

NORTHERN ONTARIO SCHOOL OF MEDICINE JOINT SENATE COMMITTEE FOR NOSM

Report to the Lakehead and Laurentian University Senates

From: Joint Senate Committee for NOSM

September 4, 2015 Report

The Joint Senate Committee for NOSM met on September 4, 2015 the membership was confirmed (below) and the Committee appointed Dr. Michel Beaulieu as Chair for the 2015-2016 Academic Year.

The following is the current membership, noting the vacancies:

Lakehead Members:		
Provost and Vice-President Academic	Dr. Nancy Luckai (designate)	Ex-officio
Chair or a delegate from the Senate undergraduate Studies Committee (appointed for the year by USC, if different from the chair)	Dr. Michael Stevenson	Ex-officio
One student selected by the Lakehead University Student Union (LUSU)	Vacant pending appointment (Adrian McKee)	2015-2016
One Faculty Member	Dr. Paolo Sanzo	2015-2018
One Faculty Member who is a Senator elected by Senate	Dr. Michel Beaulieu	2014-2017
One individual from Lakehead University with expertise in a health related area, elected by Lakehead Senate (This individual may qualify through a teaching or research specialization)	Dr. Sabah Mohammed	2015-2018
NOSM Appointment (non-voting)	Dr. Penny Moody-Corbett	Ex-officio
Secretary of Senate (non-voting)	Ms. Barbara H. Eccles, Legal Counsel and Interim University Secretary	Ex-officio

Laurentian Members:		
Vice-President, Academic and Provost	Dr. Sheila Cote Meek (designate)	Ex-officio
One representative from NOSM	Dr. David Marsh	2015-2018
Three faculty members	Dr. Abdel Omri	2015 – renewal
	Dr. Mazen Saleh	2015 - renewal
	Vacant pending appointment	
One NOSM student	Vacant pending appointment (Tin Li)	
Secretary of Senate (non-voting)	Serge Demers	Ex-officio

The following items are presented to the Senates for approval:

1. Academic Curriculum Schedule and Calendar of Events 2016-2017
2. NOSM UME Course Descriptions 2016-2017

Recommendation #1: Academic Curriculum Schedule and Calendar of Events 2016-2017

Action/Motion:

MOVED that the Senate approve Academic Curriculum Schedule and Calendar of Events 2016-2017 as presented.

Background/Rationale:

Each year the UME Academic Calendar of Events is required to be presented to, and approved by, Academic Council, Joint Senate, and Senates before the Office of UME is able to begin planning logistics for the relevant academic year.



2016-2017 UME CALENDAR OF ACADEMIC EVENTS

May 9 to May 13, 2016	Year 4 (E2013) Orientation to Phase 3
May 16, 2016	Year 4 (E2013) Program begins
May 23, 2016	Victoria Day
July 1, 2016	Canada Day
August 1, 2016	Civic Holiday
August 22 to August 26, 2016	Year 1 Orientation
August 29, 2016	Year 2 Modules/Courses begin
August 29, 2016	Year 1 Modules/Courses begin
August 29 to September 2, 2016	Year 3 Orientation in CCC communities
September 5, 2016	Labour Day
September 5, 2016	Year 3 Program begins
October 10, 2016	Thanksgiving
December 23, 2016	Last day of instruction before Winter Recess
December 26, 2016 to January 6, 2017	Winter Recess for all Phases
January 9, 2017	Years 1, 2, and 3 Modules/Courses/Clerkships resume
January 9 to January 13, 2017	Year 4 Academic Week 1
January 16 to February 3, 2017	Year 4 CaRMS Interviews
February 6 to February 10, 2017	Year 4 Academic Week 2
February 20, 2017	Family Day
March 6 to March 10, 2017	Year 2 Academic Week
March 13 to March 17, 2017	Years 1, 2 Reading Week
April 10 to April 28, 2017	Year 4 Review in preparation for MCCQE1
April 14, 2017	Good Friday
April 17, 2017	Easter Monday
April 17 to April 28, 2017	Year 3 Travel and Study Weeks
April 17 to April 28, 2017	Year 2 Study Week/OSCE
May 1 to May 5, 2017	Year 2 Orientation to Year 3 (CCC) – on campus
May 1 to May 5, 2017	Year 3 Study Week/OSCE
May 8, 2017	Year 2 Electives begin
May 8 to May 12, 2017	Year 4 (E2014) Orientation to Phase 3 (AY 2017-2018)
May 15, 2017	Year 4 (E2014) Program begins (AY 2017-2018)
May 22, 2017	Victoria Day
May 22 to May 26, 2017	Year 1 Completion Week
May 3 to May 5, 2017 (tentative)	Year 4 (E2013) MCCQE1
Late May/Early June 2017 (Date TBA)	Lakehead University Convocation/MD Hooding Ceremony (E2013)
Late May/Early June 2017 (Date TBA)	Laurentian University Convocation/MD Hooding Ceremony (E2013)

