



**UNIVERSITY OF CALGARY**  
CUMMING SCHOOL OF MEDICINE

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

**COURSE OUTLINE**

<b>Course Number:</b>	MDCN 490
<b>Course Name:</b>	<b>Intro to Clinical Practice Part 1 (ICP-1)</b>
<b>Dates:</b>	June 16-23, 2021
<b>Schedules and classroom locations:</b>	For pre-clerkship: Year 1 & 2 timetable is 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>  Course materials can be found on the ICP course website (intro.ucalgaryblogs.ca) or on OSLER.

	<b>Name</b>	<b>Email</b>
<b>Course Chair:</b>	Anthony Seto	anthony.seto@ucalgary.ca
<b>UME Program Coordinator:</b>	Erin Weir	intro@ucalgary.ca

<b>Course Description</b>
Please refer to the University Calendar: <a href="http://www.ucalgary.ca/pubs/calendar/current/medicine.html#8554">http://www.ucalgary.ca/pubs/calendar/current/medicine.html#8554</a>

<b>Prerequisites</b>
Not applicable in the MD program.

<b>Supplementary Fees/Costs</b>
<ul style="list-style-type: none"><li>• Lab Coat (not used in ICP)</li><li>• Stethoscope (optional, as a prop in Intro To Code Blue SIM)</li><li>• iClickers (not used in ICP)</li></ul>

## ICP-1 JUNE 2021 GUIDE

Intro to Clinical Practice Part 1 (ICP-1) will be hosted June 16-23, 2021.  
All sessions in ICP-1 have mandatory completion/attendance.

The breakdown of sessions is as follows:

- 5 scheduled\*\* sessions: Prez Drillz, Team SIM, ITCB SIM, BBS, IPC
- 10 on-demand podcasts (available on OSLER podcast webpage)

All sessions are online except for 1 scheduled in-person\* session:

- ITCB SIM

The 4 online scheduled sessions will be hosted on Zoom:

- Prez Drillz
- Team SIM
- BBS
- IPC

Here is a checklist for you to use to guide your progress through ICP-1:

ICP-1 Session Listing (Official Titles)	CHECKBOX
1) ICP Kickoff / Orientation	<input type="checkbox"/>
2) Electronic Clinical Resources	<input type="checkbox"/>
3) Approach To Fluids	<input type="checkbox"/>
4) Acute Care Approaches	<input type="checkbox"/>
5) Clinical Documentation (Clin Doc)	<input type="checkbox"/>
6) Presentations & Consultations (P&C)	<input type="checkbox"/>
7) Presentation Drills (**Prez Drillz)	<input type="checkbox"/>
8) Teamwork Simulation (**Team SIM)	<input type="checkbox"/>
9) Intro To Code Blue (ITCB Video)	<input type="checkbox"/>
10) Intro To Code Blue (**ITCB SIM) [*In-Person]	<input type="checkbox"/>
11) X-Ray Interpretation (X-Ray)	<input type="checkbox"/>
12) Prescriptions & Orders (Rx & Orders)	<input type="checkbox"/>
13) Pain Management (Pain)	<input type="checkbox"/>
14) Beep-Beep Simulation (**BBS)	<input type="checkbox"/>
15) Infection Prevention & Control (**IPC)	<input type="checkbox"/>

For session descriptions, please refer to the ICP-1 sessions page on the ICP course website:  
<http://intro.ucalgaryblogs.ca/sessions1/>

Sessions' resources and materials can be downloaded from the above ICP course website or OSLER.

Below is the ICP-1 course schedule. Only the sessions marked with asterisks\*\* are scheduled for you. All other sessions are on-demand podcasts that can be viewed at any time. The on-demand sessions are put in the schedule as placeholders. However, please see the recommended schedule (below), which takes into account breaks as well as learning progression.

Each student will be placed into 1 of 8 **Ranger Colours**. Each ranger colour will be further split into 4 **SIM Teams**. You will be assigned a Ranger Colour + SIM Team Number for the duration of ICP-1. Please see OSLER for your Ranger Colour + SIM Team Number assignments. Use your Ranger Colour + SIM Team Number to find out which Zoom rooms you will join. Check the "ICP-1 Schedule with Zoom Links" spreadsheet on the ICP course website or OSLER to find Zoom links for the schedule sessions. [Please note that for both ICP and Integrative courses, you will be in the same groups.]

