts. The exception is that students may be scheduled for an Emergency Medicine shift the day prior to a summative examination provided that the shift ends a minimum of 14 hours before the scheduled examination. Student should not be on call the last Sunday of any rotation past 2300 hours prior to starting a new block (Paediatrics, Family, etc) or a new selective (Medical Teaching Unit, Clinical Teaching Unit, etc). When no call room is available, students should be dismissed no later than midnight. Dismissal prior to midnight is acceptable, at the discretion of the preceptor.

**F. Clerkship Rotations - Evaluation Strategies**

**MP** = must pass (failure to do so will result in overall evaluation of “Unsatisfactory” for rotation)

**MC** = must complete (failure to do so will result in overall evaluation of “Satisfactory with Performance Deficiency” for rotation)

**MC\*** = must complete before rotation deadline (failure to do so will result in requirement to defer summative examination to the deferral/rewrite date)

+ Must participate in all components (except for clerks on rotations more than a 1-hour drive from Calgary and on out-of-town electives more than a 1-hour drive from Calgary). UCLIC students must attend all sessions offered to them.

# UCLIC students must meet all expectations listed for urban clerks except those noted by #

<p><b><u>ANESTHESIA</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Daily Reports = MP #</li> <li>• Satisfactory Final Preceptor ITER = MP</li> <li>• Logbook = MC*</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectations = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>FAMILY MEDICINE</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITTERS = MP</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• Midpoint Formative ITTERS = MC</li> <li>• Logbook = MC*</li> <li>• Clinical Expectations = MC</li> <li>• Patient-Centred Care Project = MP</li> <li>• SNAP Project = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>
<p><b><u>EMERGENCY MEDICINE</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Formative MCQ (cards) = MC*</li> <li>• 7 completed One45s for shifts worked = MC #</li> <li>• Satisfactory Final Rotation ITER = MP</li> <li>• Observed History and Physical = MC#</li> <li>• Attendance and participation in teaching sessions = MC#</li> <li>• Nursing Block = MC #</li> <li>• Logbook = MC*</li> <li>• Clinical Expectations = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>INTERNAL MEDICINE</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITTERS = MP</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• MTU Midpoint Formative ITER = MC</li> <li>• Selective Midpoint Formative ITTERS = MC</li> <li>• Logbook = MC*</li> <li>• On-call Expectations = MC</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>
<p><b><u>Electives</u></b></p> <ul style="list-style-type: none"> <li>• Satisfactory Final Preceptor ITTERS = MP</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>CEL/IPE electives</u></b></p> <ul style="list-style-type: none"> <li>• Attendance and participation in teaching and placements = MC</li> <li>• CEL and IPE Final Reflections forms = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in student handbooks = MC</li> </ul>

**MP** = must pass (failure to do so will result in overall evaluation of “Unsatisfactory” for rotation)

**MC** = must complete (failure to do so will result in overall evaluation of “Satisfactory with Performance Deficiency” for rotation)

**MC\*** = must complete before rotation deadline (failure to do so will result in requirement to defer summative examination to the deferral/rewrite date)

+ Must participate in all components (sessions, except for clerks on outreach rotations more than a 1-hour drive from Calgary and on out-of-town electives more than a 1-hour drive from Calgary). UCLIC students must attend all sessions offered to them.

# UCLIC student meet all expectations listed for rotation-based clerks except those noted by #

<p><b><u>OBSTETRICS &amp; GYNECOLOGY</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITERS = MP</li> <li>• Workbook = MC#</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• Midpoint Formative ITER = MC</li> <li>• Logbook = MC*</li> <li>• On-call Expectations = MC</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>PSYCHIATRY</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITERS = MP</li> <li>• Evaluation of Psychiatry Interviewing Skills = MP</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• Midpoint Formative ITERS= MC</li> <li>• Logbook = MC*</li> <li>• On-call Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>
<p><b><u>PAEDIATRICS</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITERS = MP</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• Midpoint Formative ITERs = MC</li> <li>• Logbook = MC*</li> <li>• Passport = MP</li> <li>• On-call Expectations = MC</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>SURGERY</u></b></p> <ul style="list-style-type: none"> <li>• Final Written MCQ (summative) = MP</li> <li>• Satisfactory Final Preceptor ITERS = MP</li> <li>• Formative Midpoint MCQ = MC*</li> <li>• Midpoint Formative ITERs = MC</li> <li>• Logbook = MC*</li> <li>• 1 EPA #1 = MC</li> <li>• On-call Expectations = MC</li> <li>• Clinical Expectations = MC</li> <li>• Attendance and participation in teaching sessions = MC</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>
<p><b><u>COURSE 8: COMPREHENSIVE CLINICAL SKILLS FOR CLERKSHIP</u></b></p> <ul style="list-style-type: none"> <li>• Clerkship OSCE (summative) = MP</li> <li>• Formative MCQ (ADT#4) = MC*</li> <li>• Satisfactory Attendance + = MP</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>	<p><b><u>UCLIC</u></b></p> <ul style="list-style-type: none"> <li>• Meet all expectations listed for urban clerks except those noted by #</li> <li>• Meet all expectations outlined in Core Document = MC</li> <li>• Must attend all UCLIC teaching sessions identified as mandatory</li> <li>• Professionalism Expectation = MP</li> <li>• Meet all expectations outlined in Core Document = MC</li> </ul>

**NOTE:** Clerkship evaluations may be either online or on-paper, and the format may vary from block to block. However, the blueprint and content of each exam will be unaffected by the exam format.

## **G. Professional Behaviour**

It is expected that students will demonstrate professional behaviour in all interactions during clerkship. This includes taking responsibility to learn the expectations for each rotation as outlined in orientation sessions, core documents and the Clerkship Student Handbook. Students must communicate with patients, faculty, staff and colleagues in a professional, courteous manner at all times including written and verbal correspondence with administrative staff. There are several documents that further outline expectations for professional behaviour. Examples that directly apply to student physicians include:

### **CPSA Code of Conduct**

Like faculty, students are members of the College of Physicians and Surgeons of Alberta (CPSA) and as such, subject to following the CPSA code of conduct as outlined below.

