
NORTHERN ONTARIO SCHOOL OF MEDICINE
JOINT SENATE COMMITTEE FOR NOSM

Report to Lakehead and Laurentian University Senates

From: Joint Senate Committee for NOSM

February 5, 2010

The Joint Senate Committee for NOSM met on February 4, 2010. Dr. Marc Blayney was appointed interim Chair for the meeting. At the Joint Senate Committee meeting the following items were approved for submission to the Senates.

Based on this approval and the attached documentation, I would like to:

1. MOVE that the following amendment to the NOSM Code of Student Conduct (Section 1.4 b) and (1.6 last bullet) be approved as presented.
 2. MOVE that the proposed revisions to the University Calendars: NOSM Phase 1-3 Course Descriptions be approved as presented.
 3. MOVE that the addendum to the Student Assessment and Promotion Committee Guidelines entitled "Grade assignment procedure for a student missing a summative assessment for circumstances involving illness, other medically-related issues, family emergencies, and academically-relevant events" be approved as presented.
 4. MOVE that the amendments to the NOSM Student Admissions Policy, Section: Transcript Requirements be approved as presented.
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NORTHERN ONTARIO SCHOOL OF MEDICINE
JOINT SENATE COMMITTEE FOR NOSM

From: Joint Senate Committee for NOSM

February 5, 2010

Attachment #1

Recommendation from the Joint Senate:

Document for Approval – amendment to the NOSM Code of Student Conduct (Section 1.4 b) and (1.6 last bullet) [Motion]

MOVE that the following amendment to the NOSM Code of Student Conduct (Section 1.4 b) and (1.6 last bullet) be approved as presented:

1.4 Respect

b) Students will ensure that ~~appropriate full and confirmed~~ consent has been obtained ~~when initiating patient contact consultation and~~ before proceeding with any diagnostic or therapeutic procedure and ongoing patient management.

1.6 Teacher and Student Relationships (last bullet item)

to refrain from sexual or romantic relationships that involves faculty member/supervisor. ~~and/or students.~~

Background/Rationale:

- Recommended change from Academic Council.
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NORTHERN ONTARIO SCHOOL OF MEDICINE
JOINT SENATE COMMITTEE FOR NOSM

From: Joint Senate Committee for NOSM

February 5, 2010

Attachment #2

Recommendation from the Joint Senate:

Document for Approval – University Calendars: NOSM Phase 1-3 Course Descriptions [Motion]

MOVE that the proposed revisions to the University Calendars: NOSM Phase 1-3 Course Descriptions be approved as presented

Background/Rationale:

- Documents attached (track change and clean)
The Academic Council is proposing changes to the University Calendars: NOSM Phase 1-3 Course Descriptions

The Course Descriptions (along with Course Numbers) describe, in general terms, the various courses (known as Themes within NOSM) which comprise the MD program. These courses included in the Academic Calendar of each University, are used to generate the transcript record of each student. The Joint Senate Committee asked Academic Council to review the various course descriptions for accuracy and consistency after a full iteration of the MD program had been completed. UMEC has done so and the revisions proposed to Council in this paper are editorial in nature, containing no substantive changes to meaning or intent.

Red-lined copy for information

Recommended edits to NOSM Senate Approved Course Descriptions as @ October 2009, revised November 2009 and December 2009

Phase 1 (Year 1)–FIRST YEAR COURSES

MEDS 5005

Northern and Rural Health

This course focuses on the particular knowledge, skills and attitudes required to be an effective physician in a northern and rural setting, including the development of the ability to respond to the changing needs of the community by developing formal mechanisms to maintain awareness of these needs and advocate for them to be met. 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 **an awareness** of and **responsiveness** to the changing needs of the community; **and** advocate for the health care needs of the community; **demonstrate sensitivity and responsiveness to the health care needs including those** of Aboriginal and Francophone communities and peoples. **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

Course content will include consideration **Focusing on the role** of the physician as a communicator, scholar, and a professional, **students**. The course will affirm the centrality of the patient-physician relationship, **and 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

