



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

### Course Outline

<b>Course Number:</b>	MDCN 398
<b>Course Name:</b>	Professional Role 2
<b>Dates:</b>	January 6 – April 11, 2025
<b>Schedules and classroom locations:</b>	The timetable is located here <a href="https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable">https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable</a>  All information, including day to day detailed schedule with dates, times and locations of learning events, is located on the curriculum management system currently named Osler.

<b>Block Director:</b>	Dr. Melanie Sohn
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#### Course Description

University of Calgary calendar [University of Calgary : Academic Schedule \(ucalgary.ca\)](https://ucalgary.ca/academic-schedule)

#### Supplementary Fees/Costs

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

#### Learning Resources

All learning resources will be found on Fresh Sheet and Osler.

#### 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 and to follow up with preceptors if evaluations have not been completed by the deadline given out by the Undergraduate Medical Education (UME) Office.

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

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

One45 is used throughout your training in the MD Program (Undergrad) as well as Residency (PGME).  
Website Link to Access One45: <https://calgary.one45.com/>

### **Internet and Electronic Device Information and Responsible Use**

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

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy  
<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

### **Evaluation and Course Requirements**

Assessment of competence in the RIME curriculum

Competence is a convoluted construct that requires sufficient knowledge, skills, and attitudes to consistently perform a variety of roles/activities at an appropriate level in diverse learning and clinical contexts. Given the complexity of this construct, there is no single assessment tool that can be used to infer competence. Instead, we need a variety of tools to assess different aspects of competence that, depending upon the tool, may best be described using words, numbers, or ratings scales. Also, in order to provide a consistent measure, these assessments should be performed repeatedly over a sufficiently long period of time.

Since there is no easy way to combine repeated measure of knowledge, skills, and attitudes (expressed as words, numbers, or ratings on a scale) into a single measure, decisions on whether students are ready to progress to their next stage of training will be made by a Competency Committee. This committee will consider quantitative and qualitative data from all summative assessments over the training timeline, including how performance changed over time, whether mentoring was completed, and performance on any retake assessments. Based upon consideration of all these data, the Competency Committee will make consensus recommendations to the Associate Dean regarding each student's readiness to progress to their next stage of training with or without the need to complete remediation of any part of the prior curriculum.

Evaluation and Course Requirements

The course grades will be determined by the Competency Committee, based on the following components:

- Performance on all Cards Decks completed (with specific attention made to content relevant to the professional role course)
- Cumulative Cards Written Examinations completed during the course (with specific attention made to content relevant to the professional role course)
- Objective Structured Clinical Examination (OSCE) (Must Pass)

*(OSCE is Must Pass – \*students must have attended ≥80% of Clinical skills sessions in the Block to participate in the OSCE. Make-up sessions will be provided)*

- Entrustable professional activities (Must Complete)
- Where applicable, academic mentoring plan (Must Pass)

- All written assessments completed as part of the course (i.e. reflections, project proposals, etc.) (Must Complete)
- All presentations completed (Must Complete)

### **Description of Course Assessment Components:**

#### Cards Decks

The online Cards Decks are to be completed by 17:30h on the Thursday of their assigned week in the course. Completion of the Decks is mandatory and will help you to decide where you need to focus your studies prior to the cumulative cards written examination.

#### Cumulative Cards Written Examination

The cumulative cards written examination is a proctored examination that occurs at the conclusion of each unit. It covers all material taught up to that point in the curriculum. It includes questions from the Cards decks as well as novel questions based on content taught within the curriculum. Questions are printed into a booklet and answers must be transcribed by the student onto an optical score sheet during the allotted examination time.

#### Block 2 OSCE Exam

The Block 2 OSCE Examination is a comprehensive clinical skills exam that occurs at the end of Block 2 and tests content up that point in the curriculum. Students will be assessed on knowledge, attitudes, and skills relevant to all courses covered in the curriculum.

#### Entrustable Professional Activities

Students can be assessed using EPA 0-12 in any curricular setting. These assessment forms can be initiated by any faculty member, or, requested by the student. EPA assessment forms may be built into specific learning events in the program and provide an opportunity for students to receive formative narrative feedback on their performance.

#### Use of Artificial Intelligence Tools:

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

In the MD program, learners may use artificial intelligence tools, including generative AI, as learning aids or to help produce assignments. Learners are ultimately accountable for the work they submit. Use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

#### Reflection

Students will be assessed at various points throughout the course to provide reflections on learning, engagement, and other components of the Professional Role.

#### Project Proposal

As part of a scholarly activity, a project proposal will be required to be completed.

#### Podcast/ Poster/Presentation(s)

In various components of the Professional Role students will be assessed on the dissemination of the knowledge they have acquired through structured activities in the format of a podcast, poster, and/or presentation.

### Assessment Dates

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

The schedule, including assessments, can be found on the timetable here

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

The detailed day by day schedule is found on OSLER. <https://OSLER.ucalgary.ca/>

### 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
GP	Grade Pending
W	Withdrawal

### Professional Conduct

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

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

University of Calgary Medical School – Student Code of Conduct

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

### **Attendance and Participation Expectations**

All learning events are mandatory. Attendance will be taken.

### **Reappraisals and Appeals**

Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments and CSM UME Academic Assessment and Graded Term Work Procedures for details regarding reappraisals and appeals

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

Please note by policy and terms of reference if you plan to request a reappraisal of the result(s) of this exam/course, a formal reappraisal request in writing needs to be submitted to [md.reappraisals@ucalgary.ca](mailto:md.reappraisals@ucalgary.ca) within 10 days of receiving the result.

If the student disagrees with the decision of the UME Student Evaluation Committee, the student may appeal that decision to the UME University Faculty Appeals Committee.

### **Academic Accommodation**

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/student-accommodation-policy>.

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

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

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

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

### **Academic Integrity**

The University of Calgary is committed to the highest standards of academic integrity and honesty. 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 ([Academic Integrity | Student Success Centre | University of Calgary \(ucalgary.ca\)](#)) 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.

### Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she must speak with the Assistant Dean, Research (UME) and consult the CHREB ethics website ([Conjoint Health Research Ethics Board \(CHREB\) | Conduct Research | Research at UCalgary | University of Calgary](#)) before beginning the assignment.

### Emergency Evacuations and Assembly Points

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

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

### Supports for Students

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

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

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

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

Campus security: call (403) 220-5333

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

Library Resources: <http://library.ucalgary.ca/>

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

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

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

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the University community such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth>).

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

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.

### **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 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.

### **ATSSL Guidelines**

Please refer to the ATSSL Web Lab PPE Requirement:  
<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

### **UME Policies, Guidelines, Forms, & TORs**

Please refer to the MD program website  
<https://cumming.ucalgary.ca/mdprogram/about/governance>