<https://cpsa.ca/physicians/standards-of-practice/code-of-conduct/>

### **UME Student Code of Conduct**

<https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/student-code-conduct>

### **Cumming School of Medicine Professional Standards for Faculty Members and Learners**

<https://cumming.ucalgary.ca/office/precision-equity-social-justice/activities-resources/edia-documents/policies-operating-standards>

### **CMA Code of Ethics and Professionalism**

<https://www.cma.ca/cma-code-ethics-and-professionalism>

### **CFMS Professionalism Position Statement**

[http://www.cfms.org/files/position-papers/2016\\_agm\\_professionalism.pdf](http://www.cfms.org/files/position-papers/2016_agm_professionalism.pdf)

### **CFMS Guide to Medical Professionalism: Recommendations For Social Media**

<https://www.cfms.org/files/position-papers/2013%20CFMS%20Guide%20to%20Social%20Media%20Professionalism.pdf>

### **RCPSC CanMEDS Framework - Professional Role**

<https://www.royalcollege.ca/en/standards-and-accreditation/canmeds/professional-role.html>

### **University of Calgary Code of Conduct**

<https://www.ucalgary.ca/legal-services/university-policies-procedures/code-conduct>

### **AHS Code of Conduct**

<http://www.albertahealthservices.ca/assets/about/policies/ahs-pub-code-of-conduct.pdf>

Although Departmental Clerkship Committees normally provide recommendations for remediation in cases of an unsatisfactory student evaluation, it is recognized that in the case of professionalism breaches that lead to an unsatisfactory student evaluation, remediation may need to occur outside of the involved rotation or discipline. In such circumstances, the Departmental Clerkship Committee will discuss next steps with the Associate Dean, UME or the Assistant Dean, Clerkship.



## H. Entrustable Professional Activities (EPA) Evaluations

Students in the clerkship are expected to complete required EPA evaluations. These are evaluations designed to demonstrate the student's capability to perform expected tasks with indirect supervision, as will be required in residency. Please see Appendix III (page 39) for details of these assessments.

## SECTION 4: REAPPRAISALS OF EVALUATIONS IN THE CLERKSHIP

1. If a student is considered unsatisfactory on the clerkship rotation, appropriate remedial work will be suggested to the Assistant Dean, Clerkship and/or Associate Dean UME by the Departmental Clerkship Committee through the Clerkship Director and/or Evaluation Coordinator. Students choosing to request a reappraisal of the decision of the Departmental Clerkship Committee are directed to the UME Student Evaluation Committee. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for details regarding reappraisals (<https://cumming.ucalgary.ca/mdprogram/about/governance>). If the student disagrees with the decision of the UME Student Evaluation Committee, the student may appeal that decision to the UME University Faculty Appeals Committee. Please refer to the CSM UME Academic Assessment and Graded Term Work Procedures for procedure for appeals. <https://cumming.ucalgary.ca/mdprogram/about/governance>
2. Students that remain unsatisfactory after remedial work and/or repeat examination will appear before the UME Student Academic Review Committee; the expectation should be that a student in this situation will be required to repeat the clerkship year.

## A. Formative MCQ and OSCE Examinations

1. Formative examinations are intended to provide students with the opportunity to gauge their progress toward meeting the goals of the clerkship rotation. It is important that this is done with sufficient time for students to remedy identified deficiencies. Students **MUST** have completed the formative examination before they are permitted to complete the summative examination for a given rotation.

Rotations may choose the format of the formative examinations:

- a) Formal, in-person written examinations and/or OSCE format examinations scheduled on specific dates.
  - b) On-line written or cards-based examinations made available for a window of time.
2. Usual procedures for examination deferrals will apply for formal, in-person formative examinations. University of Calgary criteria for final deferral of examinations applies to formative examinations (<https://cumming.ucalgary.ca/mdprogram/current-students/deferring-evaluation>). If a deferral is required, the student will be scheduled to complete the formative examination with the next block of clerks and the summative examination will be delayed to the deferral/rewrite period that follows.
  3. Formative exams are open throughout the clerkship for student learning but have to be formally completed in each rotation to provide students with a mark. For eight-week rotations the formative exam must be completed prior to the end of the first of the two four-week blocks. For rotations with four or six weeks, the formative must be complete

prior to the end of the second week of the four-week block. Students who have not completed the formative exam by the cut-off time will not be allowed to write the final examination and will have to defer the exam to an available deferral period. The online formative exams can be accessed at <http://dolphin.ucalgary.ca>. Students will need to use their CAS credentials to log into the exam. A podcast to demonstrate the system has been created; students can watch it at <http://umepodcast.ucalgary.ca/podcast/2679>. (Students can also access this podcast through the UME podcast link in OSLE, under year 3 podcasts.) If students have difficulty logging into their exam please email Evaluation Team, at [ume.exams@ucalgary.ca](mailto:ume.exams@ucalgary.ca).

4. In cases of delayed summative examinations because of missed formative examinations, the rotation will be considered “incomplete” until all required elements have been completed.
5. It is expected that students will utilize the formative examinations as an educational opportunity. When students appear to demonstrate minimal effort (scores near or below chance, minimal time spent completing the exam) it may be considered disrespectful of the educational process, which can be considered unprofessional -- particularly if this behaviour is noted repeatedly. Students that have unusually low scores may be contacted by the Clerkship Director or Assistant Dean, Clerkship and/or Associate Dean UME to discuss.

## **B. Written Summative Examinations**

1. Summative evaluations/examinations are devised by the Departmental Clerkship Committees and keyed to the course objectives. Considerable faculty time and effort is utilized to exclude imperfections in these evaluations/examinations, but errors may still occur. Students who detect errors in summative examinations should bring these to the attention of the appropriate Departmental Clerkship Evaluation Coordinator.
2. At the time the summative examination is taken, students may write comments about individual questions on the comment sheets provided with each examination. These comments will be expected to identify ambiguities or errors in the structure or content of an examination item.
3. During clerkship examinations, the UME evaluation supervisor has contact information for clerkship directors or evaluation coordinators. These individuals may be called or paged by the invigilators if necessary, during the examination. If students have questions regarding a specific item during an examination, they may bring it to the attention of the invigilators, who will make note of the question number and the student name. The clerkship director or evaluation coordinator will be paged by the invigilator when time permits (no more than twice per exam). Any corrections or clarifications will be made known to all students writing the examination and these will also be applied to the item in the examination bank in the event that it is used in the future.

In addition, the UME evaluation supervisor may approach the Director of Student Evaluation, or the Assistant/Associate Dean, UME if there are procedural irregularities during the examination.

4. After individual performance results have been distributed:
  - a) Students who have achieved the “minimum performance level” are awarded a “Satisfactory” examination grade for that examination. This cannot be altered by any further changes made in the examination as a result of subsequent reappraisals or appeals, either within the Cumming School of Medicine or under University-wide regulations.
  - b) Students who have not achieved “minimum performance level” are given the grade “Unsatisfactory” for that particular rotation. Students who have received a grade of “Unsatisfactory” may have the opportunity to review their individual result sheets together with the examination key to aid in recognition of areas of deficiencies and assist in planning remedial studies. Review of any summative examination must be completed within 20 business days of receiving the unsatisfactory final exam result but cannot fall within 10 business days of the rewrite of that examination and can only be reviewed once (for up to 3-hours in a single sitting).
  - c) A student who identifies an error on other evaluation formats (non-MCQ) has recourse to submit a Request for Reappraisal to the Student Evaluation Committee. Please refer to CSM Reappraisal of Graded Term Work and Academic Assessments for details regarding reappraisals.  
(<https://cumming.ucalgary.ca/mdprogram/about/governance>)
  - d) In the case of unsatisfactory performance, the need for remedial time prior to rewriting of a second examination is determined by the Departmental Clerkship Committee. The appropriate Clerkship Director and/or the Evaluation Coordinator and the Assistant Dean, Clerkship and/or Associate Dean UME will be responsible for arranging a period of remedial learning depending on the degree of the failure and the duration of the original clerkship rotation.

