

---

**NORTHERN ONTARIO SCHOOL OF MEDICINE**  
**JOINT SENATE COMMITTEE FOR NOSM**

Report to Lakehead and Laurentian University Senates

From: Joint Senate Committee for NOSM

November 19, 2012

---

The Joint Senate Committee for NOSM met November 15, 2012. At the Joint Senate Committee meetings the Calendar: Course Descriptions (amended) and of the 2013-2014 Academic Calendar of Events were approved.

**Motion 1: NOSM Undergraduate Medical Education - Course Descriptions (Phase 1-3)**

**Background/Rationale:**

Annually, after Theme and Phase Committees have reviewed their relevant course description(s,) if there are suggested revisions these must be approved by the UME Committee and then approved up through the Senates and are then included in the Lakehead and Laurentian Course Calendars.

The document being presented today for approval does contain revisions to MEDS 5005, MEDS 5045, MEDS 5205, MEDS 5245, MEDS 5405, MEDS 5445, MEDS 5605, and MEDS 5645 that have been approved by the UME Committee. These changes have been made to clarify and more accurately reflect the broad objectives for those Courses.

- Attached: Clean Version for approval and track change version for information

---

**Recommendation from the Joint Senate Committee for NOSM**

---

**Document for Approval – NOSM Undergraduate Medical Education - Course Descriptions (Phase 1-3)**

**MOVED that Senate** approve the proposed edits to the NOSM Undergraduate Medical Education - Course Descriptions (Phase 1-3) as presented.



## Phase 1 - Year 2 Courses

### **MEDS 5205: Northern and Rural Health**

This course enables students' growth in the knowledge, skills and attitudes required to be an effective physician in a northern and rural setting and their development in several of the CanMEDS competency domains. Through active involvement with the community, students will be required to: demonstrate understanding of northern and rural cultures in the practice of medicine; demonstrate awareness of and responsiveness to the changing needs of the community; advocate for the health care needs of the community; identify and use appropriate technologies to facilitate communication and care delivery, demonstrate the ability to function as part of a collaborative team, and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples. As part of the curriculum, students will complete two, four week Integrated Community Experiences (ICE) in rural or remote communities in Northern Ontario.

### **MEDS 5225: Personal and Professional Aspects of Medical Practice**

A continuation of the first year course and students will be expected to continue to develop in their roles as communicator, scholar, and professional. The two Integrated Community Experiences in rural and remote settings will create opportunities to support the development of appropriate professional attitudes and values related to health and wellness, illness and disease, and the physician's role in the lives of individuals, families, and communities. Furthering their skills in self-reflection, students will continue to develop a sense of themselves as a professional, as a life long learner, a member of the health care team, and part of a community within the context of a host of health, wellness, and illness issues.

### **MEDS 5245: Social and Population Health**

The course will build on their first year concepts. In addition students will develop their knowledge and understanding of mental health, substance abuse, literacy and health, palliative care, public health risks and reporting, screening, telemedicine, and environmental health. Students will expand their working knowledge of epidemiology and statistics and use search tools to gather population-level data to profile communities and apply epidemiological data to understand the magnitude of various health conditions and health-related issues such as obesity, diabetes, intimate partner violence, HIV/AIDS, and cancer.

### **MEDS 5265: Foundations of Medicine**

A continuation of the first year course concepts and will include specific instruction and learning related to the immune and haematology systems, the reproductive systems including an introduction to obstetrical issues, pharmacology, and psychiatry. Students will be expected to demonstrate a level of knowledge and skill with respect to the topics considered to be the foundations of medicine. Students will also be expected to continue to develop skills in critical appraisal of evidence, the use of information technology, and strategies to support self-directed learning.

### **MEDS 5285: Clinical Skills in Health Care**

The concepts and skills in communication which were introduced in the first year of the program are further developed. Body systems, introduced in Foundations of Medicine, will be continued to ensure that students develop the communication skills and physical

examination skills necessary to be able to begin the process of developing a differential diagnosis while continuing to understand the patient's illness experience.

**MEDS 5305: Elective**

A structured learning experience designed to allow students to address their professional medical interests, in a field of medicine or related fields approved by NOSM's Clinical Sciences Division, Medical Sciences Division or Human Sciences Division as well as the Office of Undergraduate Medical Education. This elective is required as part of the core undergraduate curriculum. A minimum of four weeks must be completed prior to the start of the Comprehensive Community Clerkship (CCC) in Phase 2, Year 3.