Course work will include development of a research plan, including evidence of attention to ethical considerations. Students will carry out a community based project in the context of the Aboriginal Integrated Community Experience, and for some students this will take the form of a research project and publication may be possible. There **focus** will be a **focus** on identification of the most important determinants of health **with respect to of** individuals and populations, discussion of the impact of health policy on the determinants of health and review of the **current important Canadian health care issues**, **currently under discussion with respect to health care in Canada**. 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, **develop a research plan** (including evidence of ethical considerations) and **conduct** a community based project in the context of the Aboriginal Integrated Community Experience, and for some students research project may be possible. **this will take the form of a research project and publication may be possible.**

MEDS 5065

Foundations of Medicine

This course covers aspects of the sciences that are **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 course will focus **will be** on the taking of a patient's history and performing a physical examination, skillful 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 ~~and demonstrating~~ effective consultation, diagnostic, therapeutic and technical skills at an appropriate level.

Phase 1 (Year 2) SECOND YEAR COURSES

MEDS 5205

Northern and Rural Health

This course is **A** continuation of the **focus** first-year course in Northern and Rural Health and focuses on the particular knowledge, skills and attitudes required to be an effective physician in a northern and rural setting. ~~As in the first year,~~ **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 of and responsive to the changing needs of the community; advocate for the health care needs of the community; and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples. ~~As part of this~~ **The** course **requires** students ~~will to undertake~~ **complete** two, **four week** Integrated Community Experiences (**ICE**) ~~each of four weeks duration~~ in rural or remote communities in Northern Ontario.

MEDS 5225

Personal and Professional Aspects of Medical Practice

This course is **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,** ~~The~~ **students** will continue to develop a sense of ~~him or herself~~ **themselves** as a professional, as a life long learner, a member of the health care team, and part of a community with **in the context of** a host of health, wellness, and illness issues. ~~Students will continue to develop skills in self-reflection.~~

MEDS 5245

Social and Population Health

The second year of this course ~~builds on the~~ **First year** concepts are built upon of the ~~first year,~~ and includes **with** a more focused look at issues of ~~Public Health~~ **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

This course is **A** continuation of the first year course **concepts** and **that** will continue to build upon **those** concepts introduced in the first year. This course **and** will include specific instruction and learning related to the immune and haematologic 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

This course builds upon **The** concepts and skills in communication which were introduced in the first year of the program **are further developed**. ~~It will continue to follow the~~ **Body** systems, introduced in Foundations of Medicine, **will be continued**. ~~in order~~ 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) THIRD YEAR COURSES

MEDS 5405

Northern and Rural Health

This course is **As** a continuation of with the first and second year courses in Northern and Rural Health, **the** focus is on the ~~particular~~ knowledge, skills and attitudes related to the social, cultural, economic and environmental realities of Northern Ontario required to being an effective physician in northern and rural settings. ~~As in the preceding years,~~ **S**tudents will be expected to demonstrate the ability to apply their understanding of the northern and rural reality in the practice of medicine. This includes demonstrating, by active involvement, that they can identify and respond to the changing needs of the community; advocate for the health care needs of the community; and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples in the North. ~~As part of this course,~~ **S**tudents will **also** be required to reflect on topics of relevance to the Northern Ontario community in which they will be living and learning in for 8 months of the integrated third year Comprehensive Community Clerkship (CCC).

MEDS 5425

Personal and Professional Aspects of Medical Practice

~~As a continuation of~~ **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. The 8 months Comprehensive Community Clerkship (CCC) in a Northern Ontario community creates 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. ~~The~~

students will continue to develop a sense of him or herself as a professional, as a life long learner, a member of the health care team, and part of a community with various health, wellness and illness issues. In addition, the third year placement **course** will give students the opportunity to experience the application of the ethical principles and concepts in the many ethical **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

This course gives Students **are provided** the opportunity to apply the concepts, attitudes and behaviours introduced in Year 1 and 2 of the curriculum. Course work will include researching and presenting topics of relevance to the student's community practice in which **where** they will be living and learning for the 8 months during their Comprehensive Community Clerkship (CCC). These **P**resentations 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 with respect to individuals and populations, discussion of the impact of health policy on the determinants of health and review of the important issues currently **Canadian** health care issues. ~~under discussion with respect to health care in Canada.~~ Students will be required to demonstrate knowledge and understanding of public health policies, organization of the health care system, health promotion and illness/disease prevention skills for individuals and communities.