**NOTE:** The re-write exam may be re-challenged during:

- a) another clerkship exam date as long as the student does not have another exam scheduled on that date
  - b) the end-of-year dates (varies by year, but typically within the first two weeks after the end of scheduled clerkship rotations)
- e) If a student is found to be unsatisfactory on a rotation and required to complete remedial work, this remedial rotation must be completed within the department where the student’s performance was assessed to be unsatisfactory (i.e., Paediatrics remedial must be completed within the Department of Paediatrics and not within another department e.g., Department of Family Medicine). Remedial time cannot occur during nights or weekends of another mandatory clerkship. Typically, remedial time will occur at the end of the clerkship; the departmental clerkship committee may allow a student to complete remedial time over the Fall break, Winter Break or CaRMS interview period if capacity allows. This is entirely at the discretion of the departmental clerkship committee.
  - f) A failure on the rewrite examination will result in an overall failure on the rotation. The Evaluation Coordinator will write a letter to the Assistant Dean, Clerkship and/or

- Associate Dean UME outlining the remediation recommended by the Departmental Clerkship Committee. Students will be notified in writing by the Clerkship Director or the Evaluation Coordinator to meet with the Assistant Dean, Clerkship and/or Associate Dean UME to discuss the problem. Students who remain unsatisfactory after remedial work and/or repeat examination will appear before the UME Student Academic Review Committee; with the expectation that the student will be required to repeat the clerkship year.
- g) A failure on the repeat Clerkship OSCE will result in an overall failure. The Course Chair of the Clerkship OSCE will write a letter to the Assistant Dean, Clerkship and/or Associate Dean UME outlining the recommended remediation. Students will be notified in writing by the Course Chair to meet with the Assistant Dean, Clerkship and/or Associate Dean UME to discuss the problem. Students who remain unsatisfactory after remedial work and/or repeat examination will appear before the UME Student Academic Review Committee; with the expectation that the student will be required to repeat the clerkship year.
- h) If the student is successful on the rewrite examination for a clerkship rotation, a second Summary Sheet will be completed and attached to the student's record with an overall rating of "Satisfactory with Performance Deficiency".

### **C. CLERKSHIP OSCE Examination**

1. Requests for Reappraisal against an assessment of "Unsatisfactory" performance will be heard by the UME Student Evaluation Committee. Request for Reappraisal cannot be directed against individual items or the student's overall status, but only against the examiner's conduct and/or assessment of student performance. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for details regarding reappraisals. (<https://cumming.ucalgary.ca/mdprogram/about/governance>)
2. If the Request for Reappraisal is sustained, the student shall be re-examined at the next offered examination.

In the case of unsatisfactory performance, a period of remedial learning may be required prior to the rewrite examination. The relevant Clerkship Director and/or Evaluation Coordinator will be responsible for arranging the appropriate remedial learning.

### **D. In Training Evaluation Report (ITER)**

Students can request a reappraisal of an unsatisfactory ITER. For details and processes, please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments (<https://cumming.ucalgary.ca/mdprogram/about/governance>).

### **E. The Reappraisal Process Procedures**

1. If a clerk does not accept the decision of the Departmental Clerkship Committee and/or the recommendation for remediation by the Assistant Dean, Clerkship and/or Associate Dean UME, the rating(s) and/or recommendation(s) may be reappraised to the Student Evaluation Committee.

2. The student must indicate to the Chair of the UME Student Evaluation Committee their intention to reappraise the evaluation form (ITER), in writing, within 10 business days from receipt of the notification of the overall clerkship rating and/or recommended remediation.
3. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for details regarding reappraisals.  
(<https://cumming.ucalgary.ca/mdprogram/about/governance>)
4. If the UME Student Evaluation Committee sustains the evaluation, the student shall have the following options.
  - a) Meet again with the Assistant Dean, Clerkship and/or Associate Dean UME to reconsider the suggested appropriate remedial work.

**OR**

  - b) The student may appeal to the UME University Faculty Appeals Committee. Please refer to the CSM UME Academic Assessment and Graded Term Work Procedures for procedure for appeals. <https://cumming.ucalgary.ca/mdprogram/about/governance>

#### **F. The Medical School Transcript**

1. A satisfactorily completed rotation will appear on the medical school transcript as a credit.
2. A rotation signed off as “Satisfactory with Performance Deficiencies” will appear as a credit on a student’s medical school transcript.
3. A failure on a mandatory rotation with a required repeat of the complete rotation will appear on the student’s medical school transcript as an F grade.

### **SECTION 5: PERMISSION TO DEFER AN EVALUATION DURING CLERKSHIP**

#### **A. Clerkship Evaluation Deferrals**

**All requests for deferred clerkship evaluations (formative and summative) will be subject to the following policy. Any requests to defer must be submitted in writing directly to the Assistant Dean, Clerkship and/or Associate Dean UME.**

#### ***References:***

- *University of Calgary Website:* <https://www.ucalgary.ca/registrar/exams/deferred-final-examinations>
- *How to Apply for a Deferral of an Examination:*  
<https://cumming.ucalgary.ca/mdprogram/current-students/deferring-evaluation>

[Application for Deferred Exam Form](#)

1. **Timing of deferrals:** It is recognized that deferrals of clerkship evaluations require particular consideration related to the timing of CaRMS applications. For this reason, students requesting a deferral of a clerkship evaluation may apply to write the deferred exam during:
  - a) another clerkship exam date as long as the student does not have another exam scheduled on that date
  - b) the end-of-year dates (varies by year, but typically within the first two weeks after the end of scheduled clerkship rotations)

2. **Please be aware:**

- Failure of the first attempt of any examination may require the student to undergo a period of remediation and re-write of the examination under the direction of the relevant clerkship committee.
- Clerks are fully responsible for ascertaining whether the Assistant Dean, Clerkship and/or Associate Dean UME has approved or denied a request for a deferred final examination and where/when the deferral will take place.
- Lack of writing a final examination does not guarantee approval of a deferred examination. The *final* authority to grant or deny a deferred final examination is vested with the Assistant Dean, Clerkship and/or Associate Dean UME. Deferred final examinations will not be granted if it is determined that just cause is not shown by the student.