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

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Version	Date	Authors/Comments/Amendments/Approvals
V1.0	06 Aug2015	Approved by UMEC after three readings
	03 Sept 2015	Presented to Academic Council for vote on approval

Recommendation #2: NOSM UME Course Descriptions 2016-2017

Action/Motion:

MOVED that the Senate approve NOSM UME Course Descriptions 2016-2017 as presented.

Background/Rationale:

Each year the NOSM UME Course Descriptions are required to be presented to, and approved by, Academic Council, Joint Senate, and Senates so that they can be included in the universities' course offerings (calendar).



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Undergraduate Medical Education Course Descriptions 2016-2017

Phase 1 - Year 1 Courses

MEDS 5005: Northern and Rural Health

Focusing on the knowledge, skills and attitudes required to be a socially accountable physician in a northern and rural community, students begin to develop competence in several domains including communication, collaboration, health advocacy, leadership, reflection, and culture. They learn about the contexts 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 reflect on their understanding of the practice of medicine in Northern Ontario; develop an awareness and responsiveness to the changing needs of communities; and learn about ways to advocate for the health care needs of populations in Northern Ontario such as Aboriginal and Francophone peoples. As part of this course students undertake a four-week Integrated Community Experience in an Aboriginal community.

MEDS 5025: Personal and Professional Aspects of Medical Practice

Focusing on the role of the physician as a communicator, scholar, advocate, 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 appropriate 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; and 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.

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 and be able to translate these into associated competencies.

MEDS 5085: Clinical Skills in Health Care

The focus will be on the taking of a patient's history and performing a physical examination of the body system being studied in each module. Using standardized patients students will have the opportunity to develop skills in communicating with patients of varying cultural backgrounds and life cycle stages, and interacting with patients following a patient-centered model of care. Students will be expected to demonstrate effective clinical competencies, in diagnostic, therapeutic management at an appropriate level.

Phase 1 - Year 2 Courses**MEDS 5205: Northern and Rural Health**

This course facilitates ongoing competency development required to become a socially accountable physician in a northern and rural community including communication, collaboration, health advocacy, leadership, reflection, and culture. 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 communities; advocate for the health care needs of patients in Northern Ontario; identify and use appropriate supportive technologies to facilitate communication and health care delivery, demonstrate ability to function as part of a collaborative team; and demonstrate cultural sensitivity and responsiveness to the health care needs of populations in Northern Ontario such as Aboriginal and Francophone peoples. Students complete two four-week Integrated Community Experiences in rural or remote communities in Northern Ontario.

MEDS 5225: Personal and Professional Aspects of Medical Practice

A continuation of the Year 1 course, students will be expected to continue to develop in their roles as communicator, scholar, advocate, and professional. The two Integrated Community Experiences (ICE) 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 professionals, as life-long learners, as members of the health care team, and members 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 Year 1 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 Year 1 course, concepts and will include specific instruction and learning related to the immune and hematology systems; the reproductive systems including an introduction to obstetrical care; 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 Year 1 of the program are further developed. Development of clinical skill competencies follow the Year 1 model. These are centered around the body system being studied. Students will begin to develop skills in developing differential diagnoses, investigations, and management plans. The completion of Year 2 (Phase 1) marks the end of the pre-clinical stage of the Undergraduate Medical Education Program. At the completion of the course students will be ready to enter the clinical phase of their undergraduate education.

MEDS 5305: Elective

A structured learning experience designed to allow students to address their professional medical interests in a field of medicine or another field related to Clinical, Medical or Human Sciences, 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. Multiple electives may be engaged in, totaling a minimum of four weeks and must be completed prior to the start of the Comprehensive Community Clerkship (CCC) in Year 3 (Phase 2).

