



*Faculty of Health Sciences*

**School of Medicine**  
**Academic Calendar**  
**2017-2018**



SCHOOL OF  
**Medicine**

# Mission

The educational program leading to the MD degree is central to the purpose of the Faculty. It must meet all the requirements for accreditation and prepare graduates for postgraduate training leading to licensure and certification by the College of Family Physicians or the Royal College of Physicians and Surgeons. Its special strengths are related to the opportunities for close, personal interaction between students and faculty members and for students to obtain particularly relevant, extensive, hands-on clinical experience under supervision, especially in ambulatory settings. There is great potential for students to benefit from greater integration of the clinical and basic sciences in the curriculum and from increased collaboration in education among the clinical disciplines.

The postgraduate programs at Queen's are, for the most part, highly interdependent. They form a spectrum of high-quality primary, specialty, and subspecialty programs that attract excellent candidates. These programs are highly complementary to the undergraduate program, in accordance with the principle of graded responsibility that underlies the Clinical Academic Unit model, the standard for clinical education in North America.

We have an ongoing commitment to excellence in selected subspecialties, specialties, and in family medicine. Our environment and the flexibility of our programs suit particularly well our innovative programs in community-oriented general surgery, general internal medicine, and family medicine which provide the breadth of training which is increasingly required for practice in rural northern, and small and medium-sized communities throughout Canada.

Continuing medical education is a primary responsibility of the School of Medicine. Assisting physicians to maintain their knowledge and skills plays an important role in the maintenance of their competence. The provision of local and regional programs of continuing medical education assists in strengthening professional liaisons and the rational balancing of primary, secondary and tertiary responsibilities within and beyond southeastern Ontario.

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# Academic Requirements

Academic requirements for Canadian citizens or Canadian permanent residents:

- A minimum of 15 full or 30 half credits in any university program by the end of the academic year (September–April) in which application is made. (For further information, go to [Credit Requirements](#))
- All applicants are required to write the [Medical College Admission Test](#) prior to the deadline for submission of applications to OMSAS. (For further information, go to [MCAT](#))

For academic requirements for international students, [click here](#).

# Application Procedures

Applications for the Queen's School of Medicine are made through the [Ontario Medical Schools' Application Service \(OMSAS\)](#). Please visit the OMSAS site for information regarding the application process. All documents and application materials must be submitted through the application centre. Candidates will be assessed solely based on materials submitted to OMSAS by the application deadlines. Addendums or supplemental materials sent directly to the School of Medicine will be destroyed.

If you have a concern regarding the submission of your application materials or require additional information please contact the Admissions Office of Undergraduate Medical Education: telephone 613 533-3307 or FAX 613 533-3190, or the [Ontario Medical Schools' Application Service \(OMSAS\)](#), 170 Research Lane, Guelph, Ontario N1G 5E2.

## OMSAS – Important Dates

September 15, 2017 (4:30 pm ET)

Deadline to register for/create an account for the [OMSAS online application](#).

Notes:

- Create your own account and do not take over an account created by someone else.
- Requests for references should be sent to your referees by this date.
- Credit card is the only payment method available for the application. If you must pay by an alternative method, cheque payments are accepted; however, requests to pay by cheque must be made by this date.

October 2, 2017 (4:30 pm ET)

Deadline to submit applications. There are no exceptions (this is a strict deadline).

- Deadline for OMSAS to receive your initial transcripts and academic documents.
- Deadline for OMSAS to receive your references.
- Deadline for OMSAS to receive all payments.

November 1, 2017

OMSAS must receive your MCAT scores.

Note: It takes 2 business days for OMSAS to receive your scores after they are released. Your request should be made no later than October 29, 2017.

May 8, 2018

First round offers of admission are sent out.

June 30, 2018

OMSAS must receive your final transcripts.

# International Students

In September 2017, Queen's University will admit an additional number (up to a maximum of 5 per year) of qualified international students (non-Canadian citizens, non-permanent residents).

If accepted into the program, it will be the international student's personal responsibility to ensure all licensing requirements of the country in which they intend to practice medicine are fulfilled.

All international applicants must have completed (or be in their final year of study) the equivalent of a Canadian 4-year university Bachelor's (Honours) Degree. No specific course prerequisites are required.

Applicants attending university outside Canada or the United States must have their academic credentials assessed for Canadian equivalency by World Education Services (WES).

A course-by-course evaluation, with an overall grade point average is required.

If you are an international student interested in applying to Queen's medical school, please visit our dedicated website for international medical student applicants at <http://www.intlmeds.queensu.ca/>.

# Offers and Deferrals

## Important Links

- [Checklist for applicants receiving an offer](#)
- [Checklist for deferred students](#)

Each year the Queen's School of Medicine coordinates its initial round of offers with the other Ontario Medical Schools. This means that you will receive the results of your application some time during May. After the initial round of offers and declines, we will continue to send offers until the class has been filled. All applicants will receive an email relating to the outcome of their application. Finally, once the class has been filled, an email will be sent to all applicants on the waitlist. For these reasons, it is important that if you change your email from the one appearing on the OMSAS application that you let us know. If you wish to update your email address [click here](#).

