



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

Land Acknowledgement
<b>Territorial Land Acknowledgement</b> <a href="https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement">https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement</a>

<b>Course Number:</b>	MDCN 520
<b>Course Title:</b>	Comprehensive Clinical Skills Curriculum for Clerkship (Course 8)
<b>Dates:</b>	May 2024 – April 2025 (Class of 2025)
<b>Schedules and classroom locations:</b>	<p>The timetable is located here  <a href="https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable">https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable</a></p> <p>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 &amp; location information will be emailed</p>

	Name	Email
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<b>Student Exam Rep:</b>	Harshil Shah	

Course Description
<p>University of Calgary calendar (<a href="https://calendar.ucalgary.ca/">https://calendar.ucalgary.ca/</a>)  <a href="https://calendar.ucalgary.ca/courses?cq=&amp;career=Medicine%20Programs&amp;page=1">https://calendar.ucalgary.ca/courses?cq=&amp;career=Medicine%20Programs&amp;page=1</a></p> <p>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 LCME accreditation – we identified in the learning needs of our students.</p> <p>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.</p>

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, podcasted, 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

#### Medical School Costs

<https://cumming.ucalgary.ca/mdprogram/current-students/financial-aid/medical-school-costs>

#### Financial Planning and Support Links

<https://cumming.ucalgary.ca/mdprogram/future-students/financial-aid/financial-planning-and-support-links>

### Learning Resources

All learning resources will be found on Fresh Sheet and on the curriculum management system currently named OSLER.

### Learning Objectives

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

**Clerkship Summative OSCE**

The Clerkship OSCE covers medical content and skills from all clerkship rotations as well as course 8 content and is a certifying examination. Students must successfully complete the clerkship OSCE 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 presentation (either alone or as part of an interprofessional team). Exam content will be guided by both UME clinical presentations and by the 12 core EPAs (entrustable professional activities) students should be able to demonstrated on the first day of residency as outlined by the AFMC ([AFMC Entrustable-Professional-Activities EN Final.pdf](#)). 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.

**Check your clerkship handbook for OSCE dates.**

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

**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.

The schedule, including assessments, 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/>

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

### Grading

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

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

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

### One45 by Acuity Insights Overview

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

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

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

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

One45 by Acuity Insights is used throughout your training in the MD Program (Undergrad).

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

### Course Evaluation/Feedback

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

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

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

### Internet and Electronic Device Information and Responsible Use

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

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for

other learners during class time. Students are responsible for being aware of the University's Internet and email use policy  
<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

## 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. Podcasts are also used as supplemental material and include additional information such as pharmacology, chronic disease management and clinical reasoning.

### **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

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

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

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

University of Calgary Medical School – Student Code of Conduct

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

University of Calgary - Integrity and Conduct

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

### Attendance and Participation Expectations

All learning events are mandatory. Attendance will be taken.

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](mailto: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](mailto:course8@ucalgary.ca)). Simply assuming that you were not expected to attend is not a valid reason for not attending.

### **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](mailto: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](mailto:access@ucalgary.ca). Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation.

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

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

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

### **Academic Integrity**

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

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

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

Student Academic Misconduct Policy and Procedure:

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

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

Additional information is available on the Academic Integrity Website at

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

### **Academic Misconduct**

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

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

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

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

Additional information is available on the Academic Integrity Website at:

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

### **Research Ethics**

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

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

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

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

For more information on ethics and compliance visit:

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

### Intellectual Property

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

### Emergency Evacuations and Assembly Points

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

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

### Supports for Students

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

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

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

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

Campus security: call (403) 220-5333

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

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

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

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

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

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore

the excellent mental health resources available throughout the University community such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> ) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth>).

#### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

#### **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>