Phase 2 - Year 3 Courses

MEDS 5405: Northern and Rural Health

The course provides opportunities for students to augment their knowledge, skills, and attitudes towards becoming socially accountable physicians in northern and rural communities. The focus of this course is to foster the application of the knowledge acquired in Phase 1 through critical reflection. Through community service learning and active involvement, students demonstrate their ability to identify and respond to the changing needs of the community; advocate for health care services; collaborate effectively with healthcare teams and community service providers. Students reflect on topics relevant to the northern community in which live, learn, and work for the eight-month Comprehensive Community Clerkship. Students learn to apply their understanding the social, cultural, economic, environmental, and the realities of practicing medicine in Northern Ontario.

MEDS 5425: Personal and Professional Aspects of Medical Practice

Building on Year 1 and Year 2, 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, advocates, and professionals but will develop their roles as collaborators, advocates and health managers. The eight-month Comprehensive Community Clerkship (CCC) in rural and northern communities throughout Northern Ontario 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 appropriate use of information technology, and the development of strategies to support lifelong and self-directed learning via an exploration of the virtues of medicine.

MEDS 5445: Social and Population Health

Students are provided the opportunity to apply the concepts introduced in Year 1 and 2. Course work will include collaborative practice and research on topics of relevance to the students' community where they will be for the 8 month Comprehensive Community Clerkship (CCC). Research learning(s) may involve examinations of treatment approaches and health policies, chart reviews, and quality assurance. Key concepts of reflective engagement, ethics, community-based participatory research (CBPR), and research methods will be included in small group discussions. There will be a focus on identification of risk factors and (social) 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 the unique health care needs of communities, reflection as a method of professional growth, advocacy and community engagement in health care, public health policies, effective collaboration, 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 Year 1 and Year 2 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 eight-month Comprehensive Community Clerkship (CCC).

MEDS 5485: Clinical Skills in Health Care

The eight-month Comprehensive Community Clerkship (CCC) placement is the first exposure of the students to the clinical environment, learning under the guidance of community preceptors. Emphasis is on family practice and the primary care environment, especially in Northern Ontario and rural communities. During the eight month CCC students will also have opportunities to work with specialists and other allied health professionals. Students work on developing 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 within the particular health care setting of their assigned community. They will also further develop their personal and professional skills through a personal reflection and research exercise and electively complete a service learning project. Students will have the opportunity to practice and become competent in performing a minimal set of clinical procedures established by the phase two committee. Teaching will include didactic teaching sessions, virtual academic rounds, direct instruction and observation in a variety of outpatient and inpatient settings

Phase 3 - Year 4 Courses**MEDS 5605: Northern and Rural Health**

Building on the competencies students have developed, the focus of this course is the application of knowledge of health care service delivery in northern and rural communities, within and beyond Ontario. Students apply their knowledge of northern and rural health, culture, social realities, and economic circumstances by providing appropriate patient care. Students demonstrate reflexive engagement with their own practice-based experiences through narrative medicine, and through evaluation and analysis of topics pertinent to health care delivery in the North. Through their ongoing commitment to addressing the health care needs of the populations served in Northern Ontario, students are ready to become socially accountable physicians.

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 and cultural perspectives on 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 at the patient and population levels 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 Years 1 to 3. 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, and 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 gynecological 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 Years 1 to 3 to better understand the roles of a variety of therapies in the treatment and management of out-patients and in-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 will expand their knowledge of triage in the emergency setting, sharpen their history and physical exam skills, develop appropriate differential diagnoses and management plans for the emergent patient and assist and/or perform 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).

