

Queen's University Medical Student Handbook



Queen's Medical Student Handbook



Welcome to the Queen's Medicine Student Handbook! This space is dedicated to providing students with resources to help them successfully navigate their four years of undergraduate medical education.

In addition to this resource, first year students may wish to explore the excellent guide prepared by your classmates and available at <https://meds.queensu.ca/central/community/whatsupdoc>

Welcome to the Queen's Medicine Student iBook



Dr. Archer
Head of Medicine



Welcome to the Queen's Undergraduate School of Medicine Student Handbook. This handbook is dedicated to providing students with resources to help them successfully navigate their four years of undergraduate medical education

Reading this iBook

As you browse through, you'll see that this iBook is a Multi-Touch medium, embedded with a variety of widgets. To maximize your experience, **tap on everything you see**. Some text boxes are scrollable, some photos have pop-up dialogue boxes, some photos are interactive and some worked are hyperlinked to glossary terms or websites. [Click here](#) to learn more tips and tricks for using this iBook.

The idea behind this iBook



Lauren Welsh
Class of 2016

Dear Students,

We warmly welcome you to the Queen's Medicine Student Handbook-- now in iBook form. Inside, you will find a wealth of information about studying medicine at Queen's University. We hope that the resources contained herein will help you to better and

Tyson Savage
Class of 2017



Acknowledgements

We would like to acknowledge the the efforts of all of those who contributed to the Student Handbook: Alice Rush-Rhodes, Tracy Alldred, Carl Chauvin, Eve Purdy, Graydon Simmons, James Simpson, and Yan Xu. Thanks to the Queen's University School Medicine for video and photo contributions.

Welcome from Dr. Sanfilippo



Welcome to the Queen's University School of Medicine Undergraduate Student Handbook. The term of course is something of a misnomer since this is neither exclusively for students nor is it strictly a "handbook". This is in fact a central source for a wide variety of information pertaining to our undergraduate MD program. The information will primarily be targeted to the needs of our students but will also provide a valuable source of information to our faculty, administrative staff and anyone involved in our educational program. Although the term "handbook" seemed to be the most appropriate designation, providing this as an online electronically available resource provides opportunities for wider dissemination and more regular updating of information. I hope you will find this useful and welcome your feedback as to how the content and structure might be improved.

Anthony J. **Sanfilippo**, MD, FRCP(C)
Associate Dean,
Undergraduate Medical Education

Welcome from the Year Directors



Welcome to a new year of undergraduate medical education studies at Queen's on behalf of your year directors. The year directors are **Dr. Michelle Gibson** (Year 1), **Dr. Lindsay Davidson** (Year 2), **Dr. Sue Moffatt** (Clerkship – Curricular Blocks), and **Dr. Andrea Winthrop** (Clerkship – Clinical Rotations). For those of you who are returning to Queen's, you may have an idea of what the year directors' role is, but since this is an ever-changing role, it is worth explaining so that you know when to approach us. For the class of 2017, you'll get to know me, as your Year 1 Director, but this might help clarify what I do.

Essentially, it is our job to ensure that all the courses that run in our “years” are delivered in a manner consistent with the policies and procedures laid out by the curriculum committee and other administrative committees. On a day-to-day basis, this means we work with all the course directors to schedule your learning events, to ensure the assessment for each course is appropriate, to facilitate integration between courses, and to follow-up on course and faculty evaluations. From a student perspective, we are the first point of contact for any issues pertaining to our portion of the curriculum that course directors can't address (e.g. – needing a leave of absence over multiple days, etc.). We are always there if there is an issue you don't feel you can discuss with a teacher or course director. The four of us meet weekly to address any issues that come up, and to ensure we are being as consistent as possible when we interpret policies. We all sit on different committees to address all these issues on an on-going basis.

Overall, though, our goal is to support you in your learning, so that you can become great doctors. This really is our intent, and we all take it very seriously.

Because of this, we're glad to see all the returning smiling faces back on campus, or on the wards, or in clinic. For the class of 2017, I look forward to getting to know you over the next few months.

All the best for a successful year,
Michelle Gibson, MD, MEd, CCFP

Welcome from the A.S.

Welcome to Queen's Medicine! As you've no doubt heard from us throughout the past year, we at Queen's pride ourselves above all on the strength of community within our student body, and we're tremendously excited to finally welcome you into our ranks. In the coming months, as you explore your new surroundings, you'll begin to appreciate why we truly think of Kingston as our home and our classmates as our family.

The **Aesculapian Society** Council has one role and one role only: to serve and advocate for the student body that it represents. As such, from your first day onward, we welcome your questions, your concerns, your input and your feedback. We do our best work under the immediate direction of you, the greater student body, so we encourage you to come to us with any and all ideas you have to better our community. If you ever want to give feedback or present and initiative in person, all of our meetings are open to any member of the student body.

Lastly, as you begin to settle in here, I encourage you to consider running for a position on your first year class council, or on the 2013-2014 AS Council. The first year class has always had a strong voice within the Queen's Meds community, and I'm sure this year will be no exception. If you have any questions about how to get involved (or about anything else at all), please feel free to find me on campus!

Once again, on behalf of the Aesculapian Society and all of us here at Queen's Medicine, welcome to Kingston. I look forward to meeting you all soon!

Sincerely,

Carl Chauvin

Aesculapian Society President, 2013-2014



Queen's Undergraduate Medical Education

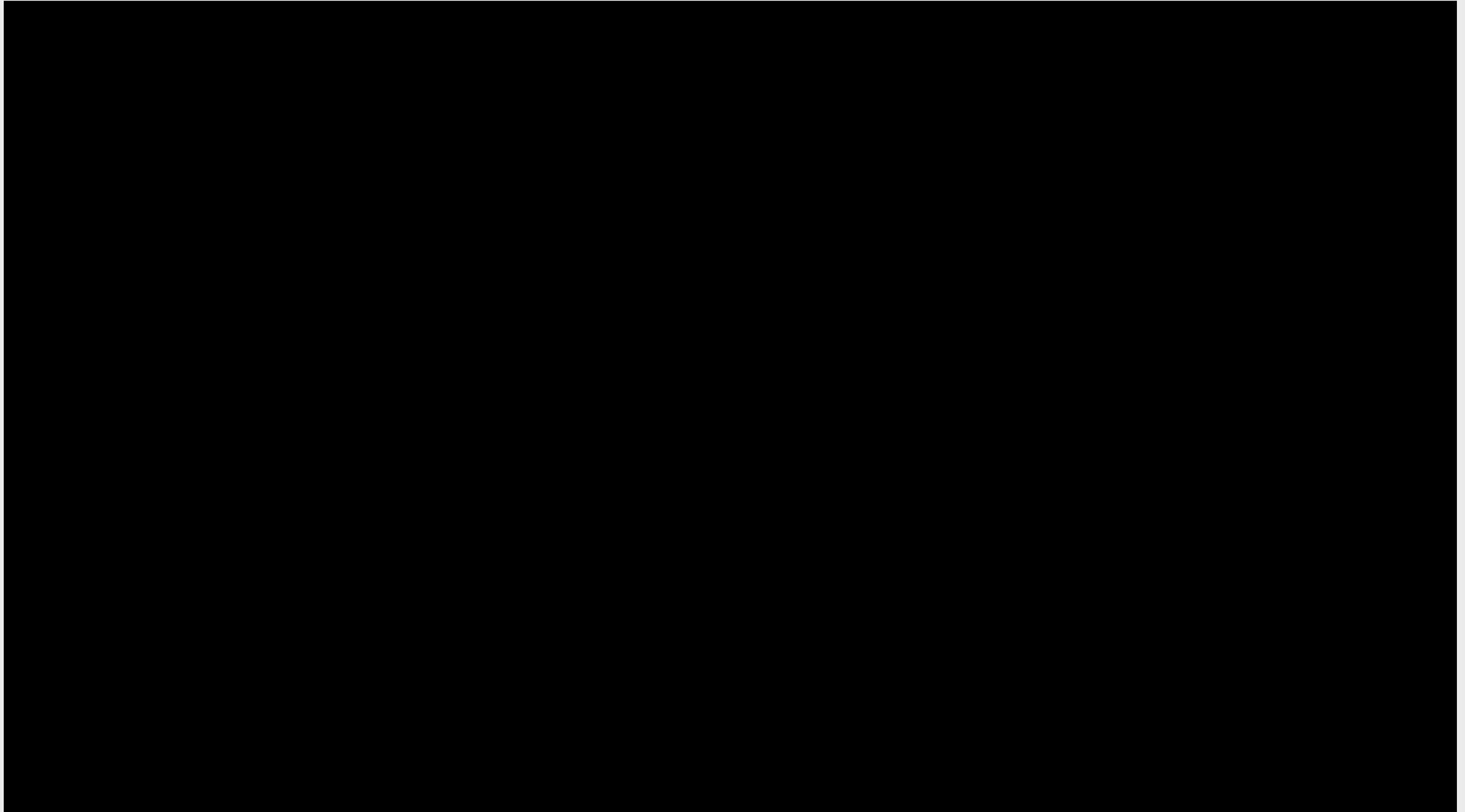
MOVIE 1.1 Undergraduate Medical Education at Queen's



Highlights and commentary on the Queen's Undergraduate Medicine Program

Queen's By The Numbers.

MOVIE 1.2 Fun Statistics About the Queen's School of Medicine



Video produced by the Queen's Medicine Class of 2015

Clinical Skills



Dress Code

This information is excerpted from the **Clinical Skills** course page and is meant to apply to all clinical environments and any time that students interact with members of the public. Your apparel during lectures and other learning activities is left to your discretion.

