



UNDERGRADUATE MEDICAL EDUCATION (UME)
Medical Doctor Program (MD)

COURSE OUTLINE

Course Number:	MDCN 520
Course Name:	Comprehensive Clinical Skills Curriculum for Clerkship (Course 8)
Dates:	February 2021 – March 2022 (Class of 2022)
Schedules and classroom locations:	schedule & location information will be emailed & posted on OSLER

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Course Description

Please refer to the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/medicine.html#8554>

Based upon the results of the summative Clerkship OSCE, introduced for the Class of 2009, and information provided by graduating students – both on the Graduate Questionnaire and during our recent LCME accreditation – we feel that the current clerkship model is not meeting the learning needs of our students.

To address the deficiencies in our current clerkship model we have designed a Comprehensive Clinical Skills Curriculum aimed at improving diagnostic reasoning, clinical skills, procedural skills, basic science knowledge, chronic disease management, knowledge and skills in diagnostics and therapeutics, in addition to relative new areas of content – Patient Safety, Conflict Resolution, Interprofessional Collaboration and basic bedside ultrasound skills. We have used student/faculty feedback, performance on formative and summative evaluations, student clerkship logbooks, and the changing requirements for medical school accreditation to guide changes for each class.

To ensure that our curriculum is comprehensive, and consistent with the curricular format of the first two years, we have identified the “must see” clinical presentations for clerkship, 78 in total (Appendix 1), and designed learning experiences to ensure that important clinical presentations that may be encountered infrequently on clinical rotations are covered in Course 8 in the form of a simulated or standardized patient encounter.

This curriculum will be delivered throughout the duration of your clerkship. We will deliver the content of this curriculum using a combination of didactic, small group, and simulation learning experiences, and we will evaluate learning outcomes using a combination of summative and formative evaluations. Appendix 2 provides a detailed outline of these sessions.

Supplementary Fees/Costs

- Lab Coat
- Stethoscope
- iClickers

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 behaviors, 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.

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

Evaluation and Course Requirements

To achieve an overall Satisfactory Result on Course 8 students must:

- 1) Meet or exceed the MPL on the Clerkship OSCE
- 2) Must Complete the Course 8 formative MCQ, also known as ADT #4
Failure to do so may result in delay of summative examination to the deferral/rewrite date (including basic science & diagnostics/therapeutics exam) (time frame: TBA)
- 3) Have satisfactory attendance
- 4) Demonstrate professionalism
- 5) Meet all expectations outlined in the course outline

Please refer to Clerkship Student Handbook for more info:

<http://www.ucalgary.ca/mdprogram/current-students>

What is the minimum expectation that students must achieve on each evaluation in order to achieve a satisfactory result?

- Meet or exceed MPL for Clerkship OSCE (Clerkship OSCE)
- Minimum attendance (100% attendance is expected but $\geq 80\%$ of sessions is the MINIMUM)

What would be grounds for an **unsatisfactory result** of this aspect of the evaluation?

- Score below MPL on Clerkship OSCE (Clerkship OSCE)
- Below minimum attendance (< 80% of sessions)
- Unprofessional behaviour
- Failure to meet other expectations outlined in the Course Outline

How will an unsatisfactory result be **remediated**?

- Clerkship OSCE (Clerkship OSCE) – remediation with course chair

How and when will written feedback regarding problematic progress and performance be delivered to the student?

- Clerkship OSCE (Clerkship OSCE) – students will be provided with a breakdown of performance by station.
- Attendance- students with < 80% attendance will be notified by email mid-way through the course

How will you notify UME when there is a problem with student performance?

- Clerkship OSCE (Clerkship OSCE) – these results are shared with the Assistant Dean of clerkship
- Minimum attendance – course chair will notify the Assistant Dean of clerkship
- Professionalism – course chair will notify the Assistant Dean of clerkship

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
- Course 8 MCQ – published blueprint

Debarment: Students will be refused permission to complete the summative evaluation for Course 8 if the essential requirements listed above are not met. This include achieving minimum attendance level.

Clerkship Summative OSCE

The Clerkship OSCE covers medical skills from across all rotations and is a certifying 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 (either alone or as part of an interprofessional team). Exam content will be guided by both UME clinical presentations and LCME objectives. Content tested will be from all clerkship rotations in addition to content delivered in Course 8. The exam will be scheduled at the end of the clerkship. An unsatisfactory performance will require completion of the re-write OSCE, which is scheduled around mid-May. Please note that failure on the OSCE may result in a **delayed graduation (November Convocation)**. A satisfactory performance of the re-write OSCE will lead to a result of Satisfactory with Performance Deficiencies. Students whom remain unsatisfactory after the re-write OSCE will be required to appear before the UME Student Academic Review Committee.

