

Lexicon of Common UME Terms

October 2023

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| **Term** | **Definition and/or Explanation** |
| CaRMS | Canadian Residency Matching Service |
| CBL | Case-Based Learning session. CBLs are two-hour weekly small group facilitated sessions in Phase 1 that cover content in the human sciences. |
| CBM | Case-based module in Phase 1. Each of these modules generally has an organ system focus and a remote, regional, or rural focus. Students encounter scientific, clinical, and professional aspects of medical education through a balance of small group and whole group learning sessions. |
| CBM 101 | Transition/Introductory Module - Year 1 – September (4 weeks) |
| CBM 102 | Gastrointestinal System – Year 1 - October-November (6 weeks) |
| CBM 103 | Cardiorespiratory and renal Systems - Year 1 - November-December (7 weeks) |
| CBM 104 | Musculoskeletal and Integumentary Systems – Year 1 - January-February (6 weeks) |
| CBM 105 | Nervous System/Principles of Pharmacology – Year 1 - March-April (6 weeks) |
| CBM 106 | Endocrine Physiology/Reproductive Physiology + Indigenous ICE Placement – Year 1 - April-May (7 weeks) |
| CBM 107 | Cancer/Immunology/Hematology – Year 2 - September-October (6 weeks) |
| CBM 108 | Cardiorespiratory and Renal Diseases + Clinical ICE Placement – Year 2 - October-November (6 weeks) |
| CBM 109 | Reproductive/Endocrine/GI pathology – Year 2 - November-January (6 weeks) |
| CBM 110 | Mental Health/Neuropathology + Clinical ICE Placement – Year 2 - January-February (6 weeks) |
| CBM 111 | Palliative Care/MSK/Integumentary Disease – Year 2 - March-April – (6 weeks) |
| CCC | Comprehensive Community Clerkship – Phase 2 (Year 3) of the UME program. |
| CLS | Community Learning Session in Phase 1 with focus on interprofessionalism |
| CS’s | Complementary Studies (Rural Generalist CS, Indigenous Peoples’ Health and Wellness CS) |
| CSSP | Committee to Support Student Professionalism. |
| DOCS | Direct Observation of Clinical Skills (assessment form used in Phase 2 and 3) |
| DTS | Distributed Tutorial Session with a pre-recorded presentation followed by a facilitated virtual session with a faculty member. |
| Elentra | Online system used for student completion of RCLEs, student evaluation of preceptors and of the Program, and preceptor evaluation of the students. |
| ExamSoft | The software used by the UME Assessment Office to administer computer-based examinations. |
| ICE | Integrated Community Experience – up to 4-week placements which provide an opportunity for students to work and learn in community. |
| LEG | Local Education Group. A group of physician clinical faculty who have joined together to assume responsibility for the provision of significant, identifiable components of NOSM's current academic mandate. |
| LIC | Longitudinal Integrated Clerkship. Phase 2 of the Program is an 8-month LIC. |
| MCAP | Medical Career and Practice sessions (relevant to all Phases) |
| MCCQEI | Medical Council of Canada Qualifying Examination Part I |
| MCS | Module Coordination Sessions by faculty teaching in Phase 1 modules. |
| MEPOs | Medical Education Program Outcomes. Statements of what medical students are expected to be able to do at the end of the educational program. |
| MiPS | Medicine in Practice sessions in Phase 1 which focus on clinical reasoning. |
| MSPR | Medical Student Performance Record or “Dean’s Letter” |
| NOAMA | Northern Ontario Academic Medical Association |
| OSCE | Objective Structured Clinical Examination. Assessment method used to evaluate students’ clinical skills. |
| P1LABS | Formerly Bell Ringer Exam (BRE), the Phase 1 Summative Lab Assessment assesses anatomy, histology, and physiology knowledge at end of each of the Phase 1 modules. |
| P1SA | Phase 1 Summative Assessment which is the final exam of each CBM. |
| PaRRP | Promotion and Reassessment/Remediation Plan. A separate document developed annually by each Phase to reflect the assessment items and promotion criteria. |
| PEC | Program Evaluation Committee. |
| Phase 1 | Year 1 and year 2 of the UME program |
| Phase 2 | Year 3 of the UME program |
| Phase 3 | Year 4 of the UME program |
| RCLE | Required Clinical Learning Experiences are specific patient care activities that students are required to complete in order to fulfil the requirements of the Program. |
| Reassessment | A process that requires a student to re-sit the test material without any additional or new formal study with faculty. |
| Remediation | A process that requires a student to undertake additional instruction, the purpose of which is to assist the student in satisfying any promotion or graduation requirement for which they have not received a passing grade. |
| SAC | Site Administrative Coordinator who coordinates learner activities in Phase 2 sites. |
| SAPC | Student Assessment and Promotion Committee |
| SCS | Structured Clinical Skills sessions |
| SEE | Special Educational Experiences are student-initiated volunteered learning opportunities. |
| Senate | The Senate is responsible for oversight of the University’s academic programs in accordance with the Act and By-Laws. |
| SLC | Site Liaison Clinician (relevant to Phase 2) |
| Themes | The Program curriculum is organized around Themes (courses). All themes run throughout the four years of the Program. Current Themes are:  Theme 1 – Northern and Rural Health  Theme 2 – Personal and Professional Aspects of Medical Practice  Theme 3 – Social and Population Health  Theme 4 – Foundations of Medicine;  Theme 5 – Introduction to Clinical Medicine (Y1&2) and Clinical Medicine and Therapeutics (Y3&4);  Theme 6 - Medical Career |
| TOS | Topic-Oriented Sessions. Problem-based learning sessions in Phase 1 Year 2 |
| TOSC | Topic-Oriented Sessions Consolidation sessions occur in Phase 1 and focus on clinical reasoning. |
| UMEC | Undergraduate Medical Education Committee |
| UMECC | Undergraduate Medical Education Curriculum Committee |
| WGS | Whole Group Sessions large group sessions or lectures in Phase 1 |
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