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 - Head and Neck Surgery
- Anesthesiology
- Public Health & Preventive Medicine

- 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, Vascular 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

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Version	Date	Authors/Notation of original document/Comments/Amendments/Approvals
1.0	05 Feb 2015	The 2015-2016 version was issued to UMEC sub committees for review and, if necessary, revision
	06 Aug 2015	Approved by UMEC after three readings



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Undergraduate Medical Education Course Descriptions **2015-2016-2017**

Phase 1 - Year 1 Courses

MEDS 5005: Northern and Rural Health

Focusing on the knowledge, skills and attitudes required to be ~~an effective~~ a socially accountable physician in a northern and rural ~~setting~~ community, students ~~will~~ begin to develop competence in ~~the competency~~ several domains ~~of collaborator, manager, advocate, communicator, scholar~~ including communication, collaboration, health advocacy, leadership, reflection, and medical expert-culture. They ~~will~~ learn about the ~~context~~ contexts 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 apply~~ reflect on their understanding of ~~northern and rural cultures in~~ the practice of medicine, in Northern Ontario; develop an awareness and responsiveness to the changing needs of ~~the community, communities~~; and ~~begin to~~ learn about ways to advocate for the health care needs of ~~the community, populations in Northern Ontario such as Aboriginal and Francophone 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, advocate, 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 appropriate 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; and 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.

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 and be able to translate these into associated ~~competancies~~competencies.

MEDS 5085: Clinical Skills in Health Care

The focus will be on the taking of a patient's history and performing a physical examination of the body system being studied in each module. Using standardized patients students will have the opportunity to develop skills in communicating 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 clinical competencies, in diagnostic, therapeutic management at an appropriate level.

Phase 1 - Year 2 Courses

MEDS 5205: Northern and Rural Health

This course ~~enables students' growth in the knowledge, skills and attitudes facilitates ongoing competency development~~ required to ~~be an effective~~become a socially ~~accountable~~ physician in a northern and rural ~~setting—and their development in several competency frameworks such as the CanMEDS and other relevant competency frameworks~~community including ~~collaborator, manager, advocate, communicator, scholar, and medical expert~~communication, collaboration, health advocacy, leadership, reflection, and culture. Through active involvement with the community, students will be required ~~to demonstrate 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~~communities; advocate for the health care needs of ~~the community~~patients in Northern Ontario; identify and use appropriate ~~supportive~~ technologies to facilitate communication and ~~health~~ care ~~deliver;~~delivery, demonstrate ability to function as part of a collaborative team; and ~~;~~ demonstrate ~~cultural~~ sensitivity and responsiveness to the health care needs of ~~populations in Northern Ontario such as~~ Aboriginal and Francophone ~~communities and~~ peoples. ~~As part of the curriculum, students will~~Students 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 Year 1 course, students will be expected to continue to develop in their roles as communicator, scholar, advocate, and professional. The two Integrated Community Experiences (ICE) 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 professionals, as life-long learners, as members of the health care team, and members 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 Year 1 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 Year ~~1~~[course 1 course](#), concepts and will include specific instruction and learning related to the immune and hematology systems; the reproductive systems including an introduction to obstetrical care; 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 Year 1 of the program are further developed. Development of clinical skill competencies follow the Year 1 model. These are centered around the body system being studied. Students will begin to develop skills in developing differential diagnoses, investigations, and management plans. The completion of Year 2 (Phase 1) marks the end of the pre-clinical stage of the Undergraduate Medical Education Program. At the completion of the ~~course first cycle~~ students will be ready to enter the clinical phase of their undergraduate education.

MEDS 5305: Elective

A structured learning experience designed to allow students to address their professional medical interests in a field of medicine or another field related to Clinical, Medical or Human Sciences, 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. Multiple electives may be engaged in, totaling a minimum of four weeks and must be completed prior to the start of the Comprehensive Community Clerkship (CCC) in Year 3 (Phase 2) .

Phase 2 - Year 3 Courses

MEDS 5405: Northern and Rural Health

~~As in the Year 1 and Year 2 courses in Northern and Rural Health, the focus of this course is the~~The course provides opportunities for students to augment their 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 towards becoming socially accountable physicians in northern and rural communities. The focus of this course is to foster the application of the knowledge acquired in Phase 1 through critical reflection. Through community service learning and active involvement, students demonstrate their ability to identify and respond to the changing needs of the community; advocate for the health care needs of the community services; 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 healthcare teams and community service providers. Students will also be required to reflect on topics of relevance relevant to the rural and northern communities throughout Northern Ontario community in which they will be living live, learn, and learning work for the eight-month Comprehensive Community Clerkship (CCC).~~ Students learn to apply their understanding the social, cultural, economic, environmental, and the realities of practicing medicine in Northern Ontario.