The OSCE will occur the week of February 8-12, 2021. The deferral date will be at the end of the clerkship year (usually the last Monday in April). The rewrite date will be mid-May and will result in delayed graduation (November Convocation).

Calculators for MCQ exam – calculators can be used for the ADT #4 exam

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
I	Incomplete
W	Withdrawal
MT	Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year.)

Attendance

Students are expected to attend **100%** of Course 8. Attendance is **mandatory** at all sessions and a record of student attendance is maintained by UME. Below are justifiable reasons for absence from Course 8. **Documentation is required for any absences and students who are unable to attend will notify the Course 8 Program Coordinator by e-mail – course8@ucalgary.ca within 24 hours of the session with the reasons for the absence.** An attendance rate less than 80% is considered a concern of professionalism and may be grounds for an unsatisfactory result.

The Clerkship OSCE covers medical skills from across all rotations and is a certifying examination which students must successfully complete before proceeding to graduation.

Acceptable reasons for missing a session:

- 1) Out of town electives if more than a 1 hour drive from Calgary; if less than a 1 hour drive from Calgary **MUST ATTEND**.
- 2) Clerks are to receive adequate time off to attend Course 8 (1230 – 1700 hrs including travel time for those students required to attend).
- 3) On call the previous evening if the on-call period extends beyond midnight. (call schedules required)
- 4) Call **SHOULD NOT** be scheduled on the afternoon of Course 8 for those students required to attend.

Note: Group Lists and Schedules have been sent to Clerkship Directors and Departmental Administrators. If you require a group list and schedule please email the Program Coordinator at course8@ucalgary.ca

- 5) Student presentation at conference
 - This must be approved by the UME Office.
 - Student **MUST BE** presenting his/her own research.
 - Confirmation of conference registration and presentation date must be provided to Program Coordinator.
 - Travel arrangements are to be made to minimize length of absence.

- 6) Administrative responsibilities within the Faculty of Medicine
 - Confirm that scheduling is not within the student's control (SARC meetings, etc).
 - Student should send alternate when possible
 - Length of time missed should be minimized to time essential for student to attend meeting.
- 7) Medical appointments and/or acute illnesses
 - Students will be excused for acute illness or for medical appointments that cannot be easily rescheduled (e.g. long wait for specialist, booked elective surgery, etc).
- 8) Personal Commitments
 - Student may miss short periods of the course for important personal commitments if the scheduling is not in his/her control (e.g. attendance at family wedding, child's graduation ceremony, etc).
 - Length of time missed should be minimized to time essential for student to attend event.
 - Approval to miss teaching sessions for these reasons must be sought from one of the Course 8 Chairs.
- 9) Other
 - Other requests may be considered at the discretion of the Course 8 Chair and/or designate.

Mandatory rotations outside of Calgary

Some clerkships have mandatory rotations outside Calgary, and depending upon the distance from Calgary, students may (less than a 1 hour drive), or may not (more than a 1 hour drive), be expected to attend. Access to some of the material, e.g., recordings of diagnostics and therapeutic didactic sessions.

If you are unsure if you are expected to attend the Course 8 sessions, you should contact the Course 8 Program Coordinator (course8@ucalgary.ca). Simply assuming that you were not expected to attend is not a valid reason for not attending.

Components of the Curriculum

Simulation and Standardized Patient Cases

Rationale for these curriculum

By the end of clerkship students are expected to be competent at diagnosing ± managing 78 clinical presentations (Appendix 1). But the clinical cases that a student encounters in clerkship are unpredictable – so you are expected to diagnose the cause of hypernatremia even though you may not have seen a patient with this presentation. And learning is content specific, therefore seeing lots of patients with hyperkalemia won't help you solve hypernatremia!

Unfortunately, we cannot create real patients, but we can use simulated and standardized patients. Doing this allows us to have a curriculum in which each student has the opportunity to encounter each of the clinical presentations in which they are expected to be competent. Practicing diagnosis and management on these types of patients also allows us to match the clinical material to the learning objectives of clerkship, provides an opportunity for group learning with specific feedback, and is free of potential adverse consequences to patients if we err – which is very valuable for learning, although not appreciated by real patients!