When seeing real, standardized or volunteer patients, and in any interactions with the public, students are required to dress in a professional manner. Students may choose a different personal style once graduated and in practice, but while a medical student at Queen's, each student is expected to adopt a somewhat conservative style. Patients and the public expect appropriate professional dress.

Students are expected to adhere to the guidelines below. Non-compliance will be addressed by faculty, as necessary, and repeated non-compliance will be considered a professionalism issue and may be reported to the Professionalism Committee.



Men should wear dress pants and collared shirts.

Women should wear discreet apparel.

Shoulders, cleavage and abdomen should be covered, and remain that way when bending and reaching; excessively tight clothing should be avoided; underwear should not be visible through clothing; short skirts are not permitted.

Long hair should be tied back, and should not touch a patient during a physical examination.

Running shoes are not acceptable in any clinical environments. Open-toed shoes in clinical areas are prohibited for reasons of safety. Please avoid gym socks.

It is strongly recommended for both males and females, if any jewelry is worn it should be small and discreet.

Student must wear a white clinical jacket with hospital identification at all times during Clinical Skills. Examination equipment should be carried in a discrete bag.

Kingston General Hospital, Hotel Dieu Hospital, and Queen's have strict policies on regarding scent-free environments. Therefore, refrain from using or wearing scented products such as perfume, cologne, after-shave or hairspray.

Mentorship & Peer Support



Mentorship / Peer Support

The Queen's **Mentorship Program** is meant to provide guidance, both personally and professionally, to help prepare students in becoming excellent physicians and healthcare leaders. Our program places emphasis on a student-driven mentoring where onus is placed on successive generations of students, those most recently and intimately involved in the ever evolving medical education process, to create a supportive environment where advice and experiences can be shared.

The groups will consist of 12-14 students from all four years of medical school plus one or two Faculty member(s) who are the designated Mentors for the group. The group may also involve a resident. The groups will be assigned randomly and will not be based on a specific specialty. They are meant to stay consistent from year to year, to establish a continuum and so that a student has the same mentor throughout the four years of medical school.

Every mentor will meet with each first year student sometime in second term. These meetings will allow you to identify any issues that need to be addressed and will give you the opportunity to ask any questions that you may have.

You will find out your mentorship group in the first week or two of classes. A casual get together is planned for September for all mentorship groups to attend together, as a way for you to meet your group. More details will follow!

For more information, feel free to contact your mentorship group captain, Graydon Simmons, VP Internal, or the Learner Wellness Centre (learnerwellness@queensu.ca).



Additional Peer Support

In addition to the formal mentorship program, support for medical students comes from many different sources at Queen's Medicine. From the peer perspective, there are a number of different people you can speak with about student affairs, wellness and academics. Your class council president and vice-president as well as the Aesculapian Society president and vice-presidents are all individuals you can contact with regards to student affairs or wellness. Members of your mentorship group are strong resources for conversations about wellness and academics, with perspectives from multiple class years at Queen's Medicine. Finally, any academic concerns you have should be brought forward to your class council curricular representatives or the Aesculapian Society Vice-President Academic.



New Medical Building



Room Booking

Individual Medical Students or Special interest groups wishing to use study rooms within the School of Medicine Building must sign into the rooms using the **Room booking** system available at: <https://queensfhs.roombookingsystem.co.uk/> Each medical student is assigned a username and password upon entry into the program.

This process is not intended to limit medical student access to these spaces. It does, however, allow the UGME to monitor the use of group rooms to report on room usage and to ensure that space is being used and maintained to the best of our abilities. By utilizing the booking system, we can more accurately report on the use of all the building's spaces to predict future trends and anticipate those periods of peak capacity when issues of high demand may come up. Non-medical students do have very limited access to a small number of rooms in the basement. However, their access to these spaces is being controlled and monitored to ensure that their presence does not negatively affect our students.

When signing in to the room please indicate the following:

Audience: Your name, Meds20xx



Description: Either fill in "self study" or the name of the interest group

If you encounter any difficulties with either booking of the space or with a maintenance issue within a room, please contact nmbadmin@queensu.ca or speak to Sandra or Erin at the Clinical Centre.

Students may self-book School of Medicine Study rooms with some limitations. You may book rooms:

up to 5 hours a day
2 bookings per day
7 bookings per week

Please be considerate of other users and leave the room in the same condition you found it.

Building Access & FOBs

General access to the common areas of the Medical Building is available from 7:30 am to 5:30 pm weekdays. The Student Lounge and kitchen, and Small Group Rooms are locked at all times.

Medical Students, however, are provided 24/7 access through the FOB system. Upon entry into the Medical Program each student will be supplied with a FOB that provides access to the Stuart Street entrance of the Medical Building, student lounge and kitchen, classrooms and small group rooms.

If the FOB is lost, stolen or damaged, it is the student's responsibility to notify the Undergraduate Office in order to obtain a replacement. The FOB must be returned upon graduation. The holder of a FOB is responsible for ensuring that the use of the FOB does not result in any loss or damage to the room(s), equipment or facilities. If any adverse actions result from the use of an individual's FOB, they will be charged for the repair or replacement of any items.



Lockers

Students will be provided with **locker** space in the medical building. Lockers are found in the basement and fourth floor of the New Medical Building.

Additionally, day lockers are available at the Kingston General Hospital (KGH) for students during observerships.



Occupational Hazards & Education



Sharps & Bloodborne Pathogens

It is important that all students know the **Occupational Exposure and Injuries policy**. The policy is posted online at http://meds.queensu.ca/education/undergraduate/current_students/occupational_exposure

Please review the policy and become familiar with the steps you should take in the unlikely event that you are exposed to a **sharp or blood borne pathogen**.



REVIEW 5.1 Exposure and Injury Policy

Question 1 of 3

What is the first thing you do if you are accidentally injured percutaneously by a sharp? (puncture, cut, or abrasion wound)

- A. Squeeze the wound to help it drain.
- B. Allow the wound to bleed freely and then wash the wounded area with soap and warm running water.
- C. Ignore the injury until you complete whatever task you were working on.



Check Answer



Licensure

A University degree does not give the right to practice the profession of Medicine. It is also necessary to conform with the laws pertaining to the practice of Medicine in that province, state or country in which the individual proposes to practice.

In Canada, the regulation of health disciplines is a provincial responsibility and each province has its own provincial college of physicians and surgeons. The provincial colleges maintain registers of individuals that have met the requirements for the practice of medicine. Currently, all provinces except Quebec require the candidate to have passed Part I and Part II examination of the **Medical Council of Canada** to be eligible for a license to practice.

Further, all provincial colleges require that individuals wishing to be registered for the independent practice of Medicine successfully complete a minimum period of two years of postgraduate training and be a certificant of the College of Family

Physicians or complete specialty training and be a Fellow of the Royal College of Physicians and Surgeons of Canada.

Kingston is a centre for Part I and Part II of the qualifying examination of the Medical Council of Canada. Part I is given in the spring on completion of the academic year for final year medical students. Part II is given in the fall upon completion of at least one year of postgraduate training. Application forms and instructions will be issued to final year students at the appropriate time. Information regarding the examinations may be obtained from the Registrar, The Medical Council of Canada, P.O. Box 8234, Station "T", 100-2238 St. Laurent Blvd., Ottawa, Ontario K1G 3H7, Tel: 613-521-6012; Fax: 613-521-9509 MCC online: <http://www.mcc.ca>

At present, the Medical Council's examination fee is \$700 for Part I and \$1650 for Part II, for a total of \$2350. The "Objectives for the Qualifying Examination" and a "Multiple Choice Question (MCQ) Practice Examination" is available for purchase. Full details are available on the MCC website at www.mcc.ca.

Due to human resources planning policies, each of the provincial governments may place restrictions on individuals who have not trained in that province or who have not met the criteria for independent practice in that province. There also may be restrictions on practice location for recent graduates. Individuals should check with the current provincial policies prior to making commitments for practice.

Student Resources



UG Office and Student Support

The Undergraduate Office at 80 Barrie St. is your first stop for assistance. The UG office maintains a website with information on the topics below. The site can be accessed here: http://meds.queensu.ca/education/undergraduate/current_students

Administrative Staff

International Activities & Procedures

Student Advisors

Funding for Conferences

Awards

Summer Studentships

Sessional Dates

Forms & Web Links

Occupational Exposure

First Year Info

Professionalism

Standardized Patient Program

Book a Group Study Room

Learner Wellness Centre



Undergraduate Administrative Staff

Management Team		
Manager - Educational Development & Faculty Support	Sheila Pinchin	78757
Manager - Staffing & Student Support	Jacqueline Schutt	75163
Manager - Undergraduate Operations	Jennifer Saunders	77574
Assistant to Associate Dean	Faye Orser 613-549-6666 ext. 3225	
Program Administration		
Admissions Officer	Rebecca Jozsa	78017
Student Support/Assessment Coordinator	Amanda Consack	36948
Acting Admissions/Clinical Skills Assistant	Corinne Boschma	74141
Student Support	Katie Jones	79341
Student Support	Dana Halladay	32542
Student Affairs & Career Counselling	Erin Meyer	78451
Student Support - Finance and Awards	Brian Rutz	77528
Curricular Team		
First Year	Zdenka Wimmer Ko	77804
Second Year	Tara Hartman	79546
Clerkship Core	Candace Trott	74102

Learner Wellness Centre

What is the Learner Wellness Centre?

The **Learner Wellness Centre** provides service for general counselling, career counselling and academic counselling to all Undergraduate Medical students. If you are seeking advice regarding emotional, physical, career, academic, financial or spiritual wellness the Learner Wellness Centre will be able to assist you.

Where is the Learner Wellness Centre?

