

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. Specific instruction and learning is related to the gastrointestinal, cardiovascular, respiratory, nervous, muscular, skeletal, and endocrine systems.

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 II ♦

This course facilitates ongoing place-based competency development required to be a culturally competent and socially accountable physician in northern and rural communities. Students will build upon their knowledge and skills in effective communication, collaboration, health advocacy, leadership, and scholarship to respond to the unique health priorities in northern, rural, Indigenous, and Francophone communities. The course will support students in applying the principles of northern and rural medicine in order to effectively advocate in a socially accountable manner for culturally safe, equitable care. A requirement of this course is mandatory participation in Community Learning Sessions (CLS) and 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 urinary system; the integumentary system; the reproductive systems including an introduction to obstetrical care; pharmacology and toxicology; 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, employing the model used in year 1. These are centered on the body system being studied in that module. Students will begin to develop skills in developing differential diagnoses and investigation and management plans. They will be introduced to disease processes that cross the single-system model. 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 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 III ♦

The course provides opportunities for students to apply their knowledge and skills acquired in Phase 1 (MEDS 5005 and 5205) to advance their place-based competencies in northern and rural medicine and to demonstrate their ability to deliver compassionate and culturally safe care. Through community service learning, scholarship activities, and active participation in health care, students will demonstrate competence in their ability to assess and respond to the changing needs of the community; lead and advocate for equitable health care services; collaborate effectively with healthcare teams and community service providers; and engage in scholarly activities that will advance topics relevant to the northern communities in which students

live, learn, and work for the eight-month Comprehensive Community Clerkship. Students will gain a deeper understanding of the social, cultural, economic, and environment 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 Years 1 and 2. Course work will include collaborative practice and research on topics of relevance to the students' communities where they will be for the eight- month Comprehensive Community Clerkship (CCC). Research learning(s) may involve examinations of treatment approaches and health policies, and will include key concepts of reflective engagement, ethics, community-based participatory research (CBPR), and research methods . 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 their respective 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. Students will have the opportunity to practice and become competent in performing a minimal set of clinical procedures established by the Phase 2 committee. Teaching will include didactic teaching sessions, small group learning activities (case-based group presentations), direct instruction and observation in a variety of outpatient and inpatient settings.

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

Building on the competencies students have developed in Phase 2 (MEDS 5405), 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 and culturally safe 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, collaborators, advocates, and health leaders. 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 fourteen 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.

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

◆ Concepts for MEDS 5005, 5205, 5405, and 5605:

Concept 1: The setting for Practice in a Northern and Rural Setting

Concept 2: The Delivery of Primary Health Care in Northern Ontario

Concept 3: Access to Diagnostic, Treatment, Specialist Expertise and Supportive Social Services

Concept 4: Priority populations

- Concept 5: The Inter-professional and Interdisciplinary Health Team in Northern Ontario
- Concept 6: The Role of technology in the delivery of health care
- Concept 7: Culture and Care in Northern Ontario
- Concept 8: Indigenous Peoples Health
- Concept 9: The Health of Francophones
- Concept 10: Health in Northern Ontario
- Concept 11: Health Research in Northern Ontario

Year 5 Course (Not related to any Phase)

MEDS 5885 Clinical Skills Enrichment:

An in-depth experiential exploration of the medical specialties and sub-specialties, and research of the human sciences, through a series of electives. 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. Successful completion of Clinical Skills Enrichment is accomplished by obtaining a mark of PASS in all electives.

Pre-requisite for MEDS 5885:

Enrollment into this course is limited to students who have successfully completed Year 4 of the UME MD Program and have applied to Postgraduate Residency Programs through the Canadian Residency Matching Service (CaRMS) in both iterations, have attended interviews if invited, and who have failed to match to any residency training position.

DO NOT REMOVE THIS VERSION RECORD FROM THIS DOCUMENT		
Version	Date	Authors/Comments/Amendments/Approvals
	2018 09 06	Approved by UMEC
	2018 09 27	Approved by AC
	2018 10 19	Approved by Joint Senate
	2018 11 19	Approved by Lakehead Senate
	2018 11 20	Approved by Laurentian Senate
	2019 01	Interim Associate Dean UME (BRoss) created first iteration of the course description for MEDS 5885, a proposed fifth year of the UME Program; an elective year, for unmatched students
	2019 02 07	MEDS 5885 approved by UMEC
	2019 04 11	MEDS 5885 approved by Academic Council
	2019 04 12	MEDS 5885 approved by Joint Senate
	2019 04 15	MEDS 5885 approved by Lakehead Senate
	2019 04 16	MEDS 5885 approved by Laurentian Senate