Learning Objectives

By the end of this Course, for the clinical presentations listed clerks will be able to:

- Diagnose the condition(s) causing the clinical presentation
- Discuss management of the condition(s) causing the clinical presentation

Learning Experiences

The Standardized Patient (SP) cases are designed to give students training in clinical skills and to familiarize them with OSCE stations. Each SP teaching session will begin with one student taking a 10 minute OSCE station, after which there will be 1 minutes of feedback on performance and practicing clinical skills, including physical examination maneuvers. We anticipate that during each session students can complete four cases.

Immersive simulation cases are designed to give students an opportunity to practice, in real time, the skills that they have learned over the three years of medical school. We focus on cases in which therapeutic decisions must be made in a timely

fashion as a forum for discussion about team dynamics, decision making, and leadership in medical teams. In each 2 hour session, a group of 5-6 students will perform on 2 clinical cases. The simulation lab is a safe learning environment in which students are expected to learn from mistakes. Confidentiality amongst staff and participants is highly valued.

Diagnostics and Therapeutics

Rationale for this curriculum

Graduating medical students from the University of Calgary consistently report that they would like to have received more training in diagnostics and therapeutics during their undergraduate training, so the goal of Diagnostics and Therapeutics Unit is to provide this training around important clinical presentations and diagnoses.

Learning Objectives

By the end of this Course, for the clinical presentations listed below clinical clerks will be able to:

- Diagnose the condition(s) causing the list of clinical presentations covered in this section
- Where appropriate, discuss management of the condition(s) causing the clinical presentation

Learning Experiences

A combination of didactic and modified “Team Based Learning” will be used to deliver this content. During the didactic session one important topic or clinical presentation will be covered. The Team Based Learning sessions students will apply learning from didactic sessions to at least two paper-based clinical cases.

Students are assigned to attend half the didactic sessions in person. The other half not assigned will be available by podcast where possible. Students are scheduled to attend all Team Based Learning Sessions.

Procedures and Bedside Ultrasound

Rationale for this curriculum

During clerkship, students compete with residents for experience in performing practical procedures on their patients, which dilutes the experience of both groups of learners. The goal of this part of the curriculum is to provide all students with the opportunity to practice procedures, and to receive feedback on their performance. Because many bedside procedures benefit from ultrasound guidance, basic bedside ultrasound skills will be introduced, with respect to pleural/lung scanning and assessment for intra-abdominal free fluid.

Learning Objectives

By the end of this Course, for the listed practical procedures clinical clerks will be able to:

- List indications and contraindications for the procedure
- Prepare a real or simulated patient for the procedure
- Successfully complete the procedure
- Manage a real or simulated patient after the procedure
- Interpret the analysis of body fluid (if appropriate)
- Perform basic lung ultrasound to assess for pleural effusion and B-lines
- Perform basic abdominal ultrasound to assess for the presence of intra-abdominal free fluid

Learning Experiences

For procedural skills, learners will work in groups of approximately five learners. The preceptor will demonstrate the procedure or sonographic technique and each student will have the opportunity to complete the procedure or scan and receive feedback on their performance. We anticipate that during each two-hour session each student will complete one to two procedures or one scan (lung or abdomen) consisting of multiple basic views.

Patient Safety

Rationale for this curriculum

Patient safety is an important, yet elusive, topic to present to medical undergraduates. There is an inherent contradiction in teaching patient safety: medical education typically tries to maximize individual knowledge and performance – however, making healthcare safer depends primarily on improving systems of care. We have created a systems-based patient safety education approach by developing a healthcare system quality and safety model adapted from previous work by Reason and by Davies. The model provides a paradigm in which to understand the healthcare system's components and how they function together to create safer care delivery.

Learning Objective

By the end of this curriculum, clinical clerks will be able to:

- Discuss key patient safety principles
- Describe how to analyze an adverse event using a system-focused, human factors-based approach

Learning Experiences

We will use a modified "Team Based Learning" and case-based approach for learning over two sessions. We will present students with an approach to understanding adverse events from an individual versus a systems perspective. We will teach students the rationale of establishing a just & trusting culture and to systematically analyze an adverse event. We believe that these concepts will provide students with insight into the basis for a system-wide approach to improve safety.

Advanced Communication for Conflict Competence

Rationale for this curriculum

Conflict is inevitable and takes place in health care teams. One definition is "conflict is a state of discord caused by the actual or perceived opposition of needs, values and interest between people working together".

Learning Objectives

By the end of this session, students will be able to:

- Identify different conflict styles, their merits and drawbacks.
- List potential contributors to conflict.
- Describe strategies to approach to conflict constructively.

Learning Experiences

An interactive workshop, using personal and colleague scenarios.