The centre is located in the **Undergraduate Medical Education office** at: **80 Barrie St.**

How to make an appointment?

To arrange an appointment contact the Learner Wellness Centre assistants, Erin Meyer or Kim Willows, at learnerwellness@queensu.ca or 613 533-6000 x78451.



Emotional Wellness

- accepting yourself for who you are
- valuing self-exploration and improvement
- having a generally positive outlook
- being able to ask for help
- having personal boundaries and not over-extending yourself
- recognizing and managing different stressors

Physical Wellness

- being active safely and regularly
- staying hydrated with 8 cups of water a day
- using birth control and protecting against STDs
- sleeping 7-8 hours a night
- managing stress effectively
- avoiding drugs, alcohol and tobacco
- eating nutritious foods that help your body stay active and balanced

Career Wellness

- having a well-developed sense of self and goals to work towards

Learner Wellness Contacts

1. **Renee Fitzpatrick, M.B. MRC Psych, FRCPC**
Director, Undergraduate Learner Wellness
2. **Dr. Jenn Carpenter, MD, FRCPC**
Wellness Advisor
3. **John F Smythe MD, FRCPC**
Wellness Advisor
4. **Dr. J. Peter O'Neill, BSc(Hon), MD, FRCSC, FSOGC**
Career Counselling
5. **Dr. Kelly Howse, BSc (Hon), MD, CCFP**
Career Counselling
6. **Dr. Susan MacDonald, MD, MHSc, FCFP**
Academic Advisor



**EMOTIONAL WELLNESS
CONTACT INFORMATION**

Dr. Jenn Carpenter or Dr. John
Smythe

Learner Wellness Centre

82-84 Barrie St, Kingston, ON

learnerwellness@queensu.ca

613 533-6000 x78451

Queen's University - Health,
Counselling and Disability Services

www.queensu.ca/hcds/cs

**PHYSICAL WELLNESS
CONTACT INFORMATION**

Dr. Jenn Carpenter or Dr. John
Smythe

Learner Wellness Centre

82-84 Barrie St, Kingston, ON

learnerwellness@queensu.ca

613 533-6000 x78451

Queen's University - Student
Health Services

146 Stuart Street (La Salle

**ACADEMIC WELLNESS
CONTACT INFORMATION**

For help in specific areas of study,
you are encouraged to first speak
directly to the presenter of that
lecture or session. For more
general guidance or help in a
course, you are encouraged to
contact the Course Director.

Dr. Susan MacDonald

Learner Wellness Centre

82-84 Barrie St, Kingston, ON

**SPIRITUAL WELLNESS
CONTACT INFORMATION**

Dr. Peter O'Neill

Learner Wellness Centre

82-84 Barrie St, Kingston, ON

learnerwellness@queensu.ca

613 533-6000 x78451

**FINANCIAL WELLNESS
CONTACT INFORMATION**

Dr. Jenn Carpenter or Dr. John
Smythe

Student Counselling Service

82-84 Barrie St, Kingston, ON

learnerwellness@queensu.ca

Careers in Medicine

A life in medicine requires constant attention to your career. While your premedical life saw getting into medical school as the goal, during and after medical school you will continually work on your career until you plan your retirement from medicine.

The career curriculum at Queen's School of Medicine is an intentional, deliberate, progressive curriculum specific to our students and our school. Compared to other Canadian medical schools, our students are more likely to be from outside our geographic area and more likely to have a graduate degree. More of our students choose subspecialty and specialty disciplines than the average Canadian medical students, and more of our students will choose to go to a residency outside of our medical school than any other school.

In the first year medicine, students will use the AAMC Careers in Medicine resources and the CARMS resources to reflect on their values to explore what career within medicine might be a "fit".
Most Canadian physicians have more than one



CaRMS

CaRMS is the Canadian Residency Matching System and is used to match graduating medical students with residency opportunities.

You can find information about the CaRMS schedule at <https://www.carms.ca/>

On the recommendation of a current medical student here are some student produced resources about preparing for CaRMS.

<http://boringem.org/2013/05/24/carms-application-preparation/>

<http://boringem.org/2013/03/02/interview-inducing-elective-behavior/>

<http://boringem.org/2013/02/04/the-reference-letter-triple-crown/>

<http://boringem.org/2013/01/13/pre-game-carms-interview-preparation/>

<http://boringem.org/2013/01/16/game-time-the-carms-interview/>

<http://boringem.org/2013/01/21/post-game-the-carms-rank-list/>



Clinical Simulation Centre

With the goal of excellence in clinical care and patient welfare, the Faculty of Health Sciences has provided simulation-based education for thousands of health sciences students in clinical and surgical skills over the past 7 years. Recognizing the growing importance of patient simulation and surgical skills in health sciences education, the New Medical Building at Queen's University houses 8,000 square feet of clinical simulation space.

We support a model of inter-professional education and offer many programs where medical students, residents, nursing students and rehabilitation therapy students learn together in preparation for cooperative clinical duties which strengthen team building skills.

For undergraduate medicine the Clinical Simulation Centre provides instruction in:

- technical skills
- communication skills
- additional modules
- resuscitation skills



Additionally, the Simulation Centre runs a simulation olympics annually. You can find details on their website.

You can access more information about the Clinical Simulation Centre at <http://meds.queensu.ca/education/simulation>

Student e-Mail

Accessing your QueensU account

You can access your QueensU email at <https://qwa.queensu.ca>. You should receive your account login information prior to arriving at Queen's.

Setting up a QMed account

The first time you log in to MEdTech Central you will be prompted to set privacy settings and to create a QMed id.



MSPR / Dean's Letter

The MSPR or “Medical Student Performance Record” was formerly known as the Dean’s Letter. It is a summary of a student’s accomplishments over the course of his or her four years in medical school at Queen’s and is submitted to CaRMS as part of the application package. Students enter some of the information, the Curricular Coordinator is responsible for selecting and adding comments from evaluations and Student Support fills in the balance of information (Student-Run Activities, Observerships, Studentships.) Dr. Sanfilippo adds to the LOA, Disciplinary Action and/or Remediation sections, if required.

The Curricular Coordinator will go over the rough draft of the MSPR over the course of a class’s clerkship in order to edit information which students have entered. Specifically, the coordinator has the task of removing information which she deems not relevant to its purpose i.e. activities which have taken place prior to medical school, intramural sports activities which don’t lend any weight to the letter, etc.



Dr. Tony Sanfilippo
Associate Dean of Medicine



Dr. Richard Reznick
Dean of Health Science

MEdTech Unit

The logo for MEdTech central is displayed on a dark blue rectangular background. The text 'MEdTech' is in a large, white, sans-serif font, and 'central' is in a smaller, white, lowercase, sans-serif font.

The Medical Education Technology Unit at the School of Medicine – better known as MEdTech – was created in October 2003 with a mission to enhance learning and teaching through innovations in education technology. An outcome of the MEdTech Unit is a piece of web-based software called MEdTech Central. Practically speaking, MEdTech Central is your day-to-day curriculum tool. You can log in to find your personalized schedule, access course syllabi, find readings and additional resources related to learning events, find assignment instructions, access online modules, write online quizzes, log mandatory encounters in clerkship, and provide online feedback to teachers and peers, amongst other things.

MEdTech Central was developed primarily based on the feedback from students like you! They are always interested in your suggestions and feedback, and most pages in MEdTech Central have a feedback button on the left hand side. You can also email medtech@queensu.ca directly or speak to your Aesculapian Society Tech Rep.

A key feature of MEdTech Central is ‘**Communities**’ which allow you to create online spaces for group work, or to provide information to the School of Medicine community. For more information and video walkthroughs on using Communities and other MEdTech Central features click the “Help” link once you log in.

Logging into MEdTech Central

1) **Web-Browser**

MEdTech Central and the riches it holds can be accessed using any modern web-browser at <https://meds.queensu.ca/central> with your Queen's NetID and password. A large amount of information is available including course outlines, assessment plans, assignment instructions, etc. Carefully review the information available, as it will help you understand your responsibilities in your courses.

2) **Mobile App**

Some of the most accessed features of MEdTech Central (i.e. My Schedule and My Notices) are available via the MEdTech Central mobile application for Apple iOS, Android, and BlackBerry 10. To install the app search for "MEdTech" in your devices app store. Just like MEdTech Central the mobile app is still in active development, so new features and fixes are added all the time.

Forgot your password?

If you forget your password into MEdTech Central you can reset your Queen's NetID password at <https://netid.queensu.ca> or you can use the "Forgot your password?" link on the login page to set a local MEdTech Central password.

Important Note: No Queen's staff member (i.e. IT Services, MEdTech, etc) will EVER ask you for your Queen's NetID password. If you receive an e-mail that looks phishy, it probably is. Please contact medtech@queensu.ca if you are suspicious.

Syncing to MEdTech Devices

There are several ways you can get the MEdTech schedule to sync with your personal computer or mobile device.

1) On the Dashboard page in MEdTech Central scroll down to the bottom of the calendar and look for the blue "Subscribe to Calendar" button on the right. If you click directly on the button your computer should automatically open iCal, Outlook or your computer's default calendar program. Follow the prompts to subscribe and sync the MEdTech calendar with your personal calendar.

2) Alternately, you can right click on the "Subscribe to Calendar" button and copy the calendar's URL to use in one of two ways.

- Log into your Queen's webmail account and open the calendar section (bottom left). Click 'share' (top, center of the screen) and select 'add a calendar'. Chose 'calendar from the internet' and paste the calendar URL.