**Phase 2 - Year 3 Courses**

**MEDS 5405: Northern and Rural Health**

As in the first and second year courses in Northern and Rural Health, the focus of this course is the knowledge, skills and attitudes required to be a competent and effective physician in northern and rural settings affected by specific social, cultural, economic, environmental, and health resource distribution realities. In the roles of scholar, advocate, professional, collaborator, and communicator, students demonstrate ability to apply understanding of the northern and rural reality in the practice of medicine. Through active involvement with the community they will demonstrate that they can identify and respond to the changing needs of the community; advocate for the health care needs of the community; collaborate effectively with the health care team; utilize technology to communicate and facilitate care delivery, and demonstrate sensitivity and responsiveness to the health care needs of the people of Northern Ontario. Students will also be required to reflect on topics of relevance to the Northern Ontario community in which they will be living and learning for 8 months of the integrated third year Comprehensive Community Clerkship (CCC).

**MEDS 5425: Personal and Professional Aspects of Medical Practice**

Building on the first and second year, this course will focus on the many personal, social, professional, legal and ethical considerations inherent to medical practice. Students will continue to develop in their roles as communicators, scholars and professionals but will develop their roles as collaborators, advocates and health managers. The 8 month Comprehensive Community Clerkship (CCC) in a Northern Ontario community creates opportunities to support the development of professional attitudes and values related to health and wellness, illness and disease, and the physician's role in the lives of individuals, families, and communities. In addition, the course gives students the opportunity to experience the application of ethical principles and concepts to issues that will arise throughout their clinical encounters. Students will complete reflective exercises and formal presentations to develop skills related to the critical appraisal of evidence, the use of information technology, and the development of strategies to support lifelong and self-directed learning.

**MEDS 5445: Social and Population Health**

Students are provided the opportunity to apply the knowledge and concepts introduced in Years 1 and 2. Course work will include researching and presenting topics of relevance to the student's community practice where they will be for the 8 month Comprehensive Community Clerkship (CCC). Presentations may include chart reviews,

quality assurance and examinations of treatment approaches and health policies. Key concepts in evidence-based medicine, epidemiology and biostatistics will be included in small group discussions. There will be a focus on identification of important determinants of health (population level) and risk factors (individual level), discussion of the impact of policies on the determinants of health, and review of important current Canadian health care issues. Students will be required to demonstrate knowledge and understanding of public health policies, organization of the health care system, and health promotion and disease prevention skills for individuals and communities.

#### **MEDS 5465: Foundations of Medicine**

Building on the first and second year courses, students will gain a more in depth comprehension of how to apply the key concepts learned in the years prior to their clinical practice. Students will continue to receive specific instruction related to the structure and function of the organ systems of the body in the context of the core clinical disciplines including clinical correlates for selected concepts. This course will discuss and assess the knowledge and skills, considered the foundations of medicine utilizing integrated small group discussions conducted in the communities where students will be learning and living for the 8 month third year clerkship.

#### **MEDS 5485: Clinical Skills in Health Care**

Further to the first and second year courses students will refine their history taking and physical examination skills. Emphasis will be on differential diagnoses, clinical decision-making skills, and further investigation and therapeutic management of common clinical problems, while continuing to understand the patient's illness experience. During the 8 month Comprehensive Community Clerkship (CCC), students will be exposed to community-based clinical practices, emergency medicine, in-patient care, obstetrical care, and surgical care. Teaching will include small group tutorials, bedside and ambulatory care instruction, and clinicopathological conferences.

### **Phase 3 - Year 4 Courses**

#### **MEDS 5605: Northern and Rural Health**

Designed to build on the competencies that students have acquired to-date, the focus of this course is development of knowledge of rural health care delivery within and beyond Ontario, and demonstration of the competencies of socially accountable physicians. Students will continue to translate their knowledge of rural and northern health, culture, social realities, and economic circumstances into appropriate patient care. They will demonstrate on-going commitment to understanding and responding to the health care needs of the peoples of Northern Ontario as represented by the citizens of larger Phase 3 learning communities. Students will further develop the competency domain of scholar through evaluation and analysis of topics pertinent to rural and Northern health and health care delivery.