ICP-1 Schedule Week 1:

ICP Part 1	WEDNESDAY JUNE 16								THURSDAY JUNE 17								FRIDAY JUNE 18													
	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER						
8:30	IG B								IG C								IG D													
9:00	ICP Kickoff / Orientation								Clin Doc	Clin Doc	**TEAM SIM (0900)	**TEAM SIM (0900)	INTEGRATIVE A								**IPC (0830)	**IPC (0830)	INTEGRATIVE C							
9:30	Electronic Clinical Resources								P&C	P&C	INTEGRATIVE A								X-Ray	X-Ray	INTEGRATIVE C									
10:00	Approach To Fluids								Clin Doc	Clin Doc	INTEGRATIVE A								X-Ray	X-Ray	INTEGRATIVE C									
10:30	Acute Care Approaches								**TEAM SIM (1100)	**TEAM SIM (1100)	P&C	P&C	INTEGRATIVE A								**IPC (1045)	**IPC (1045)	INTEGRATIVE C							
11:00																														
11:30																														
12:00																														
12:30																														
13:00																														
13:30									ITCB Video	ITCB Video	ITCB Video	ITCB Video	Clin Doc	Clin Doc	**TEAM SIM (1330)	**TEAM SIM (1330)														
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17:00																														
17:30	Day 1 Lectures are ONLINE								TEAM SIM is ONLINE								IPC is ONLINE													

If you are a **Red Ranger**, for example, you will only follow everything in the column underneath the Red Ranger header. Refer to the above Week 1 schedule to follow along. On June 16<sup>th</sup>, you are recommended to schedule in your review of "ICP Kickoff / Orientation", "Electronic Clinical Resources", "Approach To Fluids", and "Acute Care Approaches" sessions (in the schedule above, these Day 1 lecture podcast placeholders are "shared" for all ranger colours). On June 17<sup>th</sup>, you are recommended to schedule in your review of "Clin Doc" and "P&C". At 1100h, you are scheduled to show up to "Team SIM" on Zoom. Afterwards, you are recommended to schedule in your review of "ITCB Video". You will have your mandatory Integrative course (a separate course from ICP) starting at 1400h. On June 18<sup>th</sup>, you are scheduled to show up to "IPC" in Zoom at 0830h. Next, you are recommended to schedule in "X-Ray". This completes week 1 of ICP-1.

## ICP-1 Schedule Week 2:

ICP Part 1	MONDAY JUNE 21								TUESDAY JUNE 22								WEDNESDAY JUNE 23							
	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER	RED	BLACK	BLUE	WHITE	YELLOW	PINK	GREEN	SILVER
8:30																								
9:00			**ITCB SIM IP (0830)	**ITCB SIM IP (0830)				**BBS (0830)	**BBS (0830)							Pain	Pain	Pain	Pain	Pain	Pain	Pain	Pain	
9:30																								
10:00																								
10:30																								
11:00	**ITCB SIM IP (1030)	**ITCB SIM IP (1030)	Rx & Orders	Rx & Orders				Rx & Orders	Rx & Orders				**BBS (1045)	**BBS (1045)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)	**PREZ DRILLZ (1000)		
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15:30	INTEGRATIVE B																							
16:00			**ITCB SIM IP (1530)	**ITCB SIM IP (1530)																				
16:30																								
17:00																								
17:30	ITCB SIM is IN-PERSON (IP)								BBS is ONLINE								PREZ DRILLS is ONLINE							
																	ICP FORMATIVE EXAM DUE AT 11:59PM							

Continuing with the **Red Ranger** example, you will attend the scheduled “ITCB SIM” in-person at 1030h on June 21<sup>st</sup>. In the afternoon, you will be going to the Integrative course at 1400h. On June 22<sup>nd</sup>, you are scheduled for “BBS” at 0830h on Zoom. Afterwards, you are recommended to schedule in “Rx & Orders”. On the final day, June 23<sup>rd</sup>, you are recommended to schedule in “Pain”. Afterwards, you will attend “Prez Drillz”, which is scheduled for you at 1030h. By 11:59pm mountain time on June 23<sup>rd</sup>, you will need to complete the ICP Formative Exam and have it submitted.

To successfully pass ICP-1, there are 2 “assignments” to complete. The first assignment is completing the formative exam by 11:59pm mountain time on June 23<sup>rd</sup>. The second assignment is presenting oral cases during the “Prez Drillz” workshop, where a preceptor will evaluate, formatively, your skill in presenting clinical encounters (Entrustable Professional Activity #6, The Association of Faculties of Medicine of Canada). This evaluation will be completed by the preceptor on One45 and will include any feedback they add.

As you work through the material, questions that come up can be directed to myself, Anthony, at [anthony.seto@ucalgary.ca](mailto:anthony.seto@ucalgary.ca), and I will get back to you as soon as possible.