3. **Acceptable reasons for deferral:**

A request for deferral of a final examination may be granted to students who are prevented from writing the exam for the following reasons:

- a) Illness or Medical Emergency
- b) Domestic Affliction
- c) Religious Conviction
- d) Other (faculty approved activities)

<https://cumming.ucalgary.ca/mdprogram/current-students/deferring-evaluation>

[Application for Deferred Exam Form](#)

4. **How to Apply for a Deferral of an Examination**

- a) Requests for deferrals must be submitted as soon as possible, and *before* the student writes the scheduled exam. Students submitting a final examination for marking may not subsequently request a deferred final examination. Should a student write and hand in an examination for grading and later request the cancellation of the examination and a deferred examination or a retroactive withdrawal, such a request will be denied (<https://calendar.ucalgary.ca/pages/c53034e7579d4455815e37ce1c1f80da>). Requests for deferral due to illness or domestic affliction that arises on the day of the exam will not be accepted beyond two business days after the scheduled final exam.

- b) A student who wishes to defer a final examination must contact the Assistant Dean, Clerkship and/or Associate Dean UME prior to the examination date to request an approved deferral.
- c) The written Application for Deferred Final Examinations form must be submitted by the Student to Assistant Dean, Clerkship and/or Associate Dean UME for consideration. Requests for deferral of a clerkship exam should not be issued to the clerkship committee for the particular rotation. Application for Deferred Exam form - [Application for Deferred Exam Form](#)
- d) The written application for deferral must specify the preferred deferral period.
- e) The decision to grant or deny a deferral request should be issued in writing to the clerk within 3 days of the request, and before the regularly scheduled exam date.
- f) In emergent situations, the student can request a deferred examination by contacting the Assistant Dean, Clerkship by email and/or by telephone to the UME office.

<https://cumming.ucalgary.ca/mdprogram/current-students/deferring-evaluation>

[Application for Deferred Exam Form](#)

## **B. Illness Or Medical Emergency**

If a student is ill the day of the exam, the student must immediately notify the UME Evaluation team and/or UME exam invigilator of their situation before the start of the scheduled examination.

The written Application for Deferred Final Examinations form must be submitted by the Student to Assistant Dean, Clerkship and/or Associate Dean UME. Supporting documentation is not required at the time of your application submission. However, you must be able to provide supporting documentation if requested by UME no later than two business days after the scheduled final exam.

## **C. Illness that develops during an exam**

If, during the course of an examination, a student becomes ill or receives word of domestic affliction, they should notify the exam invigilator, hand in their unfinished paper and request that it be cancelled. Normally, students are not permitted to request a cancellation of their examination once 50 per cent of the examination time has passed. The written Application for Deferred Final Examinations form must be submitted by the Student to Assistant Dean, Clerkship and/or Associate Dean UME. Supporting documentation is not required at the time of your application submission. However, you must be able to provide supporting documentation if requested by UME no later than two business days after the scheduled final exam. Students who do not apply for a deferred final examination within this time-period will not be considered for a deferred final exam (<https://calendar.ucalgary.ca/pages/c53034e7579d4455815e37ce1c1f80da>).

Since there may be a very short time period between the application deadline date and the writing of deferred exams, it is the student's responsibility to ascertain whether or not the Assistant Dean, Clerkship and/or Associate Dean UME has approved the application and to obtain the deferral timetable.

Students with a disability who require special arrangements for their final examination must contact the Student Accessibility Services (SAS) - <https://live-ucalgary.ucalgary.ca/student-services/access>. Contact with SAS must be initiated as early as possible. Students who are awaiting an assessment with SAS are strongly advised to not complete any summative examinations until their accommodations are in place. Receiving an unsatisfactory result on an exam while awaiting an accommodations decision is not grounds for a reappraisal of that exam (i.e. accommodations will not be applied retroactively).

#### **D. Religious Observance**

Students unable to attend an examination due to religious observance must contact the Assistant Dean, Clerkship and/or Associate Dean UME immediately after publication of the examination schedule, and at least two weeks prior to the first date of the final exam period.

If a formative or mid-term evaluation lands on a religious observance day, students must give two weeks' notice to the Assistant Dean, Clerkship and/or Associate Dean UME. The Assistant Dean, Clerkship and/or Associate Dean UME will discuss alternative courses of action (another test date or transferring the percentage weight for the test to the final examination). Religious observance does not preclude a student from meeting the requirements of the course or from having to meet deadlines for submission of assignments. Students who miss classes or clinical duties for religious observance must make-up the material covered on their own.

The university reserves the right to require proof of religious observance.

#### **E. Unforeseen Reasons**

Students absent from a final examination due to unforeseen reasons must notify the Office of the UME within two business days of the missed examination. Students who are eligible but do not apply for a deferred final examination by this prescribed deadline shall automatically lose this privilege. Students who have been granted a deferred final, but who do not show just cause within two business days of the examination for not writing at the prescribed time, shall automatically lose the privilege of further deferral in that course.

Except in the case of a granted deferral, it is not possible to write an examination on any date other than the scheduled date.

#### **F. Loss of Privilege**

A student will automatically be considered to have an unsatisfactory performance and lose the **privilege of further deferral** in the course if the student does not appear for a scheduled examination without just cause or if a student who has been granted deferral finals but does not show just cause (within two business days after the scheduled examination) for not writing at the prescribed time.

A student may be refused permission (debarment) to write a final examination in a course, on the recommendation of the department concerned and with the concurrence of Assistant Dean, Clerkship and/or Associate Dean UME, in the following circumstance:

1. The student has neglected to complete all 'must complete' rotation requirements as outlined in Section 3 F above.



2. The student has a pending appearance at the Student Academic Review Committee (SARC); as per the SARC Terms of Reference, students who are required to appear before SARC for academic reasons will not be allowed to write a summative examination (including rewrites) until the SARC appearance is complete.

### **G. Special Request for Deferral to Present Academic Papers**

The Faculty encourages student research and presentation of work at national forums and in peer-reviewed publications. On occasion, such presentations fall on the same day as a final examination. If possible, all efforts should be made to change the date of presentation or the meeting to which abstracts are submitted to avoid a final examination deferral.

To apply for a special circumstances deferral, the student must obtain prior approval from the relevant Course Chair/Clerkship Director and Evaluation Coordinator. Following this approval, the student will then make an appointment to meet with the Assistant Dean, Clerkship and/or Associate Dean UME to review the situation. If the Assistant Dean, Clerkship and/or Associate Dean UME grants approval for the deferral, the student will be expected to write the examination during the timetabled deferral/rewrite examinations for that academic year, unless otherwise directed by the Assistant Dean, Clerkship and/or Associate Dean UME.

Departmental Clerkship Committees are advised to inform the Assistant Dean, Clerkship and/or Associate Dean UME, regarding recommendations for debarment as soon as possible in advance of the final examination.