- Open Google Calendar and click 'other calendar' (bottom left). Select 'add by URL', paste the calendar URL, and then click 'add the calendar'. A caveat

Curriculum Overview



Pre-clerkship (Years 1 & 2)

The four years of undergraduate medical education are comprised of two years of pre-clerkship, largely classroom based learning, and two years of clerkship, primarily experience based learning.

The pre-clerkship UGME courses are categorized as scientific foundations, clinical foundations and professional foundations courses. As suggested by the names, each category focuses on one aspect the knowledge and behaviors required of a successful health care professional.

The first two years of your medical education will be largely classroom based. The following courses are required of all students*:

Year 1, Term 1 (Sept. – Dec.)	Year 1, Term 2A (Jan. – Mar.)	Year 1, Term 2B (Mar. – May)
Normal Human Structure	Blood and Coagulation	Musculoskeletal
Normal Human Function	Fundamentals of Therapeutics	Pediatrics and Genetics
Introduction to Family Medicine	Mechanisms of Disease	Geriatrics, Oncology and Palliative Care
Critical Appraisal, Research and Lifelong Learning	---	---
Professional Foundations 1A	Profession Foundations 1B	Profession Foundations 1B con't
Clinical and Communication Skills 1A	Clinical and Communication Skills 1B	Clinical and Communication Skills 1B con't

Year 2, Term 3 (Sept. – Dec.)	Year 2, Term 4A (Jan. – Mar.)	Year 2, Term 4B (Mar. – May)
Circulation and Respiration	Genitourinary and Reproduction	Neurosciences
Endocrine and Renal	Gastroenterology and Surgery	Psychiatry
Critical Enquiry	Critical Enquiry	Ophthalmology and Ortolaryngology
Professional Foundations 2A	Professional Foundations 2B	Professional Foundations 2B con't
Clinical and Communication Skills 2	Clinical and Communication Skills 3	Clinical and Communication Skills 3 con't

*This listing represents the courses available in the 2013-2014 school year. Some cohorts of students will have received slightly different teaching (e.g. ophth. and ENT teaching embedded in Circ. and Resp. and Neuro. courses).

In addition to these courses students must complete additional learning activities including Commu- nity



Clerkship (Years 3 & 4)

The second two years of your undergraduate medical education will be **clerkship**. The two-year clerkship includes traditional “rotations”, including electives, and three academic blocks.

The three academic blocks, fondly called C1, C2 and C3, are designed to put some faculty/student teaching time back into clerkship. They are practical and designed to address the specific needs of each class. C1 focuses on preparing for clerkship, C2 offers learning about complex presentations, and C3 provides students with a chance to review and prepare for the MCC Part I exam. Previous clerks and residents have been instrumental in helping prepare the C courses and they have been very successfully received by the classes of 2014 and 2013.

In clinical clerkship, students are actively involved in the hospital and other settings, in direct contact with patients, under the supervision of physicians. Students take patient histories, complete physical examinations, write progress and chart notes, and



Competency Framework and MCCs

The UGME curriculum is built on the objectives established in the Competency Framework, commonly referred to as the “red book.” You can access the red book online at <https://meds.queensu.ca/central/assets/documents/20111124-competency-based-curriculum.pdf> (must be logged in to MEdTech). The Competency Framework promotes values including learning, patient care, citizenship, scholarship and respect. It is structured around the **CanMEDS roles** of a physician: advocate, collaborator, communicator, professional, manager, medical expert, and scholar. Within each of these roles you will find specific program and curricular objectives that outline the general concepts you will learn over your four years of undergraduate medical education. You can learn more about the CanMEDS roles in this MEdTech Community: <https://meds.queensu.ca/central/community/professionalfoundati>

The UGME Curriculum Committee developed and is responsible for implementation of the 13 competencies and the program and curricular objectives that accompany each. A team of foundational science faculty, clinical faculty, educationalists, clinical administrators and students helped develop the competencies and objectives. They are found in our “Red Book”, now in its third edition,

<https://meds.queensu.ca/central/assets/documents/20111124-competency-based-curriculum.pdf>

Course Directors work with Year Directors to avoid redundancies and fill in gaps.

The competencies are based on four key documents:

The Medical Council of Canada’s patient presentations that make up the content of your licensing exams, part 1 and 2. (MCC)

The CanMEDS roles (Medical Expert, Advocate, etc.) from the Royal College of Physicians and Surgeons which licenses specialists in medicine, the Principles of Family Medicine from the College of Family Physicians of Canada

the Scientific Foundations for Future Physicians from the Association of American Medical Colleges (AAMC)

In addition to the competency framework, the UGME curriculum relies on the Medical College of Canada presentations list to help shape the content of courses. A complete list of the MCC presentations can be accessed at http://apps.mcc.ca/Objectives_Online/objectives.pl?lang=english&loc=contents - expert

These presentations have been assigned to the UGME courses and you should be prepared for your licensing exams by the end of your four years here.

Year and Course Directors

Course Directors are appointed by the Associate Dean of Medical Education to look after an entire course, including meeting assigned learning objectives, ensuring a variety of teaching methods, and integrating formative and summative assessment according to the policies of the Teaching and Learning Committee, the Student Assessment Committee, etc. Course Directors meet with student reps regularly to get student feedback while the course is happening. You can find out who is the director of a specific course by going to the course page in MEdTech.



Year Directors oversee years 1 (Dr. Michelle Gibson), 2 (Dr. Lindsay Davidson), clinical rotations in clerkship (Dr. Andrea Winthrop) and the curricular courses in clerkship (Dr. Sue Moffatt). Their role is to ensure that assessment is spread out throughout a term, timetable whole terms and years, work with course directors on teaching and assessment, etc. They too meet with students, or commission focus groups to get feedback on a term.

Special Programs



Community Week

Community Week is your chance to explore a smaller community in Ontario and learn about what it means to be a physician there. You will spend one week in a town, working with a local Family Physician. Typically, Community Week is the week immediately following the end of first year (e.g. first week in June). Community Week (or a 4 week elective substitute – see below) is a requirement for all first year medical students at Queen's (no exceptions). You will receive more information about Community Week during MEDS115: Family Medicine.

The goals of Community Week are for you to:

DO as much clinical medicine as you can.

Just do it.

INTEGRATE as much of what you learned in 1st year as you can.

Think about it...what did I learn that I can apply here?

EXPERIENCE as much of the community as you can.

So that when someone asks, you can honestly respond, "Yes, I do know that town."

Community week is run by the Department of Family Medicine in conjunction with the following regional providers:

ERMED - <http://ermep.com/>

ROMP - <http://www.romponline.com/>

NOSM - <http://www.nosm.ca/>

SWOMEN - <http://www.schulich.uwo.ca/swomen/>

Community Week is, by definition, a week long - and is arranged through the regional providers mentioned above. We have traditionally allowed students to substitute a 4-week (minimum) elective rotation in general Family Medicine and arranged through the same providers. We would welcome a similar 4-week experience in northern Ontario arranged through NOSM, or southwestern Ontario arranged by SWOMEN as long as you have a written guarantee of the placement.

Facilitated Small Group Learning

Facilitated Small Group Learning (**FSGL**) is an enquiry-based form of learning where students, in groups of about 8, work through cases with a tutor. Beginning in term 2 students will be assigned a group and meet weekly for the duration of terms 2, 3, and 4. Much of the learning in FSGL is self-directed and your group will sometimes decide how in-depth they want to go with a topic. Ideally you will also practice the collaborative learning skills applicable to clinical practice and also gain some experience in how to “think like a doctor.” The content of the cases reinforces ideas discussed in your clinical foundations courses and also explores the various roles of a physician like advocate, professional, collaboration, manager, etc.

All tutors are clinicians; many are community-based family doctors.

How do we assess student performance?

A) Peer, self, and tutor assessment:

At beginning of the term, students submit a self-assessment from the last term to their tutor - includes personal learning goals

At the midpoint – peer and self-assessment; reviewed by the tutor; then the tutor completes their assessment; and provides face-to-face feedback.

This focuses on communication, collaboration, scholar, and professionalism, NOT medical expert.

B) Other assessment:

Some FSGL sessions have assignments – these are not marked by tutors, but rather by course directors or delegates. FSGL medical expert content may also appear on the exam if the students are notified of this, and provided that the content is consistent with the objectives that the students are given at the end of each case.

This can be a mechanism for assessment of medical expert and other competencies, provided the assessment is structured appropriately.

Can a student fail FSGL? They can be found deficient in competencies such as communication skills, collaboration skills, management skills and professionalism. This would then be brought to examiner’s committee at the appropriate time.

From there, based on the student’s entire pattern of performance recommendations are brought to P & P, which could include mandatory meetings with Student affairs, Competency leads, Year directors, or other.

First Patient Program

The **First Patient Program** begins in the fall of first year and offers medical students the opportunity to engage with a family physician and a member of the Kingston Community. The program provides a lifelong educational experience for students and while we are aware of similar programs in the US, to the best of our knowledge this is the first program of this sort to be developed at a Canadian medical school.

Students are paired with a patient who has a chronic illness and the patient's physician. You will have the opportunity to learn firsthand from your patient what it is like to live with a chronic illness. You will join him/her on the health care journey for the next 18 months and experience what it is like to navigate the health care system from the patient's perspective. The experience of partnering students with patients provides students a unique experience that cannot be replicated in the classroom.

Patients have volunteered, through their physicians, to allow you into their lives and to share their health care journeys with you. They will share intimate facts about their experiences over the next 18 months. To be provided this opportunity is an honour and a privilege for students. The recommending physicians have also volunteered to meet with you and review your reports over the next 18 months, sharing their perspectives on their roles as physicians.

You will learn more about the First Patient Program during orientation sessions in MEDS111: Professional Foundations.