Please contact me at any time with regards to anything about the ICP course. The password to the ICP-1 preceptor website, storing the preceptor notes and full set of ICP-1 materials will be available to you at the end of the course.

Enjoy the ICP experience!

Anthony Seto  
 ICP Course Chair  
 UCalgary Grad, “Blobfish”  
[anthony.seto@ucalgary.ca](mailto:anthony.seto@ucalgary.ca)  
 Course website: <http://intro.ucalgaryblogs.ca>

## Learning Objectives

### ICP Kickoff / Orientation

1. Refuel excitement and energy for clinical training and future clinical practice
2. List course completion criteria
3. Describe ICP course schedule

### Electronic Clinical Resources

1. Identify electronic resources useful for clinical practice
2. Practice finding information efficiently for clinical questions

### Approach to Fluids

1. Identify markers of determine volume status (hypovolemia, euvoemia, hypervolemia)
2. Describe how the Gorelick score can be used to determine level of dehydration in pediatric patients
3. List a differential diagnosis for hypovolemic shock (use Blackbook scheme)
4. List different types of fluid (i.e. crystalloids, blood products, other fluids/infusions such as dextrose and bicarbonate)
5. Determine bolus fluid amounts for adult and pediatric patients
6. Discuss fluid bolus administration methods: gravity, pressure bag, rapid infuser pump, push-pull
7. Determine maintenance fluid rates for adult and pediatric patients
8. Given clinical scenarios, propose fluid administration strategies

### Acute Care Approaches

1. Describe an approach to acute care presentations
  - a. Initial steps
    - i. Assessment: initial impression (see, smell, hear), vitals
    - ii. Action: ?code blue management, IV, O2, monitor
  - b. Code Blue management
    - i. Assessment: rhythm, pulse
    - ii. Action: CPR/defibrillation, epinephrine, Hs & Ts, teamwork
  - c. Primary survey/assessment
    - i. Assessment: Airway, Breathing, Circulation (ABCs)
    - ii. Action: Management of ABCs, consider glucose level and ECG
  - d. Secondary survey/assessment
    - i. Assessment: SAMPLE history, head-to-toe exam, repeat vitals
    - ii. Action: DDX, tailored investigations, treatment, disposition
2. Describe acute care approach modifications for:
  - a. Trauma cases (ABCDE)
  - b. Toxicological cases (ABCDEF)
  - c. Mass gatherings / disasters (START Triage Algorithm)
3. Describe adjunctive approaches and concepts useful in acute care:
  - a. BLS algorithm
  - b. Pediatric vital signs and weight-based dosing
  - c. DIM/DIMES mnemonic for altered level of consciousness
    - i. Opioid triad and opioid toxicity management
    - ii. Alcohol metabolism rate
    - iii. Hypoglycemia rule of 50

### **Teamwork Simulation**

1. Through participation in an escape game, **deliberately practice applying** at least one teamwork competency under each of the four domains of the University of Calgary Team Scheme (Leadership / Membership, Communication, Situation Monitoring, and Collaborative Decision Making / Mutual Support) (Application)
2. Through participation in the post-game debriefing session:
  - a. **Identify** at least one strength or challenge encountered during the escape game, under each of the four Team Scheme domains (Comprehension)
  - b. **Propose** a solution to each of the teamwork challenges previously identified (Synthesis)
  - c. **Select** at least 1 goal as to how the Team Scheme competencies will be applied to one's practice setting and/or life (commitment-to-change), through reflection upon the teamwork simulation experience (Evaluation)

### **Clinical Documentation**

1. Describe the importance of clear and accurate documentation in clinical practice
2. Identify clinical note features that improve conciseness and support consistency
3. Identify and discuss the key components of Admission Notes, Emergency Department / Urgent Care Notes, OR Notes, Progress Notes, and Labour & Delivery Notes
4. Given medical scenarios, write appropriate clinical notes

### **Presentations and Consultations**

1. Practice a structured process for presenting clinical cases to a preceptor (F-SOAP)
2. Identify tools that support a clinical consultation request
3. Practice a structured process for communicating with consultants (5Cs)
4. List elements to include in a referral letter

### **Prez Drillz**

1. Present a clinical case to a preceptor
2. Implement oral case presentation feedback to improve oral case presentations