[Application for Deferred Exam Form](#)

## **SECTION 6: REQUESTS FOR DIFFERENT ASSIGNMENT – MEDICAL STUDENTS**

Situations may arise where a clerkship student would prefer an alternative site for a scheduled learning experience. Situations where this is and is not allowed are described in the relevant policy: **Request For Different Assignments - Medical Students**

Students should not be evaluated by individuals who have been their health care providers. Processes and procedures to address a situation where a student is scheduled to work with a former care provider are covered in the relevant policy: **Role Conflict: Physicians as Care Providers and Teachers (MD Program)**

<https://cumming.ucalgary.ca/mdprogram/about/governance>

## **SECTION 7: PROCEDURE FOR DEALING WITH REQUESTS FROM OUTSIDE STUDENTS WISHING TO TAKE PART OR ALL OF THEIR CLERKSHIP YEAR AT THE UNIVERSITY OF CALGARY**

Occasionally, we receive requests from senior medical students from other medical schools to take part or all of their clinical clerkship in Calgary, usually because of personal reasons. These students are not requesting admission to the Cumming School of Medicine at the University of Calgary and, upon successful completion of their clerkship year, will receive their M.D. degree from their home university.

### **A. PROCEDURE**

1. Only applicants currently or formerly enrolled in a medical school accredited by the LCME and the Committee for the Accreditation of Canadian Medical Schools will be considered.
2. Students must have completed satisfactorily the entire pre-clerkship training program at their university of origin and must be in their final clinical year. To process the request for transfer, the student must send transcripts accompanied by a letter outlining why they wish to take part or all of their clerkship studies in Calgary.
3. The Associate Dean UME or designate will discuss with their counterpart in the student's university of origin, the student's pre-clinical performance and the reasons for the request. The Associate Dean UME or designate will determine if it is feasible to consider having the student take part or all of their clerkship year in Calgary. This will be dependent on local resources to ensure that the visiting student will not displace University of Calgary students.
4. The student must produce a letter of recommendation stating that they are in good standing from the Associate Dean UME of their university of origin. This letter should also include their university of origins specific requirements to meet their clerkship objectives.
5. The UME Student Academic Review Committee must approve all requests for visiting students wishing to do their entire clerkship year at the University of Calgary. This Committee can consider these requests provided that:
  - a) There is support from the Associate Dean UME or designate at the University of Calgary and the counterpart of the Canadian University from which the visiting student will graduate. This must include justification for the request from the sponsoring university and confirmation of good academic standing in their university of origin.
  - b) There are sufficient resources at the University of Calgary such that the visiting student will not displace University of Calgary students (Minutes of the UME Student Academic Review Committee, March 14, 1997).

## SECTION 8: GUIDELINES FOR ILLNESS AND LEAVES OF ABSENCE

### A. GENERAL

The clerkship shall be of 68 weeks duration.

### B. ILLNESS AND LEAVE OF ABSENCE

Because of the professional responsibilities of the clinical clerk, the reason for any unexpected absence from a clerkship rotation will be made known to the Clerkship Director or the immediate preceptor. **In all cases, students must submit the online absence form on OSLER and inform their attending/preceptor and senior resident. Students must follow the guidelines regarding absences in the core document of each rotation.**

#### 1. Medical Appointments

For individual medical appointments booked in advance, students must inform preceptors and senior resident of the appointment in a timely manner prior to the appointment day. The student will minimize time away to time required for travel to and from the appointment.

If multiple anticipated absences are required, then the student must book an appointment with the Assistant Dean, Clerkship and/or Associate Dean UME to discuss impact on completion of clerkship requirements.

#### 2. Illness

In the case of illness, the Assistant Dean, Clerkship and/or Associate Dean UME and the Departmental Clerkship Committee will judge whether a student's absence from a rotation has significantly affected the satisfactory completion of that rotation. Clerkship Director, Assistant Dean, Clerkship and/or Associate Dean UME may require physician's note if a student:

- missed mandatory component of rotation
- has repeated episodes of illness
- has illness of >3 days duration

Each clerkship rotation may have separate policies on making decisions on the necessary adjustments to the student's program. The student is asked to refer to each clerkship core document regarding that clerkship's specific policy.

Repeated documented illnesses, even of shorter duration than three days, will be brought to the attention of the Assistant Dean, Clerkship and/or Associate Dean UME. This may lead to a meeting with the student and the need for further documentation related to a pattern of repeated or unusual absences and the possible effect on student performance. Please refer to the Leave of Absence Guideline for details regarding leaves of absence.

(<https://cumming.ucalgary.ca/mdprogram/about/governance>)

If student illness occurs on an examination date, please refer to the Examination Deferral Policy included in this document.

## SECTION 9: POLICIES, GUIDELINES AND OTHER RELEVANT INFORMATION

Please refer to the Undergraduate Medical Education website (<https://cumming.ucalgary.ca/mdprogram>) on policies, guidelines and other relevant information.

UME Policies, Guidelines, Forms and Terms of Reference (TOR)  
<https://cumming.ucalgary.ca/mdprogram/about/governance>

Relevant Clerkship Policies and Guidelines:

- Attire Guideline
- Clerkship Student Feedback Policy
- Clerkship Work Hours Policy
- CSM Reappraisal of Graded Term Work and Academic Assessments
- CSM UME Academic Assessment and Graded Term Work Procedures
- DLRI Housing Policy
- Electives Diversification Policy
- Exam Reviews Policy
- Leave of Absence Time Away Guidelines
- Medical Student Travel Policy
- MSPR - Medical Student Performance Review Policy
- N95 Mask Fit Test Policy
- Off Site Examination
- Parking - Medical Students
- Request For Different Assignments - Medical Students
- Role Conflict: Physicians as Care Providers and Teachers (MD Program)
- Safety - Medical Students
- Student Accident and Incident Reporting Policy
- Student Accident and Incident - Protocol Flowchart
- Student Evaluation Development and Maintenance Policy
- Student Files

AHS attending work with covid-19 symptoms or a positive covid-19 test for health care workers.  
<https://extranet.ahsnet.ca/teams/policydocuments/1/clp-ahs-attend-work-covid-symptom-1188.pdf>

AHS Frequently Asked Questions  
<https://www.albertahealthservices.ca/assets/info/ppih/if-ppih-attending-work-with-covid-symptoms-directive-faq.pdf>

Precision Equity & Social Justice Office (PESJO) - Cumming School of Medicine's centralized resource for promoting equity, accessibility, and authentic belonging. Formerly the Office of Professionalism, Equity and Diversity (OPED).

