



Undergraduate Medical Education (UME) Medical Doctor Program (MD) Course Outline

Land Acknowledgement
Territorial Land Acknowledgement https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement

Course Number:	MDCN 513
Course Title:	Clerkship Selectives
Dates:	Jan 6, 2025 – Apr 26, 2026
Schedules and classroom locations:	All information, including day to day detailed schedule with dates, times and locations of learning events, is located on the curriculum management system currently named OSLER. For clerkship: rotation schedule & location information will be emailed

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Course Description
University of Calgary calendar (https://calendar.ucalgary.ca/) https://calendar.ucalgary.ca/courses?cq=&career=Medicine%20Programs&page=1

Supplementary Fees/Costs
Medical School Costs https://cumming.ucalgary.ca/mdprogram/current-students/financial-aid/medical-school-costs Financial Planning and Support Links https://cumming.ucalgary.ca/mdprogram/future-students/financial-aid/financial-planning-and-support-links

Learning Resources
All learning resources will be found on Fresh Sheet and on the curriculum management system currently named OSLER.
Learning Objectives
Selective Objectives Medical Expert Students completing a selective rotation will practice medicine within a defined scope of practice under the supervision of experienced physicians. Key presentations within the specific discipline should be identified

between the student and physician at the beginning of the selective rotation. By the end of the selective rotation students will be able to:

1. Apply knowledge of the clinical and basic sciences pertinent to the selective discipline.
2. Perform a patient-centered clinical assessment including eliciting a history, performing a physical examination, and selecting appropriate investigations pertinent to the discipline.
3. Synthesize information gathered during a medical assessment for the purposes of presenting to other medical professionals and planning ongoing care and follow-up.
4. Formulate a patient-centered management plan, with appropriate support, that considers the importance of the medical issues faced, and the goals of care of an individual and/or family.

Communicator

Students completing a selective rotation will form relationships with patients and their families through gathering of current and historical medical information. Key communication concepts central to the selective discipline should be discussed at the beginning of the selective rotation (e.g. managing disagreements or emotionally-charge conversations). By the end of the selective rotation students will be able to:

5. Communicate with patients and families using a patient-centered approach, specifically being sensitive to sexual orientation and gender identity, cultural beliefs, attitudes and behaviours, and socio-cultural factors.
6. Share medical information with patients and rotation supervisors clearly, accurately, and concise.
7. Document clinical encounters in a manner that is accurate, clear, and concise, that is appropriate to the selective discipline.

Collaborator

During their selective rotation, students may interact with resident physicians, allied health professionals, participate in team rounds, and other collaborative discussions. By the end of the selective rotation students will be able to:

8. Establish positive relationships with colleagues and supervisors during the selective rotation that fosters respectful shared decision making appropriate to the level of the student.

Leader

Students completing selective rotations contribute to the overall functioning of the clinical team and are the next leaders of a high-quality healthcare system. By the end of the selective rotation students will be able to:

9. Exhibit professional behaviour and attitudes, including an awareness of limitations and their own personal well-being.

Health Advocate

Students will work with patients and families and their preceptors to understand concepts of health prevention, health promotion, and advocacy that may be relevant to their selective discipline. By the end of the selective rotation students will be able to:

10. Advocate for patients' health and social well-being needs, while recognizing the limitations of working within a resource constrained system.
11. Demonstrate knowledge of disease prevention and health promotion for individual patients and appropriately incorporate these concepts to their selective discipline.

Scholar

Students will demonstrate commitment to a personalized continuous learning plan during their selective rotation which may include peer-to-peer teaching, presenting to others, and/or evaluation of evidence in the literature relevant to the selective discipline. By the end of the selective rotation students will be able to:

12. Formulate clear clinical questions and apply an evidence-based approach to solving these questions.
13. Identify opportunities for ongoing learning through reflection on presentations seen during the selective rotation and how they may apply to other clinical situations.

Professional

Students will hold themselves to high ethical standards of behaviour, personal accountability, and will be committed to the health and wellbeing of others while maintaining and reflecting on their personal health. By the end of the selective rotation students will be able to:

14. Apply ethical principles and high standards in their practice within the selective discipline to demonstrate honesty, integrity, respect, and humility.
15. Demonstrate self-awareness of personal and professional demands which may influence personal well-being.

OBJECTIVES FOR RESEARCH SELECTIVES

Medical Expert

Students completing a research selective will engage in a structured research project under the guidance of experienced researchers/clinician scientists. By the end of the research selective, students will be able to:

1. Apply knowledge of hypothesis generation to articulate a clear research question pertinent to the specific project.
2. Design a research study using methods appropriate to the research question, with guidance from a supervisor appropriate to the scope of the project.
3. Analyze and interpret collected data, applying appropriate statistical techniques to derive meaningful conclusions.