MEDS 5465

Foundations of Medicine

This course is a continuation of **Building on** the first and second year courses, **s**tudents will gain a more in depth comprehension of how to apply the key concepts ~~introduced~~ **learned** in the preceding years **prior** to their clinical practice. Students will continue to receive specific instruction and learning 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 months third year clerkship.

MEDS 5485

Clinical Skills in Health Care

This course is a continuation of **Further to** the of first and second year courses in that students will refine their history taking and physical examination skills. The **E**mphasis 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 months 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) FOURTH YEAR COURSES

MEDS 5605 Northern and Rural Health

Designed to continue to build upon and expand the knowledge and skills students have acquired to-date. The focus is on the development of knowledge of rural health within and beyond Ontario and demonstration of the skills of socially accountable physicians. Students will continue to be required to translate their knowledge concerning of rural and northern health into appropriate patient care and demonstrate an on-going commitment to understanding and responding to the health care needs of Aboriginal and Francophone communities and peoples in the North.

MEDS 5625 Personal and Professional Aspects of Medical Practice

Students continue to refine their understanding of professional issues. 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 on 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. Various epidemiological 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 or 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 5712 Family Medicine

The family medicine clerkship requirement can be satisfied in one of two ways: A two-week elective as part of the twelve week elective requirement in which students gain further experience in the specialty of family medicine in the out-patient and appropriate in-patient settings. Students who do not select family medicine as a two-week elective will satisfy this requirement through a series of longitudinal experiences carried out in any of the rotations in Phase 3 12 half-day experiences need not be consecutive.

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 wound management and will learn to quickly identify procedures required for extreme emergent situations.

Phase 3 Electives

A total of twelve (12) weeks of approved electives in medical specialties, medical sub-specialties or medical research or the human sciences is required in Phase 3. Electives must be a minimum of 2 weeks although 1 week electives may be approved in rare circumstances. All students must take electives in a minimum of three (3) different Canadian Resident Matching Service (CaRMS) categories.

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. Each elective experience includes an identified set of objectives,

learning program, faculty supervisor and assessment and evaluation plan approved by the student advisor and the Office of the Associate Dean, Undergraduate Medical Education.

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

Final copy December 2009 (post UMEC Dec/09 meeting)

Recommended edits to NOSM Senate Approved Course Descriptions as @ October 2009, revised November 2009 and December 2009

Phase 1 (Year 1) FIRST YEAR COURSES

MEDS 5005

Northern and Rural Health

Focuses on the knowledge, skills and attitudes required to be an effective physician in a northern and rural setting. 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, an awareness and responsiveness to the changing needs of the community; and advocate for the health care needs of the community, including those of Aboriginal and Francophone communities and peoples. 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

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, skillful 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) SECOND YEAR COURSES

MEDS 5205

Northern and Rural Health

A continuation of the focus the knowledge, skills and attitudes required to be an effective physician in a northern and rural setting. 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 of and responsive to the changing needs of the community; advocate for the health care needs of the community; and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples. 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

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 haematologic 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) THIRD YEAR COURSES

MEDS 5405

Northern and Rural Health

As with the first and second year courses in Northern and Rural Health, the focus is on the knowledge, skills and attitudes related to the social, cultural, economic and environmental realities of Northern Ontario required to be an effective physician in northern and rural settings. Students will be expected to demonstrate the ability to apply their understanding of the northern and rural reality in the practice of medicine. This includes demonstrating, by active involvement, that they can identify and respond to the changing needs of the community; advocate for the health care needs of the community; and demonstrate sensitivity and responsiveness to the health care needs of Aboriginal and Francophone communities and peoples in the North. Students will also be required to reflect on topics of relevance to the Northern Ontario community in which they will be living and learning in 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. The 8 months 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 concepts, attitudes and behaviours introduced in Year 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 with respect to individuals and populations, discussion of the impact of health policy 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, 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) FOURTH YEAR COURSES