Back to Basic Sciences

Rationale for this curriculum

Countless basic science concepts provide the foundation for clinical medical knowledge. Review of the literature and faculty feedback has identified approximately 30 "absolute must" clinically-relevant basic science concepts. All of these concepts have previously been taught in the pre-clerkship, but now will be reiterated (dispersed learning principle) in a clinically-relevant manner.

Learning Objectives

By the end of this Course, clinical clerks will be able to:

- Review and understand key basic science principles.
- Apply these principles in a clinical setting, either for problem-solving and/or medical therapeutics decision-making.

Learning Experiences

We will use a large group format, to deliver an interactive question/answer session based upon clinical cases that illustrate important basic science principles.

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

Timeliness

In general, dates listed are intended to act as guidelines for assisting students to complete their learning activities and assignments in a timely fashion. Students encountering difficulties completing assignments due to health or other serious factors must contact the Course Chair to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required.

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar. The specific expectations cited in the Calendar include

- Respect for the dignity of all persons
- Fair and equitable treatment of individuals in our diverse community
- Personal integrity and trustworthiness
- Respect for academic freedom, and
- Respect for personal and University (or Host Institution) property.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains 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. All members of the University community are expected to offer their fellow community members unconditional respect and constructive feedback. 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>

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.

UME Policies, Guidelines, Forms & TORs

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

Appeals

Please refer to the UME Student Evaluation: Reappraisals and Appeals for details regarding appeals

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

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>

Academic Accommodation

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Student Accessibility Services, please contact their office at (403) 220-8237, address: 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.

Accommodations on Protected Grounds Other Than Disability

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 www.ucalgary.ca/access/

Academic Integrity

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on academic integrity in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>) and are reminded that plagiarism is an extremely serious academic offence.

Student Misconduct

A single offence of cheating, plagiarism, or other academic misconduct, on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the faculty by the Dean, if it is determined that the offence warrants such action. A student is defined as any person registered at the University for credit or non-credit courses.

Freedom of Information and Protection of Privacy

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

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>

Emergency Evacuation Procedures - <https://www.ucalgary.ca/risk/emergency-management/plans-and-procedures>. 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.

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.

Supports for student learning, success, and safety

Student Advising and Wellness (SAW): <http://www.ucalgary.ca/mdprogram/current-students/student-advising-wellness>
AMA Physician and Family Support Program: <https://www.albertadoctors.org/services/physicians/pfsp>
Student Union Wellness Centre: <https://www.ucalgary.ca/wellnesscentre/>
Safewalk: <http://www.ucalgary.ca/security/safewalk>
Campus security - call (403) 220-5333
Student Success Centre: <https://www.ucalgary.ca/ssc/>
Library Resources: <http://library.ucalgary.ca/>
Student Union (<https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>) or Graduate Student's Association (<https://gsa.ucalgary.ca/about-the-gsa/gsa-executive-board/>) representative contact information
Student Ombudsman: <http://www.ucalgary.ca/ombuds/role>

Copyright

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.

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>).

Research ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should 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.

ATSSL Guidelines

Please refer to the ATSSL Web Lab PPE Requirement:

<http://www.ucalgary.ca/mdprogram/about-us/ume-policies-guidelines-forms-terms-reference>

Appendix 1

78 Must-see clinical presentations for clerkship

abdominal mass	mood disorder
abdominal pain	neck mass/goitre
abuse	new born, depressed
attention deficit	non reassuring fetal status
blood from GI tract	pain
blood in urine	palpitations
BP abnormal	panic/anxiety
breast disorders	pap smear/screen
calcium, abnormal	peds emergency, acutely ill
chest pain	pelvic mass
coagulation abnormalities	pelvic pain
constipation	periodic health exam
contraception	personality disorders
cough	potassium abnormal
cyanosis/hypoxia	pregnancy
development delay	pregnancy loss
diarrhea	prolapse/pelvic relaxation
dizziness/vertigo	proteinuria
dying patient	psychotic patient
dysphagia	renal failure
dyspnea	skin rash macules
ear pain	skin rash, papules/blisters
edema	skin ulcers/tumors
eye redness	sodium abnormal
falls	sore throat
fatigue	substance abuse
fractures/dislocations	suicidal behaviour/prevention
glucose abnormal	temperature abnormal
headache	trauma
hearing loss/deafness	urinary frequency
hemoglobin abnormal	urinary obstruction/prostate
hydrogen ion conc abnormal	vaginal bleeding
infertility	vaginal discharge
jaundice	violence, family
joint pain	vision loss
lipids abnormal	vomiting, nausea
liver function tests abnormal	weakness
menstrual cycle, abnormal	weight abnormal
mental status, altered	wheezing