## Deferred Registration

Requests for deferred registration will be considered by the Admissions Committee from highly qualified students wishing to complete the requirements for their undergraduate or graduate degree before enrolling in the School of Medicine. A maximum of ten students wishing to complete the requirements for their undergraduate or graduate degree may be accepted for deferred registration. Requests for deferral will be considered as they are received and must be received by August 1st of the year of acceptance to be considered. Normally, deferred registration will be granted for one year.

# Entry Requirements

## Immunization

As an entry requirement to Queen's School of Medicine, students are expected to provide documentation of immunization or immunity, as listed in the [Communicable Disease Screening Protocol](#).

After reviewing the Communicable Disease Screening Protocol please ensure that the [Communicable Disease Screening Form - 1st Year Students](#) is completed by a health care professional and submitted to the Undergraduate Medical Education Office.

## Information Regarding Police Records Check Policy

All students who accept an offer of admission into a Medical, Residency, Nursing or Rehabilitation Therapy program will provide evidence of a Police Check and Vulnerable Sector Screening, conducted at their expense, before they will be permitted to register in the program.

The Schools will make reasonable efforts to inform potential applicants of the requirement to have a Police Check and Vulnerable Sector Screening and that a "not clear" Police Check may result in withdrawal of an offer of admission, or suspension or expulsion from the program.

An applicant or student who submits false, misleading or incomplete information about a criminal charge or criminal record may be subject to sanction by the School and/or the University.

The Ontario Human Rights Code permits the discrimination in the provision of educational services on the basis of a criminal record, provided that a pardon has not been granted under the Criminal Records Act. Accordingly, it would not be a violation of the human rights code to deny admission to the Faculty of Health Sciences to any individual who has a criminal record.

Nevertheless, universities are required to act fairly and reasonably when making decisions that affect the rights and opportunities of others. As a result, decisions which result in the denial of admission to or removal from an academic program must be made thoughtfully, respecting the need for due process.



# MD/PhD and MD/Master's Program

The combined MD/PhD and MD/ Master's Programs provide benefits to both scholarship and to the professional development of physician-scientists by allowing better integration of clinical and research training experiences, and also provide better opportunities for fostering translational research.

Our programs are in keeping with the strategic directions of both the Canadian Institutes of Health Research Strategic Plan and Government of Canada's Science and Technology Strategy, which emphasize the need for providing increased trans-sectorial and multidisciplinary training, building research excellence, translating knowledge into practical applications and deepening the pool of highly skilled individuals. Students in combined MD/graduate programs bring a distinctive, clinical/translational perspective into their laboratories, and conversely, these students also bring a basic science perspective to share with their fellow medical students. This is especially relevant in the context of the greater emphasis now being placed on team-based learning approaches as an important component of the Queen's medical curriculum.

# Queen's Accelerated Route to Medical School (QuARMS)

**To be considered for admission to QuARMS, you must complete the following steps:**

- Submit a complete application to one, or more, of the following Queen's University direct-entry undergraduate programs through the Ontario Universities Application Centre (OUAC):
  - ~ Bachelor of Arts Honours (QA),
  - ~ Bachelor of Science Honours (QS),
  - ~ Bachelor of Computing Science Honours (QD)
- Be nominated for the Chancellor's Scholarship (Min. 90% Average) and submit the Major Admission Awards application to Queen's University.

*The application link, which provides a link to the application form as well as information regarding all Major Admission Awards, is available on the Registrar's office awards page; to access this page [CLICK HERE](#).*

## What Happens Next?

### **Mid-February:**

A select group of Chancellor's Scholarship nominees will be contacted by email and invited to submit a supplementary application. These supplementary applications will be sent to candidates by email. Instructions regarding completion of the application and the instructions for the Letter of Reference will be included.

### **Late February**

QuARMS application, academic and non-academic forms must be submitted by email to the School of Medicine Admissions Office.

### **Mid-March:**

From the supplementary applications received, a small, select group of applicants (40-50), will receive invitations to the QuARMS interviews *\*Travel Bursary Available*

### **Early April:**

Evening reception for QuARMS candidates (interviews held the next day)  
QuARMS interviews at Queen's University, School of Medicine (full day)

### **Late April:**

All candidates who participated in the interview process will be notified of their QuARMS admissions status.

*\*Financial Assistance: Queen's offers need-based assistance to supplement family resources for students admitted to a first-entry undergraduate program at Queen's.*

*Invited candidates may be eligible for a travel bursary to assist with travel expenses to Queen's University. Further information will be provided to the candidates invited to the QuARMS interviews.*

# Process for Indigenous Candidates

The Admissions Committee recognizes the critical shortage of Indigenous physicians in Canada and the need to educate more Indigenous physicians to serve as role models and to address the health care needs of Canada's Indigenous people.

