



Faculty of Health Sciences

School of Medicine
Academic Calendar
2019-2020

Published September 2019



SCHOOL OF
Medicine

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Faculty of Health Sciences

The Faculty of Health Sciences comprises the schools of medicine, nursing and rehabilitation therapy. Together, these schools provide learners undergraduate, graduate and postgraduate education in medicine, nursing, occupational and physical therapy, rehabilitation science, healthcare quality, aging and health, biomedical sciences and population health sciences. More than 540 full-time faculty members, 1,460 adjunct faculty members, and more than 700 general and research staff members are dedicated to accomplishing our respective missions:

- To advance the science and practice of medicine
- To advance learning and scholarship in the discipline and profession of nursing
- To educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge

[Faculty of Health Science Strategic Plan 2017-2021](#)

Admission

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
- queensmd@queensu.ca
- or the [Ontario Medical Schools' Application Service \(OMSAS\)](#)
170 Research Lane, Guelph, Ontario N1G 5E2.

[OMSAS – Important Dates](#)

Selection Process

Each year 100 new students are selected from a pool of applicants to join our Undergraduate Medical Education Program. In order for us to select these students, an assessment of each candidate's suitability for our program and a career in medicine is made based on the following factors:

- Grade Point Average
- MCAT
- Autobiographical Sketch
- Reference Letters
- Interview

The Admissions Committee believes that both academic abilities and specific personal attributes are important in successfully studying and practicing medicine, and will assess these factors at different points during the admission [application process](#).

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.

Up to a maximum of four qualified Indigenous students per year may be admitted to the M.D. program by the alternate process. Indigenous candidates may also choose to apply through the regular admission process.

At the time of submission of their application to OMSAS, Indigenous candidates should submit:

- A separate letter to the Chair, Admissions Committee, in which they declare their Indigenous ancestry and give specific information about First Nation, treaty, community, or organizational affiliation. The letter should request consideration by this alternate process, and should expand on the candidate's academic and personal background, and reasons and motivation for wishing to become a physician.
- A letter of support from an individual representing the First Nation, community or organization to which the applicant belongs.
- Proof of ancestry

A panel consisting of representatives from the Admissions Committee and the Indigenous community will review the files of all candidates who wish to be considered by this alternate process and select candidates for interview. The panel will pay particular attention to academic commitment towards a career in medicine. (Only in exceptional circumstances will candidates with an average GPA of less than 3.0 and an average MCAT score of less 120 (New MCAT) be selected for interview.)

Candidates identified by the screening panel will be invited for interview at the same time as the general pool of applicants. The candidates will participate in the MMI. The panel interview team will include representatives from the Indigenous community.

For questions regarding the admissions process and related documents, please email queensmd@queensu.ca

For recruitment events or Indigenous involvement at Queen's School of Medicine, please contact Cortney Clark cortney.clark@queensu.ca

Process for Canadian Armed Forces Candidates

Queen's University School of Medicine Additional Medical Student Training Positions for Selected Members of the Canadian Armed Forces.

At the request of the Canadian Armed Forces, Queen's University Undergraduate Medical Education program has completed arrangements with the Canadian Armed Forces to create up to five additional training positions in the Queen's Medical Doctorate Program. Canadian Forces Staff, who are supported and funded by the DND would be eligible to apply for these positions and offers of admission will be made to those that qualify.

Applicants must [apply](#) through OMSAS and indicate in the OMSAS application that they are applying as a member of the Canadian Armed Forces.

MILITARY MEDICAL TRAINING PROGRAM (MMTP) - Canadian Armed Forces

Regular Force military candidates interested in the Military Medical Training Program can obtain more information by consulting the following intranet website address:

<http://cmp-cpm.mil.ca/en/recruitment-careers/education-programs/officer-specialist-training.page>

Military candidates who apply through the MMTP program must meet all application eligibility requirements including the completion of the necessary prerequisite courses. These candidates must complete the on-line application available at <https://www.ouac.on.ca/omsas/> and follow the same application procedures as all other applicants. The application fees and institutional levy will apply and the candidates must follow the same method of payment as all other applicants.

1. An introduction letter **MUST** be sent directly to the Faculty of Medicine, indicating that one has applied through OMSAS for admission through the MMTP with the Canadian Forces.
2. All military candidates wishing to apply to medical schools under MMTP sponsorship **MUST** inform Director General Military Careers DMCPG 5-2 – at cmp.dmcp5@forces.gc.ca at the same time of their application to the medical schools.

