



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

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

COURSE OUTLINE

Course Number:	MDCN 470
Course Name:	Psychiatry
Dates:	August 17 – September 4, 2020
Schedules and classroom locations:	For pre-clerkship: Year 1 & 2 timetable is here http://www.ucalgary.ca/mdprogram/current-students/pre-clerkship-years-1-2/timetables Detailed scheduled is located online in OSLER

	Name	Email
Course Chair:	Dr. Phil Stokes	philip.stokes@albertahealthservices.ca
Course Chair:		
Evaluation Rep:	Dr. Alexandra Di Ninno	Alexandra.DiNinno@ahs.ca
UME Program Coordinator:	Gillian Liston	course7@ucalgary.ca

Student Course Rep:	Trenna Norris	tmnorris@ucalgary.ca
Student Exam Rep:	Samin Dolatabadi	samin.dolatabadi@ucalgary.ca

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

Prerequisites
Not applicable in the MD program.

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

COVID-19

Due to the effects of COVID-19, the MD program pre-clerkship curriculum has been modified to comply with University of Calgary COVID-19 regulations.

- Course large group content is being delivered online as a combination of podcasts and live events via Zoom.
- Small groups are also delivered via Zoom.

- Midterm exams/quizzes will be written online via Dolphin.
- Final MCQ examinations will be written in person following UME protocols for exams which include the use of multiple theatres (no more than 30% capacity), spaced seating ensuring appropriate social distancing of students and the use of PPE by all parties during the exam.
- OSCE examinations will also be in person and adhere to CSM approved UME social distancing and PPE protocols.

As of September 1, the curriculum will be mixed delivery which will include some in-person teaching for hands-on skills that cannot be taught via online means.

- These include courses/units such as Physical Exam, Procedural Skills, Communications, as well as clinical teaching such as clinical correlation, electives and Family Medicine Clinical Experience.
- For these events, students will be individually assigned or in small groups and adhere to social distancing and PPE regulations as outlined by UME.

Learning Objectives

At the end of each lecture the student will be able to...

Introduction

1. Describe the structure of Course 7.
2. Describe the evaluation of Course 7.
3. Describe the concept of the biopsychosocial approach.
4. Describe the concept of the mental status examination.
5. Describe DSM-5 in an introductory fashion.

Patient Presentations

1. Describe the nature of a psychiatric interview.
2. Describe common psychiatric symptoms.

Neurosciences in Psychiatry

1. Describe the neuroanatomy relevant to psychiatry.
2. Describe four neurotransmitter systems.
3. Describe patient presentations that may overlap both neurology and psychiatry.

Psychosis

1. Describe the clinical presentation of schizophrenia and other psychotic disorders.
2. Describe the epidemiology and etiology of schizophrenia and other psychotic disorders.
3. Describe the treatment of schizophrenia and other psychotic disorders.

Addictions 1 and 2

1. Describe the clinical presentation of substance use disorders.
2. Describe the epidemiology and etiology of substance use disorders.
3. Describe the treatment of substance use disorders.

Anxiety Disorders

1. Describe the clinical presentation of anxiety disorders and obsessive compulsive disorders.
2. Describe the epidemiology and etiology of anxiety disorders and obsessive compulsive disorders.
3. Describe the treatment of anxiety disorders and obsessive compulsive disorders.

Eating Disorders

1. Describe the clinical presentation of eating disorders.
2. Describe the epidemiology and etiology of eating disorders.
3. Describe the treatment of eating disorders.

Mood Disorders

1. Describe the clinical presentation of mood disorders.
2. Describe the epidemiology and etiology of mood disorders.
3. Describe the treatment of mood disorders.

The Pharmacology of Mood Disorders

1. Describe the monoamine hypothesis of depression.
2. Describe the neuroanatomy and neurochemistry of the monoamine system.
3. Describe how the monoamine hypothesis translates into pharmacotherapy for depression.

Psychotherapy 1 and 2

1. Describe the basic subtypes of psychotherapy.
2. Describe how different psychotherapeutic techniques were demonstrated.
3. Have practiced basic psychotherapeutic techniques in class.

Mood and Anxiety Disorders in Children

1. Describe how mood and anxiety disorders present differently in children.
2. Describe how mood and anxiety disorders have different epidemiology in children.
3. Describe how mood and anxiety disorders have different treatments in children.

Post Traumatic Stress Disorder

1. Describe the clinical presentation of PTSD.
2. Describe the epidemiology and etiology of PTSD.
3. Describe the treatment of PTSD.

The Pharmacology of Psychosis

1. Describe the dopamine hypothesis of psychosis.
2. Describe the neuroanatomy and neurochemistry of the dopamine system.
3. Describe how the dopamine hypothesis translates into pharmacotherapy for psychosis.

The Pharmacology of Anxiety

1. Describe the GABA basis for anxiety disorders.
2. Describe the neuroanatomy and neurochemistry of the GABA system.
3. Describe how the GABA system translates into pharmacotherapy for anxiety disorders.

Psychiatric Illness of Medical Conditions

1. Describe how medical conditions can produce psychiatric syndromes.
2. Describe which medical conditions can produce which psychiatric syndromes.
3. Describe treatments for psychiatric syndromes produced by medical conditions.

Women's Mental Health

1. Describe the clinical presentations of premenstrual Dysphoric Disorder and Post Partum Syndromes.
2. Describe which medications hold teratogenic risks.
3. Describe which medications are safe for breast feeding.

Somatoform Disorders

1. Describe the clinical presentation of somatoform disorders.
2. Describe the epidemiology and etiology of somatoform disorders.
3. Describe the treatment of somatoform disorders.