The Committee has developed an alternative process for assessing Indigenous candidates. 4 qualified Indigenous students per year may be admitted to the MD program by the alternative process. You may also choose to apply through the regular admission process.

If you wish to be considered by the alternative process, submit the following documentation, through OMSAS, by October 2, 2017:

- A separate letter to the Director of the Admissions Committee, in which you declare your Indigenous ancestry and give specific information about First Nations, treaty, community, or organizational affiliation. The letter should request consideration by this alternative process, and should expand on your academic and personal background, and reasons and motivation for wishing to become a physician.
- An application letter, accompanied by a letter of support from an individual representing the First Nations, community or organization to which you belong.
- Proof of Indigenous ancestry.

Once you are identified by the screening panel, you will be invited for an interview at the same time as the general applicants. If selected, you will complete the MMI and a standard panel interview with a team of representatives from the Indigenous community.

# Leadership

## **Associate Dean, Undergraduate Medical Education**

[Anthony J. Sanfilippo, BSc, MD, FAAC, FRCPC](#)

The Associate Dean, Undergraduate Medical Education is primarily responsible for the direction, content, organization, conduct and evaluation of the medical curriculum.

## **MANAGEMENT TEAM**

### **Manager - Educational Development and Faculty Support**

[Sheila Pinchin](#)

### **Manager - Staffing & Student Support Services**

[Jacqueline Findlay](#)

### **Manager - Undergraduate Operations**

[Jennifer Saunders](#)

## **Contact Information**

Undergraduate Medical Education: 613-533-2542

Admissions Office: 613-533-3307

Mailing Address:

Undergraduate Medical Education  
80 Barrie Street, Queen's University  
Kingston, Ontario, K7L 3N6

Fax: (613) 533-3190

# Student Affairs

Welcome from the Student Affairs Team, located at the Learner Wellness Centre.

While a career in medicine is exciting, challenging and rewarding, there are times of exhaustion, disillusionment and stress. Our Student Affairs team is there to support the personal and professional growth of medical students throughout the four years of medical school at Queen's University by providing advocacy and advice in the areas of Academics, Careers and Wellness.

We want to get to know you and support you. We will have many opportunities to meet through our wellness curriculum but know you can contact us at anytime. If you find yourself wondering about whether to contact us – please do!

For appointments, please contact [learnerwellness@queensu.ca](mailto:learnerwellness@queensu.ca), stop by our office in the Undergraduate Medical Office or call our Learner Wellness Assistants, Erin Meyer or Kim Suffron at 613-533-6000 x78451. We look forward to meeting with you!

Our confidential fax # is (613) 533-6389.

Visit our website for additional information: [http://meds.queensu.ca/education/undergraduate/student\\_affairs](http://meds.queensu.ca/education/undergraduate/student_affairs)



Dr. Renee Fitzpatrick, MD, MRC Psych, FRCPC  
Director of Student Affairs  
Tel: 613 533-2542

## Meet our Student Affairs, Learner Wellness Team

### Wellness Advisors

**Drs. Fitzpatrick, Franklin and ten Hove are committed to sitting down with Queen's medical students needing help or advice in a confidential and welcoming environment.**



Dr. Renee Fitzpatrick, MD, MRC Psych, FRCPC  
Wellness Advisor



Dr. Jason Franklin, HBSc, MD, FRCSC  
Wellness Advisor



Dr. Martin ten Hove, M.Eng., MD, FRCS(C)  
Wellness Advisor

## Career Advisors

**Drs. Haley, Howse and Lakoff are enthusiastic about helping Queen's medical students transition from being a student to a professional, including choosing a career within medicine.**



Dr. Susan Haley, MD, FRCPC  
Career Advisor



Dr. Kelly Howse, BSc (Hon), MD, CCFP  
Career Advisor



Dr. Joshua Lakoff, MD, FRCPC  
Career Advisor

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## Academic Advisors

**Drs. Beattie, Goldie, and MacDonald provide, in a welcoming environment, counselling to Queen's medical students who have concerns or encounter academic difficulties in their program.**



Dr. Erin Beattie, MSc, MD, CCFP  
Academic Advisor



Dr. Craig Goldie, MD, CCFP  
Academic Advisor



Dr. Susan MacDonald, MD, MHSc, FCFP  
Academic Advisor



# Fees

Upon acceptance of an offer to the School, matriculates are required to submit a non-refundable deposit of \$1050. This amount is applied to the minimum tuition payment.

Details regarding fees may be found on the Office of the University Registrar's [website](#).

Questions regarding fees should be directed to the Office of the University Registrar.