Communicator

Students completing a research selective will effectively communicate their research findings. By the end of the research selective, students will be able to:

4. Perform a comprehensive literature search relevant to the research question, synthesizing evidence-based information to support the research project.
5. Present research findings clearly and concisely in various formats appropriate to the scope of the project, including but not limited to written publications, oral presentations, and poster presentations.
6. Document the research process and outcomes in a manner that is accurate, clear, and consistent with academic standards.

Collaborator

During their research selective, students may work with a research team, including fellow students, supervisors, and other collaborators. By the end of the research selective, students will be able to:

7. Establish positive working relationships with research team members, fostering a collaborative environment that respects the contributions of all team members.

Leader

Students completing a research selective will demonstrate leadership by effectively managing the research process and timelines. By the end of the research selective, students will be able to:

8. Prioritize tasks and manage time efficiently to ensure the successful completion of the research project.
9. Meet key deadlines, in accordance with the research timeline established with the team.

Health Advocate

Students completing a research selective will advocate for the well-being and rights of research participants. By the end of the research selective, students will be able to:

10. Advocate for the best interests of research subjects by ensuring they have access to appropriate supports, information, and services throughout the research process.
11. Uphold ethical standards by ensuring that research subjects are informed and supported, recognizing the importance of their autonomy and well-being.

Scholar

Students will demonstrate a commitment to continuous learning and the advancement of knowledge through their research selective. By the end of the research selective, students will be able to:

12. Formulate clear research questions and apply an evidence-based approach to solving these questions.
13. Identify opportunities for ongoing learning through reflection on research experiences and how they may apply to future research or clinical situations.

Professional

Students completing a research selective will adhere to ethical standards in research and maintain personal and professional integrity. By the end of the research selective, students will be able to:

14. Recognize and uphold ethical standards in research, including obtaining Ethics Committee approval where required.
15. Reflect on the research process and outcomes, identifying areas for personal and professional growth.

SELECTIVES ROTATION SPECIFIC OBJECTIVES

Neurology

1. Develop a systematic approach to history-taking for neurological complaints, focusing on onset, progression, and associated symptoms.
2. Develop and refine an approach to a screening neurological examination as well as targeted neurological examinations, based on specific conditions encountered.
3. Apply principles of neuroanatomy to localize neurological dysfunction and guide appropriate diagnostic testing.
4. (Optional) Demonstrate competency in performing and interpreting lumbar puncture results, if applicable.
5. (Optional) Understand the basics of neuroimaging, including exposure to interpreting CT and MRI scans of the brain.

Physiatry

1. Conduct a functional history with an emphasis on Activities of Daily Living (ADLs) and Instrumental ADLs (iADLs).
2. Develop a rehabilitation-focused treatment plan for a patient with mobility or function-related concerns.
3. Recognize the role of physiatrists in multidisciplinary care, particularly in managing chronic conditions.

4. (Optional) Understand the indications for, and management of, common interventions such as physical therapy, orthotics, and assistive devices.

Oncology (Medical & Radiation)

1. Understand the basic principles of cancer biology and how they inform treatment options in both medical and radiation oncology.
2. Learn the role of systemic therapies (chemotherapy, immunotherapy, targeted therapies) in cancer treatment.
3. Familiarize yourself with the role and interactions a medical/radiation oncologist has within the medical system.
4. Develop an understanding of palliative care options in oncology, particularly in symptom management.

Public Health

1. Understand the core functions of public health systems, including prevention, surveillance, and health promotion.
2. Describe the legislative and organizational aspects of public health practice, including key agencies and policies.
3. Understand the role of preventive medicine in reducing health disparities and improving population health.
4. Recognize career pathways in public health and preventive medicine, including roles in policy, research, and community health.

Radiology

1. Demonstrate the ability to interpret chest X-rays, specifically identifying key emergency conditions such as pneumonia, effusion, edema, and pneumothorax.
2. Understand the principles of imaging modalities (X-ray, CT, MRI, ultrasound) and their appropriate use in clinical practice.
3. Develop the ability to assess line placement and related complications (e.g., central venous lines, endotracheal tubes).

Pathology

1. Understand the role of diagnostic pathology within medical system and its interactions/overlap with clinical specialties.
2. Understand principles of tissue handling and processing by the laboratory, including biopsies and resection specimens from specimen acquisition to reporting.
3. Understand how cancer is diagnosed at various anatomic sites; describe basics of tumor staging and grading (ex. colon, breast, skin, etc.).