#### **MEDS 5625: Personal and Professional Aspects of Medical Practice**

Students continue to refine their understanding of professional issues and will strive to become competent as medical experts who are able to balance their roles as communicators, scholars, professionals, collaborator, advocates and health managers. Topics focus on the historical development of medical specialties, the legal framework

for the practice of medicine in Ontario and Canada, ethical issues related to medical errors and patient safety, physician advocacy, and laws and requirements around medical records and practicing medicine in a hospital.

**MEDS 5645: Social and Population Health**

Students continue to learn about the social, cultural, perspectives of individual and population health, community and public health, occupational health and the social determinants of health. Development of critical appraisal skills and evidence-based medicine to patient and populations is emphasized. The application of various epidemiological study designs and statistics are discussed.

**MEDS 5665: Foundations of Medicine**

Acquiring knowledge about and application of the basic medical sciences in the context of patient care will continue to be an essential part of student instruction in all settings. Students will be expected to recall, understand, and apply knowledge of the basic sciences learned from the first three years. Review of anatomy, physiology, biochemistry, microbiology, genetics, and immunology will be encouraged and assessed. Pathology, pathophysiology, pharmacology, and therapeutics will be the subjects heavily emphasized and assessed.

**MEDS 5685: Clinical Skills in Health Care**

An in-depth experiential learning and exploration of the medical specialties and sub-specialties, research of the human sciences, through a series of core medical and elective rotations. Successful completion of Clinical Skills in Health Care is accomplished by obtaining a mark of PASS throughout all rotations.

**MEDS 5710: Internal Medicine**

The four week internal medicine clerkship incorporates the objectives of general internal medicine as well as some of the sub-specialties of internal medicine. The content of the internal medicine clerkship builds upon the diagnosis, treatment and management of patients in the in-patient and out-patient setting.

**MEDS 5711: Surgery**

The four week surgical clerkship is intended to provide the clerk with an understanding of the broad principles of surgery and the basics of many of the individual surgical specialties as a foundation for post graduate training. Learning is focused through objectives and patient encounters in the out-patient and in-patient environment.

**MEDS 5713: Women's Health**

The four week women's health rotation provides students with the opportunity to acquire knowledge and skills necessary for the diagnosis, treatment and management of the gynaecological patient. Students will participate in the admission, management and follow through of obstetrical cases with a focus on in-patient care.

**MEDS 5714: Children's Health**

The four week children's health rotation is an experience in which students will have an in depth experience in acquiring the knowledge and skills necessary for the comprehensive evaluation of pediatric patients from the neonate to the adolescent. Students will have a focused experience in which they will be learning about common and important pediatric principles as well as common and emergent problems in the hospital, ambulatory and community settings.

### **MEDS 5715: Mental Health**

This four week mental health rotation is designed to provide students with the opportunity to learn and acquire skills necessary to take a proper psychiatric case history, to examine psychiatric patients, and to develop management and treatment plans. Students will expand the knowledge they have acquired from experiences in the first three years to better understand the roles of a variety of therapies in the treatment and management of out patient and hospitalized patients and will better understand how mental health issues and psychiatric problems are managed over time.

### **MEDS 5716: Emergency Medicine**

The four week emergency medicine rotation provides an in depth experience for students in the context and milieu of large city hospital-based emergency departments. During this period students expand their knowledge of triage in the emergency setting, will sharpen their history and physical exam skills in acute injury management and will learn to quickly identify procedures required for extreme emergent situations.

## **Phase 3 (Year 4) ELECTIVES**

### **Course Description**

Students are required to complete a minimum of twelve weeks of electives in Phase 3. Elective experiences are structured educational opportunities that allow medical students to explore the specialties and sub-specialties of medicine as well as explore their career options. Electives must be a minimum of two weeks in duration although one week electives may be approved under special circumstances.

These electives must be in a minimum of three of the Canadian Resident Matching Service (CaRMS) categories (listed below) and must include one Family Medicine elective (minimum duration of two weeks). A broad range of Family Medicine elective experiences including those with special focused practices will be considered.