MEDS 5605 Northern and Rural Health

Designed to continue to build upon and expand the knowledge and skills students have acquired to-date. The focus is on the development of knowledge of rural health within and beyond Ontario and demonstration of the skills of socially accountable physicians. Students continue to be required to translate their knowledge of rural and northern health into appropriate patient care and demonstrate an on-going commitment to understanding and responding to the health care needs of Aboriginal and Francophone communities and peoples in the North.

MEDS 5625 Personal and Professional Aspects of Medical Practice

Students continue to refine their understanding of professional issues. 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 on 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. Various epidemiological 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 or 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 5712 Family Medicine

The family medicine clerkship requirement can be satisfied in one of two ways: A two-week elective as part of the twelve week elective requirement in which students gain further experience in the specialty of family medicine in the out-patient and appropriate in-patient settings. Students who do not select family medicine as a two-week elective will satisfy this requirement through a series of longitudinal experiences carried out in any of the rotations in Phase 3 12 half-day experiences need not be consecutive.

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 Electives

A total of twelve (12) weeks of approved electives in medical specialties, medical sub-specialties or medical research or the human sciences is required in Phase 3. Electives must be a minimum of 2 weeks although 1 week electives may be approved in rare circumstances. All students must take electives in a minimum of three (3) different Canadian Resident Matching Service (CaRMS) categories.

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. Each elective experience includes an identified set of objectives, learning program, faculty supervisor and assessment and evaluation plan approved by the student advisor and the Office of the Associate Dean, Undergraduate Medical Education.

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
JOINT SENATE COMMITTEE FOR NOSM

From: Joint Senate Committee for NOSM

February 5, 2010

Attachment #3

Recommendation from the Joint Senate:

Document for Approval – addendum to the Student Assessment and Promotion Committee Guidelines [Motion]

MOVE that the addendum to the Student Assessment and Promotion Committee Guidelines entitled “Grade assignment procedure for a student missing a summative assessment for circumstances involving illness, other medically-related issues, family emergencies, and academically-relevant events” be approved as presented.

Background/Rationale:

- document attached

Academic Council is proposing an addendum to the Student Assessment and Promotions Committee (SAPC) Guidelines:

Students may miss a summative assessment for a variety of reasons. The process to be followed in such a circumstance is currently inadequately defined. UMEC is therefore recommending this proposal to Council in order to make the process to be followed clearer and more transparent. Firstly, absences for “illness, other medically-related issues, and family emergencies” have been separated from absences for “academic events” and the role (or lack of) of the Offices of Undergraduate Medical Education and Learner Affairs in each case made clear. Secondly, the options available to the Associate Dean UME in the event of a missed assessment are made clear.

Grade assignment procedure for a student missing a summative assessment for circumstances involving illness, other medically-related issues, family emergencies, and academically-relevant events

Introduction

At the beginning of each academic year, each student will receive a copy of the schedule of assessments taking place during the academic year. It will be the responsibility of each student to ensure that no conferences, meetings, appointments or other events are scheduled during these assessment time-periods. However, in extenuating situations involving illness, other medically-related issues, family emergencies, and academically-relevant events, the following policy will be enforced.

For excused absences from specific sets of sessions and/or fifty percent (50%) or more of a module the student is referred to Section 1.8 of the Policy: NOSM Code of Student Conduct.

