



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

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

COURSE OUTLINE

Course Number:	MDCN 350
Course Name:	Introduction to Medicine, Blood and Gastrointestinal Course
Dates:	Monday to Friday (July 19 – October 8, 2021)
Schedules and classroom locations:	For pre-clerkship: Year 1 & 2 timetable is here https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable Detailed scheduled is located online in OSLER

	Name	Email
Course Chair:	Dr. Kareem Jamani	kareem.jamani@ahs.ca
Course Chair:	Dr. Edwin Cheng	ejcheng@ucalgary.ca
Evaluation Rep:	Dr. Deirdre Jenkins	djenkin@ucalgary.ca
UME Program Coordinator:	Erin Weir	Course1@ucalgary.ca

Student Course Rep:	TBA	
Student Exam Rep:	TBA	

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

Learning Objectives
Please refer to supplemental resources on OSLER for Unit Objectives - https://osler.ucalgary.ca/

Course Text(s)/Recommended Reading/Learning Resources
<u>Textbooks (GI)</u> Most standard texts in internal medicine, surgery, physiology and pathology contain comprehensive sections dealing with the gastrointestinal system. Additional manuals to consider using include:

- [Netter's Gastroenterology](#) (2019) – Floch et al (e-access through the library)
- [Gastrointestinal Physiology](#) (2019) – Johnson (e-access through the library)
- [Sitaraman and Friedman's Essentials of Gastroenterology](#) (2018) – Srinivasan and Friedman (e-access through the library)
- [Yamada's Textbook of Gastroenterology](#) (2016) – Podolsky (e-access through the library)
- [Current Diagnosis & Treatment: Gastroenterology, Hepatology & Endoscopy](#) (2016) – Greenberger et al (e-access through the library)
- [Sleisenger and Fordtran's Gastrointestinal and Liver Disease: Pathophysiology / Diagnosis / Management](#) (2016) – Feldman et al (e-access through the library)
- [The Gastrointestinal System: Gastrointestinal, nutritional and hepatobiliary physiology](#) (2014) – Leung (e-access through the library)
- [First Principles of Gastroenterology: The Basis of Disease and an Approach to Management](#) (2005) – Thomson and Shaffer (freely available through the Canadian Association of Gastroenterology)

For more detailed and up-to-date information on specific topics in gastroenterology and hepatology, students may access practice guidelines, medical position statements and technical reviews on GI and Liver topics at the following websites:

- Canadian Association of Gastroenterology: <https://www.cag-acg.org/publications/guideline-library>
- American Association for the Study of Liver Disease: <https://www.aasld.org/publications/practice-guidelines>
- American College of Gastroenterology: <https://gi.org/guidelines/>
- American Gastroenterological Association: <https://www.gastro.org/guidelines>
- Society of American Gastrointestinal Endoscopic Surgeons: <https://www.sages.org/publications/guidelines/>
- American Society for Gastrointestinal Endoscopy: <https://www.asge.org/home/guidelines>
- North American Society for Pediatric Gastroenterology, Hepatology and Nutrition: <https://naspghan.org/professional-resources/clinical-guidelines/>
- World Gastroenterology Organisation: <https://www.worldgastroenterology.org/guidelines/global-guidelines>

Textbooks (Blood)

Most standard texts in internal medicine, physiology, and pathology contain comprehensive sections dealing with the hematopoietic system. At this stage of your training there is no need to purchase a textbook specific to hematology. However, if you wish to explore further information in a hard-copy format, books available through the Health Sciences Library include:

- [The Bethesda Handbook of Clinical Hematology](#) (2019) – Rodgers and Young (call number WH39 .B562 2019)
- [ABC of Clinical Hematology](#) (2018) – Provan (e-access through the library)
- [Hematology: Basic Principles and Practices](#) (2018) – Hoffman et al (e-access through the library)
- [Rodak's Hematology: Clinical Principles and Applications](#) (2016) – Keohane et al (call number WH120 .H4872 2016)

The following online textbook also provides a number of illustrations and animations which may be useful, particularly for the Hematology Flipped Classroom content:

- [Mechanisms in Hematology](#) (2016) – Mehta & Hoffbrand
 - Username: [ucalgary](#)
 - Password: [mechanisms](#)

Textbooks (Immunology, Infectious Diseases and Microbiology)

Most standard texts in internal medicine, physiology and pathology contain comprehensive sections dealing with infectious diseases and immunology. The following textbook available at the bookstore should be especially helpful for students' learning needs:

- Immunology – Mamula

Other books available through the Health Sciences Library include:

- [Jawetz, Melnick and Adelberg's Medical Microbiology](#) (2019) – Riedel et al (e-access through the library)
- [Mandell, Douglas and Bennett's Principles and Practices of Infectious Diseases](#) (2019) – Bennett et al (e-access through the library)
- [Mims' Medical Microbiology and Immunology](#) (2019) – Goering (e-access through the library)
- [Harrison's Principles of Internal Medicine](#) (2018) – Jameson and Harrison (e-access through the library)
- [Cellular and Molecular Immunology](#) (2018) – Abbas et al (e-access through the library)
- [Roitt's Essential Immunology](#) (2017) – Delves et al (e-access through the library)
- [Infectious Diseases](#) (2017) – Cohen et al (e-access through the library)

Textbooks and Learning Resources (Genetics)

- [Medical Genetics](#) (2020) – Jorde et al (e-access through the library)
- [Thompson & Thompson Genetics in Medicine](#) (2016) – Nussbaum et al (e-access through the library)
- Genetics in Primary Care Institute: <http://www.geneticsinprimarycare.org/>
 - Learning resources, including webinars and fact sheets, covering a variety of topics relevant to all physicians (family history taking, overview of genetic testing, etc.)
- GeneReviews: <https://www.ncbi.nlm.nih.gov/books/NBK11116/>
 - Comprehensive, up-to-date reviews of over 600 specific genetic disorders, covering clinical features, diagnosis/testing, management and genetic counseling.
- Online Open Genetics: <http://opengenetics.net/>
 - This site is the result of a collaboration between Dr. Todd Nickle from Mount Royal University and Dr. Isabelle Barrette-Ng from the University of Calgary. Use this resource to help you deepen your understanding of basic concepts in genetics, as well as to practice and refine the skills needed to solve common problems in genetic analysis.