#### Canadian Resident Matching Service (CaRMS) categories:

- Obstetrics and Gynecology
- Family Medicine (Palliative Care, Sports Medicine)
- Psychiatry
- Pediatrics (Pediatrics, Pediatric Neurology)
- Imaging (Diagnostic Radiology, Nuclear Medicine)
- Ophthalmology
- Otolaryngology
- Anesthesiology
- Community Medicine (Public Health, Prevention, Health Promotion)
- Emergency Medicine
- Medical Genetics
- Internal Medicine (Internal Medicine, Dermatology, Neurology, Physical Medicine and Rehabilitation, Critical Care)
- Laboratory Specialties (Anatomical Pathology, General Pathology, Hematological Pathology, Laboratory Medicine, Medical Biochemistry, Medical Microbiology, Neuropathology)
- Radiation Oncology

- Surgery (General Surgery, Cardiac Surgery, Neurosurgery, Orthopedic Surgery, Plastic Surgery, Urology, Pediatric Orthopedic Surgery)

MEDS 5750 - Elective/Medical/Specialty

MEDS 5751 - Elective/Surgical/Specialty

MEDS 5752 - Elective/Women's Health /Specialty

MEDS 5753 - Elective/Children's Health/Specialty

MEDS 5754 - Elective/Internal Medicine/Specialty

MEDS 5755 - Elective/Mental Health Medicine/Specialty

MEDS 5756 - Elective/Family Medicine/Specialty

MEDS 5757 - Elective/Research

MEDS 5758 - Elective/Human Sciences

MEDS 5759 - Elective/Laboratory Medicine/Pathology/Specialty

MEDS 5770 - Elective/Diagnostic Imaging/Nuclear Medicine/Specialty

MEDS 5771 - Elective/Emergency Medicine

MEDS 5772 - Elective/Community Medicine

MEDS 5773 - Elective/Anesthesia





Northern Ontario  
School of Medicine

## Undergraduate Medical Education Course Descriptions 2013-2014

### Phase 1 - Year 1 Courses

#### **MEDS 5005: Northern and Rural Health**

Focusing on the knowledge, skills and attitudes required to be an effective physician in a northern and rural setting, students will **be required to** begin to develop in the competency domains of collaborator, manager, advocate and medical expert. They will learn **about** the context for the practice of medicine in Northern Ontario, understand the importance of interprofessional care, and begin to understand the determinants of health with a particular focus on culture. They will **demonstrate the ability to apply an** understanding of northern and rural cultures in the practice of medicine, develop an awareness and responsiveness to the changing needs of the community; and begin to learn to advocate for the health care needs of the community. As part of this course students undertake a four week Integrated Community Experience (ICE) in an Aboriginal community.

#### **MEDS 5025: Personal and Professional Aspects of Medical Practice**

Focusing on the role of the physician as a communicator, scholar, and a professional, students will affirm the centrality of the patient-physician relationship, the requirement of a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse population. Effective participation in the course will ensure the development of appropriate skills in critical appraisal of evidence, the use of information technology, and the development of strategies to support self-directed learning.

#### **MEDS 5045: Social and Population Health**

Students develop their knowledge and understanding of the principles of primary health care and the Canadian health care system, public health, cultural/social/economic aspects of health and illness, history of disease, health promotion and disease prevention for individuals, communities, and populations, workplace health and safety, research methods and critical appraisal, epidemiology, and statistics. Particular foci will include the determinants of health, health-related risk factors, interprofessional roles, and the impact of health policy on health.

~~Focus will be on identification of the most important determinants of health of individuals and populations, discussion of the impact of health policy on the determinants of health and review of current important Canadian health care issues. Students will be required to demonstrate knowledge and understanding of the principles of public health, health promotion, and health education and illness/disease prevention skills for individuals and communities.~~

#### **MEDS 5065: Foundations of Medicine**

Scientific disciplines basic to the study and practice of medicine are covered. Included are objectives promoting the requirement that a physician must be knowledgeable and that graduates should be trained to a general professional level. Students will be

expected to demonstrate a level of knowledge and skill with respect to the topics considered to be the foundations of medicine.

### **MEDS 5085: Clinical Skills in Health Care**

The focus will be on the taking of a patient's history and performing a physical examination, skilful communication with patients of varying cultural backgrounds and life cycle stages, and interacting with patients following a patient-centred model of care. Students will be expected to demonstrate effective consultation, diagnostic, therapeutic and technical skills at an appropriate level.