For additional information regarding the MMTP application process please contact:

Name: DMCPG 5-2

Title: Commissioning and Education Programs Supervisor, Director General Military Careers

E-mail: cmp.dmcp5@forces.gc.ca

For additional information regarding Medical Officer recruitment/roles/responsibilities and prospective military service in Health Services it is strongly encouraged to also contact:

Name: Maj Tina Sweet

Title: Staff Officer Attraction and Retention, CF Health Services Group Headquarters

Tel: 613-901-1558

E-mail: tina.sweet@forces.gc.ca

International Candidates

Queen's University School of Medicine admits 100 students annually to the first year of its medical degree program. These 100 positions are reserved for applicants who are Canadian Citizens or Canadian Permanent Residents.

Queen's University School of Medicine admits up to a maximum of five international students (non-Canadian citizens, non-permanent residents) per year. If accepted into the program, international students are responsible for ensuring that all licensing requirements of the country in which they intend to practice medicine are fulfilled.

Proficiency in the English Language

The Queen's Medical School Curriculum is conducted entirely in English. Proficiency in English is a prerequisite for admission. Those applicants whose native languages do not include English will be required to obtain satisfactory standing in the Test of English as a Foreign Language (TOEFL) proficiency test as part of the application process, and before final acceptance is granted. Any applicant who has recently studied for at least one complete year at a university where English is the official language of instruction may be exempt from the English Language Proficiency Test. An applicant requesting a waiver of the test for this reason should do so in writing and submit it with the application. The Medical School Admissions Committee will make determinations in these cases.

The Queen's School of Medicine requires the following minimum TOEFL scores:

- TOEFL Internet-based Test (TOEFL iBT):
 - 100
- TOEFL Paper based Tests:
 - 100

Fees

Each international student enrolled in Queen's School of Medicine is responsible for paying [annual fees](#). These fees include tuition, student activity fees, and a university health insurance premium. Please note: These fees are subject to change each academic year. The fees listed do not include books and equipment, housing and food, or other living expenses. There are no admissions scholarships or bursaries available to international students at this time.

Interested students should contact queensmd@queensu.ca for further information.

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.

Offers and Deferrals

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.

- [Admission Offer Checklist](#)

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 Policy](#) and 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.

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.

Administration

Leadership

Decanal Team



Associate Dean, Undergraduate Medical Education
Anthony J. Sanfilippo, BSc, MD, FAAC, FRCPC



Assistant Dean, Academic Affairs & Programmatic Quality Assurance
Dr. Cherie Jones-Hiscock, MD, FRCPC



Assistant Dean, Admissions
Dr. Hugh MacDonald, MD, FRCS(C)



Assistant Dean, Curriculum
Dr. Michelle Gibson, MD, MEd, CCFP(COE), FCFP



Assistant Dean, Student Affairs
Dr. Renee Fitzpatrick, MD, MRC Psych, FRCPC

Management Team

Manager - Staffing & Student Support Services
Jacqueline Findlay

Manager - Undergraduate Operations
Jennifer Saunders

Manager, Standardized Patient & OSCE
Eveline Traxler

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 any time. If you find yourself wondering about whether to contact us – please do!

For appointments, please contact learnerwellness@queensu.ca, stop by our office in the Undergraduate Medical Office or call our Learner Wellness Assistants 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:

<https://meds.queensu.ca/academics/undergraduate/student-affairs>

Student Affairs and Learner Wellness Team

Wellness Advisors

The Wellness Advisors are available at any time to meet with students in a confidential environment. They provide assistance with any physical, personal or emotional struggles and facilitate access to resources needed. They also advocate for students who are having difficulty, and they promote wellness and resilience throughout the medical school curriculum.



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



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



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

Career Advisors

Career Advisors can help with:

- Having a well-developed sense of self and goals to work toward
- Recognizing personal preferences and strengths and utilizing this knowledge in education and career decisions
- Identifying and balancing personal and educational priorities to foster future balance between personal health and a sustainable practice.
- Finding resources to help you meet those goals in a healthy way



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



Dr. Joshua Lakoff, MD, FRCPC
Career Advisor



Dr. Michael McMullen, MD, FRCPC
Career Advisor

Academic Advisors

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



Dr. Lauren Badalato, MD, MSc, FRCPC, FCCMG
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

There are several different award options available to students.