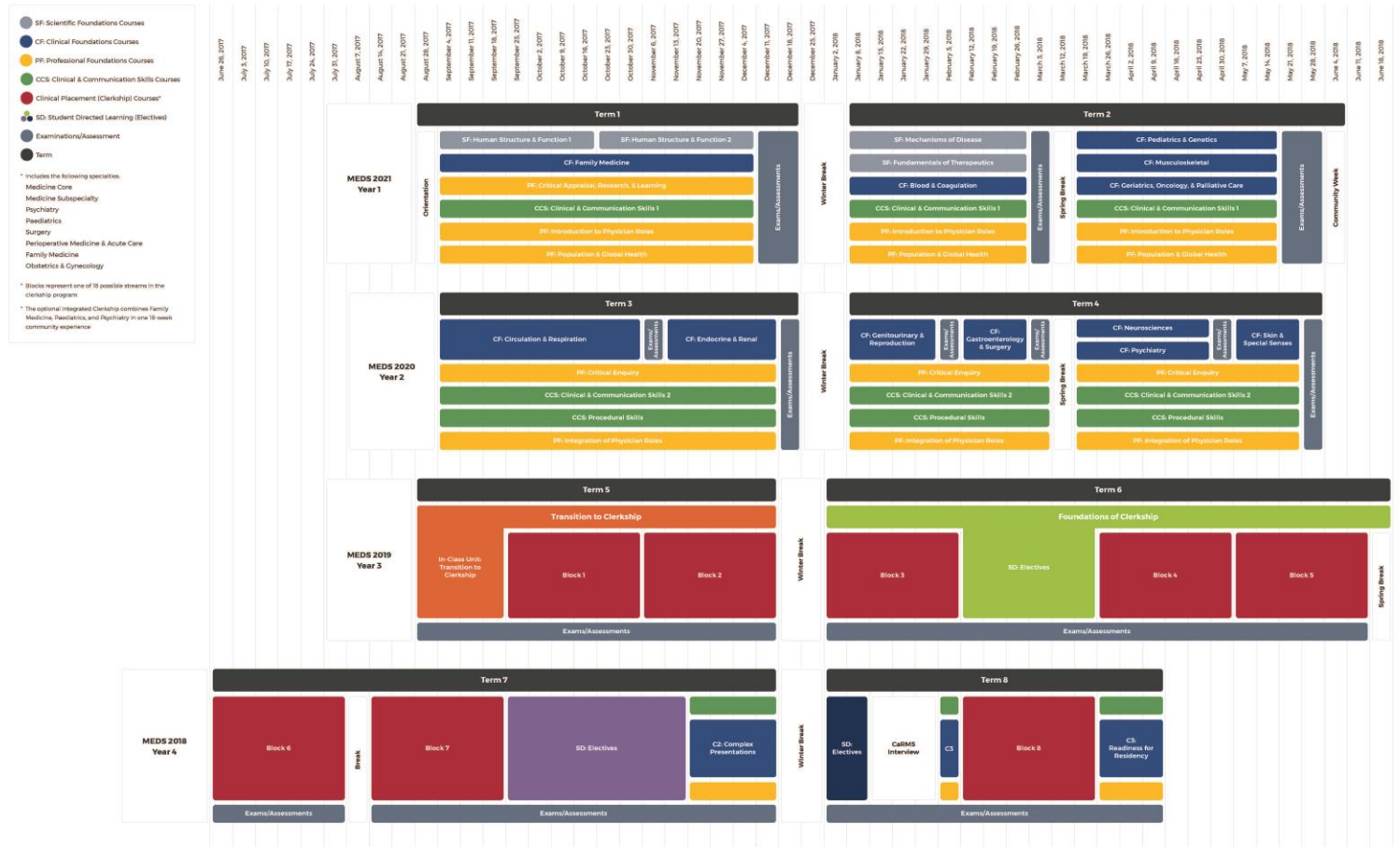
# Awards

A list of awards, including scholarships and bursaries are available, click on the link below:

<http://www.queensu.ca/studentawards/financial-aid/specific-student-groups/school-medicine>

# Curriculum Map

## Curriculum Map for the 2017-18 Academic Year



# COURSE CATALOGUE

## COURSE CATALOGUE

Year 1	
110	SF: Human Structure & Function 1
111	SF: Human Structure & Function 2
112	PF: Critical Appraisal Research & Learning
113A	PF: Introduction to Physician Roles
113B	PF: Introduction to Physician Roles
114A	Clinical and Communication Skills 1
114B	Clinical and Communication Skills 1
115	CF: Family Medicine
116A	Professional Foundations: Population and Global Health
116B	Professional Foundations: Population and Global Health
120	SF: Mechanisms of Disease
121	SF: Fundamentals of Therapeutics
122	CF: Pediatrics and Genetics
125	CF: Blood and Coagulation
126	CF: Principles of Geriatrics, Oncology & Palliative Care
127	CF: Musculoskeletal
130	Medical Observership
Year 2	
230	CF: Circulation & Respiration
231	CF: Endocrine & Renal
232A	PF: Critical Enquiry
232B	PF: Critical Enquiry
233A	PF: Integration of Physician Roles
233B	PF: Integration of Physician Roles
234A	Clinical and Communication Skills 2A
234B	Clinical and Communication Skills 2B
238A	Procedural Skills
238B	Procedural Skills
240	CF: Genitourinary & Reproduction
241	CF: Gastroenterology & Surgery
242	Clinical Foundations: Skin and Special Senses
245	Clinical Foundations: Neurosciences
246	Clinical Foundations: Psychiatry
250	Medical Observership
Year 3 & 4 Clerkship	
351	Transition to Clerkship
360	Medical Electives 1
361	Foundations of Clerkship
440	Medicine Specialty
441	Medicine
442	Surgery
443	Obstetrics & Gynaecology
444	Paediatrics
445	Psychiatry
446	Family Medicine
453	Perioperative
471	Clerkship Consolidation
480	Medical Electives 2
481	Complex Presentations
490	Medical Electives 3
491	Transition to Residency