Observerships

Observerships offer students the opportunity to observe doctors at work. They are a great learning opportunity and are mandatory so you should familiarize yourself with the observership policy. You can find more information about observerships at

https://meds.queensu.ca/central/community/observerships_uhme



e-Portfolio

The portfolio is used to help students assess their own learning, particularly in the intrinsic roles. The portfolio is a component of the Professional Foundations courses and passing is a requirement for progressing through the UGME curriculum.

The purpose of the Queen's Undergraduate Medicine e-portfolio is to:

Provide students with an opportunity to document their acquisition and development of the intrinsic CanMEDS physician roles over time and across the curriculum.

Assist students in discovering how roles are integrated with the Medical Expert.

Show faculty how students are meeting the benchmarks for each CanMEDS role.

Through the portfolio students will:

identify patterns in their learning, approaches and development of competence in intrinsic roles of a physician

target gaps and strengths in their professional development

identify strategies and resources necessary to maintain and supplement their strengths and address their self-identified

limitations

plan for their ongoing professional development

acknowledge the implications of their learning for their developing professional practice

Over the course of the year you are asked to collect samples of work and representations of your experiences that have contributed to your learning about the CanMEDS roles. This could include feedback received in clinical skills, a certificate of participation in an extra-curricular activity, or a piece of writing completed after an observership (you can see further examples on the Portfolio Menu link). You are welcome to upload as many of these documents as you wish and are encouraged to annotate each entry explaining why you consider it relevant to your learning. There will be a couple of learning events planned to help you better understand the purpose of the portfolio.

Towards the end of years 1 and 2 you will be asked to complete a portfolio assignment. The assignment requires that you upload a minimum of two artifacts per role, and that at least one artifact be from your UGME course work. Full instructions and a rubric can be found in the links below but in general you will be asked to write about your understanding of each CanMEDS role, offering support for your analysis from the artifacts uploaded in your portfolio.

Details about the portfolio are available in another community

at <https://meds.queensu.ca/central/community/portfolio>

Teaching & Assessment



Teaching

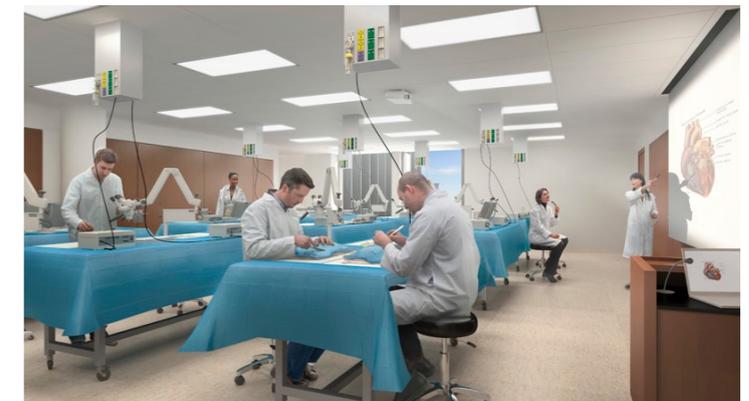
Who decides how faculty teach and we learn?

The UGME Curriculum Committee decides on the content that is taught in each course. They assign curricular objectives and Medical College of Canada presentations to each course.

The UGME Teaching and Learning Committee (TLC), a sub-committee of the Curriculum Committee monitors how faculty are teaching content and aim to make sure that no course has more than 50% of its content delivered via lecture.

Course directors and faculty aim to create engaging and meaningful learning experiences for all students. In most courses a variety of teaching strategies are used. These include:

DIL (Directed Independent Learning): these are learning events identified on the timetable for students to work at their own pace, on assigned material, often in preparation for subsequent in-class discussion. DIL sessions may include content delivered in a variety of fashions including online



Assessment

Undergraduate medicine employs a variety of **assessment** types:

Faculty, resident or preceptor rating

Final project

Final written exam

Laboratory or practical exam (except OSCE)

Midterm Examination

NBME subject examination

Oral Exam

OSCE/SP examination

Paper

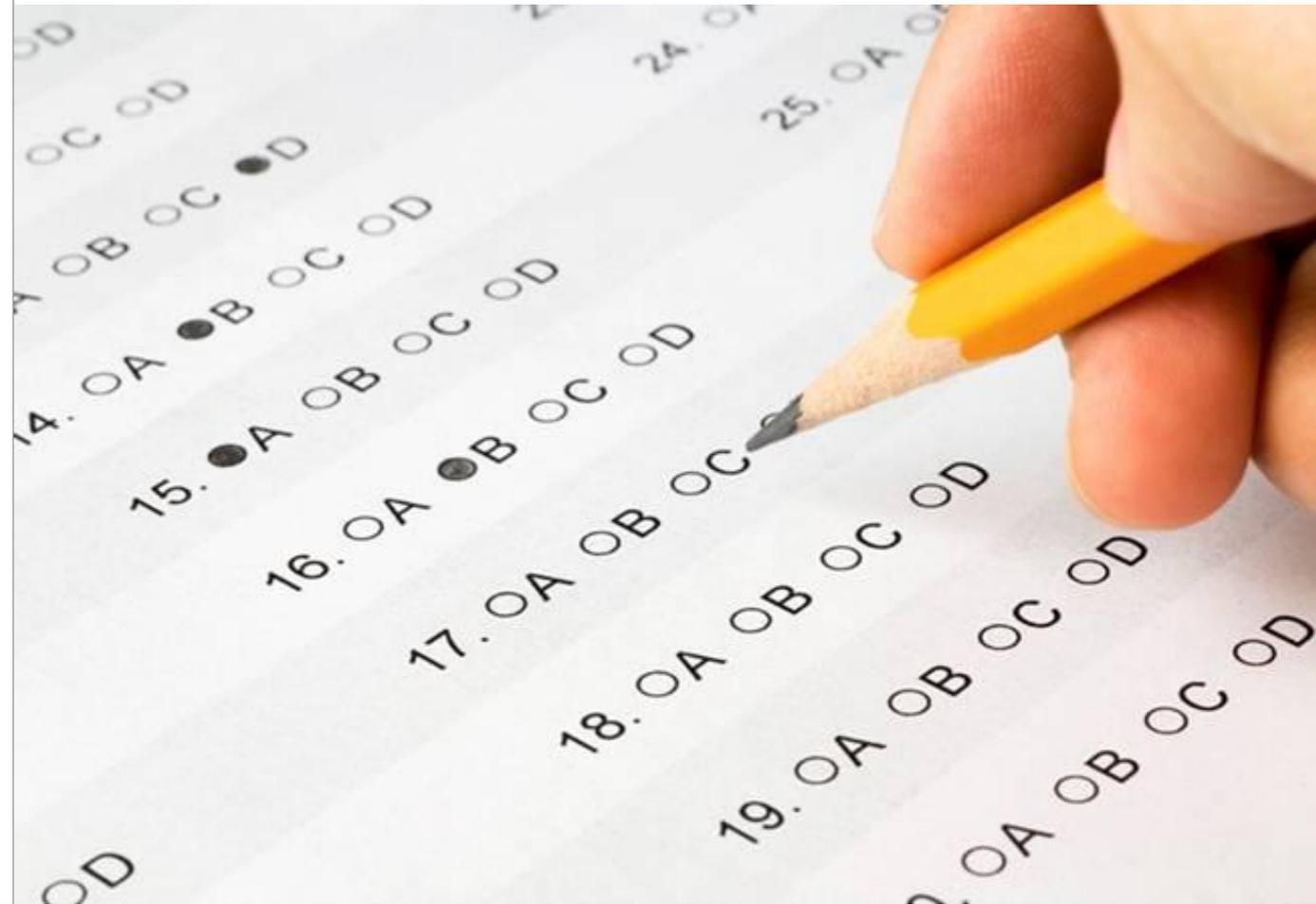
Peer-assessment

Self-assessment / Reflection

Presentation

Quiz

Readiness Assessment Test (RAT)



Student Research Opportunities

Student Summer **Research Opportunities** can be found at the following location:

http://meds.queensu.ca/education/undergraduate/current_students/summer_studentships



Assessment FAQs

- 1) How do I know how I will be assessed in my courses
- 2) What is the passing mark at Queen's School of Medicine?
- 3) Do I have to pass every quiz and test and assignment to pass the course?
- 4) Do I have to pass the final examination to pass the course?
- 5) Why are there so many quizzes and mid-terms?
- 6) Why can't I get an Honours grade in my courses?
- 7) What if I want to review my exam?
- 8) What does the term 'formative assessment' mean?
- 9) How does the portfolio work?
- 10) What is narrative feedback?
- 11) How will I be informed of my marks?
- 12) What if I fail FSGL?
- 13) What happens if I fail a clerkship rotation?

1) How do I know how I will be assessed in my courses?

All courses have a webpage with a specific area devoted to course assessment. This is present on the course page at the beginning of term and lists all assessment activities and their weighting towards your final mark.

2) What is the passing mark at the Queen's School of Medicine?

For preclerkship courses, in order to pass you need to have an average mark on all the assessments (quizzes, assignments, exams) of 65%. You must also get 60% on the final examination.

Students whose average mark is less than 60% have failed the course. You may be offered a supplemental examination if most of your course work was okay and only the final examination was a problem. If you had problems throughout the course, you may be required to repeat the course.

Students who get between 60 and 65% as their final mark will have their marks reviewed first by the members of the examiners' committee for that term, who will then make recommendations to the Progress and Promotions committee. The P & P committee will make a final determination about passing the course, mandatory remediation, or other recommendations.