## **Phase 1 - Year 2 Courses**

### **MEDS 5205: Northern and Rural Health**

A continuation of the focus the This course enables students' growth in the knowledge, skills and attitudes required to be an effective physician in a northern and rural setting; ~~students will continue~~ and their development in several of the CanMEDS competency domains. Through active involvement with the community, students will be required to: demonstrate ~~the ability to apply an~~ understanding of northern and rural cultures in the practice of medicine; demonstrate, ~~by active involvement, that they are aware~~ ness of and responsive ness to the changing needs of the community; advocate for the health care needs of the community; identify and use appropriate technologies to facilitate communication and care delivery, demonstrate ~~the ability to function as part of a~~ collaborative team, and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples. As part of the curriculum, students will ~~The course requires students to complete two, four week~~ Integrated Community Experiences (ICE) in rural or remote communities in Northern Ontario.

### **MEDS 5225: Personal and Professional Aspects of Medical Practice**

A continuation of the first year course and students will be expected to continue to develop in their roles as communicator, scholar, and professional. The two Integrated Community Experiences in rural and remote settings will create opportunities to support the development of appropriate professional attitudes and values related to health and wellness, illness and disease, and the physician's role in the lives of individuals, families, and communities. Furthering their skills in self-reflection, students will continue to develop a sense of themselves as a professional, as a life long learner, a member of the health care team, and part of a community within the context of a host of health, wellness, and illness issues.

### **MEDS 5245: Social and Population Health**

The course will build on their first year concepts. In addition students will develop their knowledge and understanding of mental health, substance abuse, literacy and health, palliative care, public health risks and reporting, screening, telemedicine, and environmental health. Students will expand their working knowledge of epidemiology and statistics and use search tools to gather population-level data to profile communities and apply epidemiological data to understand the magnitude of various health conditions and health-related issues such as obesity, diabetes, intimate partner violence, HIV/AIDS, and cancer.

~~First year concepts are built upon with a more focused look at issues of public health policy, the organization of the health care system in Canada, and health education and illness/disease prevention strategies~~

### **MEDS 5265: Foundations of Medicine**

A continuation of the first year course concepts and will include specific instruction and learning related to the immune and haematology systems, the reproductive systems including an introduction to obstetrical issues, pharmacology, and psychiatry. Students will be expected to demonstrate a level of knowledge and skill with respect to the topics considered to be the foundations of medicine. Students will also be expected to continue to develop skills in critical appraisal of evidence, the use of information technology, and strategies to support self-directed learning.

### **MEDS 5285: Clinical Skills in Health Care**

The concepts and skills in communication which were introduced in the first year of the program are further developed. Body systems, introduced in Foundations of Medicine, will be continued to ensure that students develop the communication skills and physical examination skills necessary to be able to begin the process of developing a differential diagnosis while continuing to understand the patient's illness experience.

### **MEDS 5305: Elective**

A structured learning experience designed to allow students to address their professional medical interests, in a field of medicine or related fields approved by NOSM's Clinical Sciences Division, Medical Sciences Division or Human Sciences Division as well as the Office of Undergraduate Medical Education. This elective is required as part of the core undergraduate curriculum. A minimum of four weeks must be completed prior to the start of the Comprehensive Community Clerkship (CCC) in Phase 2, Year 3.

## **Phase 2 - Year 3 Courses**

### **MEDS 5405: Northern and Rural Health**

As ~~in with~~ the first and second year courses in Northern and Rural Health, the focus ~~of this course~~ is ~~on~~ the knowledge, skills and attitudes ~~required to be a competent and effective physician in northern and rural settings affected by specific related to the social, cultural, economic, environmental, and health resource distribution realities of Northern Ontario required to be a competent and effective physician in northern and rural settings. In the roles of scholar, advocate, professional, collaborator, and communicator, s~~ Students ~~will be expected to~~ demonstrate ~~the~~ ability to apply their understanding of the northern and rural reality in the practice of medicine. ~~Through This includes demonstrating, by~~ active involvement ~~with the community, that~~ they ~~will demonstrate that they~~ can identify and respond to the changing needs of the community; advocate for the health care needs of the community; collaborate effectively with the health care team; utilize technology ~~to communicate and~~ facilitate care delivery, and demonstrate sensitivity and responsiveness to the health care needs of the people of Northern Ontario. Students will also be required to reflect on topics of relevance to the Northern Ontario community in which they will be living and learning for 8 months of the integrated third year Comprehensive Community Clerkship (CCC).