# Sessional Dates

School of Medicine	
August 2017	
28	C1: Preparation for Clerkship for third year begins (Class of 2019)
28 - 1	Orientation program for first year (Class of 2021)

September 2017	
1	Tuition Fees due in full for Fall Term
1	Photo ID and student card validation for first year students
4	Labour Day (University closed. Classes will not be held)
5	Classes begin for First Year (Term 1), Second Year (Term 3) students
22	C1: Preparation for Clerkship for third years ends (Class of 2019)
25	Clinical Clerkship Rotations begin (Class of 2019)

October 2017	
9	Thanksgiving Day (University closed)
15	Last date to apply to graduate in SOLUS for Fall 2017
16	University Day

November 2017	
6 - 10	Review and evaluation for Term 3 courses MEDS 230 (Class of 2020)
10	Remembrance Day (Classes cancelled 10:30 - 11:30 a.m.)
TBA	Fall 2017 Convocation
20	C2: Complex Presentations for fourth years (Class of 2018) begins

December 2017	
6	Commemoration Day (examinations will not be held)
12	Classes end for first years (Class of 2021) (Term 1)
13 - 22	Study and evaluation for first years
15	Classes end for second years (Class of 2020) (Term 3)
15	C2: Complex Presentations for fourth years (Class of 2018) ends

17	Clinical Clerkship ends for third year (evening call ends @10:00 p.m. Saturday, December 16th; overnight call ends @10:00 a.m. Sunday, December 17th)
18 - 22	Study and evaluation for second years
22	Term ends for first years (Class of 2021) (Term 1) and second years (Class of 2020) (Term 3)

January 2018	
1	New Year's Day (Statutory holiday)
2	Clinical Clerkship resumes for 3rd years (Class of 2019) and 4th years (Class of 2018)
8	Classes resume for 1st years (Class of 2021) and 2nd years (Class of 2020) (Terms 2A and 4A begin)
12	Supplemental / Make Up Exams (if required)
13 - Feb 4	CaRMS Interview Period for Meds 2018 begins

February 2018	
1	First date to apply to graduate in SOLUS for Spring 2018
4	CaRMS Interview Period for Meds 2018 ends
5 - 9	Review and Evaluation for Term 4A course MEDS 240 (Class of 2020)
5	C3: Part 1 of Readiness for Residency begins for 4th years (Class of 2018)
9	C3: Part 1 of Readiness for Residency ends for 4th years (Class of 2018)
12	Clinical Clerkship resumes for 4th years (Class of 2018)
19	Family Day (University closed. Classes will not be held)

March 2018	
2	Classes end for 1st years (Class of 2021) and 2nd years (Class of 2020) (Terms 2A and 4A end)
5 - 9	Study and evaluation for Terms 2A and 4A
12 - 16	Spring Break (Pre-clerkship classes will not be held)
19	Class resumes for 1st years (Class of 2021) and 2nd years (Class of 2020) (Terms 2B and 4B begin)
23	Supplemental / Make Up Exams (if required)
25	Clinical Clerkship for 4th years (Class of 2018 ends @ 10:00 am after overnight call/handover)

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26	C3: Part 2 of Readiness for Residency begins for 4th years (Class of 2018)
30	Application to Graduate for MEDS 2018 ends
30	Good Friday (University closed. Classes will not be held)

## April 2018

13	C3: Part 2 of Readiness for Residency ends for 4th years (Class of 2018)
30 - May 4	Review and Evaluation Term 4B for courses MEDS 245 and MEDS 246 (Class of 2020)

## May 2018

[NOTE: Spring 2018 Convocation: Dates will be determined in November 2017. Please refer to   
http://www.queensu.ca/registrar/convocation to view these dates.](http://www.queensu.ca/registrar/convocation)

4	Review and Evaluation Term 4B for courses MEDS 245 and MEDS 246 (Class of 2020) ends
11	Term ends for fourth year (MEDS 2018)
18	Classes end for 1st years (Class of 2021)
21	Victoria Day (University closed. Classes will not be held)
22 - June 1	Study and evaluation for Term 2B
25	Classes end for 2nd years (Class of 2020) (Term 4B)
28 - 31	Study and evaluation for Term 4B
31	Term 4B ends for 2nd years (Class of 2020)

## June 2018

1	Term 2B ends for 1st years (Class of 2021)
4 - 8	"Community Week" for first year students (TENTATIVE)

## July 2018

1	Canada Day (Statutory holiday)
2	Canada Day observed
3	Supplemental Exams (if required)

Approved by MDPEC  
March 10, 2017

# Research

The graduating medical student will have developed effective learning strategies that include the capacity to engage in reflection and self-assessment, the ability to critically evaluate information and its sources (the literature), and the ability to contribute to the process of knowledge creation (research). As scholars, physicians demonstrate a lifelong commitment to reflective learning as well as the creation, dissemination, application and translation of medical knowledge.