Aesculapian Society

Since 1872, the Aesculapian Society has worked to promote the interests of all students at the Queen's University School of Medicine. All undergraduate medical students become active members of the society, which also includes past graduates of Queen's Medicine and members of the Faculty of Health Sciences at Queen's as honorary members. The society is governed by a Council made up of a group of student representatives elected annually by their peers. The AS Council meets on a regular basis to discuss student business, and its members serve on a network of executives and committees that aim to support the diverse Queen's medical student community. These different bodies work to enhance the education of their peers by overseeing all matters affecting medical students in their relationships to one another, to other student organizations, and to the faculty and administration at Queen's. Through a variety of academic, extracurricular, athletic and social opportunities, the society strives to engage every medical student at Queen's.

A link to the A.S. webpage is located on the left side bar (will open in a new window). Find a full list of this year's A.S. members here (will redirect you to the A.S. community).

Find additional information about student government in the student-produced handbook at:

https://meds.queensu.ca/central/community/whatsupdoc:getting_involved/student_government

Student Fees

As a student at Queen's, you pay a slate of mandatory and optional. During your first few weeks in the fall, you will have the opportunity to "opt-out" of the optional fees through SO-LUS. If you miss this period you can't get your money back, so make a note of it!



The full slate of fees can be found here:

<http://myams.org/about-your-ams/student-activity-fees.aspx>.

If you'd rather not read through all of that, these are some of the more relevant mandatory and optional fees.

Mandatory:

Athletics fee: \$266.56 - this is what provides you with your gym membership and also subsidizes both intramural and varsity sports.

Bus-it fee: \$56.00 - this fee is what allows you to take any city bus for "free," just show your student card

Student Health, Counselling and Disability Services: \$56.01 - This fee is used to provide additional counselling and disability services to Queen's students. Importantly, these services are not affiliated with the School of Medicine so you don't need to worry about being counselled by faculty.

Walkhome fee: \$18.88 - This fee goes to fund Walkhome, a service that can be called anywhere south of Princess between Ontario and Victoria. They will send a male and female walker to help you get home safely, especially nice if you're walking around by yourself late at night!

CFMS fee: \$80 for first year only - This fee helps fund the Canadian Federation of Medical Students, which represents medical students on a national level. It also provides services and resources for us!

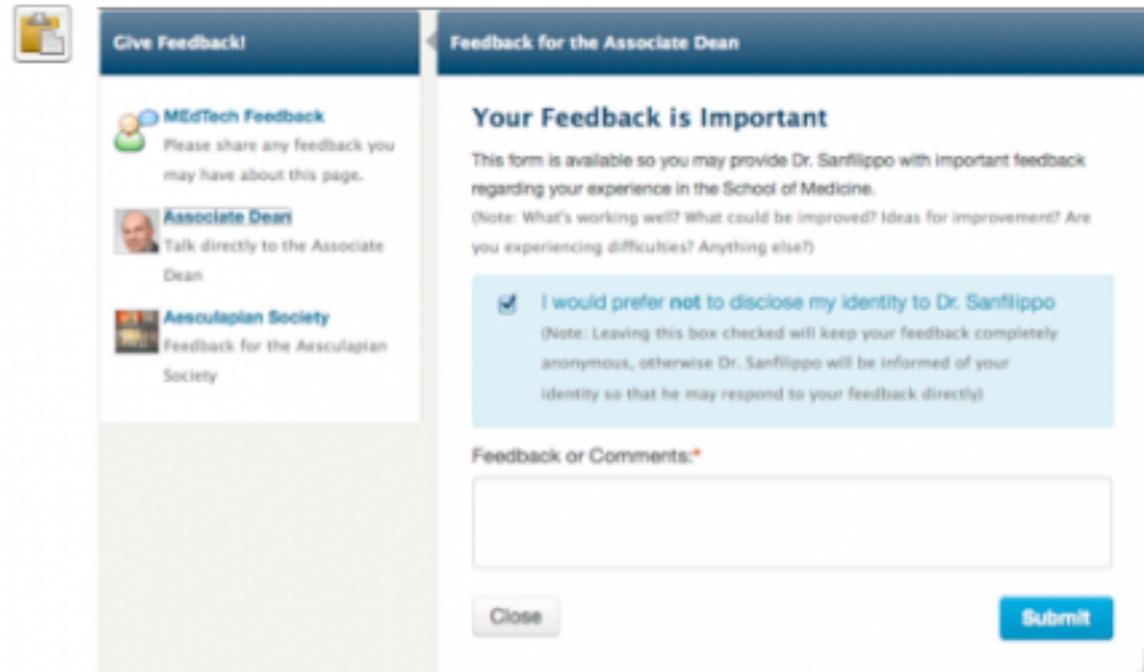
Student Feedback and Townhalls

How can I give feedback to my teachers, a competency lead and/or course director?

You can always email any of your teachers or course directors. Their email addresses are in MEdTech and the course directors' and competency leads' contact information is on the course page for each course or role. Your student reps collect feedback from you as well, and meet regularly with your course directors. In the Course Evaluations you have the ability to give constructive feedback to your course directors, although this is after the course is over.

Does giving feedback to my teachers and course director have any impact?

Yes. Faculty work hard to respond to student feedback and improve their courses and teaching.



The screenshot shows a web interface for giving feedback. On the left, under the heading "Give Feedback!", there are three options: "MEdTech Feedback" (with a subtext "Please share any feedback you may have about this page."), "Associate Dean" (with a subtext "Talk directly to the Associate Dean"), and "Aesculapian Society" (with a subtext "Feedback for the Aesculapian Society"). On the right, under the heading "Feedback for the Associate Dean", there is a section titled "Your Feedback is Important" with a subtext: "This form is available so you may provide Dr. Sanfilippo with important feedback regarding your experience in the School of Medicine. (Note: What's working well? What could be improved? Ideas for improvement? Are you experiencing difficulties? Anything else?)". Below this is a checkbox labeled "I would prefer not to disclose my identity to Dr. Sanfilippo" with a subtext: "(Note: Leaving this box checked will keep your feedback completely anonymous, otherwise Dr. Sanfilippo will be informed of your identity so that he may respond to your feedback directly)". At the bottom, there is a text input field labeled "Feedback or Comments:" and two buttons: "Close" and "Submit".

Town Halls

Every class will have the opportunity to speak directly with Associate Dean Dr. Tony Sanfilippo through the regular town hall meetings he hosts. This is an opportunity for Dr. Sanfilippo and his staff to share information with students about issues like changes to the medical school, examinations, convocation, transition to residency. It is also an opportunity for students to raise questions and discuss current concerns shared by the class.

Additional feedback can be sent to Dr. Sanfilippo or the Aesculapian Society through the anonymously portal on MEdTech.

Policies

A full list of **policies** can be found at:

<http://meds.queensu.ca/education/undergraduate/policies>



Attendance Policy

A copy of the Attendance Policy may be found at:

http://meds.queensu.ca/assets/policies/policy_on_attendance_and_absences_in_undergraduate_medical_education_-_September_2013.pdf

Student Safety



Student Safety: Important Links

Campus Safety and Security:

<http://www.queensu.ca/security/about.html>

Campus Emergency Notifications System:

<http://www.queensu.ca/security/ens.html>

Queen's Emergency Procedures Guideline:

<http://post.queensu.ca/~chinsang/emergency-booklet.pdf>

Harassment and Discrimination Policy:

http://meds.queensu.ca/education/undergraduate/policies/student_complaints

SeQure

SeQure is a mobile safety app for Queen's students. It provides quick access to campus security resources, including the campus security emergency line, and student government services such as AMS Walkhome.

SeQure also provides tips, information and tools to help students further enhance their security.

Access SeQure

here: <http://www.queensu.ca/studentaffairs/safety/sequire.html>

Regional Education



Regional Education

Regional Education works collaboratively with other Ontario medical schools and regional providers to assist undergraduate and postgraduate medical learners doing elective rotations in regional sites across Ontario. Regional Education provides accommodation, travel reimbursement, pagers, phones and hi-speed Internet connection for clerks and residents while they are completing mandatory rotations outside of Kingston in Southeastern Ontario. Learners are also provided electronic access to their course material and electronic access to Bracken Library through their home base in Kingston 24/7. Live video-conferenced seminars for undergraduate and postgraduate learners are presented weekly, as are discipline specific Grand Rounds and Subspecialty Rounds to regional faculty and learners.

The Regional Education office currently manages approximately 22 out-of-town accommodations across South Eastern Ontario including: Belleville, Brockville, Markham, Oshawa, Ottawa, Peterborough and Toronto.



Additional details about the services offered by Regional Education are available on their website at http://meds.queensu.ca/education/regional_education

Hospital Teaching Sites

Kingston General Hospital

http://www.kgh.on.ca/en/patientsandvisitors/Documents/KGH%20Map%202011_COLOUR_2sided_FINAL%20June%202012.pdf

Lakeridge Health Oshawa

<http://www.lakeridgehealth.on.ca/>

Markham Stouffville Hospital

<http://www.msh.on.ca/>

Peterborough Regional Health Centre

<http://www.prhc.on.ca/>

Brockville Mental Health

<http://www.theroyal.ca/en/accessing-care-at-the-royal/mental-health-and-addictions-resource-centre-brockville/>

<http://www.theroyal.ca/>

Brockville General Hospital

<http://www.bgh-on.ca/>

Belleville General Hospital



Student Space: Regional Locations

Lakeridge Health Oshawa

Medical students have access to the Health Sciences Library located in the LHEARN Centre. The Library is equipped with WiFi access, computers, and three private study rooms. Students also have access to the Physicians' Lounge, which is shared with medical staff and other trainees, such as medical residents. The lounge is equipped with telephones, computers and a refrigerator.

Medical students on General Surgery core rotations have access to a locker and a lounge, which is shared with surgical medical staff.

