



**Undergraduate Medical Education (UME)
Medical Doctor Program (MD)
Course Outline**

| Land Acknowledgement |
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| Territorial Land Acknowledgement https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement |

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| Course Number: | MDCN 443 |
| Course Title: | Fundamentals 11 |
| Dates: | October 19 – November 6, 2026 |
| Schedules and classroom locations: | <p>The timetable is located here https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable</p> <p>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. For clerkship: rotation schedule & location information will be emailed</p> |

| | Name | Email |
|---|-----------------|--|
| Assistant Dean, Pre-Clerkship: | Theresa Wu | theresa.wu@ucalgary.ca |
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| Director of Assessment: | Glenda Bendiak | glenda.bendiak@albertahealthservices.ca |
| Pre-Clerkship Supervisor: | Mateusz Sobczak | msobczak@ucalgary.ca |
| UME Program Coordinator: | Matilda. E | largegroups.md@ucalgary.ca |

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| Student Course Rep: | | |
| Student Exam Rep: | | |

Course Description

University of Calgary calendar (<https://calendar.ucalgary.ca/>)
<https://calendar.ucalgary.ca/courses?cq=&career=Medicine%20Programs&page=1>

Graduates of the Cumming School of Medicine are prepared to serve diverse communities with humility and a deep sense of social and planetary responsibility. Grounded in medical generalism, they provide contextually informed care across the continuum of life, that aligns with the priority health concerns of the populations they serve in urban, rural and remote communities. Anti-racist and anti-oppressive values underpin their professional identities. As lifelong learners, they contribute to scholarship, quality improvement, and the creation of more inclusive healthcare systems—all while working together to cultivate a culture of well-being that uplifts themselves, their colleagues, and the communities they serve.

- Demonstrate and apply basic science, clinical science, and social science knowledge in the assessment and management of patient presentations, within supervised practice.
- Perform comprehensive assessments—including history, physical, and mental status examinations—integrating an understanding of social determinants, environmental determinants, and structural factors in the diagnosis, investigation, and management of patients.
- Apply a culturally safe, trauma-informed, and anti-oppressive approach to patient care that respects individual identities, lived experiences, and systemic contexts.
- Demonstrate knowledge of health promotion and disease prevention strategies and apply these in both individual and population health contexts.
- Communicate clearly, compassionately, and respectfully with patients, families, and healthcare teams, while fostering inclusive clinical environments.
- Describe and apply ethical principles in practice and community-engaged decision-making, with attention to social, structural, and environmental accountabilities.
- Exhibit professional behavior through self-awareness, collaboration, integrity, and commitment to personal wellness and continuous professional growth.
- Formulate clinical, social, or education questions and apply an evidence-based approach to solve them, incorporating critical appraisal of research and clinical guidelines.
- Describe the basic principles of clinical and translational research, including how such research is conducted, evaluated, and applied to patient care, recognizing potential research biases, both in the past and the present.
- Demonstrate the ability to provide comprehensive care to Indigenous patients that addresses health inequities stemming from colonization, racism, and bias within health care institutions.

All components of this course build towards the core competencies outlined in the Big 10. In addition, curriculum is framed around Medical Council of Canada objectives. The specific learning objectives covered in this course can be found in the Unit Outlines provided, on Osler and Freshsheet

Supplementary Fees/Costs

Medical School Costs

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

Financial Planning and Support Links

<https://cumming.ucalgary.ca/mdprogram/future-students/financial-aid/financial-planning-and-support-links>

Learning Resources

All learning resources will be found on Fresh Sheet and on the curriculum management system currently named OSLER.

Evaluation and Course Requirements

Assessment of competence:

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 grade will be determined by the Competency Committee, based on the following components:

- Cards Deck 1 (5%)
- Cumulative written examination(95%)
- Review Cards Deck 2 (areas for further study) (Must Complete)
- Block 3 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)

In the event that a student's combined score on the written examinations is below the expected performance level for Unit 11, they will be required to complete the unit final review cards deck to 100% and will be enrolled in a mentorship-based learning support program to establish an academic mentoring plan to address their area(s) of performance deficiency. The Competency Committee may recommend additional mandatory remediation activities.