The program objectives for the professional competency are as follows:

The competent medical graduate:

- Recognizes knowledge gaps and can ask focused questions which can address these gaps appropriately
- Retrieves medical information efficiently and effectively
- Critically evaluates the validity and applicability of medical procedures and therapeutics modalities to patient care using knowledge of research and statistical methodology
- Adopts rigorous research methodology and scientific inquiry procedures
- Prepares and disseminates new medical information
- Develops, monitors and adjusts learning



# Research Curriculum

## **MEDS 112 - Critical Appraisal of Research and Lifelong Learning (CARL)**

The Critical Appraisal, Research and Learning (CARL) course is completed by all medical students as a component of the Professional Foundations curriculum offered in the fall of their first year. The course encompasses 6 themes including: 1) Medical information literacy (searching and filtering reliable medical information), 2) Diagnostic tests and their properties, 3) research designs and methods, 4) Understanding the results of medical research, 5) Critical appraisal of medical literature, 6) Key learning strategies to foster effective educational and professional learning. These themes are addressed with didactic and small group learning exercises, online modules and textbook readings.

## **MEDS 116 - Population and Global Health**

This first year course introduces students to a breadth of foundational concepts related to population and global health, advocacy, scholar and social accountability. Specific topics include an introduction to health and global health, the determinants of health, the Canadian healthcare system and comparison with other systems, health policy and economics, disease surveillance, outbreak management, immunizations and an exposure to various community based organizations and special populations. We are fortunate to have a number of faculty experts come to deliver these interesting and diverse range of topics.

## **Expanded CARL**

The skills learned in the CARL course continue to be applied by all students throughout their subsequent pre-clerkship and clerkship courses through planned critical appraisal group work activities in which students appraise selected topical articles pertaining to their current coursework. In small groups, students complete an appraisal assignment for each article and participate in a class discussion facilitated jointly by the CARL professors. This longitudinal approach to critical appraisal ensures that students finish medical school having practiced and applied the skills that they learned in term 1 in multiple different contexts before entering residency. There are currently structured applied critical appraisal activities as components of the hematology, geriatrics, pediatrics, musculoskeletal, cardiovascular, respiratory, endocrinology, genitourinary and neurology courses.

## **MEDS 232 - Critical Enquiry**

This mandatory 2nd year undergraduate medical course guides students through the fundamental steps in the creation of a research proposal, through monthly small group learning and a series of progressive structured assignments. Students are assigned to topic focused research groups through a ranking process. They are mentored in a 3:1 student:faculty ratio by either active clinician scientists or faculty with epidemiologic and research expertise.

Monthly lectures deliver structured content relevant to the research development process, and completion of an online research ethics module is an additional mandatory component of the course. In addition, students are instructed on techniques for systematic literature review and are expected to produce an annotated bibliography for their topic of investigation. They also generate a research question with justification midway through the course. The course culminates in the submission of a full research proposal.

Course deadlines are structured to complement funded summer student research grant deadlines, so that students who choose to carry their developed proposals out may compete for funding support. Students who successfully complete this course have demonstrated competence in the development and creation of a

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research proposal falling within one of the four pillars of the Canadian Institutes of Health Research: biomedical, clinical, health systems and services and population and public health.

# Extra-Curricular Research Opportunities

## Student Research Opportunities

In addition to the research opportunities offered in continuation of the Critical Enquiry course, many Queen's medical students participate in extra-curricular research projects at Queen's and outside institutions. Participation in extra-curricular research provides students with self-directed opportunities to enrich their scholarly training and apply the skills they have learned through the formal curriculum. This may come in the form of a summer research project, projects completed in student's free time during the school year, or in the form of a research elective during clerkship. Interested students are encouraged to contact potential supervisors independently and follow the announcements page for project postings.

## Summer Studentships

Summer studentships are funding opportunities to allow students to pursue an original research project during the summer after first or second year. Awards are granted by the Awards Committee on the basis of academic achievement and detail and development of the project. Students are required to arrange a research project with a researcher and submit a proposal to be assessed by the committee. If students wish to pursue the research plan outlined in their Critical Enquiry project, summer studentships offer a funded opportunity to do so.

Please see the Summer Studentship [website](#) for additional details.

## Scholarships and Awards

A variety of awards and scholarships are available to allow students to participate in scholarly activities such as conference attendance or research abroad.

Please see the official Awards [website](#) for more details.

## Conferences

Queen's medical students are also encouraged to submit their research to local and international conferences in their field of enquiry. Funding is available to encourage such activities through the Dean's Office. Additional information regarding conference funding can be found [here](#).