### **Intro To Code Blue (ITCB Video + ITCB SIM)**

1. Conduct primary and secondary surveys
2. Develop initial management plans for select acute care patient presentations (ACS, anaphylaxis, tension pneumothorax, and UGIB)
3. Demonstrate the management of cardiac arrest cases (VT, pulseless VT, PEA, and asystole)
  - a. Identify cardiac arrest rhythms: VF, pulseless VT, PEA, asystole
  - b. Demonstrate early CPR and early defibrillation
  - c. Demonstrate effective CPR and BVM techniques
  - d. Demonstrate accurate dosing and frequency of epinephrine administration
  - e. Select an appropriate defibrillation dose
4. List causes of cardiac arrest, using H's and T's as a mnemonic
5. Demonstrate attributes of effective team dynamics

### **X-Ray Interpretation**

1. Describe an approach to the interpretation of chest, abdominal, and bone x-rays
2. Practice interpreting chest, abdominal, and bone x-rays

## **Prescriptions & Orders**

1. Write prescriptions according to the Alberta College of Pharmacists Standards of Practice
2. Demonstrate modifications to prescription-writing for pediatric patients by including a patient's weight and calculating weight-based doses
3. Identify tools to look-up prescription considerations for patient contexts such as liver disease, renal disease, pregnancy, and breastfeeding
4. Identify where to obtain information on drug interactions
5. Identify where to obtain information on TPP Alberta
6. Identify resources for de-prescribing
7. Write an example admission order, using the mnemonic "AD-DAVID"
8. Discuss pitfalls in writing prescriptions and orders that may lead to medical error
9. Discuss safe approaches to writing prescriptions and orders
10. Write legibly on all prescriptions and physician orders
11. Identify abbreviations and acronyms that should be avoided when writing orders to prevent medical error

## **Pain Management**

1. Describe an approach to acute pain management
2. List common dose regimens and adverse effects for acetaminophen
3. List commonly encountered NSAIDs and their common dose regimens and adverse effects
4. List commonly encountered opioids and their common dose regimens and adverse effects
5. List medications that can be used for neuropathic pain
6. List examples of local anesthesia agents, their toxic doses, and adverse effects
7. List analgesia strategies for infants and pediatric patients
8. Given pain scenarios, outline appropriate analgesia plans

## **Beep-Beep Simulation**

### Hyperkalemia

1. Identify manifestations of hyperkalemia
2. Identify peaked T-waves as an early ECG change in hyperkalemia
3. Discuss an approach to the differential diagnosis to electrolyte abnormalities
4. Identify indications for treating acute hyperkalemia
5. List potential treatments for acute hyperkalemia

### Chest Pain

1. List 6 life-threatening causes of chest pain
2. Identify features on history and physical examination for high risk chest pain
3. List appropriate initial investigations in a patient with chest pain
4. Identify concerning ECG features in a patient with chest pain
5. Propose initial management plans for select chest pain presentations

### Hyperglycemia

1. Outline a differential diagnosis for hyperglycemia in patients with and without diabetes
2. List manifestations of hyperglycemia
3. Practice the use of the Basal Bolus Insulin Therapy (BBIT) protocol
4. Describe an approach for the management of DKA

### Agitation

1. Define agitation
2. Identify risk factors for agitation
3. Describe an approach for the differential diagnosis of agitation
4. List preventative and proactive measures when interviewing agitated patients
5. List verbal methods of de-escalation
6. List physical and chemical methods of de-escalation

### Fall

1. Outline a differential diagnosis for why a patient may fall
2. Identify features on history and examination important in elucidating the cause of a fall
3. List the Canadian CT Head Rule criteria, including its inclusion criteria
4. Identify hip fractures on x-rays

### Fever

1. Outline a differential diagnosis for fever
2. Describe appropriate investigations for a septic work-up
3. Identify potential causes of post-operative fever (based on post-operative day)
4. List the criteria of SIRS and qSOFA, and identify which is more sensitive or specific for predicting mortality in sepsis

## **Infection Prevention and Control**

### Application and Resources

1. Discuss the implications of proper and poor IP&C practices
2. Identify the common breaches of proper IP&C practice
3. Discuss practical considerations when on clinical rotations (e.g., cleaning stethoscopes, navigating paperwork and charts, navigating acute care situations)
4. Identify and review available IP&C resources (e.g., contact information, local statistics, isolation precautions, routine practices, and outbreak management)

### Skill Demonstration

1. Discuss the indications and differences between alcohol-based hand rub and handwashing
2. Discuss and demonstrate proper hand hygiene technique
3. Discuss and demonstrate the proper sequence and technique of donning and doffing personal protective equipment

### Outbreak

1. Define an outbreak
2. Describe the main steps in outbreak management and prevention
3. Describe different types of infection control practices for different outbreak conditions

### Communication

1. Discuss an approach to communicating to a colleague or preceptor who is not following proper IP&C practices
2. Discuss strategies to effectively explain to patients the rationale behind IP&C practices

## **Course Text(s)/Recommended Reading/Learning Resources**

### **ICP Course Website:**

<http://intro.ucalgaryblogs.ca>



## Evaluation and Course Requirements

### Evaluation Method

To successfully pass ICP-1, you need to complete 2 assignments.

