UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

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 565
Course Title:	Clerkship Clinical Skills 2
Dates:	Jan 5, 2026 - April 25, 2027
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

	Name	Email
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Evaluation Rep:	Dr. Stefana Pancic	ccs.md@ucalgary.ca
UME Program Coordinator:	Sabah Pirvani	ccs.md@ucalgary.ca

Course Description
University of Calgary calendar (https://calendar.ucalgary.ca/) https://calendar.ucalgary.ca/courses?cq=&career=Medicine%20Programs&page=1 Continue to apply and build upon knowledge and skills gained during the foundational courses in medicine, improve diagnostic reasoning, strengthen communication and team collaboration. Content is delivered via multiple, interactive formats including high-fidelity simulation, standardized patient cases, procedural skills sessions, podcasts and small-group workshops over three sequential terms, spanning the duration of the clerkship year. A Comprehensive Clinical Skills Curriculum was developed to strengthen diagnostic reasoning, core clinical and procedural skills, bedside ultrasound proficiency, chronic disease management, and knowledge in diagnostics and therapeutics. The program has identified 78 Core Clerkship clinical presentations (Appendix 1); CCS provides learning experiences to target presentations that may be infrequently encountered in clinical clerkship rotations. In addition, patient cases are designed to cover the 12 EPAs students must demonstrate by the end of clerkship. This curriculum is delivered longitudinally throughout clerkship using podcasted lectures, small-group sessions, simulations, and procedural training. Learning is assessed through formative feedback and examinations and a summative evaluation via the Clerkship OSCE, which includes content from this curriculum and all clerkship rotations.

** Ongoing curriculum refinement is guided by student and faculty feedback, performance on formative and summative assessments, review of clerkship logbooks, and evolving accreditation requirements, ensuring continuous improvement and alignment with educational standards for each graduating class.

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 and Learning Objectives
All learning resources will be found on Fresh Sheet and/or OSLER, please refer to OSLER (https://osler.ucalgary.ca/courses).

Learning Objectives

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

1) Demonstrate and apply basic science, clinical science, and social science knowledge in the assessment and management of patient presentations, within supervised practice.
2) Perform comprehensive assessments—including history, physical, and mental status examinations—integrating an understanding of social determinants, environmental determinants, and structural factors in the diagnosis, investigation, and management of patients.
3) Apply a culturally safe, trauma-informed, and anti-oppressive approach to patient care that respects individual identities, lived experiences, and systemic contexts.
4) Demonstrate knowledge of health promotion and disease prevention strategies and apply these in both individual and population health contexts.
5) Communicate clearly, compassionately, and respectfully with patients, families, and healthcare teams, while fostering inclusive clinical environments.
6) Describe and apply ethical principles in practice and community-engaged decision-making, with attention to social, structural, and environmental accountabilities.
7) Exhibit professional behavior through self-awareness, collaboration, integrity, and commitment to personal wellness and continuous professional growth.
8) Formulate clinical, social, or education questions and apply an evidence-based approach to solve them, incorporating critical appraisal of research and clinical guidelines.
9) Describe the basic principles of clinical and translational research, including how such research is conducted, evaluated, and applied to patient care, recognizing potential research biases, both in the past and the present.
10) Demonstrate the ability to provide comprehensive care to Indigenous patients that addresses health inequities stemming from colonization, racism, and bias within health care institutions.

More information: https://cumming.ucalgary.ca/mdprogram/about/objectives-competencies

Evaluation and Course Requirements
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" Please refer to Clerkship Student Handbook - https://cumming.ucalgary.ca/mdprogram/current-students/clerkship/student-handbook and resources on OSLER - https://osler.ucalgary.ca/courses

Clerkship Clinical Skills

- Clerkship OSCE = MP
- Formative Cards practice examination (x3) = MC (100% pass rate)
- Formative MCQ = MC
- Summative MCQ (must pass 2nd or 3rd set) = MP
- Satisfactory attendance = MP
- Professionalism Expectations = MP
- Meet all expectations outlined in Core Document/Course Outline = MC