Additionally, Queen's School of Medicine hosts an Annual Medical Student Research Showcase. This event provides an opportunity for medical students engaged in summer research activities to showcase their work in the form of a poster presentation. Additionally, up to three exemplary projects are selected to deliver an oral plenary presentation, moderated by Dean Richard Reznick. Students selected for the oral plenary, along with the top student poster presenter, will jointly receive the *Albert Clark Award for Medical Student Research Excellence*.

## Student Initiatives

The scholar competency student leads offer a number of initiatives to students in pre-clerkship to encourage extra-curricular participation in scholarly activity. This includes a bi-weekly **Journal Club** in which interested students select, critically appraise and present an article from the current medical literature. The Journal Club is frequently facilitated by faculty members and provides an opportunity to extend and apply the critical appraisal skills learned through the CARL course.

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Students also host several sessions to interact with clinician scientists in both formal and informal settings. In the **Academic Medicine Information Session**, a panel of clinician scientists is assembled to talk about careers in academic medicine and field questions from students interested in pursuing research as a career. Additionally, several Grad Club mixers are facilitated each year, allowing students to interact directly with clinician scientists.

# Policies

The Queen's School of Medicine operates in accordance with all Policies as set out by the governing bodies of the University. The Senate is one of the three [governing bodies](#) of the University, together with the [Board of Trustees](#) and the [University Council](#), all of which are administered by the [University Secretariat](#). A full listing of all Senate and Board policies can be found at <http://www.queensu.ca/secretariat/policies>

The School of Medicine Academic Council is empowered to develop basic policies which are in accordance with the long-term goals of the Faculty and the University.

Every effort is made to ensure the accuracy of this website. However, in the event of any discrepancies between the policy documents approved by the authorizing committee within the Faculty and the versions published via this website, the former shall be the governing version.

Please read the document entitled [What is a Policy?](#) for information about changing or creating a new policy.

Policy No.	Policy Name	Effective Date	Last Reviewed
Admissions			
AD-01	<a href="#">Application to the School of Medicine Policy</a>	April 19, 2008	April 19, 2008
AD-02	<a href="#">Aboriginal Admissions Policy</a>	January 12, 1999	January 12, 1999
AD-03	<a href="#">Assessment of Graduate Applicants Policy</a>	November 21, 2005	November 21, 2005
AD-04	<a href="#">Applicants with Previous MD Degree Policy</a>	March 18, 2008	March 18, 2008
AD-05	<a href="#">Deferred Registration Policy</a>	March 1, 2005	March 1, 2005
AD-07	<a href="#">Unprofessional Conduct of an Applicant Policy</a>	January 27, 2011	January 27, 2011
AD-08	<a href="#">Police Records Check Policy</a>	July 25, 2007	July 25, 2007

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Policy No.	Policy Name	Effective Date	Last Reviewed
AD-09	<a href="#">Transfer Student Policy</a>	December 16, 2015	December 16, 2015
<b>Student Assessment</b>			
SA-02 v2	<a href="#">Examinations Regulations Policy</a>	September 1, 2014	July 14, 2014
SA-05 v4	<a href="#">Student Assessment Policy</a>	August 31, 2015	June 2, 2016
SA-06 v2	<a href="#">Student Progress and Promotion Policy</a>	September 1, 2014	August 27, 2014
SA-07 v3	<a href="#">Attendance and Absences in UGME Policy</a>	September 1, 2016	August 24, 2016
SA-08	<a href="#">Academic Accommodation Policy</a>	September 1, 2014	July 14, 2014
<b>Student Conduct</b>			
SC-01	<a href="#">Senate Policy on Academic Integrity Procedures</a>	October 23, 2008	October 24, 2011
SC-02 v4	<a href="#">Student Professionalism Policy</a>	September 1, 2015	September 1, 2015
SC-03	<a href="#">Immunization and Communicable Disease Policy</a>	April 21, 2009	June 14, 2013
SC-04	<a href="#">Authorship Policy</a>	July 22, 2010	July 22, 2010
SC-05 v2	<a href="#">Student Complaints Policy</a>	July 22, 2010	March 23, 2016

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Policy No.	Policy Name	Effective Date	Last Reviewed
SC-08	<a href="#">Working Policy with Respect to HB Infected Students</a>	November 14, 2013	March 5, 2014
N/A	<a href="#">Aesculapian Society Policy: School of Medicine Building Acceptable Use Policy</a>	February 29, 2012	October 28, 2015
<b>Curricular Components</b>			
CC-02 v6	<a href="#">Student Observership Policy</a>	September 23, 2016	September 14, 2016
CC-04	<a href="#">Ethical Conduct of Clinical Teaching Encounters Policy</a>	April 15, 2008	April 15, 2008
CC-06 v5	<a href="#">Clerkship Electives Policy</a>	January 28, 2016	May 18, 2016
CC-08 v3	<a href="#">Logging of Mandatory Clinical Encounters and Procedures Policy</a>	March 27, 2014	March 27, 2014
CC-10 v2	<a href="#">Teaching Methodology Policy</a>	January 5, 2012	January 5, 2012
CC-11 v2	<a href="#">Use revision and dissemination of the Queens UGME Competency Framework &amp; MCC Presentations Policy</a>	January 1, 2014	July 21, 2016
CC-12 v2	<a href="#">Curricular Time in Year 1, Year 2, and the Clerkship Curricular Courses</a>	November 1, 2014	March 23, 2017
CC-13	<a href="#">Distributed Clinical Site Policy</a>	January 1, 2015	December 17, 2014
CC-14 v2	<a href="#">Clerkship Clinical and Academic Activity Policy</a>	October 22, 2015	October 22, 2015

