



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

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

COURSE OUTLINE

Course Number:	MDCN 514
Course Name:	Clerkship Electives
Dates:	Jan 15, 2024 – Apr 27, 2025
Schedules and classroom locations:	Rotation schedule & location information will be emailed.

	Name	Email
Course Chair:	Dr. Jonathan Lubin	elective@ucalgary.ca
Evaluation Rep:		
UME Program Coordinator:	Tania Pander	elective@ucalgary.ca

Student Course Rep:	Jing Han
Student Exam Rep:	Harshil Shah

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

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

Supplementary Fees/Costs
<ul style="list-style-type: none">• Lab Coat• Stethoscope

Learning Objectives

Clerkship Clinical Electives

Teaching and learning experience varies from elective to elective and from department to department. Objectives are highly dependent on the discipline so the clerks should work with the preceptor to set learning goals and work towards them. Some objectives are set out by the department, so please refer to the elective catalogue on osler <https://osler.ucalgary.ca/> for details or check with the department.

Community Engaged Learning (CEL) Elective

Goal:

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

Terminal objectives:

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

- 1) Demonstrate exploration of social and structural contextual factors in a patient's life that may influence their wellness, views of health and access to care.
- 2) Demonstrate skills and qualities required to respectfully interact with marginalized populations using a patient- centered approach.
- 3) Demonstrate a reflective process to confront and challenge personal biases, stigma and stereotypes.
- 4) Describe the role/value of interdisciplinary teamwork and holistic care that extends beyond the health system to include social work, law, and community services.
- 5) Discuss the concept of social accountability¹ in medicine and the importance of cultivating a culture of civic responsibility² in the medical profession.
- 6) Discuss the knowledge required to develop respectful community relationships with Indigenous communities, including Elders, and understand the impacts of intergenerational trauma.
- 7) Contextualize Indigenous knowledge and ways of knowing and learning in the provision of patient-centered care to equity deserving populations, including Indigenous patients.
- 8) (for non-Indigenous students) Discuss the process of critically examining our own positionality as settlers and its impact on engaging with Indigenous communities.

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

Interprofessional Education (IPE) Elective

Goal:

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

Ancillary goals include:

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

Terminal objective:

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

Assessment of performance:

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

Team Member Performance Scale

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

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

References:

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

Please refer to core document and elective catalogue on OSLER - <https://osler.ucalgary.ca/>

Course Text(s)/Recommended Reading/Learning Resources

n/a

Evaluation and Course Requirements

EVALUATION CRITERIA

Clinical Elective

- Attendance
- Basic and clinical science knowledge/skills
- Clinical skills: history taking and physical examination
- Application of appropriate clinical reasoning
- Patient management
- Technical skills
- Knowledge of Disease Prevention and Health Promotion
- Communication with Patients and Families
- Communication with Medical Staff
- Record Keeping
- Case Presentations and Patient Handover
- Professionalism, responsibility and ethics
- Insight into Limitations and Educational Initiative

Research Elective

- Has this research proposal been approved by the Ethics Committee?
- Student understands the process of hypothesis generation.
- Student understands the process of developing a research question.
- Using Evidence Based research techniques: student performed a literature search relevant to the research question.
- Student understands the process of experimental / intervention design.
- Student understands basic statistics in order to plan experiment/research.
- Student understands the process of data generation collection, analysis and interpretation.
- Student understands the process of applying statistics to the collected data.
- Student recognizes the importance and process of sharing the research information (written publication, oral, poster formats).
- Overall Assessment of student's Performance
- Is this proposal suitable to submit for publication?

CLINICAL ELECTIVES

- 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

CEL/IPE ELECTIVES

- Attendance and participation in teaching and placements = MC
- CEL and IPE Final Reflections forms = MC
- Professionalism Expectation = MP
- Meet all expectations outlined in student handbooks = 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)

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

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

Calculators for MCQ exam – n/a

Assessment Dates

The assessment dates provided in the Evaluation and Course Requirements 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.

The pre-clerkship schedule of all courses can be found on the timetable here <https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable>

The detailed day by day schedule is found on Osler. <https://osler.ucalgary.ca/>

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.)
<p>For Pre-Clerkship - A student's final grade for the course is the sum of the separate components. It is not necessary to pass each mandatory component separately in order to pass the course.</p> <p>For Clerkship - A rotation signed off as "Satisfactory with Performance Deficiencies" will appear as a credit on a student's medical school transcript.</p>	

Assignments/Projects
<p>The following criteria shall generally apply to all written assignments. Students are expected to submit all major assignments on or before the due dates. Unless prior arrangements have been made, major assignments worth marks submitted after the specified due date will be considered late. Late major assignments will receive a 0 % grade. Other assignments will not be accepted after the due date.</p>

Timeliness
<p>In general, dates listed in Core Documents 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.</p>

Professional Conduct
<p>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</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p> <p>University of Calgary Medical School – Student Code of Conduct https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/student-code-conduct</p>

Electronic Submission of Course Work
<p>Most assignments will be submitted via email to the Program Coordinator, UME unless otherwise</p>

stated. Assignments may be submitted in MS Word or Rich Text formats. It is the student's responsibility to confirm with the Program Coordinator that the assignment has been received. This may be done through utilization of the return receipt function available on most email packages, or by a follow up confirmation email to the Program Coordinator.

It is the Program Coordinator's responsibility to reply to any confirmation email from the student, and to inform the student promptly if there are any problems with the file (unable to open attachment, damaged data, etc.). In such cases, it is the responsibility of the student to promptly consult with the Program Coordinator regarding an alternate delivery method (e.g. courier, fax, etc.). It is the student's responsibility to retain a copy of the original document.

One45 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 during any given course 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 is used throughout your training in the MD Program (Undergrad) as well as Residency (PGME).

Website Link to Access One45: <https://calgary.one45.com/>

Problems Accessing One45: Please contact the Academic Technologies at osler@ucalgary.ca

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.

Clinical Core Overview (Pre-Clerkship Only)

Please refer to the Clinical Correlation Guidelines here:
<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

Course specific learning objectives for Clinical Core in the setting of this course can be found in the

course documents.

Clinical Correlation Rules of Conduct

Students and preceptors will not be used as patients for clinical correlation sessions. This means that students will not examine the preceptor, the preceptor will not examine the students and students will not examine one another.

UME Policies, Guidelines, Forms, & TORs

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

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>

Please note by policy and terms of reference if you plan to request a reappraisal of the result(s) of this exam/course, a formal reappraisal request in writing needs to be submitted to md.reappraisals@ucalgary.ca within 10 days of receiving the result.

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](https://cumming.ucalgary.ca/mdprogram/about/governance) 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 <https://live-ucalgary.ucalgary.ca/student-services/access>.

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

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 <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.

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 Advocacy & Wellness Hub (SAWH): <https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home>

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>