### **MEDS 5425: Personal and Professional Aspects of Medical Practice**

Building on the first and second year, this course will focus on the many personal, social, professional, legal and ethical considerations inherent to medical practice. Students will continue to develop in their roles as communicators, scholars and professionals but will develop their roles as collaborators, advocates and health managers. The 8 month Comprehensive Community Clerkship (CCC) in a Northern Ontario community creates opportunities to support the development of professional attitudes and values related to health and wellness, illness and disease, and the physician's role in the lives of individuals, families, and communities. In addition, the course gives students the opportunity to experience the application of ethical principles and concepts to issues that will arise throughout their clinical encounters. Students will complete reflective exercises and formal presentations to develop skills related to the critical appraisal of evidence, the use of information technology, and the development of strategies to support lifelong and self-directed learning.

### **MEDS 5445: Social and Population Health**

Students are provided the opportunity to apply the ~~knowledge and concepts, attitudes and behaviours~~ introduced in Years 1 and 2. Course work will include researching and presenting topics of relevance to the student's community practice where they will be for the 8 month Comprehensive Community Clerkship (CCC). Presentations may include chart reviews, quality assurance and examinations of treatment approaches and health policies. Key concepts in evidence-based medicine, epidemiology and biostatistics will be included in small group discussions. There will be a focus on identification of important determinants of health ~~(population level) and risk factors (individual level), with respect to individuals and populations,~~ discussion of the impact of ~~health policies~~ on the determinants of health, and review of important current Canadian health care issues. Students will be required to demonstrate knowledge and understanding of public health policies, organization of the health care system, ~~and~~ health promotion and ~~illness/~~ disease prevention skills for individuals and communities.

### **MEDS 5465: Foundations of Medicine**

Building on the first and second year courses, students will gain a more in depth comprehension of how to apply the key concepts learned in the years prior to their clinical practice. Students will continue to receive specific instruction related to the structure and function of the organ systems of the body in the context of the core clinical disciplines including clinical correlates for selected concepts. This course will discuss and assess the knowledge and skills, considered the foundations of medicine utilizing integrated small group discussions conducted in the communities where students will be learning and living for the 8 month third year clerkship.

### **MEDS 5485: Clinical Skills in Health Care**

Further to the first and second year courses students will refine their history taking and physical examination skills. Emphasis will be on differential diagnoses, clinical decision-making skills, and further investigation and therapeutic management of common clinical problems, while continuing to understand the patient's illness experience. During the 8 month Comprehensive Community Clerkship (CCC), students will be exposed to community-based clinical practices, emergency medicine, in-patient care, obstetrical care, and surgical care. Teaching will include small group tutorials, bedside and ambulatory care instruction, and clinicopathological conferences.

## Phase 3 - Year 4 Courses

### **MEDS 5605: Northern and Rural Health**

Designed to ~~continue to~~ build ~~upon on and expand~~ the competencies that students have acquired to-date. ~~The focus of this course is on the~~ development of knowledge of rural health care delivery within and beyond Ontario, and demonstration of the competencies of socially accountable physicians. Students will continue to ~~be required to~~ translate their knowledge of rural and northern health, culture, ~~and the~~ social realities, and economic ~~circumstances environment~~ into appropriate patient care. They will demonstrate ~~an~~ on-going commitment to understanding and responding to the health care needs of the ~~communities and~~ peoples of Northern Ontario as represented by the citizens of from the setting of the larger Phase 3 learning communities centres. Students They will further develop the competency domain of ~~the~~ scholar through exercises in evaluation and analysis of topics pertinent to rural and Northern health and health care delivery.

### **MEDS 5625: Personal and Professional Aspects of Medical Practice**

Students continue to refine their understanding of professional issues and will strive to become competent as medical experts who are able to balance their roles as communicators, scholars, professionals, collaborator, advocates and health managers. Topics focus on the historical development of medical specialties, the legal framework for the practice of medicine in Ontario and Canada, ethical issues related to medical errors and patient safety, physician advocacy, and laws and requirements around medical records and practicing medicine in a hospital.

### **MEDS 5645: Social and Population Health**

Students continue to learn about the social, cultural, perspectives of individual and population health, community and public health, occupational health and the social determinants of health. Development of critical appraisal skills ~~through background reading and applying~~ evidence-based medicine to patient and populations is emphasized. The application of vVarious epidemiological study designs and statistics are ~~introduced, discussed and applied~~.