In the event that a student's rating on the end of Block OSCE is unsatisfactory, they will be required to pass a rewrite OSCE.

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 written examination is a proctored examination that occurs at the conclusion of Unit 11. 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 3 OSCE Exam

The Block 3 OSCE Examination is a comprehensive clinical skills exam that occurs at the end of Block 3 and tests content up to that point in the curriculum. Students will be assessed on knowledge, attitudes, and skills relevant to all courses covered in the curriculum.

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.

Entrustable Professional Activities (EPAs)

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.

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/>

Calculators for MCQ exam – simple calculators are allowed for your exams.

| Grading | |
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| 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 |
| W | Withdrawal |
| MT | Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year) |
| For Clerkship - A rotation signed off as "Satisfactory with Performance Deficiencies" will appear as a credit on a student's medical school transcript. | |

| One45 by Acuity Insights Overview |
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| <p>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.</p> <p>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.</p> <p>In addition to assessments and evaluations, One45 is also utilized to evaluate your preceptors and to gather information from students on their learning experiences.</p> <p>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.</p> <p>One45 by Acuity Insights is used throughout your training in the MD Program (Undergrad). Website Link to Access One45 by Acuity Insights: https://calgary.one45.com/</p> |

| Course Evaluation/Feedback |
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| <p>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.</p> <p>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.</p> <p>Students are welcome to discuss the process and content of the course at any time with the Course Chairs or Preceptors.</p> |

| Internet and Electronic Device Information and Responsible Use |
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| <p>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.</p> <p>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</p> |

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>

Professional Conduct

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct>

Students 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 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>

University of Calgary - Integrity and Conduct

<https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-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 the student plan to request a reappraisal of the result(s) of this exam/course, a formal reappraisal request in writing needs to be submitted to the Chair of Student Evaluation within 10 business days of receiving the result. Please refer to the CSM Reappraisal of Graded Term Work and Academic Assessments for further information.

<https://cumming.ucalgary.ca/mdprogram/about/governance/policies> (under C). When a reappraisal has been submitted, any scheduled rewrite exams for that course will be on hold, depending on the outcome of the Reappraisal. Unless, under extenuating circumstances, and at the request of the student an early rewrite may be granted, if approved by the appropriate Assistant or Associate Dean.

Chair of Student Evaluation

Email - md.reappraisals@ucalgary.ca

Please complete the CSM Reappraisal Submission Form on the UME website to ensure all information has been included. (<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>) – (under C)

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

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability, or medical concerns should communicate this need to Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>.

For Student Accessibility Services, please contact the office at (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.

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. Academic integrity is a core value of the University of Calgary. At UCalgary, academic integrity is a commitment to, and the demonstration of, honest and responsible scholarship. Maintaining academic integrity while earning your degree represents your true academic accomplishments. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence.

Student Academic Misconduct Policy and Procedure:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at

<https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at:

<https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

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 (<https://ucalgary.ca/research/researchers/ethics-compliance/chreb>) before beginning the assignment.

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

For further information see E.5 Ethics of Human Studies:

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

For more information on ethics and compliance visit:

<https://research.ucalgary.ca/conduct-research/ethics-compliance>

Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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 Advocacy 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/pfosp>

Student Wellness Services: <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>

Libraries and Cultural 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>).

Privacy Statement/Collection Notice

PROTECTION OF PRIVACY ACT

The University of Calgary (UCalgary) respects your privacy and is committed to ensuring the privacy of all students, staff, and community members. UCalgary's collection, use, and disclosure of your personal information is authorized under section 4(c) of the Alberta [Protection of Privacy Act](#) (POPA). It will be collected, used and disclosed as permitted under POPA and in accordance with UCalgary's [Privacy Policy](#) and [Notice of Collection, Use and Disclosure of Student Personal Information](#). All student assignments and personal information provided to your course instructor will remain confidential unless otherwise stated before submission. It may be used by UCalgary for program evaluation or accreditation purposes but will not be disclosed to anyone else without your permission unless permitted under POPA.

Copyright Legislation

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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

ATSSL Guidelines

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

UME Policies, Guidelines and Terms of References (TORs)

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

UME Forms

Please refer to the MD program website:
<https://cumming.ucalgary.ca/mdprogram/current-students/student-resources/student-forms>