Medical Genetics

1. Take a comprehensive 3-generation family history, identifying potential genetic risk factors.

2. With a preceptor, discuss different categories of genetic testing (e.g., cytogenetic, sequencing, epigenetic) with their indications, limitations, and interpretation.
3. Develop an approach a dysmorphology assessment, recognizing clinical features suggestive of genetic syndromes.
4. (Optional) Understand the ethical, social, and psychological implications of genetic testing and counseling.

Evaluation and Course Requirements

Students will be evaluated via an In Training Evaluation Report (ITER). For clinical placements, the ITER will be the same as the ITER used for clinical electives. Students who complete research work will be evaluated with the research ITER from selectives.

There will be no logbook or midpoint evaluation during selectives. Just the final ITER.

Students will be asked to complete an end of rotation survey similar to that completed at the end of an elective rotation.

Selectives may be available in the following disciplines:

Neurology

Physiatry

Oncology (combined medical/radiation)

Public Health

Radiology

Pathology

Medical Genetics

Research

CLINICAL SELECTIVES

- Satisfactory Final Preceptor ITERs = MP
- Clinical Expectations = MC
- Attendance and participation in teaching sessions = MC
- Professionalism Expectation = MP
- Meet all expectations outlined in Core Document = MC

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)

Please refer to Clerkship Student Handbook - <https://cumming.ucalgary.ca/mdprogram/current-students/clerkship/student-handbook> and core document on OSLEP - <https://osler.ucalgary.ca/>

UNSATISFACTORY PERFORMANCE

If performance deficiencies are documented during a rotation with multiple preceptors, then the final evaluation must list all 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 final evaluation with an overall unsatisfactory or performance deficiency rating, input from all preceptors is required prior to submitting the final evaluation.

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 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 and/or to defer completion of the MCC Part 1 examination to the fall date if they complete 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.

Assessment Dates

The assessment dates may be subject to change due to circumstances beyond the MD Program's control. In the event that an assessment date must be changed notification of the change will be emailed to the student by the evaluation team and posted on OSLE. Students will be given as much notice of the assessment date change as possible.

Calculators for MCQ exam – simple calculators are allowed for your exams.

Grading

The University of Calgary Medical Doctor Program is a Pass/Fail program. The grading system that will appear on a student's legal transcript is as follows:

Grade	Description
CR	Completed Requirements
RM	Remedial Work Required
F	Fail
W	Withdrawal
MT	Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year)

For Clerkship - A rotation signed off as "Satisfactory with Performance Deficiencies" will appear as a credit on a student's medical school transcript.

One45 by Acuity Insights Overview

The MD Program utilizes the One45 Software Program for assessment purposes for all evaluations in Year 1, 2 and 3. Students are able to view completed evaluations online through this software program. Evaluations and assessment data are collected at regular intervals.

It is the student's responsibility to distribute their evaluations to preceptors and to follow up with preceptors if evaluations have not been completed by the deadline given out by the Undergraduate Medical Education (UME) Office.

In addition to assessments and evaluations, One45 is also utilized to evaluate your preceptors and to gather information from students on their learning experiences.

All students are provided training at the beginning of their program in Year 1. This would include a personal log in access code and password.

One45 by Acuity Insights is used throughout your training in the MD Program (Undergrad).
Website Link to Access One45 by Acuity Insights: <https://calgary.one45.com/>

Course Evaluation/Feedback

Student feedback will be sought at the end of each learning session as well as at the end of each course through the electronic UME evaluation tool.

At the end of each learning activity (ie. Lecture, small group, orientations, etc.), students will be asked to complete online evaluation forms to provide feedback to instructors regarding the effectiveness of their teaching and achievement of the learning objectives. An overall course evaluation will be completed following course completion.

Students are welcome to discuss the process and content of the course at any time with the Course Chairs or Preceptors.

Internet and Electronic Device Information and Responsible Use

Students are welcome to use laptops and other electronic note-taking devices in this course unless otherwise stated. Please be considerate of others when using these devices.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy

<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

Professional Conduct

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct>

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics to promote and maintain a positive and productive learning environment. All students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must, at all times, be focused on the ideas or opinions shared and not on the person who has stated them.

Where a breach of an above-mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

University of Calgary Medical School – Student Code of Conduct

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

University of Calgary - Integrity and Conduct

<https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct>

Attendance and Participation Expectations

All learning events are mandatory. Attendance will be taken.