Illness, other medically-related issues, and family emergencies

In circumstances involving illness or other medically-related issues that prevent a student from writing a summative assessment/examination/OSCE/other required assessments, he or she must inform the Associate Dean's UME Office by telephone or via email within 24 hours of the scheduled summative assessment/examination/OSCE/other required assessments. After informing the Associate Dean's UME Office, the student or, depending on the severity of illness, the student's representative, must obtain a Request for Interruption in Student Attendance (RISA) form online or from the Office of the Associate Dean Learner Affairs. This form must be presented to the Associate Dean Learner Affairs accompanied by a statement from an appropriate licensed health care professional who will be required to indicate that the illness of the student rendered the student incapable of writing the exam on the scheduled date and time of the exam. All documentation must be submitted to the Associate Dean Learner Affairs within 48 hours of the missed examination (excluding weekends and statutory holidays). The Associate Dean Learner Affairs will document in writing that this was a valid absence. If the required documents are not submitted within the allowable time frame, this will result in an automatic grade of fail for the missed assessment.

In the event of family emergencies, for example birth, sudden serious illness, or death of an immediate family member, students should initially inform the Associate Dean's UME Office and Associate Dean's Learner Affairs Office of the situation at hand.

Documentation verifying the student's absence must be provided to the Associate Dean Learner Affairs within 3-weeks of the event. The Associate Dean Learner Affairs will document in writing that this was a valid absence.

Academic Events

In circumstances involving individual arrangements for a student interested in attending academically-relevant events, a request for approval must be directed to the Associate Dean's UME office for review and consideration using the Academic Absence Request form available online. It is the responsibility of the student to ensure that the Associate Dean's UME office is given written notice at least 8 weeks prior to the scheduled examination that will be missed. The student must note that it is at the discretion of the Associate Dean UME to determine whether an academic absence is warranted. In determining whether an approval will be granted, the Associate Dean UME will further take into consideration the ongoing performance of the student, the nature of the extenuating circumstances, and the justification provided by the student.

Arrangements

In the case of valid absences as detailed in this document and depending on the weight of the assessment (e.g. Bell ringer vs. P1SA), the Associate Dean UME **will determine**, taking into account the academic performance and academic need of the student, and in a manner consistent with the SAPC guidelines, which **one** of the following options will be exercised: i) the student will be given the opportunity to write another examination, either immediately before the regular exam or within 10 working days following the end of the missed exam; or, ii) the weight of relevant questions on the summative examination (e.g. P1SA) will be increased to substitute for the content examined in the missed component of the assessment (e.g. bell ringer); or, iii) in rare circumstances, the use of a formula for the calculation of estimated examination marks which estimates examination results on the basis of a student's relative achievement within his or her peer group (see attached appendix A).

Appendix A

Formula for Estimating Marks for Missed Examination (applicable to Arrangements option iii)

The following formula will be used to calculate a student's estimated examination mark which is based on his/her relative achievement within the peer group:

Student's estimated examination mark = Class mean P1SA score for missed examination (%) + [Student's P1SA cumulative score (%) - Class P1SA cumulative score (%)]

Example: Student misses CBM 104/105 P1SA examination

Calculation for CBM 104, Theme 4:

- A) Student's cumulative P1SA score** for: CBM 101: 45 out of 60 questions; CBM 102: 60 out of 80 questions; CBM 103: 65 out of 70 questions: **Total score: 170 out of 210 or 80.95%**
- B) Class Mean Score for Theme 4:** CBM 101: 83% or 50 out of 60 questions; CBM 102: 85% or 68 out of 80 questions; CBM 103: 80% or 56 out of 70 questions. **Total class mean score: 174 out of 210 questions or 82.86%**
- C) Exam Mean Score for Module CBM 104: 85% or 85 out of 100 questions**

Student's estimated examination mark: $85\% + [80.95\% - 82.86\%] = 83\%$
(or $C + [A - B]$)

NORTHERN ONTARIO SCHOOL OF MEDICINE
JOINT SENATE COMMITTEE FOR NOSM

From: Joint Senate Committee for NOSM

February 5, 2010

Attachment #4

Recommendation from the Joint Senate:

Document for Approval – NOSM Student Admissions Policy, Section:
Transcript Requirements [Motion]

MOVE that the following amendment to the NOSM Student Admissions Policy,
Section: Transcript Requirements be approved as presented:

Transcript Requirements

Applicants will be required to report and supply transcripts for all degree credit courses in which they have been registered including grades that they have received for these courses. All transcripts must go directly to OMSAS either electronically via the Electronic Request Form or by mail. Failure to report all courses, programs or grades on the Academic Record will result in disqualification of the application.