Evaluation and Course Requirements

To achieve an overall Satisfactory result in the Comprehensive Clinical Skills (CCS) course, students must meet the following requirements:

1. **Assessments**
    a. Clerkship OSCE (Summative): Meet or exceed the Minimum Passing Level (MPL). *(MP)*
    b. Formative Cards Practice Examinations (3 total): *MC*
    c. Formative MCQ (First Set): *MC*
    d. Summative MCQ: Must pass the second or third attempt. *MP*
2. **Attendance**
    a. Satisfactory attendance at CCS sessions is required. *MP*
        i. Students must participate in all CCS components, except those on clinical rotations or electives located more than one hour from Calgary.
        ii. UCLIC students are required to attend all sessions available to them and must meet all attendance expectations applicable to urban clerks.
3. **Professionalism**
    a. Professional behavior must be demonstrated throughout the course. *MP*
4. **Course Expectations**
    a. All requirements outlined in the CCS Core Document/Course Outline must be met. *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)

Grounds for an Unsatisfactory Evaluation

An Unsatisfactory result for this component of the evaluation may be assigned for any of the following reasons:

- Failure to achieve the Minimum Passing Level (MPL) on the Clerkship OSCE
- Attendance below the required minimum (less than 80% of scheduled sessions)
- Demonstration of unprofessional behavior
- Failure to meet other requirements as outlined in the Course Outline

Remediation of an Unsatisfactory Evaluation

- Students who do not meet the MPL will undergo remediation as directed by the Course Chair.

Feedback on Problematic Progress or Performance

Written feedback regarding concerns with student progress or performance will be provided as follows:

- Clerkship OSCE: Students will receive a detailed breakdown of their performance by station.
- Attendance: Students with **less than 100% attendance** will be notified by email at the midpoint of the course.

- Professionalism: If professionalism concerns are identified by a facilitator, the student will be notified, and a meeting with the Course Chair and/or the Assistant Dean of Clerkship will be arranged as appropriate.

Notification of Undergraduate Medical Education (UME)

Concerns regarding student performance will be communicated to Undergraduate Medical Education as follows:

- Clerkship OSCE: Results are shared with the Assistant Dean of Clerkship.
- Attendance: The Course Chair will notify the Assistant Dean of Clerkship of attendance concerns.
- Professionalism: The Course Chair will notify the Assistant Dean of Clerkship, and follow-up will occur in accordance with UME policies.

How will interruptions due to CaRMS be accommodated?

- Clerkship OSCE – scheduled around CaRMS dates

How is the blueprint/marking scheme/expectations pre-circulated to students?

- Clerkship OSCE – published blueprint

Clerkship Summative OSCE

The Clerkship OSCE is a summative examination assessing clinical skills across all clerkship rotations and the Comprehensive Clinical Skills curriculum. Successful completion is required for graduation.

Students must demonstrate competence in history-taking, physical examination, data interpretation, clinical decision-making, procedural skills, and patient management. These are aligned with UME core clinical presentations and the AFMC Entrustable Professional Activities (EPAs) expected at entry to residency.

The Clerkship OSCE is typically held in February or March. Students with an unsatisfactory result must complete a re-write OSCE, typically held in April. Failure of the initial OSCE may result in delayed graduation. A satisfactory performance on the re-write OSCE results in a designation of Satisfactory with Performance Deficiencies.

The evaluation team will inform the class about the date and time of the OSCE.

Components of the Curriculum

Simulation and Standardized Patient Cases

Rationale

By the end of clerkship, students are expected to demonstrate competence in diagnosing and managing 78 core clinical presentations (Appendix 1). As clinical exposure during clerkship is variable, simulation and standardized patient (SP) cases ensure all students encounter required presentations in a structured, safe learning environment. These activities align with clerkship learning objectives, support deliberate practice with feedback, and allow skill development without risk to patients.