Medical students on Mental Health core rotations have access to a locker and a lounge, which is shared with the unit medical staff.

Markham Stouffville Hospital

The Psychiatry clerks have access to the staff pantry in both the inpatient and outpatient areas and they also have full access to the library. In the new space currently under construction, there will be a staff lounge that the clerks can access.



Extracurriculars



Extracurriculars

Your classmates have provided a concise overview of extracurricular opportunities under the following categories:

Queen's Clubs and Activities

https://meds.queensu.ca/central/community/whatsupdoc:getting_involved/queens_clubs_and_activities

Medical Student Initiatives

https://meds.queensu.ca/central/community/whatsupdoc:getting_involved/medical_student_initiatives

Sports

https://meds.queensu.ca/central/community/whatsupdoc:getting_involved/sport

MOVIE 12.1 QMED Volleyball Match: Class of 2017 vs. 2016



If you are wondering who won, listen to the chanting at the end of the video!

Kingston Resources



Kingston Resources

The City of Kingston website can be accessed at <http://www.cityofkingston.ca/>.



Housing

Community Housing manages the student rental properties owned by Queen's University. This includes two apartment complexes located at west campus – An Clachan and John Orr Tower – as well as a variety of apartments and houses in the Student Village (Core Rentals) around campus.

Community Housing also operates an Accommodations Listing Service where external landlords can post listings for student rental units. The Landlord Contract Program is also managed by Community Housing.

Further information about Queen's Community Housing can be found at <http://community.housing.queensu.ca/>

City Bus Service:

Kingston Transit provides bus service throughout the city. Their website, including schedules and routes, can be accessed at <http://www.cityofkingston.ca/residents/transit>.

Regional Train Service:

The train station is located at 1800 John Counter Blvd., approximately 15 minutes from the School of Medicine.

VIA Rail provides business and leisure travelers with convenient rail service to and from the City of Kingston. With 22 departures and arrivals daily, Kingston's station offers connections to and from major city centres such as Montreal, Ottawa

Aesculapian Society

Queen's Medical School Student Council

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 1 - Welcome from the A.S.

Assessment

Techniques used to assess the performance of each medical student. Various types of assessment are used, including both formative and summative.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 9 - Assessment

Assessment FAQs

Frequently-asked-Questions about the assessment of medical students at Queen's.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 9 - Assessment FAQs

Attendance Policy

A copy of the Attendance Policy may be found at:

http://meds.queensu.ca/assets/policies/policy_on_attendance_and_absences_in_undergraduate_medical_education_-_September_2013.pdf

Related Glossary Terms

Drag related terms here

Index

Find Term

Bus Service (Regional)

The inter-city bus station is located at 1175 John Counter Blvd., approximately 15 minutes by car from the School of Medicine.

Coach Canada / Trentway-Wager Bus Lines operates 25 daily departures and arrivals at the City of Kingston terminal, to and from major city centres such as Toronto, Cornwall, and Peterborough. Coach Canada / Trentway-Wager provides passenger, charter and cargo services to and from the City of Kingston. For more information on bus schedules and fares please call (613) 547-4916 or visit <http://www.coachcanada.com>.

Greyhound Bus Lines provides service to and from the Kingston terminal. There are two to three daily departures and arrivals providing convenient connections to Ottawa. Greyhound Bus Lines also provides Courier Express cargo services via Parbus Courier Service. For more information on both of these services please call (613) 547-4916 or visit <http://www.greyhound.ca>

Information provided by Tourism Kingston

<http://www.kingstoncanada.com/en/makeaconnection/traveltokingston.asp>

Related Glossary Terms

Drag related terms here

Index

Find Term

Bus Service (Within Kingston)

Kingston Transit provides bus service throughout the city. Their website, including schedules and routes, can be accessed at

<http://www.cityofkingston.ca/residents/transit>.

Related Glossary Terms

Drag related terms here

Index

Find Term

CanMEDS roles

Seven roles/competencies that medical student training focuses on developing through its curriculum:

Advocate, collaborator, communicator, professional, manager, medical expert, and scholar

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 7 - Competency Framework and MCCs

Careers in Medicine

Information regarding careers in medicine.



Related Glossary Terms

Drag related terms here

Index

Find Term

Carl Chauvin

Aesculapian Society President, 2013-2014



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Welcome from the A.S.

CaRMS

Canadian Residency Matching System and is used to match graduating medical students with residency opportunities.

You can find information about the CaRMS schedule at <https://www.carms.ca/>

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 6 - CaRMS

Clinical Simulation Centre

Recognizing the growing importance of patient simulation and surgical skills in health sciences education, the New Medical Building at Queen's University houses 8,000 square feet of clinical simulation space.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 6 - Clinical Simulation Centre

Clinical Skills

Term commonly used to refer to the course:

MEDS114A - Clinical & Communication Skills 1

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 2 - Dress Code

Community Week

Community Week is your chance to explore a smaller community in Ontario and learn about what it means to be a physician there. You will spend one week in a town, working with a local Family Physician. Typically, Community Week is the week immediately following the end of first year (e.g. first week in June). Community Week (or a 4 week elective substitute – see below) is a requirement for all first year medical students at Queen's (no exceptions).

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 8 - Community Week

Curriculum Overview

The medical curriculum at Queen's is broken into pre-clerkship (years 1 & 2) and clerkship (years 3 & 4)

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 7 - Curriculum Overview:

DIL

DIL: Directed Independent Learning

Learning events identified on the timetable for students to work at their own pace, on assigned material, often in preparation for subsequent in-class discussion. DIL sessions may include content delivered in a variety of fashions including online modules, narrated power point presentations, captured lectures and demonstrations and patient case scenarios. Some may include a self-assessment quiz. Students will require more time to master the material than is indicated by the DIL in the timetable.

Related Glossary Terms

Drag related terms here

Index

Find Term

Dr. Andrea Winthrop

Year Director

Clerkship -- Clinical Rotations



Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 1 - Welcome from the Year Directors

Dr. Anthony Sanfilippo

Anthony J. Sanfilippo, MD, FRCP(C)

Associate Dean,

Undergraduate Medical Education



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Welcome from Dr.Sanfilippo

Dr. J. Peter O'Neill

Career Counseling



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 6 - Learner Wellness Contacts

Dr. Jenn Carpenter

Wellness Advisor



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 6 - Learner Wellness Contacts

Dr. Kelly Howse

Career Counseling



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 6 - Learner Wellness Contacts

Dr. Lindsay Davidson

Year 2 Course Director



Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Welcome from the Year Directors

Dr. Michelle Gibson

Year 1 Course Director



Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 1 - Welcome from the Year Directors

Dr. Sue Moffatt

Director

Clerkship -- Clinical Blocks



Related Glossary Terms

Drag related terms here

Index

Chapter 1 - Welcome from the Year Directors

Dr. Susan MacDonald

Academic Advisor



Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 6 - Learner Wellness Contacts

Dress Code

When seeing real, standardized or volunteer patients, and in any interactions with the public, students are required to dress in a professional manner. Students may choose a different personal style once graduated and in practice, but while a medical student at Queen's, each student is expected to adopt a somewhat conservative style. Patients and the public expect appropriate professional dress.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 2 - Dress Code

E-Portfolio

The portfolio is used to help students assess their own learning, particularly in the intrinsic roles. The portfolio is a component of the Professional Foundations courses and passing is a requirement for progressing through the UGME curriculum.

The purpose of the Queen's Undergraduate Medicine e-portfolio is to:

Provide students with an opportunity to document their acquisition and development of the intrinsic CanMEDS physician roles over time and across the curriculum.

Assist students in discovering how roles are integrated with the Medical Expert.

Show faculty how students are meeting the benchmarks for each CanMEDS role.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 8 - e-Portfolio

Email Account(s)

Accessing your QueensU account

You can access your QueensU email at <https://qwa.queensu.ca>. You should receive your account login information prior to arriving at Queen's.

Setting up a QMed account

The first time you log in to MEdTech Central you will be prompted to set privacy settings and to create a QMed id.

Related Glossary Terms

Drag related terms here

Index

Find Term

Chapter 6 - Student e-Mail

Extracurricular

Extracurricular opportunities available at Queen's.

Related Glossary Terms

Drag related terms here

Index

Find Term

Feedback and Townhalls

You can always email any of your teachers or course directors. Their email addresses are in MEdTech and the course directors' and competency leads' contact information is on the course page for each course or role. Your student reps collect feedback from you as well, and meet regularly with your course directors. In the Course Evaluations you have the ability to give constructive feedback to your course directors, although this is after the course is over.

Town Halls

Every class will have the opportunity to speak directly with Associate Dean Dr. Tony Sanfilippo through the regular town hall meetings he hosts. This is an opportunity for Dr. Sanfilippo and his staff to share information with students about issues like changes to the medical school, examinations, convocation, transition to residency. It is also an opportunity for students to raise questions and discuss current concerns shared by the class.

Additional feedback can be sent to Dr. Sanfilippo or the Aesculapian Society through the anonymously portal on MEdTech.

Related Glossary Terms

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Chapter 9 - Student Feedback and

First Patient Program

The First Patient Program begins in the fall of first year and offers medical students the opportunity to engage with a family physician and a member of the Kingston Community. The program provides a lifelong educational experience for students and while we are aware of similar programs in the US, to the best of our knowledge this is the first program of this sort to be developed at a Canadian medical school.

Related Glossary Terms

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Chapter 8 - First Patient Program

FSGL

Facilitated Small Group Learning:

An enquiry-based form of learning where students, in groups of about 8, work through cases with a tutor

Related Glossary Terms

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Chapter 8 - Facilitated Small Group Learning

Housing in Kingston

Community Housing manages the student rental properties owned by Queen's University. This includes two apartment complexes located at west campus – An Clachan and John Orr Tower – as well as a variety of apartments and houses in the Student Village (Core Rentals) around campus.