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Policy No.	Policy Name	Effective Date	Last Reviewed
CC-15 v2	<a href="#">Guest Teacher Policy</a>	November 27, 2015	November 12, 2015
CC-16	<a href="#">Audio and/or Video Recording of Learning Events in UGME Policy</a>	December 16, 2015	December 15, 2015
CC-17	<a href="#">Disruption of Educational Activities</a>	July 1, 2016	May 18, 2016
CC-18	<a href="#">Course and Faculty Evaluation Policy</a>	July 1, 2016	September 16, 2016
<b>General Components</b>			
G-02 v2	<a href="#">International Electives Policy</a>	March 1, 2016	May 17, 2017
G-03	<a href="#">Visiting Medical Electives Policy</a>	December 1, 2014	December 1, 2014
Procedure No.	Procedure Name	Effective Date	Last Reviewed
<b>Student Assessment</b>			
SA-05P v4	<a href="#">Student Assessment Practices and Procedures</a>	September 1, 2014	November 24, 2016
SA-07P	<a href="#">Attendance and Absences in UGME: Procedure for Requesting Approval for Time Off Undergraduate Medicine</a>	November 7, 2014	November 7, 2014
SA-09P	<a href="#">Electronic Examination Procedure</a>	July 26, 2016	July 26, 2016
<b>Student Conduct</b>			
SC-08P	<a href="#">Communicable Disease Screening Protocol</a>	December 2016	December 2016



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Policy No.	Policy Name	Effective Date	Last Reviewed
Curricular Component			
CC-02P v6	<a href="#">Student Observerships Procedure</a>	August 31, 2015	August 31, 2015
CC-06P v3	<a href="#">Clerkship Electives Procedure</a>	August 17, 2011	May 18, 2016
CC-11P v3	<a href="#">Use, Revision and Dissemination of UGME Competency Framework &amp; Medical Council of Canada Presentations Procedure</a>		July 21, 2016
CC-15P	<a href="#">Guest Teacher Procedure</a>		March 18, 2015
CC-16P	<a href="#">Procedure for Course Directors to make changes to Course Content</a>	January 30, 2014	January 30, 2014
Other			
N/A	<a href="#">Access to Student Records &amp; Privacy</a>		November 2014
N/A	<a href="#">Conflict of Interest Procedures</a>		August 2016
N/A	<a href="#">Funding for Conferences</a>		August 2016
N/A	<a href="#">Survey-based External Research</a>		September 2016
N/A	<a href="#">Occupational Exposures and Injuries Procedure</a>		May 30, 2014
N/A	<a href="#">Student Vehicle Travel Safety Guidelines</a>		May 19, 2016

## Licensing Requirements

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>

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.

# The Aesculapian Society

The Aesculapian Society was organized by the medical students of Queen's University in 1872. All students registered in the School of Medicine become active members of the Society, which includes as honorary members all graduates in Medicine and members of the School of Medicine at Queen's University. It is hoped that every medical student will take an active part in the Society, which is dedicated to the promotion of the general interests of the Medical Faculty and to the control of matters affecting medical students in their relationships one to another, to other student organizations at Queen's University and elsewhere, and to the Faculty of Medicine, Senate, and other governing bodies of Queen's University. Control of the Society is vested in an Executive which is elected annually by closed ballot of all active members. To the Executive Committee are responsible the Year Executives, Formal Committee, Variety Night Committee, the Aesculapian Society, H.G.Kelly Lectureship Committee, Building Fund Committee, Athletic Committee, Orientation Committee, the Aesculapian Trust Fund, and other elected or appointed committees of medical students.

[Welcome to QMed.ca](http://QMed.ca)

## Canadian Residency Matching Services

The Canadian Resident Matching Service (CaRMS) corporation works in close cooperation with medical schools and students to provide two services: an electronic application service and a computer match for entry into postgraduate medical training. This provides an orderly way for applicants to decide where to train and for program directors to decide which applicants they wish to enroll in postgraduate medical training. The Match is carried out using a computer program that, in only a few minutes, a series of decisions that would otherwise require hours of time for both applicants and program directors to determine is accomplished by a specific date, without pressure being placed on applicants to make decisions before exploring all options.

A directory of PGY-1 programs offered at the Canadian medical schools provides detailed descriptions of the programs and is available on the CaRMS web site - <https://www.carms.ca/>