Learning Objectives

By the end of the course, students will be able to:

- Obtain a focused history and perform a relevant physical examination
- Formulate an appropriate differential diagnosis
- Demonstrate initial management of common clinical presentations
- Communicate effectively with patients and healthcare team members

Learning Experiences

- Standardized Patient Cases: OSCE-style encounters focused on clinical skills, diagnostic reasoning, and feedback; multiple cases completed per session.

- Immersive Simulation: Team-based, real-time management of acute clinical scenarios emphasizing decision-making, leadership, and communication in a safe learning environment.
- Virtual Simulation: Guided online cases (Full Code Medical; Class of 2026 onward) focused on core clinical scenarios and interprofessional communication.

Infectious Disease Group Cases

Rationale

- Diagnosis and management of common infectious disease presentations are essential across all medical disciplines. Given the complexity of infectious disease processes and antimicrobial therapy, structured case-based learning supports student understanding and clinical application.

Learning Objectives

- By the end of this component, students will be able to:
- Identify common infectious disease presentations
- Recognize organisms associated with these presentations
- Develop an initial management approach for common infectious diseases
- Describe appropriate antibiotic selection for common conditions

Learning Experiences

- Students will work through facilitated patient cases in small groups under the guidance of an infectious disease specialist.

Procedures and Bedside Ultrasound

Rationale

- Opportunities to perform clinical procedures during clerkship are variable and often limited by competing learner demands. This component provides structured, equitable opportunities for procedural practice with direct observation and feedback. Basic bedside ultrasound skills are included to support common procedural and diagnostic applications.

Learning Objectives

- By the end of this component, students will be able to:
- Identify indications and contraindications for common procedures.
- Prepare and appropriately consent patients for procedures.
- Perform selected procedures in a simulated or supervised setting.
- Provide post-procedure care and recognize potential complications.
- Interpret relevant body fluid analyses, where applicable.
- Perform basic lung ultrasound to assess pleural effusions and B-lines.
- Perform basic abdominal ultrasound to assess for intra-abdominal free fluid.

Learning Experiences

- Students will work in small groups (approximately five learners). Faculty will demonstrate procedures and ultrasound techniques, after which each student will perform one to two procedures or one ultrasound examination (lung or abdomen) per two-hour session, with individualized feedback.

Podcasted Lectures

Rationale

- Podcasted lectures provide flexible, high yield learning resources to support clerkship education and preparation for residency, particularly for topics not otherwise addressed in the curriculum.

Learning Experiences

- Students are provided access to curated online podcasts that may be completed asynchronously. Podcast content is reviewed and updated annually to reflect student feedback and curricular priorities.

Appendix 1 - Core Clerkship Clinical Presentations (78 topics)

Clinical Presentation (s)	Concept
Allergic reactions (and urticarial)	IgE and anaphylaxis
Blood from GI tract	Acid secretion

BP abnormal	Regulation of mean arterial pressure
Calcium abnormal	Calcium homeostasis
Chest discomfort	Coronary artery anatomy
Chest discomfort	Coronary artery blood flow physiology
Coagulation abnormal	Coagulation pathway
Contraception (and menopause, Menstrual cycle abnormal)	Pituitary-ovarian axis
Developmental delay (and genetic concerns)	Chromosome/DNA structure; basic mendelian genetics
Diarrhea	GI fluid absorption and secretion
Dyspnea	Starling forces/control of cardiac output
Dyspnea	Lung ventilation and perfusion
Edema (and BP abnormal, effusion, Potassium, Sodium abnormal)	Renin-aldosterone (principal cell) System
Failure to thrive	Basic principles of carbohydrate/fat/protein nutrition
Hemoglobin abnormal	Absorption of iron and B12
Hydrogen ion concentration abnormal	Acid-base homeostasis
Hydrogen ion concentration abnormal	Cellular respiration/lactic acidosis production
Joint pain	Production of prostaglandins (arachidonic acid pathway)
Lipid abnormalities	Exogenous/endogenous lipid pathways
Mood disorders (and Panic/anxiety, Psychosis)	Neurotransmitters (ST, NE, DOPA) in emotion
Neck mass/goitre	Pituitary-organ feedback systems/thyroid hormones
Palpitations	Cardiac (SA/AV node) electrophysiology
Population health	Principles of vaccination
Sodium abnormal (and polyuria)	Control of osmolality/ADH
Temperature abnormal	Thermoregulation/fever
Temperature abnormal	T and B cell function
Temperature abnormal	Pathogen knowledge: bacteria vs viruses, gram + vs gram
Urinary frequency	Renal concentrating mechanisms
Weakness	Corticospinal tract anatomy
Weakness	Mechanism of muscle activation/contraction
Wheezing (and Pupil abnormalities, Poisoning, syncope)	Alpha/beta receptors: distribution, mechanisms of action and interaction in various tissues
Weight abnormal	Principles of appetite stimulation, satiety
General	Principles of tests sensitivity, specificity