Forensic Psychiatry

1. Describe the concepts of Fitness to Stand Trial and Not criminally Responsible.
2. Describe the workings of the Mental Health Act and certification of patients.
3. Describe at an introductory level the subjects of Psychopathy and Sexual Offenders.

Personality Disorders

1. Describe the clinical presentation of personality disorders.
2. Describe the epidemiology and etiology of personality disorders.
3. Describe the treatment of personality disorders.

Suicide

1. Describe an approach to assessing suicide risk.
2. Describe the differences between suicide and parasuicidal behaviour.
3. Describe the epidemiology of suicide.

A Family Medicine Perspective

1. Describe how patients with mental health care concerns present in family medicine.
2. Describe how the elements of the bio-psycho-social model and habits interact with each other.
3. Propose management plans for patients with mental health concerns in primary care.

Sexual Disorders

1. Describe the clinical presentation of sexual disorders.
2. Describe the epidemiology and etiology of sexual disorders.
3. describe the sexual arousal cycle.

Disruptive Behaviour Disorders

1. Describe the clinical presentation of Disruptive Behaviour Disorders.
2. Describe the epidemiology and etiology of Disruptive Behaviour Disorders.
3. Describe the treatment of Disruptive Behaviour Disorders.

Pediatric Psychopharmacology

1. Describe issues affecting pharmacokinetics of psychiatric medications in children.
2. Describe pharmacodynamics of medications used to treat childhood psychiatric disorders.
3. Describe differences in evidence for the use of psychiatric medications in children compared to adults.

Family Violence

1. Describe the clinical presentation of child abuse and adult abuse.
2. Describe the epidemiology and etiology of child abuse and adult abuse.
3. Describe the interventions possible for child abuse and adult abuse.

Course Text(s)/Recommended Reading/Learning Resources

- Black and Andreasen – Introductory Textbook of Psychiatry, 6th edition
- Kaplan and Sadock – Synopsis of Psychiatry, 11th edition – Useful for undergraduates but also residency level
- DSM-5. Although the bookshop will happily sell you the full DSM or the pocket reference version, it isn't needed for most students, and the library has a copy.

An online Calgary guide to the Mental Status Exam by Dr. Sparshu is available at

<http://core.ucalgary.ca/mental-status-exam/>

Evaluation and Course Requirements

Student learning will be assessed through the completion of the following formative & summative mandatory evaluative learning activities.

MC = Must Complete

MP = Must Pass

- Attendance and participation in mandatory teaching sessions = MC
- Mental Status Exam Assignment = MC

- Formative Online MCQ Exam = MC
- Summative MCQ Exam = MC
- Clinical Core Sessions (6 Hours) = MC
- Satisfactory Overall (MCQ and MSE Assignment combined) = MP

The formative online MCQ exam will open at 9 am August 17, 2020 and will close at 4 pm on Friday August 28, 2020.

The course grade will be composed of the following:

- Mental Status Exam Assignment 5%
- Summative/Final MCQ Exam 95%

The Mental Status Exam Assignment – 5 Percent

You will be graded on the written submission of a mental status exam of a film clip. Your job will be to view a brief film clip online with the goal of performing a mental status exam on the person. A mental status exam is covered in the first few days of the course in the “Intro to Psychiatry” lectures. The assignment requires a point form description of the video using appropriate psychiatric vocabulary in each of eleven categories:

- Appearance
- Behaviour
- Speech
- Mood
- Affect
- Thought Form (Thought Process)
- Thought Content
- Abnormal Perceptions
- Cognition
- Insight
- Judgment

The assignment will be **due on August 31, 2020 by 11:59 pm** to allow time for marking before the end of the course. Once completed, assignments must be submitted, via email, to Dr. Zanussi (assignment2022@icloud.com). 10% off per day late. Students who are unable to complete the assignment will receive no grade. There will be no exceptions for an incomplete assignment. Details of the film clip will be announced in class and distributed by e-mail.

Remediation: In the event that a student is unsatisfactory overall, a rewrite of the Summative/Final Peripatetic and MCQ Exams will be required.

Calculators for MCQ exam – basic 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
I	Incomplete
W	Withdrawal
MT	Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year.)
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 components separately in order to pass the course.	
For Clerkship - A rotation signed off as "Satisfactory with Performance Deficiencies" will appear as a credit on a student's medical school transcript.	

Assignments/Projects
The following criteria shall generally apply to all written assignments. Faculty responsible for grading specific assignments may add additional criteria.

Timeliness
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.

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: <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</p>

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

Electronic Submission of Course Work

Most assignments will be submitted via email to the Program Coordinator, UME unless otherwise 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 is 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 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:

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

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

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

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

Appeals

Please refer to the UME Student Evaluation: Reappraisals and Appeals for details regarding appeals (<http://www.ucalgary.ca/mdprogram/about-us/ume-policies-guidelines-forms-terms-reference>).

If the student appeals to the Student Evaluation Committee and disagrees with the decision, the student may further appeal to the Cumming School of Medicine Medical Student Appeals Committee (MSAC). (<http://ucalgary.ca/mdprogram/about-us/ume-policies-guidelines-forms-terms-reference>)

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/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf.

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 plagiarism in the University Calendar (<http://www.ucalgary.ca/pubs/calendar/current/k-5.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: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Evacuation Procedures- <https://www.ucalgary.ca/emergencyplan/system/files/hsc.pdf>

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

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page

(<http://library.ucalgary.ca/copyright>). It is the responsibility of each individual to ensure compliance with copyright regulations. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Copyright and Fair Dealing for Students:

http://library.ucalgary.ca/files/library/guidance_for_students.pdf

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>