### **MEDS 5665: Foundations of Medicine**

Acquiring knowledge about and application of the basic medical sciences in the context of patient care will continue to be an essential part of student instruction in all settings. Students will be expected to recall, understand, and apply knowledge of the basic sciences learned from the first three years. Review of anatomy, physiology, biochemistry, microbiology, genetics, and immunology will be encouraged and assessed. Pathology, pathophysiology, pharmacology, and therapeutics will be the subjects heavily emphasized and assessed.

### **MEDS 5685: Clinical Skills in Health Care**

An in-depth experiential learning and exploration of the medical specialties and sub-specialties, research of the human sciences, through a series of core medical and elective rotations. Successful completion of Clinical Skills in Health Care is accomplished by obtaining a mark of PASS throughout all rotations.

### **MEDS 5710: Internal Medicine**

The four week internal medicine clerkship incorporates the objectives of general internal medicine as well as some of the sub-specialties of internal medicine. The content of the internal medicine clerkship builds upon the diagnosis, treatment and management of patients in the in-patient and out-patient setting.

**MEDS 5711: Surgery**

The four week surgical clerkship is intended to provide the clerk with an understanding of the broad principles of surgery and the basics of many of the individual surgical specialties as a foundation for post graduate training. Learning is focused through objectives and patient encounters in the out-patient and in-patient environment.

**MEDS 5713: Women's Health**

The four week women's health rotation provides students with the opportunity to acquire knowledge and skills necessary for the diagnosis, treatment and management of the gynaecological patient. Students will participate in the admission, management and follow through of obstetrical cases with a focus on in-patient care.

**MEDS 5714: Children's Health**

The four week children's health rotation is an experience in which students will have an in depth experience in acquiring the knowledge and skills necessary for the comprehensive evaluation of pediatric patients from the neonate to the adolescent. Students will have a focused experience in which they will be learning about common and important pediatric principles as well as common and emergent problems in the hospital, ambulatory and community settings.

**MEDS 5715: Mental Health**

This four week mental health rotation is designed to provide students with the opportunity to learn and acquire skills necessary to take a proper psychiatric case history, to examine psychiatric patients, and to develop management and treatment plans. Students will expand the knowledge they have acquired from experiences in the first three years to better understand the roles of a variety of therapies in the treatment and management of out patient and hospitalized patients and will better understand how mental health issues and psychiatric problems are managed over time.

**MEDS 5716: Emergency Medicine**

The four week emergency medicine rotation provides an in depth experience for students in the context and milieu of large city hospital-based emergency departments. During this period students expand their knowledge of triage in the emergency setting, will sharpen their history and physical exam skills in acute injury management and will learn to quickly identify procedures required for extreme emergent situations.

### **Phase 3 (Year 4) ELECTIVES**

**Course Description**

Students are required to complete a minimum of twelve weeks of electives in Phase 3. Elective experiences are structured educational opportunities that allow medical students to explore the specialties and sub-specialties of medicine as well as explore their career options. Electives must be a minimum of two weeks in duration although one week electives may be approved under special circumstances.

These electives must be in a minimum of three of the Canadian Resident Matching Service (CaRMS) categories (listed below) and must include one Family Medicine elective (minimum duration of two weeks). A broad range of Family Medicine elective experiences including those with special focused practices will be considered.

Canadian Resident Matching Service (CaRMS) categories:

- Obstetrics and Gynecology
- Family Medicine (Palliative Care, Sports Medicine)
- Psychiatry
- Pediatrics (Pediatrics, Pediatric Neurology)
- Imaging (Diagnostic Radiology, Nuclear Medicine)
- Ophthalmology
- Otolaryngology
- Anesthesiology
- Community Medicine (Public Health, Prevention, Health Promotion)
- Emergency Medicine
- Medical Genetics
- Internal Medicine (Internal Medicine, Dermatology, Neurology, Physical Medicine and Rehabilitation, Critical Care)
- Laboratory Specialties (Anatomical Pathology, General Pathology, Hematological Pathology, Laboratory Medicine, Medical Biochemistry, Medical Microbiology, Neuropathology)
- Radiation Oncology
- Surgery (General Surgery, Cardiac Surgery, Neurosurgery, Orthopedic Surgery, Plastic Surgery, Urology, Pediatric Orthopedic Surgery)