Students enrolled in co-op programs will be required to submit directly to the Northern Ontario School of Medicine, a schedule of their work and academic terms.

[remove in it's entirety]

~~Applicants who are using degrees from universities outside of Canada will be required to have their foreign transcript assessed by the World Education Service (WES). This evaluation must include an overall GPA conversion for each year of study. Instructions for using WES are on the OMSAS website. This assessment must be received at OMSAS by the application deadline date. Failure to comply with this deadline will result in disqualification of the application.~~

[replace it with]

Applicants who are submitting transcripts for post secondary education completed at universities outside of Canada or the United States will be required to have their foreign documents assessed by the World Education Service (WES). The evaluation must include a program equivalency conversion, an overall grade point average conversion for each year of study, as well as a course-by-course conversion.

This requirement will be waived for those applicants completing foreign coursework of two semesters or less.

**WES Evaluations for Transfer Courses
Discussion Paper**

For presentation to Admissions Committee January 28, 2009

BACKGROUND

The Northern Ontario School of Medicine (NOSM) currently requires that all applicants who have completed any coursework outside of Canada or the United States must have their foreign academic credentials converted into their Ontario educational equivalents by World Education Service (WES). However, WES will no longer be providing applicants with an evaluation of coursework completed over a short duration (less than two semesters). Therefore, some of our applicants are unable to provide us with the required WES evaluation for their studies at foreign postsecondary institutions and based on our current admissions policies would thereby be disqualified from the admission process.

OMSAS General Instructions:

Credentialing of Foreign Grades

Applicants, Canadian or non-Canadian, who have not met minimum course number criteria utilizing their Canadian or US data, and who require inclusion of their international education data, must have their foreign transcript assessed by World Education Services (WES). WES assessment greatly assists in the consideration of the application. Credentialing assessment means converting foreign academic credentials into their Ontario educational equivalents. Provision of the WES assessment does not replace the requirement for official transcripts.

Applicants should request that a course-by-course evaluation be reported for their foreign grades. The assessment will not be valid without an overall GPA. However, the admissions committees of the medical schools reserve the right to apply their own evaluation. WES evaluations must be sent directly to OMSAS by WES, and must be received by the application deadline, October 1, 2008. Please note: OMSAS will continue to convert grades of courses taken at accredited universities in the United States and applicants do not require a WES assessment.

Current NOSM policy:

Applicants who are submitting transcripts for postsecondary education completed at universities outside of Canada or the United States will be required to have their foreign documents assessed by the World Education Service (WES). This requirement applies to coursework that may have been completed as part of an exchange program, as a visiting student, etc. The evaluation must include an overall grade point average conversion for each year of study.

OTHER ONTARIO MEDICAL SCHOOL'S POLICIES:

McMaster

Applicants, Canadian or non-Canadian, who have not met minimum course number criteria by utilizing their Canadian or US data and who require inclusion of their international education data must have their foreign transcript assessed by World Education Services. If an applicant with foreign university education meets the minimum course number requirement with Canadian or US undergraduate degree-level work, the foreign grades will not be used in calculating the GPA. The transcript from the foreign university, however, must still be sent to OMSAS by the deadline.

Ottawa

Candidates with a permanent residence in Canada who do not meet our eligibility requirements relative to completion of Canadian or US studies and who require inclusion of their international studies must have their foreign transcript assessed by World Education Services (WES). Consideration of the application is greatly facilitated by the WES assessment. However, the Admissions Committee reserves the right to apply its own conversion. The assessment must include

a program equivalency conversion, an overall grade point average conversion, as well as a course-by-course conversion. See the OMSAS instructions on credentialing of foreign grades for more details.