<https://cumming.ucalgary.ca/office/precision-equity-social-justice/home>

Safe Reporting at the Cumming School of Medicine

<https://cumming.ucalgary.ca/office/precision-equity-social-justice/mistreatment-reporting/report-mistreatment-concern>

Safe Reporting at CSM- Process Map

<https://cumming.ucalgary.ca/sites/default/files/teams/7/Mistreatment%20Reporting/Process%20Map%20Informal.pdf>

Students Emergency/Crisis Support

<https://cumming.ucalgary.ca/mdprogram/ume-advice-student-emergency-crisis>

Student Advocacy & Wellness Hub

<https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home>

AMA Physician and Family Support Program

<https://www.albertadoctors.org/membership/benefits/pfsp/>

(Toll-free 1.877.767.4637; 1.877.SOS.4MDS)

Protocol for Injuries, Incidents and Exposures (Needle Stick or other exposures)

<https://cumming.ucalgary.ca/sites/default/files/teams/4/Policies/I/New%20flow%20sheet%2C%20Updated%20March%202022.pdf>

Guidelines for dealing with late clerkship ITER

<https://cumming.ucalgary.ca/mdprogram/current-students/clerkship/guidelines-dealing-late-clerkship-iter>

Emergency/Disaster Management (Student Helpful Links on OSLER)

[Emergency/Disaster Management | Insite \(albertahealthservices.ca\)](#)

Emergency Response Codes and Plans (Student Helpful Links on OSLER)

[Emergency Response Codes | Insite \(albertahealthservices.ca\)](#)

**Lockers for clinical clerks** (Student Helpful Links on OSLER)

<https://osler.ucalgary.ca/> (<https://osler.ucalgary.ca/ume/misc/Reference-Lockers-for-Clinical-Clerks.pdf>)

**Alberta Children's Hospital:** lockers installed in Corridor AO-400. This is located on the basement level of ACH just outside the staff fitness centre and they are in the stairwell down the corridor from the Mental Health Unit. Students must supply their own lock.

**Foothills Medical Centre:** Lockers are located on the ground level in the corridor between the Health Sciences Centre and the Foothills Medical Centre. Locks are in place on all lockers, with combinations provided by the UME office.

**Peter Lougheed Centre:** lockers installed in the Doctor's Lounge, Room 1619, Main Floor, corridor toward the Emergency Department. Code required.

**Rockyview General Hospital:** lockers installed in in the area beyond doorway 3A104 (Holy Cross A.C.C. and Fisher Building Basement Level).

**South Health Campus:** lockers installed in the Resident Lounge, 4<sup>th</sup> Floor, Room 480100.

### Study Spaces/Libraries for clinical clerks

**Alberta Children's Hospital:** Knowledge Resource Service - the library is located on the 2nd floor (A2-908) of the Alberta Children's Hospital. After entering the main doors of the hospital, walk past Emily's Window Gift Shop and take the stairs to the right. At the top of the stairs, you'll find the entrance to the Family and Community Resource Centre (FCRC) and to the ACH Knowledge Centre. The Knowledge Centre is located on the left side of this space.

**Foothills Medical Centre:** located within the Tom Baker Cancer Centre and will be relocating to the Calgary Cancer Center once it is open and expanding the offerings for group meeting/group workspaces, study spaces and comfortable rest areas.

**Health Sciences Centre:** The library offers study and collaboration space, computer classrooms, physical collections, and expert assistance with searching the medical literature. Learners who are completing clinical placements at the Foothills Medical Centre can access the library and study spaces at the medical school as the buildings are connected.

**Rockyview General Hospital:** located on the fourth (main) floor of the Fisher building

**South Health Campus:** Knowledge Resource Centre prominently located on the main floor of the hospital.

There is no library at the Peter Lougheed Centre, but all of the hospitals have both student lounges and a doctor's lounge which are available for the use. These are generally very quiet during non-business hours and are used by students as study spaces.

AFMC Undergraduate Students Resources

<https://www.afmc.ca/resources-data/education/undergraduate-students-electives-md-graduates/>

Canada's Portal for Residency Program Promotion (CANPREPP)

<https://canprepp.ca/>

### **Multi-Faith Spaces on University of Calgary campuses and Hospitals**

**U of C Faith & Spirituality Centre:** <https://www.ucalgary.ca/student-services/faith-spirituality>

<https://www.ucalgary.ca/live-uc-algarey-site/sites/default/files/teams/19/2021%20Multi-Faith%20Space%20-%20TOR.pdf>

**Health Sciences Centre:** Room 1001 just above the security desk by the lot 6 entrance

**Alberta Children's Hospital:** second floor "sacred space"

**Foothills Medical Centre:** Chapel, Main Floor, Special Services Building

**Peter Lougheed Centre:** Main Floor, South Entrance

**Rockyview General Hospital:** 4 Floor. Main floor link between Highwood building and Fisher building

**South Health Campus:** main level on the west side of 'Mainstreet'

### **Pager information**

If your pager is lost, stolen, or broken/damaged, please contact the UME for a replacement. You will need to bring another cheque for \$250 which we will deposit.

If your pager is not working properly, take it to the Information Desk in the main lobby of any of the hospitals so they can send the pager away for repair. Please ensure that you let them know that you are a clerk from the UME. You will be given a replacement pager. Make sure that the substitute pager is linked to your pager number as that is the number which appears on the distributed Pager List. You will have to pick up the repaired pager at the same hospital at which you dropped it off. Return the borrowed pager, making sure it is un-linked to your pager.

**K-Bro Linen Systems personnel staff Linen/Uniform Distribution Rooms**

Office Hours: 06:30 – 15:30 or 07:00 – 16:30

(Please note that business hours are subject to change without prior notice and may vary by site location)

SITE LOCATION	LOCATION	TELEPHONE #
ACH	Lower Level – Room AO515	403-955-5072
FMC	Main Basement – Room B21	403-944-1300
PLC	Basement – Room 213	403-943-4917
RGH	Basement Highwood 3N14	403-943-3435
SHC	Level 0 – Room 060085	403-956-1070 Vocera “Linen”

**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 (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Appendices:

## Appendix I

### CEL Elective Objectives/Evaluation

#### Community Engaged Learning (CEL) Elective

##### Goal:

The goal of the CEL elective is to provide students with a learning experience that allows them to develop the knowledge, skills, and attitudes required to work effectively with people from marginalized communities and to understand the perspectives of individuals within these groups.

##### Terminal objectives:

At the end of this CEL elective, students will be able to:

- 1) Demonstrate exploration of social and structural contextual factors in a patient's life that may influence their wellness, views of health and access to care.
- 2) Demonstrate skills and qualities required to respectfully interact with marginalized populations using a patient-centered approach.
- 3) Demonstrate a reflective process to confront and challenge personal biases, stigma and stereotypes.
- 4) Describe the role/value of interdisciplinary teamwork and holistic care that extends beyond the health system to include social work, law, and community services.
- 5) Discuss the concept of social accountability<sup>1</sup> in medicine and the importance of cultivating a culture of civic responsibility<sup>2</sup> in the medical profession.
- 6) Discuss the knowledge required to develop respectful community relationships with Indigenous communities, including Elders, and understand the impacts of intergenerational trauma.
- 7) Contextualize Indigenous knowledge and ways of knowing and learning in the provision of patient-centered care to equity deserving populations, including Indigenous patients.
- 8) (for non-Indigenous students) Discuss the process of critically examining our own positionality as settlers and its impact on engaging with Indigenous communities.