MEDS 5750 - Elective/Medical/Specialty

MEDS 5751 - Elective/Surgical/Specialty

MEDS 5752 - Elective/Women's Health /Specialty

MEDS 5753 - Elective/Children's Health/Specialty

MEDS 5754 - Elective/Internal Medicine/Specialty

MEDS 5755 - Elective/Mental Health Medicine/Specialty

MEDS 5756 - Elective/Family Medicine/Specialty

MEDS 5757 - Elective/Research

MEDS 5758 - Elective/Human Sciences

MEDS 5759 - Elective/Laboratory Medicine/Pathology/Specialty

MEDS 5770 - Elective/Diagnostic Imaging/Nuclear Medicine/Specialty

MEDS 5771 - Elective/Emergency Medicine

MEDS 5772 - Elective/Community Medicine

MEDS 5773 - Elective/Anesthesia

**Motion 2: NOSM Undergraduate Medical Education Undergraduate Medical Education  
Academic Calendar of Events for the 2013-2014 Academic Year**

**Background/Rationale:**

This constitutes the yearly calendar of event for the UME program approved by the Academic Council on October 4, 2012.

- Attached: Calendar of Events for approval

---

**Recommendation from the Joint Senate Committee for NOSM**

---

**Document for Approval – NOSM Undergraduate Medical Education Undergraduate Medical  
Education Academic Calendar of Events for the 2013-2014 Academic Year**

**MOVED that Senate** approve the NOSM Undergraduate Medical Education Undergraduate Medical Education Academic Calendar of Events for the 2013-2014 Academic Year as presented.



May 13, 2013	Year 4 begins for E2010 class
August 19 to August 23, 2013	Year 1 Orientation
August 26, 2013	Years 1, 2: Modules/Courses begin
August 26 to August 30, 2013	Year 3: Orientation - in CCC communities
September 2, 2013	Labour Day holiday
September 3, 2013	Year 3: Program begins
October 14, 2013	Thanksgiving holiday
November 25 to November 29, 2013	Year 4: Academic Week
December 13, 2013	Last date to withdraw without academic penalty <i>*to be confirmed by University Registrars Office</i>
December 20, 2013	Last day of instruction before Winter recess
December 23, 2013 to January 3, 2014	Winter recess
January 6, 2014	Modules/Courses/Clerkships resume
January 13 to January 17, 2014	Year 4: Academic Week
January 20 to February 7, 2014	Year 4: Interview Process (re CaRMS)
February 17, 2014	Family Day holiday
March 10 to March 14, 2014	Years 1, 2: Reading Week
March 17 to March 21, 2014	Years 1, 2: Academic Week
April 18, 2014	Good Friday holiday
April 21, 2014	Easter Monday holiday
April 7 to April 25, 2014	Year 4: Review in preparation for LMCC exam Part 1
April 14 to April 25, 2014	Year 3: Travel and Study Weeks
April 21 to April 25, 2014	Year 2: Study Week/OSCE
April 28 – May 2, 2014	Year 2: Orientation to Year 3 (CCC) – on campus
April 28 – May 9, 2014	Year 3: Study Weeks/OSCE
May 5, 2014	Year 2: Electives begin
May 12, 2014	Year 4 begins for E2011 class
May 19, 2014	Victoria Day holiday
May 20 to 23, 2014	Year 1: Completion Week
May 2014 (Date TBA)	Year 4: LMCC Exam Part 1
Late May/Early June 2014 (Date TBA)	Lakehead University Convocation/MD Hooding Ceremony
Late May/Early June 2014 (Date TBA)	Laurentian University Convocation/MD Hooding Ceremony
July 1, 2014	Canada Day holiday
August 4, 2014	Civic holiday

**Note:** Weeks include all holidays. You may be required to work those holidays, please correspond with your coordinator or other authority to confirm if you are required to be present on those specific dates.

**28 Sept 2012** – This version places P1 Y1 AW back where it would be if the additional curriculum week for CBM 103 is not approved.

**Note:** This version has NOT been approved by UMEC. On 06 Sept 2012 UMEC approved a schedule that removed Y1 AW to allow extra curricula time for CBM 103.