Reappraisals and Appeals

Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments and CSM UME Academic Assessment and Graded Term Work Procedures for details regarding reappraisals and appeals

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

Please note by policy and terms of reference if the student plan to request a reappraisal of the result(s) of this exam/course, a formal reappraisal request in writing needs to be submitted to the Chair of Student Evaluation within 10 business days of receiving the result. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for further information.

(<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>) (under C). When a reappraisal has been submitted, any scheduled rewrite exams for that course will be on hold, depending on the outcome of the Reappraisal. Unless, under extenuating circumstances, and at the request of the student an early rewrite may be granted, if approved by the appropriate Assistant or Associate Dean.

Chair of Student Evaluation

Email - md.reappraisals@ucalgary.ca

Please complete the CSM Reappraisal Submission Form on the UME website to ensure all information has been included. (<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>) – (under C)

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.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability, or medical concerns should communicate this need to Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>.

For Student Accessibility Services, please contact the office at (403) 210-6019, visit: MacEwan Student Centre room 452, or email: access@ucalgary.ca. Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation.

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree based on a protected ground other than disability should communicate this need, preferably in writing, to the appropriate Assistant or Associate Dean

Students who require an accommodation unrelated to their coursework, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>

Academic Integrity

The University of Calgary is committed to the highest standards of academic integrity and honesty. Academic integrity is a core value of the University of Calgary. At UCalgary, academic integrity is a commitment to, and the demonstration of, honest and responsible scholarship. Maintaining academic integrity while earning your degree represents your true academic accomplishments. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence.

Student Academic Misconduct Policy and Procedure:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at

<https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at:

<https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Use of Artificial Intelligence Tools

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

In the MD program, learners may use artificial intelligence tools, including generative AI, as learning aids or to help produce assignments. Learners are ultimately accountable for the work they submit. Use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she must speak with the Assistant Dean, Research (UME) and consult the CHREB ethics website (<https://ucalgary.ca/research/researchers/ethics-compliance/chreb>) before beginning the assignment.

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

For further information see E.5 Ethics of Human Studies:

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

For more information on ethics and compliance visit:

<https://research.ucalgary.ca/conduct-research/ethics-compliance>

Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Emergency Evacuations and Assembly Points

Assembly points for emergencies have been identified across campus. The primary assembly point for the Health Sciences Centre (HSC) building is HRIC - Atrium. For more information, see the University of Calgary's Emergency Management website: <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

In the case of an emergency during exam, immediately stop writing the examination and follow the direction of the invigilator and go to the nearest exit. Students should not gather personal belongings. Emergency Evacuation Procedures - <https://www.ucalgary.ca/risk/emergency-management/plans-and-procedures>.

Supports for Students

Student Advocacy and Wellness Hub (SAWH): <https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness>

AMA Physician and Family Support Program: <https://www.albertadoctors.org/services/physicians/pfsp>

Student Wellness Services: <https://www.ucalgary.ca/wellness-services>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Campus security: call (403) 220-5333

Student Success Centre: <https://ucalgary.ca/student-services/student-success>

Libraries and Cultural Resources: <http://library.ucalgary.ca/>

Student Union: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

Graduate Student's Association: <https://gsa.ucalgary.ca/about-the-gsa/gsa-executive-board/>

Student Ombudsman: <http://www.ucalgary.ca/ombuds/role>

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/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth>).

Privacy Statement/Collection Notice

PROTECTION OF PRIVACY ACT

The University of Calgary (UCalgary) respects your privacy and is committed to ensuring the privacy of all students, staff, and community members. UCalgary's collection, use, and disclosure of your personal information is authorized under section 4(c) of the Alberta [Protection of Privacy Act](#) (POPA). It will be collected, used and disclosed as permitted under POPA and in accordance with UCalgary's [Privacy Policy](#) and [Notice of Collection, Use and Disclosure of Student Personal Information](#). All student assignments and personal information provided to your course instructor will remain confidential unless otherwise stated before submission. It may be used by UCalgary for program evaluation or accreditation purposes but will not be disclosed to anyone else without your permission unless permitted under POPA.

Copyright Legislation

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

Sexual and Gender-Based Violence Policy

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

ATSSL Guidelines

Please refer to the ATSSL Web Lab PPE Requirement:
<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

UME Policies, Guidelines and Terms of References (TORs)

Please refer to the MD program website:
<https://cumming.ucalgary.ca/mdprogram/about/governance>

UME Forms

Please refer to the MD program website:

<https://cumming.ucalgary.ca/mdprogram/current-students/student-resources/student-forms>

Course Outline Privacy Statement/Collection Notice

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