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
- Formative Online MCQ Exam = MC
- Blood/Pathology Exam = MC
- Mid Term Summative MCQ Exam = MC
- Summative MCQ Exam = MC
- Clinical Core Sessions (12 Hours) = MC
- Clinical Core Reflective Essay = MC
- Satisfactory Overall (All Summative & Mid Term Components Combined) = MP

The course grade will be composed of the following:

- Hemopathology/Pathology Exam (15%)
- Mid Term Summative MCQ Exam (15%)
- Summative/Final MCQ Exam (70%)

In the event that a student is unsatisfactory overall, a rewrite of the Summative/Final MCQ Exam will be required. In this case, the final course grade will be composed of the following:

- Rewrite MCQ Exam (100%)

Calculators for MCQ exam – Calculators are allowed for all MCQ exams

Assessment Dates

The assessment dates provided in the Evaluation and Course Requirements may be subject to change due to circumstances beyond the MD Program's control. In the event that an assessment date must be changed notification of the change will be emailed to the student by the evaluation team and posted on OSLER. Students will be given as much notice of the assessment date change as possible.

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

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

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

Appeals

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

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

If the student disagrees with the decision of the UME Student Evaluation Committee, the student may appeal that decision to the UME University Faculty Appeals Committee. Please refer to the [CSM UME Academic Assessment and Graded Term Work Procedures](#) for procedure for appeals.

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

Academic Accommodation

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

Student Accessibility Services, please contact their office at (403) 220-8237, address: MacEwan Student Centre room 452 or email: access@ucalgary.ca. Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation.

Accommodations on Protected Grounds Other Than Disability

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

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

For additional information on support services and accommodations for students with disabilities, visit <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 (<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>) and are reminded that plagiarism is an extremely serious academic offence.

Student Misconduct

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

Freedom of Information and Protection of Privacy

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

Emergency Evacuations and Assembly Points

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

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

Internet and electronic device information and responsible use:

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

Supports for student learning, success, and safety

Student Advising and Wellness (SAW): <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 (<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 unauthorised 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>

APPENDIX A

Unit Chairs

Faculty Contacts

If students have questions or concerns regarding the course, please feel free to contact any of the preceptors below:

Course Co- Chairs <ul style="list-style-type: none"> • Dr. Edwin Cheng (GI) • Dr. Kareem Jamani (Blood) 		Course Evaluators <ul style="list-style-type: none"> • Dr. Deirdre Jenkins (Blood) 	
Unit Chairs			
GI Bleeding <ul style="list-style-type: none"> • Edwin Cheng 	Infectious Diseases and Microbiology <ul style="list-style-type: none"> • Julie Carson • LeeAnne Luft 	Anemia <ul style="list-style-type: none"> • Doan Le • Edwin Cheng 	Physiology <ul style="list-style-type: none"> • Stephen Congly
Liver <ul style="list-style-type: none"> • Kelly Burak 	Bleeding and Bruising <ul style="list-style-type: none"> • Adrienne Lee 	Thrombosis <ul style="list-style-type: none"> • Natalia Rydz 	Diarrhea – Acute and Chronic <ul style="list-style-type: none"> • Melanie Stapleton
Nutrition <ul style="list-style-type: none"> • Melanie Stapleton 	Abdominal Pain and Motility <ul style="list-style-type: none"> • Wayne Rosen (Surgery) • Christopher Andrews (GI) 	Splenomegaly <ul style="list-style-type: none"> • Meghan Drew-McKinstry 	Polycythemia <ul style="list-style-type: none"> • Meghan Drew-McKinstry
Fever in the ICH <ul style="list-style-type: none"> • Luis Murguia Favela • Julie Carson • LeeAnne Luft 	Abnormalities of WBC <ul style="list-style-type: none"> • Kareem Jamani 	Lymph Nodes <ul style="list-style-type: none"> • Dawn Goodyear 	Pathology <ul style="list-style-type: none"> • Konstantin Koro (GI) • Adnan Mansoor (Hematology)
Special Interests			
Pharmacology <ul style="list-style-type: none"> • Edwin Cheng • Mark Yarema 		Genetics <ul style="list-style-type: none"> • Julien Marcadier 	Immunology <ul style="list-style-type: none"> • Jen Grossman • Nicola Wright • Luis Murguia Favela
General Surgery <ul style="list-style-type: none"> • Wayne Rosen • Anthony MacLean 	Radiology <ul style="list-style-type: none"> • Priya Gupta 	Pediatrics <ul style="list-style-type: none"> • Leanne McKenzie (GI) • Michael Leaker (Blood) 	Oncology <ul style="list-style-type: none"> • Vincent Tam

We look forward to meeting all of you throughout this course. We hope you find it an enjoyable and rewarding experience.

Good luck,

Edwin Cheng, MD, FRCP(C)

Kareem Jamani, MD, FRCP(C)

Deirdre Jenkins MD, FRCP(C), MHPE