1. Social accountability is defined by the WHO as “the obligation [of medical schools] to direct their education, research and service activities towards addressing priority health concerns of the community, region, and/or nation they have a mandate to service. The priority health concerns are to be identified jointly by governments, health care organizations, health professions and the public.”
2. A culture of civic responsibility is one where “physicians feel not only an individual obligation to their patients but also a collective obligation to local and global communities.”



## Appendix II

### IPE Elective Objectives/Evaluation

#### Interprofessional Education (IPE) Elective:

##### Goal:

The goal of the IPE elective is to provide students with a learning experience that allows them to develop the knowledge, skills, and attitudes required to function effectively within a multidisciplinary healthcare team.

Ancillary goals include:

- Enhance understanding of interprofessional collaboration
- Improve understanding of the roles of other health care professionals
- Foster mutual respect among health professions
- Provide an opportunity to develop collaboration skills with other health profession staff and students

##### Terminal objective:

At the end of this IPE elective, the student will demonstrate effective collaboration with patients, other learners, medical faculty, and other health professionals in the clinical environment.

##### Assessment of performance:

Upon completion of the learning experiences, the performance of the student will be rated on the scale below that is a modified version of the Team Performance Scale described by Thompson et al.<sup>1</sup> The student will be rated by a physician and non-physician rater of their choice and to achieve the threshold for acceptable performance the student must receive a score of  $\geq 2$  on  $\geq 5$  of the behaviours listed below based upon the ratings of both raters.

##### Team Member Performance Scale

Based on your **OVERALL** experience with this student, please estimate **HOW OFTEN** the following occurred using the scale: 1=None of the time; 2=Some of the time; 3=Most of the time.

			None of the time	Some of the time	Most of the time
1.	The student paid attention during group discussions.	n/a	1	2	3
2.	The student made effort to participate in discussions.	n/a	1	2	3
3.	The student explained their point of view.	n/a	1	2	3
4.	The student helped other team members to understand by paraphrasing what they were saying.	n/a	1	2	3
5.	The student encouraged others to express their opinions.	n/a	1	2	3
6.	The student respected different points of view.	n/a	1	2	3
7.	The student resolved differences of opinion by openly speaking their mind.	n/a	1	2	3
8.	The student worked to come up with solutions that satisfied all members.	n/a	1	2	3
9.	The student received criticism without making it personal.	n/a	1	2	3
10.	The student willingly participated in all relevant aspects of the team.	n/a	1	2	3

##### References:

1. Thompson BM, Levine RE, Kennedy F, et al. Evaluating the Quality of Learning-Team Processes in Medical Education: Development and Validation of a New Measure. *Acad Med.* 2009;84(10):S124-S127.

## Appendix III

### Entrustable Professional Activities (EPA) Assessment

EPA assessments are used to inform the work of the Competency Committee for all students in clerkship: students can reference the terms of reference of the Competency Committee for details.

<https://cumming.ucalgary.ca/mdprogram/about/governance>. EPA assessments are not used for other purposes and do not appear on the student transcript or MSPR.

The Undergraduate Medical Education Committee (UMEC) has directed the clerkships to proceed with collecting data on student performance on a measure of Entrustable Professional Activities (EPAs) as defined by the AFMC <https://www.afmc.ca/resources-data/education/undergraduate-students-electives-md-graduates/> [https://www.afmc.ca/wp-content/uploads/2022/10/AFMC\\_Entrustable-Professional-Activities\\_EN\\_Final.pdf](https://www.afmc.ca/wp-content/uploads/2022/10/AFMC_Entrustable-Professional-Activities_EN_Final.pdf) ; see page 7 specifically)

This is designed to be as streamlined as possible for both students and evaluators (faculty and residents). Each student will be expected to request a preceptor to complete EPA assessments during their clinical rotations. These will be very straightforward assessments of a single EPA at a time using a three-point scale (modified from Ottawa Clinic Assessment Tool and in concert with the University of Alberta):

2—“I had to talk them through”—i.e., Able to perform some tasks but requires repeated directions

3—“I had to direct them from time to time”—i.e., Demonstrates some independence, but requires intermittent prompting – **this level of performance indicates that a learner is ready for ‘reactive supervision’, which is expected for a graduating medical student**

The platform to complete this assessment will be on one45 (the same tool used for ITERs). It can be completed by an attending physician or resident; non physicians cannot complete an EPA assessment. EPA assessments do not have to be pre-arranged. After a patient encounter, students can then request that a preceptor complete one or more EPA assessments.

The total minimum number of EPAs to be assessed was determined through a multistep process combining input from both the Clerkship Directors and the members of the Competency Committee. Students will need to demonstrate satisfactory performance on a total of 43 EPA assessments in the clerkship. The detailed breakdown of the number of EPA assessments required for each of the 12 EPAs is in the table below:

EPA	Description	At or above the minimum expectation for the first day of residency. (i.e. REACTIVE SUPERVISION)*
1	Obtain a history and perform a physical examination adapted to the patient's clinical situation	8 (should be demonstrated in > 1 clerkship)
2	Formulate and justify a prioritized differential diagnosis	4
3	Formulate an initial plan of investigation based on the diagnostic hypothesis	4
4	Interpret and communicate results of common diagnostic and screening tests	4
5	Formulate, communicate and implement management plans	4
6	Present oral and written reports that document a clinical encounter	4
7	Provide and receive the handover in transition of care	2
8	Recognize a patient requiring urgent or emergent care, provide initial management and seek help	3
9	Communicate in difficult situations	2
10	Participate in health quality improvement initiatives	1
11	Perform general procedures of a physician	4 (should be demonstrated from > 1 procedure)
12	Educate patients on disease management, health promotion and preventative medicine	3

\*The expectation for first day residents in any program is that they are ready for reactive supervision in the 12 Undergraduate Medical Education EPAs (<https://cumming.ucalgary.ca/mdprogram/about/objectives-competencies>)

While these are expected minimums for completion, there is no upper limit on the number of EPAs that a student could have assessed. There will undoubtedly be situations where a preceptor agrees to complete an EPA evaluation for a clerk but doesn't follow through. As long as the clerk has completed all of the required EPA assessments by the end of clerkship, those that are not completed won't matter. Keep in mind that the expectation is that clerks will have some EPA assessments that aren't 'successful' (i.e. rated as a 2, not a 3).