- Assignment #1 – Online Formative Exam
  - The online formative exam must be completed and submitted by 11:59pm mountain time on Friday, June 23, 2021
- Assignment #2 – Presentation Skills Formative Assessment
  - After the student attends the “Prez Drillz” (Presentation Drills) workshop, the preceptor will complete a formative feedback and evaluation form on One45 based on EPA-6 (presentation skills)
  - If a student has an excused absence, they will need to complete the “Prez Drillz” (Presentation Drills) assignment, due within 72h from the end of the missed session; further information will be provided if this applies

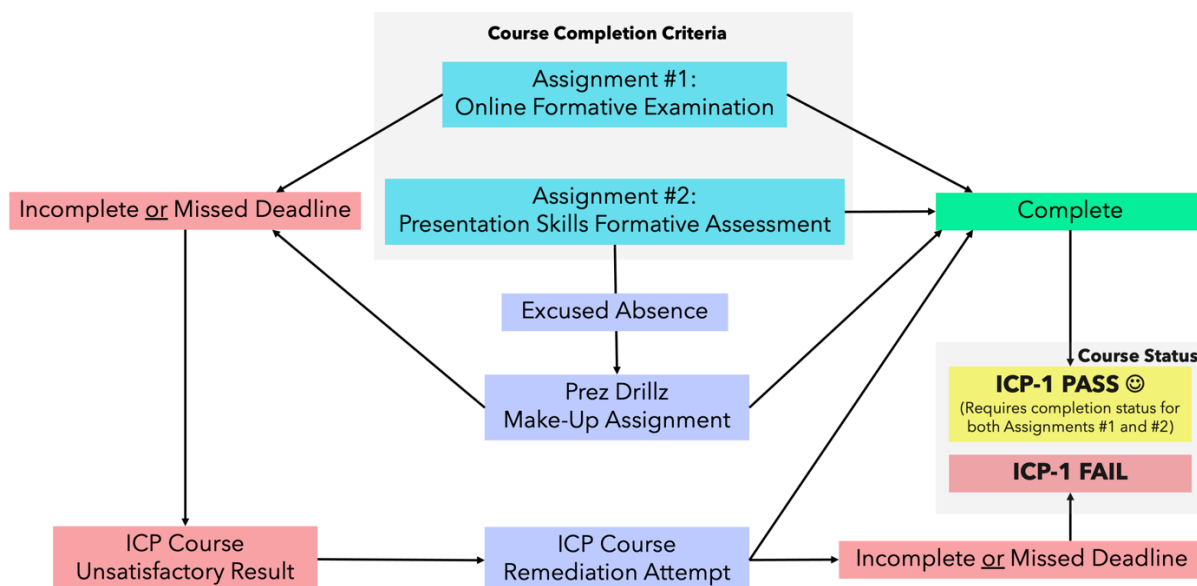
### Podcast Completion and Session Attendance

It is expected that students review all ICP-1 podcasts to achieve the learning objectives of ICP-1. Attendance at all scheduled sessions is mandatory. Scheduled sessions include the 1 in-person session (ITCB SIM) and the 4 Zoom sessions (Prez Drillz, Team SIM, BBS, IPC).

### Course Remediation and Failure

If the online formative exam is not complete and submitted by the deadline and/or the Prez Drillz assignment is not complete and submitted by the deadline (for those with an excused absence from Prez Drillz), then your ICP-1 course result will be “unsatisfactory”. To remediate this result, you will need to complete the ICP Reflective Essay, which covers the rationale and benefits of deadlines, implications of missing deadlines, and proposing strategies to meet deadlines, including realistic modifications you can make in your own life to help meet deadlines.

## ICP-1 PASS-FAIL SCHEME



### 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:

- 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>

### **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 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 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](mailto: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>

**There is no Clinical Core component of ICP.**

### **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.

**There is no Clinical Correlation component of ICP.**

### **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/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities\\_0.pdf](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](mailto: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 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: <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): <https://cumming.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 ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) 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:  
<https://cumming.ucalgary.ca/mdprogram/about/governance>

**There is no Wet Lab component of ICP.**