MEDS 5425: Personal and Professional Aspects of Medical Practice

Building on Year 1 and Year 2, 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, advocates, and professionals but will develop their roles as collaborators, advocates and health managers. The eight- month Comprehensive Community Clerkship (CCC) in rural and northern communities throughout Northern Ontario 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 appropriate use of information technology, and the development of strategies to support lifelong and self-directed learning via an exploration of the virtues of medicine.

MEDS 5445: Social and Population Health

~~Students are provided the opportunity to apply the knowledge and concepts introduced in Year 1 and Year 2. Course work will include researching and presenting topics of relevance to the student's community practice where they will be for the eight-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 risk factors and (social) 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 are provided the opportunity to apply the concepts introduced in Year 1 and 2. Course work will include collaborative practice and research on topics of relevance to the students' community where they will be for the 8 month Comprehensive Community Clerkship (CCC). Research learning(s) may involve examinations of treatment approaches and health policies, chart reviews, and quality assurance. Key concepts of reflective engagement, ethics, community-based participatory research (CBPR), and research methods will be included in small group discussions. There will be a focus on identification of risk factors and (social) 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 the unique health care needs of communities, reflection as a method of professional growth, advocacy and community engagement in health care, public health policies, effective collaboration, 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 Year 1 and Year 2 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 eight-month Comprehensive Community Clerkship (CCC) .

MEDS 5485: Clinical Skills in Health Care

The eight-month Comprehensive Community ~~Clerkship~~Clerkship (CCC) placement is the first exposure of the students to the clinical environment, learning under the guidance of community preceptors. Emphasis is on family practice and the primary care environment, especially in Northern Ontario and rural and northern communities ~~throughout Northern Ontario.~~ During the eight month CCC students will also have opportunities to work with specialists and other allied health professionals. Students work on developing 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 eight-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. within the particular health care setting of their assigned community. They will also further develop their personal and professional skills through a personal reflection and research exercise and electively complete a service learning project. Students will have the opportunity to practice and become competent in performing a minimal set of clinical procedures established by the phase two committee. Teaching will include didactic teaching sessions, virtual academic rounds, direct instruction and observation in a variety of outpatient and inpatient settings~~

Phase 3 - Year 4 Courses

MEDS 5605: Northern and Rural Health

~~Designed to build~~Building on the competencies ~~that~~ students have ~~acquired to-date~~developed, the focus of this course is ~~development~~the application of knowledge of ~~rural~~ health care service delivery in northern and rural communities, within and beyond Ontario, ~~and demonstration of the competencies of socially accountable physicians.~~ Students ~~will continue to translate~~apply their knowledge of ~~rural~~northern and ~~northern~~rural health, culture, social realities, and economic circumstances ~~into~~by providing appropriate patient care. ~~They will~~Students 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 scholarreflexive engagement with their own practice-based experiences through narrative medicine, and through evaluation and analysis of topics pertinent to ~~rural and Northern health and~~ health care delivery in the North. Through their ongoing commitment to addressing the health care needs of the populations served in Northern Ontario, students are ready to become socially accountable physicians.

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 and cultural perspectives on 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 at the patient and population levels 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 Years 1 to 3. 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, and 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 gynecological 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 Years 1 to 3 to better understand the roles of a variety of therapies in the treatment and management of out-patients and in-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 will expand their knowledge of triage in the emergency setting, sharpen their history and physical exam skills, develop appropriate differential diagnoses and management plans for the emergent patient and assist and/or perform 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 - Head and Neck Surgery
- Anesthesiology
- Community Medicine (Public Health, Prevention, Health Promotion) & Preventive Medicine
- Emergency Medicine
- Medical Genetics

Comment [1]: Updated list of names of disciplines from CARMS)

Comment [2]: Previously known as Community Health

- 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), Vascular Surgery

Comment [3]: New discipline

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

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Version	Date	Authors/Notation of original document/Comments/Amendments/Approvals
1.0	05 Feb 2015	The 2015-2016 version was issued to UMEC sub committees for review and, if necessary, revision
	07 May 2015	Presented to UMEC for 1 st reading
	04 June 2015	"first cycle" changed to "course" in MEDS 5285 as requested at 07 May UMEC meeting. Presented to UMEC for 2 nd reading and vote on approval - postponed
	06 Aug 2015	Approved by UMEC after three readings
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