Community Housing also operates an Accommodations Listing Service where external landlords can post listings for student rental units. The Landlord Contract Program is also managed by Community Housing.

Further information about Queen's Community Housing can be found at <http://community.housing.queensu.ca/>

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John F Smyth

Wellness Advisor



Related Glossary Terms

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Chapter 6 - Learner Wellness Contacts

Learner Wellness Centre

The Learner Wellness Centre provides service for general counselling, career counselling and academic counselling to all Undergraduate Medical students. If you are seeking advice regarding emotional, physical, career, academic, financial or spiritual wellness the Learner Wellness Centre will be able to assist you.

The centre is located in the Undergraduate Medical Education office at: 80 Barrie St. To arrange an appointment contact the Learner Wellness Centre assistants, Erin Meyer or Kim Willows, at learnerwellness@queensu.ca or 613 533-6000 x78451.

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Chapter 6 - Learner Wellness Centre

Chapter 6 - Learner Wellness Centre

Lockers

Students will be provided with locker space in the medical building. Additional information coming soon

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Chapter 4 - Lockers

Medical Council of Canada

The Medical Council of Canada is responsible for creating examinations for medical students to write in order to obtain medical licensure in Canada.

The Medical Council of Canada, P.O. Box 8234, Station "T", 100-2238 St. Laurent Blvd., Ottawa, Ontario K1G 3H7, Tel: 613-521-6012; Fax: 613-521-9509 MCC online: <http://www.mcc.ca>

Related Glossary Terms

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Chapter 5 - Licensure

MEdTech

MEdTech Central is your day-to-day curriculum tool. You can log in to find your personalized schedule, access course syllabi, find readings and additional resources related to learning events, find assignment instructions, access online modules, write online quizzes, log mandatory encounters in clerkship, and provide online feedback to teachers and peers, amongst other things.

Related Glossary Terms

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Chapter 6 - MEdTech Unit

MEdTECH Mobile App

Some of the most accessed features of MEdTech Central (i.e. My Schedule and My Notices) are available via the MEdTech Central mobile application for Apple iOS, Android, and BlackBerry 10. To install the app search for “MEdTech” in your devices app store. Just like MEdTech Central the mobile app is still in active development, so new features and fixes are added all the time.

Related Glossary Terms

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Chapter 6 - Logging into MEdTech Central

Mentorship Program

The Queen's Mentorship Program is meant to provide guidance, both personally and professionally, to help prepare students in becoming excellent physicians and health-care leaders. Our program places emphasis on a student-driven mentoring where onus is placed on successive generations of students, those most recently and intimately involved in the ever evolving medical education process, to create a supportive environment where advice and experiences can be shared.

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Chapter 3 - Mentorship / Peer Support

MSPR

Medical Student Performance Record

Related Glossary Terms

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New Medical Building

Queen's School of Medicine Building



80 Barrie Street

Kingston, Ontario

Related Glossary Terms

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Chapter 4 - Room Booking

Observerships

Observerships offer students the opportunity to observe doctors at work. They are a great learning opportunity and are mandatory so you should familiarize yourself with the observership policy. You can find more information about observerships at

https://meds.queensu.ca/central/community/observerships_ugme

Related Glossary Terms

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Chapter 8 - Observerships

Occupational Exposure and Injuries policy

It is important that all students know the Occupational Exposure and Injuries policy.

The policy is posted online at

http://meds.queensu.ca/education/undergraduate/current_students/occupational_exposure

Please review the policy and become familiar with the steps you should take in the unlikely event that you are exposed to a sharp or blood borne pathogen.

Related Glossary Terms

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Chapter 5 - Sharps &

Policies

A full list of policies can be found at:

<http://meds.queensu.ca/education/undergraduate/policies>

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Chapter 9 - Policies

Renee Fitzpatrick

Director, Undergraduate Learner Wellness

Related Glossary Terms

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Chapter 6 - Learner Wellness Contacts

Research Opportunities

Student Summer Research Opportunities can be found at the following location:

http://meds.queensu.ca/education/undergraduate/current_students/summer_studentships

Related Glossary Terms

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Chapter 9 - Student Research

Room booking

Individual Medical Students or Special interest groups wishing to use study rooms within the School of Medicine Building must sign into the rooms using the Room booking system available at: <https://queensfhs.roombookingsystem.co.uk/> Each medical student is assigned a username and password upon entry into the program.

Related Glossary Terms

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Chapter 4 - Room Booking

SeQure

SeQure is a mobile safety app for Queen's students. It provides quick access to campus security resources, including the campus security emergency line, and student government services such as AMS Walkhome.

SeQure also provides tips, information and tools to help students further enhance their security.

Access SeQure here: <http://www.queensu.ca/studentaffairs/safety/sequire.html>

Related Glossary Terms

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Chapter 10 - SeQure

Sharp or blood borne pathogen exposure

It is important that all students know the Occupational Exposure and Injuries policy.

The policy is posted online at

http://meds.queensu.ca/education/undergraduate/current_students/occupational_exposure

Please review the policy and become familiar with the steps you should take in the unlikely event that you are exposed to a sharp or blood borne pathogen.

Related Glossary Terms

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Chapter 5 - Sharps &

Small Group Learning (SGL)

a form of large classroom, case-based collaborative learning. During the SGL sessions, students work in their groups to solve clinical cases and practice application of the foundational concepts. SGL sessions are often preceded by preparatory quizzes based on identified preparatory material.

Related Glossary Terms

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Student Fees

As a student at Queen's, you pay a slate of mandatory and optional.

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Chapter 9 - Student Fees

Train Service

The train station is located at 1800 John Counter Blvd., approximately 15 minutes from the School of Medicine.

VIA Rail provides business and leisure travelers with convenient rail service to and from the City of Kingston. With 22 departures and arrivals daily, Kingston's station offers connections to and from major city centres such as Montreal, Ottawa and Toronto. For a listing of fares and schedules, please visit the VIA Rail website at <http://www.viarail.ca> or call 1-888 VIA-Rail.

Information provided by Tourism Kingston

<http://www.kingstoncanada.com/en/makeaconnection/traveltokingston.asp>

Related Glossary Terms

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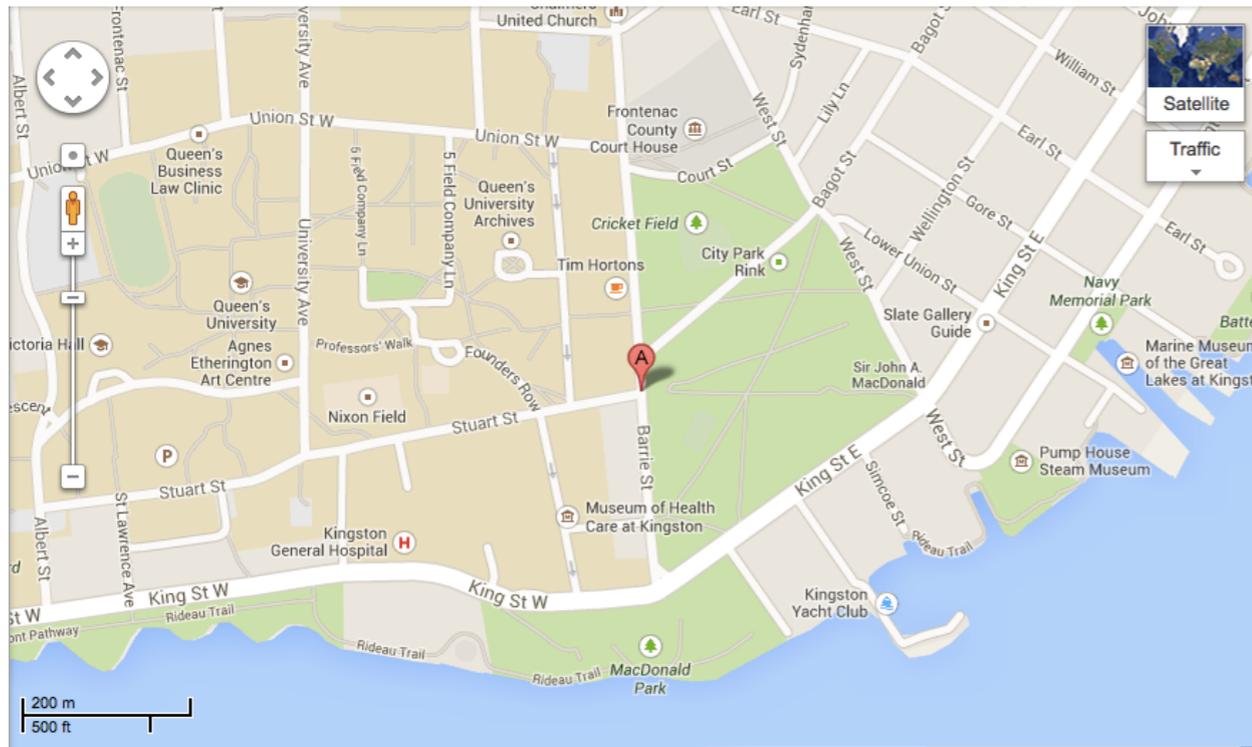
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UGME

Undergraduate Medical Education

The UGME Office is located at 80 Barrie Street.



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Chapter 6 - Learner Wellness Centre

UGME Curriculum Committee

The UGME Curriculum Committee decides on the content that is taught in each course. They assign curricular objectives and Medical College of Canada presentations to each course.

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