For example, a student will regularly 'present oral or written reports that document a patient encounter' – EPA 6. They may ask 10 preceptors to complete EPA assessments on EPA 6. Of those 10, two aren't completed (preceptor forgot); four are completed and rate the student as a '2'; and four are completed with the student rated as a '3'. That student has met the requirement for EPA 6, as they now have the required four satisfactory EPA assessments (indicating, as described above, that they are ready for 'reactive supervision'). The fact that the student took ten 'tries' to complete this is irrelevant.

While students will be expected to collect EPA assessments regularly on their clinical rotations, some EPA assessments will also be completed through the Clerkship OSCE. By the end of clerkship, students must have EPAs that have been completed by at least four different preceptors/residents. This should be easily achieved.

The step-by-step process is (see screen shots below):

1. Student on a clinical rotation completes a task that matches with an identified EPA
2. Student asks faculty or resident to complete an EPA evaluation of this task that has been observed; this can be at any time during a rotation
3. Student logs into one45, selects the preceptor and sends the preceptor a request to complete a specific EPA evaluation (or could be more than one)
4. Evaluator logs into one45 and completes EPA evaluation by ticking one of two boxes and providing optional narrative feedback

### Forms to send

---

Choose a new form to send

Form
<input type="checkbox"/> EPA 1 – Obtain a history and perform a physical examination
<input type="checkbox"/> EPA 2 – Formulate and justify a prioritized differential diagnosis
<input type="checkbox"/> EPA 3 – Formulate an initial plan of investigation based on the diagnostic hypotheses
<input type="checkbox"/> EPA 4 – Interpret and communicate results of common diagnostic and screening tests
<input type="checkbox"/> EPA 5 – Formulate, communicate and implement management plans
<input type="checkbox"/> EPA 6 – Present oral and written reports that document a clinical encounter
<input type="checkbox"/> EPA 7 - Provide and receive the handover in transitions of care
<input type="checkbox"/> EPA 8 - Recognize a patient requiring urgent or emergent care, provide initial management and seek help
<input type="checkbox"/> EPA 9 - Communicate in difficult situations
<input type="checkbox"/> EPA 10 - Participate in health quality improvement initiatives
<input type="checkbox"/> EPA 11 - Perform general procedures of a physician
<input type="checkbox"/> EPA 12 - Educate patients on disease management, health promotion and preventative medicine

Form to send  
cl2024 EPA 1 - Obtain a history and perform a physical examination x

**Step 1 - Select an event**

Jan 9, 2023 - May 12, 2024 Clerkship EPA V.2 (Clerkship)

Clerkship EPA V.2 (Clerkship)  
Jan 9, 2023 - May 12, 2024

CONTINUE TO STEP 2 →

**Step 2 - Select a date**

**Step 3 - Choose who will be assessing you**

Form to send  
cl2024 EPA 1 - Obtain a history and perform a physical examination x

**Step 1 - Select an event**

Jan 9, 2023 - May 12, 2024 Clerkship EPA V.2 (Clerkship)

**Step 2 - Select a date**

Jan 24, 2023

**Step 3 - Choose who will be assessing you**

Greenfield, Gavin (attending) [show selections](#)

Q SEARCH

**From search:**

Select: [all](#) [none](#)

Greenfield, Gavin (attending)
 

---

BACK TO STEP 2
✔ SEND FORM

Students see the results as soon as the evaluator submits them.

Preceptors will essentially see a one question form, requiring them to tick one of three choices to assess the student performance on a single EPA. There will be a comment box for feedback. Faculty can opt out of completing the form, and it will vanish from their to do list on one45 in 14 days if not completed.

What is your assessment of this student's performance on this case?

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

Below expectations for first day of residency with some concerns. Please write what you observed in the comment box below.  Still developing towards the minimum expectation for the first day of residency.  At or above the minimum expectation for the first day of residency. (i.e. REACTIVE SUPERVISION)\*

Comments

\*The expectation for first day residents in any program is that they are ready for reactive supervision in the 12 Undergraduate Medical Education EPAs (<https://cumming.ucalgary.ca/mdprogram/about/objectives-competencies>)

Definition of reactive supervision:

Reactive supervision is indirect supervision where the supervisor is not in the room with the learner but is quickly available on request.

The amount of work for students and evaluators should be minimal in order to prevent this data collection from being too arduous. The EPA assessments and any attached comments will not be a component of the MSPR. The EPA assessments will only be used by the Competency Committee to demonstrate readiness to graduate. UME will monitor the completion of these EPA assessments and may have to modify procedures and processes.

## EPA Student Report

Log into One45: <https://calgary.one45.com/>  
Click on Report Center and choose “EPA Achievement Report”

Reports Center

<p><b>Assessment count per competency or EPA</b></p> <p>Reports how many times you were assessed against a given competency or EPA for each rotation.</p>	<p><b>Competency/EPA Summary Report</b></p> <p>A summary report that provides an overview of how a learner is progressing for each competency or EPA.</p>	<p><b>EPA Achievement Report</b></p> <p>Displays the progress of each EPA based on its assessment plan.</p>	<p><b>EPA Detail Report</b></p> <p>A report that displays, for each EPA, a summary of all questions.</p>
<p><b>EPA Status Report</b></p> <p>[Formerly EPA Achievement Report] Displays a count of how many EPAs are required, pending completion, completed, and how many EPAs meet the minimum score for achievement set by your program or institution.</p>	<p><b>Narrative Feedback</b></p> <p>Summary of narrative feedback by competency or EPA.</p>	<p><b>Spidergraph</b></p> <p>Radar plot of performance against EPAs or competencies.</p>	<p><b>Trajectory Summary Report</b></p> <p>Reports on performance relative to EPAs or competencies over time.</p>

Set your dates!

### EPA Achievement Report (Frodo Baggins)

Displays the progress of each EPA based on its assessment plan.

**Create new report**

View assessments between

01/09/2023 and 05/12/2024

Include assessments of

Clerkship EPAs

**View report**

Must click a day or it will not actually change the date

### EPA 2 – Formulate and justify a prioritized differential diagnosis

EPA Status 75% Mark achieved

Criteria	Counted toward required observations	Required	Progress
Collect 4 observations of achievement	4	4	100%
• Threshold score of 3 - At or above the minimum expectation	2	4	50%

Evaluation status	Count
Expired/deleted	1
Pending	0
Completed	4
Completed with a min. overall score of 2	4

Insuring the achievement level of 3.

## Appendix IV

### Clinical Pharmacology Resources

You can find a great resource for helping to manage your knowledge of clinical pharmacology in the clerkship here: <https://core.ucalgary.ca/other/clinical-pharmacology/>. This document has been prepared to list the 100 most commonly encountered drugs in our clinical practice. It includes documentation of where in the curriculum you will have seen these drugs introduced.

Within the document there are further links that connect to other, related pharmacology resources.