



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

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

COURSE OUTLINE

Course Number:	MDCN 320 & 420
Course Name:	Medical Skills
Dates:	July 14, 2021 to May 31, 2022
Schedules and classroom locations:	Year 1 & 2 timetable can be found 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:	Wayne Rosen	wrosen@me.com
Course Chair:		
Evaluation Rep:	Glenda Bendiak	glenda.bendiak@ahs.ca
UME Program Coordinator:	Shauna Bonnett Lana Pankiw	medskill@ucalgary.ca medskil2@ucalgary.ca

Student Course Rep:	2023: Julia Chai Andrew Panteluk Kayla Marritt 2024:	julia.chai@ucalgary.ca andrew.panteluk1@ucalgary.ca kayla.marritt@ucalgary.ca TBA
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

Learning Objectives

All learning objectives specific to the Units of the Medical Skills Course are located in each Unit Core Document which can be located online in the student information system (OSLER [//osler.ucalgary.ca/](http://osler.ucalgary.ca/)) and on our MD program website.

General Objectives of the Medical Skills Course

- Skillfully communicate with patients through accurate history taking and sensitive delivery of information.
- Conduct appropriately thorough physical examinations in a respectful, efficient, and skillful manner.
- Approach diagnoses with the ability to extract critical information, a thorough knowledge of disease presentations, and rational use of laboratory tests.
- Consider the impact of culture, age, gender, sexual orientation, risk perception, and personal values on patients' needs.
- Identify, define, and understand ethical issues in medicine, in order to provide health care in a morally responsible manner.
- Maintain skills for continuous education, and competence in obtaining and critically appraising new information from diverse sources.
- Recognize the importance of their own well-being, and employ effective responses to challenges, stress, and fatigue.
- Be skilled in accurate, responsible, and respectful communication with other personnel involved in health care delivery.
- Be resources to the community, and advocates of healthy lifestyles, safe environments, and public policies that are compatible with medical principles.

Course Text(s)/Recommended Reading/Learning Resources

See detailed resources for each unit below.

Communication Unit:

- The Core Document for the Communication Course, 2021
- Silverman, J. D., Kurtz, S. M., and Draper, J., Skills for Communicating with Patients, Radcliffe Medical Press (Oxford, UK), Publisher, 3rd edition 2013
- Kurtz, S. M., Silverman, J. D., and Draper, J., Teaching and Learning Communication Skills in Medicine, Radcliffe Medical Press (Oxford, UK), Publisher, 2nd edition, 2004

Ethics Unit:

- Doing Right, 4th Edition, P Hébert, Oxford University Press, 2014 (an excellent resource for all sections of the unit; sufficient for most purposes) Note that the 3rd Edition from 2014 is acceptable but dated.
- Clinical ethics - A Practical Approach to Ethical Decisions in Clinical Medicine, Jonsen, Siegler and Winslade et al, McGraw Hill Inc, 2010 (alternative to Hébert)
- Bioethics at the Bedside, Peter Singer, Canadian Medical Association, 1999 (alternative to Hébert)
- Biomedical Ethics, Walter Glannon, Oxford University Press, 2005 (overview of philosophical concepts used in bioethics)
- Principles of Biomedical Ethics, Beachamp and Childress, 6th Ed., 2008, Oxford University Press (The most influential book on bioethics for physicians; comprehensive)
- Health Care Ethics in Canada, Ed Baylis et al, Canada 2004 (Detailed discussion of specific topics)
- The Cambridge Textbook of Bioethics, Cambridge University Press, 2008 (similar to Bioethics at the Bedside)

Physical Examination Unit:

- The core document posted on the Core site in Osler should be considered as a general guide.
- It is not a comprehensive resource for physical exam skills.

- It is strongly suggested that you purchase a general textbook on physical/clinical exam skills.
- These resources below are recommended as aids to learning physical exam.
 - Bickley, L.S. Bates' Guide to Physical Examination and History Taking. 10th Edition. Lippincott.
 - LeBlond, R.F. DeGowin's Diagnostic Examination. 9th Edition. McGraw-Hill Medical.
 - McGee, S.R. Evidence-Based Physical Diagnosis. 2nd Edition. Saunders/Elsevier.
 - Orient, J.M. Sapira's The Art and Science of Bedside Diagnosis. 3rd Edition. Lippincott Williams & Wilkins.
 - Seidel, H.M. Mosby's Guide to Physical Examination. 5th Edition. Mosby.
 - Talley, N.J. Clinical Examination: A Systematic Guide to Physical Diagnosis. 6th Edition. Elsevier Churchill Livingstone.
 - Walker, H.K. Clinical Methods: The History, Physical, and Laboratory Examinations. 3rd Edition. Butterworths.
 - Video content posted on the Core site in Osler and on the student podcast site

Professionalism and Physician Health Unit:

- Student Code of Conduct
<http://www.ucalgary.ca/mdprogram/current-students/student-code-conduct>
- Canadian Federation of Medical Students (CFMS) Guide to Social Media Professionalism
<https://cfms.org/who-we-are/bylaws-internal-policy> (click on pdf version)
- Professional Standards for Faculty Members and Learners in the Cumming School of Medicine
<https://cumming.ucalgary.ca/sites/default/files/teams/19/policies-forms/professional-standards-for-faculty-members-and-learners.pdf>
- Faculty of Medicine Social Media Guidelines
https://www.ucalgary.ca/brand/system/files/15.0-socialmedia_may2018.pdf
- The University of Calgary Student Non-Academic Misconduct Document
<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>
- The Professional Role as described by the Royal College of Physicians and Surgeons
<http://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-professional-e>
- CanMEDS Physician Health Guide (*posted on Osler*). <https://osler.ucalgary.ca/courses?id=673>
- CanMEDS – Family Medicine
<http://cfpc.ca/ProjectAssets/Templates/Resource.aspx?id=3031&terms=canMEDS>
(click the CanMEDS-FM 2009 link at the bottom to open a PDF and go to pages 21-22)

Global Health Unit:

- See resources specific to each teaching session in the Core Document located online in the student information system (OSLER)
 - Year 1: <https://osler.ucalgary.ca/courses?id=684>
 - Year 2: <https://osler.ucalgary.ca/courses?id=668>

Procedural Skills Unit:

- No specific resources other than the detailed modules listed in the Core Document located online in the student information system (OSLER). <https://osler.ucalgary.ca/courses?id=674>

Evaluation and Course Requirements

Medical Skills Evaluation Components & Weighting

MS I (SUMMATIVE) OSCE		
Year 1		
Unit	Format	Weighting
Communication	OSCE	40%
Global Health	Project Proposal (mandatory educational component)	
Ethics	Short Assignment Major Assignment (mandatory educational component)	
Physical Exam	OSCE	41%
Physicianship	Attendance/Participation	
Procedural Skills	OSCE	19%

NOTE: The MS1 Summative OSCE is currently under review. Component and Weighting information will be communicated directly to students prior to the OSCE dates.

MS II (SUMMATIVE) OSCE		
Year 2		
Unit	Format	Weighting
Communication	OSCE	40%
Global Health	Project & Presentation (mandatory educational component)	
Ethics	Major Assignment Minor Assignment (mandatory educational component)	
Physical Exam	OSCE	41%
Physicianship	Attendance/Participation	
Procedural Skills	OSCE	19%

The Medical Skills (MS) I and II; Objective Structured Clinical Evaluations (OSCE)

The OSCE experience is similar to that used by other courses throughout medical school and beyond. The assessment of skills is deemed very important to the requirements of a skilled, competent physician.

The MS I and II OSCE's are approximately 2-hours in length administered over 2 days. The exam evaluates the integration of skills learned in the Medical Skills course after first (I) and second year (II). It is highly structured and organized in order to process all students efficiently. To accomplish this, it is necessary to use multiple tracks of the OSCE stations. At each station there is a simulated patient (actor) or task trainer and an observer who uses a checklist to evaluate the student performance in Communication, Physical Examination, and Procedural Skills.

Satisfactory/Unsatisfactory Performance

Both the MS I and MS II OSCE's are certifying and mandatory exams for first and second year students. Performance in both exams must be deemed to be satisfactory overall in order for the student to receive course credit on their transcript. Students are notified of their performance via email detailing scores, status, and MPL's for each unit tested.

Remediation

1. Students not meeting the MPL are notified of the option to complete a remediation activity to assist them prepare for the OSCE re-test. Specific Unit Chair(s) determine what remedial work will be required.
2. Following remedial work, students are required to successfully pass an equivalent OSCE re-test.

Appeals Process

1. See Appeal Process as stated in Reappraisals and Appeal Procedures of First and Second Year Certifying Evaluations in the Student Handbook.
2. If a student appeals, the requirement to undertake remedial work or re-test is suspended pending outcome of the appeal.

Calculators for MCQ exam – not applicable for the Medical Skills Course

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 component 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

<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 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 (i.e. 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 CSM UME Academic Assessment and Graded Term Work Procedures as well as CSM Reappraisal of Graded Term Work and Academic Assessments 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](https://cumming.ucalgary.ca/mdprogram/about/governance) for procedure for appeals.

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 phone: (403) 210-6019, visit: MacEwan Student Centre, Room 452, or email: access@ucalgary.ca. Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation. <https://www.ucalgary.ca/student-services/access/contact-us>

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 academic integrity in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>) and are reminded that plagiarism is an extremely serious academic offence.

Student Misconduct

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

Freedom of Information and Protection of Privacy

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

Emergency Evacuations and Assembly Points

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

Emergency Evacuation Procedures- <https://www.ucalgary.ca/risk/emergency-management/plans-and-procedures>

In the case of an emergency during exam, immediately stop writing the examination and follow the direction of the invigilator and go to the nearest exit. Students should not gather personal belongings.

Internet and Electronic Device Information and Responsible Use

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

Supports for Student Learning, Success, and Safety

Student 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

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 (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>, Room 370, MacEwan Student Centre,) 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>