University of Toronto

Applicants attending non-Canadian universities must complete a recognized four-year bachelor's degree as interpreted by the Faculty of Medicine at the University of Toronto. Applicants are required to supply the Faculty with a certified academic record that contains individual course grades for all academic work in each year of study if this information is not contained in the official transcript.

Queens University, University of Western Ontario

No school specific requirements.

DISCUSSION:

NOSM is the only Ontario medical school currently requiring a WES evaluation for all coursework completed at a foreign institution (including exchange programs, summer programs, etc) regardless of whether or not the coursework contributed to the applicant's undergraduate degree. Most of the other schools only require the WES evaluation for coursework which contributed to the applicant's undergraduate degree and none of the other schools require a WES evaluation for exchange programs, summer programs, etc. Now that WES will no longer provide an evaluation for coursework of a short duration we are finding that it is impossible for some applicants to provide us with the documentation that we require in order to process their applications.

It is suggested that NOSM amend its admission policy with regard to foreign credentials to read as follows:

Applicants who are submitting transcripts for postsecondary education completed at universities outside of Canada or the United States will be required to have their foreign documents assessed by the World Education Service (WES). ~~This requirement applies to coursework that may have been completed as part of an exchange program, as a visiting student, etc.~~ The evaluation must include a program equivalency conversion, an overall grade point average conversion for each year of study, as well as a course-by-course conversion.

This requirement will be waived for those applicants completing foreign coursework of two semesters or less.

The guiding principles that the Admissions Office would use to apply this amended policy to the applications received are outlined in the attached chart, ***Suggested Guidelines for the Requirement of a WES Evaluation.***

SUGGESTED GUIDELINES FOR THE REQUIREMENT OF A WES EVALUATION:

Situation	WES Required?	Rationale
A. Applicant's only undergraduate degree was completed at a foreign institution.	YES	WES evaluation is available. Applicant has no Canadian/U.S. undergraduate degree to calculate GPA.
B. Applicant has greater than one year of coursework (or completed degree(s)) from foreign institution in addition to studies in Canada/U.S. Foreign coursework may or may not have been transferred to Canadian institution.	YES	WES evaluation is available.
C. Applicant has completed some coursework (no more than two semesters) at a foreign institution as part of an undergraduate degree program at a Canadian/U.S. institution (exchange program, visiting student, summer course). The home institution has transferred either actual grades converted to Canadian equivalent or pass/fail status to the Canadian/U.S. transcript for the courses.	NO **Undergraduate cumulative GPA will be calculated on fewer grades than a traditional program. Any grades transferred to home institution transcript will <u>not</u> be included in undergraduate GPA.	WES evaluation is not available for foreign programs less than 2 semesters in duration.
D. Applicant has completed some coursework (no more than two semesters) at a foreign institution prior to completing an undergraduate degree at a Canadian/U.S. institution. Some transfer credit was granted for foreign coursework.	NO **Undergraduate cumulative GPA will be calculated on fewer grades than a traditional program. Any grades transferred to Canadian institution transcript will <u>not</u> be included in undergraduate GPA.	WES evaluation is not available for foreign programs less than 2 semesters in duration.
E. Applicant has completed some coursework (no more than two semesters) at a foreign institution prior to completing an undergraduate degree at a Canadian/U.S. institution. No transfer credit was granted for foreign coursework.	NO	WES evaluation is not available for foreign programs less than 2 semesters in duration. Foreign coursework would not be included in undergraduate cumulative average.
F. Applicant has completed an undergraduate degree at a Canadian/U.S. institution (or at a foreign institution for which he/she has provided a WES evaluation) and is currently enrolled in (or has completed) coursework at a foreign institution of two semesters or less.	NO	WES evaluation is not available for foreign programs less than 2 semesters in duration. Foreign coursework would not be included in undergraduate cumulative average.
G. Applicant has completed a graduate degree (more than two semesters) at a foreign institution.	YES	WES evaluation is available. Evaluation of foreign credential required to award graduate bonus.