Attendance and Make-Up Session Policy

Attendance Expectations

All Clerkship Clinical Skills (CCS) learning activities are mandatory, and attendance is formally recorded. Students are expected to attend all scheduled CCS sessions. Students may miss no **more than two (2) sessions**. Any student who misses more than two sessions, for any reason, will be required to complete make-up time. Failure to complete required make-up activities may result in remediation or an **Unsatisfactory** course outcome, in accordance with **UME policies.**

The Clerkship OSCE is a **summative examination** assessing clinical skills across clerkship rotations and must be successfully completed prior to graduation.

Excused Absences
Absences may be considered **excused** for the following reasons, consistent with UME policy, provided appropriate documentation is submitted when requested:

- Approved elective rotations **(within Calgary or out of town)**
- Rural placements located more than one hour from Calgary
- Approved Flex Days
- Illness or required medical appointments
- Post-call status (call schedule required)
- Approved academic activities (e.g., presentation of the student's own research at a conference, with UME approval)
- Faculty administrative responsibilities outside the student's control
- Significant personal commitments not under the student's control (approval required)

* Clinical services **should not schedule call** during CCS sessions for students required to attend. Please email appropriate clerkship scheduler if this is an issue. *

Mandatory Rotations Outside Calgary
Students assigned to mandatory rotations outside Calgary:

- Within one hour of Calgary**:** Attendance at CCS is required
- More than one hour from Calgary: Attendance may be excused

Where feasible, access to selected CCS learning materials may be provided. Students are responsible for confirming attendance expectations with the CCS Program Coordinator. Failure to clarify expectations does not constitute an acceptable reason for non-attendance.

Absence Reporting and Documentation
Students must:

- Record anticipated absences in **OSLER** as soon as they become aware of a scheduling conflict
- Notify the CCS Program Coordinator (**ccs.md@ucalgary.ca**) **within 24 hours** of the missed session
- Provide supporting documentation upon request

Failure to comply with reporting requirements may result in the absence being considered unexcused.

Make-Up Sessions
Students with excused absences may be required to complete a **make-up CCS session**, subject to availability and scheduling constraints. If the session is unable to be booked with a different CCS group session during same round, it will take place during academic breaks as below.

Scheduling of Make-Up Sessions During Academic Breaks
Round 1: Fall Break — October 16
Round 2: April 16
Round 3: April 23

Once the absence has been documented in OSLER, students may contact the CCS Program Coordinator (**ccs.md@ucalgary.ca**) to request a make-up session. Completion of assigned make-up activities is required to meet attendance and professionalism expectations.

Link attendance medical students:
https://cumming.ucalgary.ca/sites/default/files/teams/4/Policies/A/Attendance-Medical-Students%20UMEC%20version_2025.pdf

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 OSLER. 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

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 Director of Continuous Quality Improvement, Undergraduate Medical Education

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

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

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.

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

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://research.ucalgary.ca/research-services/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/research-services/design-and-implement/ethics-and-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

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/what-we-do/emergency-management-plans

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).

Course Outline 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