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

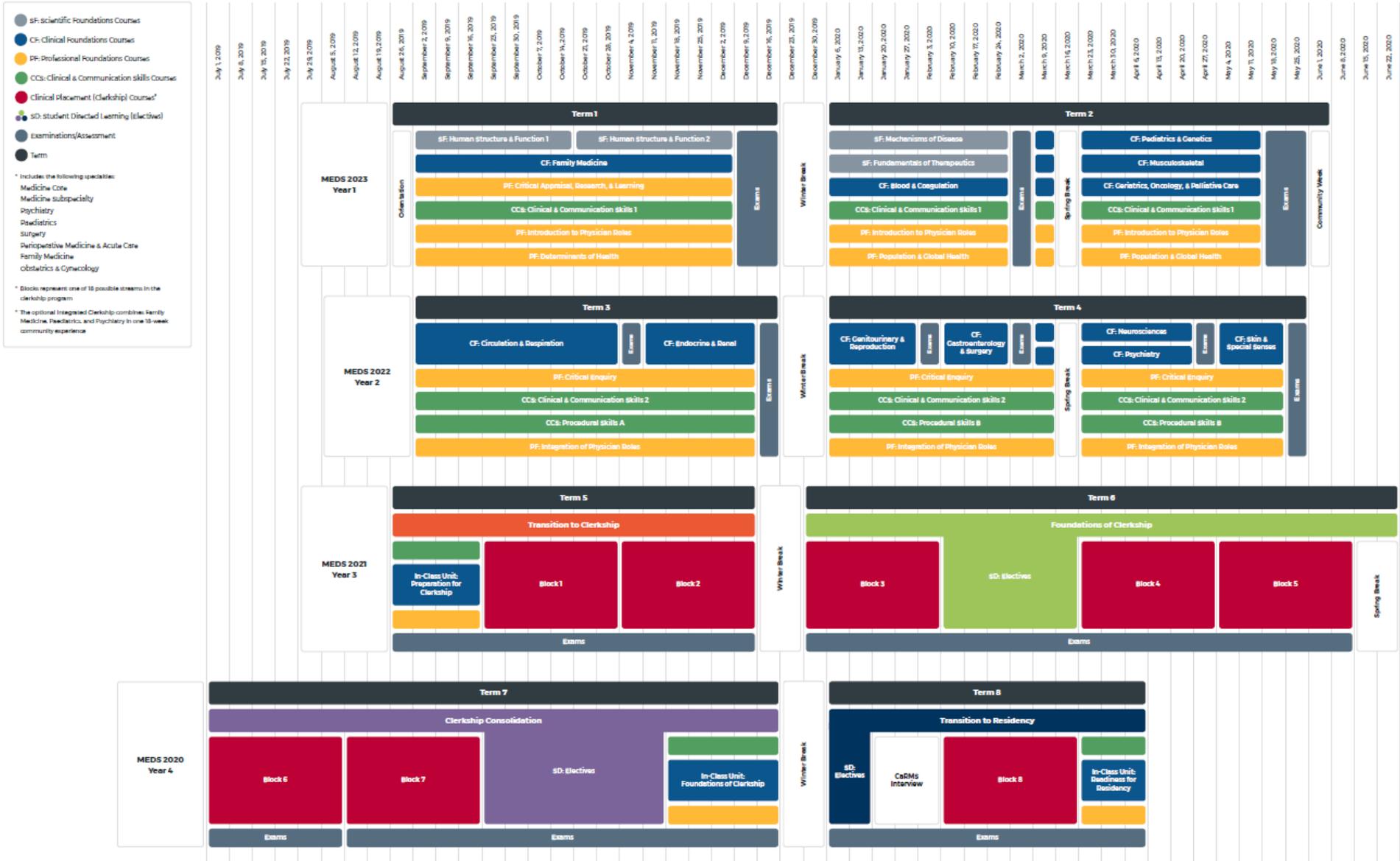
[Awards Requiring An Application](#)

[Automatic Awards](#)

[Bursaries](#)

Curriculum

Curriculum Map for the 2019-2020 Academic Year



Courses

Year 1	
MEDS110 - SF: Human Structure and Function 1	
MEDS111 - SF: Human Structure and Function 2	
MEDS112 - PF: Critical Appraisal, Research and Lifelong Learning	
MEDS113A - PF: Introduction to Physician Roles	
MEDS114A - CCS: Clinical & Communication Skills 1	
MEDS115 - CF: Family Medicine	
MEDS116A - PF: Population and Global Health	
MEDS113B - PF: Introduction to Physician Roles	
MEDS114B - CCS: Clinical & Communication Skills 1	
MEDS116B - PF: Population and Global Health	
MEDS120 - SF: Mechanisms of Disease	
MEDS121 - SF: Fundamentals of Therapeutics	
MEDS122 - CF: Pediatrics and Genetics	
MEDS125 - CF: Blood and Coagulation	
MEDS126 - CF: Principles of Geriatrics, Oncology and Palliative Care	
MEDS127 - CF: Musculoskeletal	
MEDS 130 - Medical Observership	
Year 2	
MEDS230 - CF: Circulation and Respiration	
MEDS231 - CF: Endocrine and Renal	
MEDS232A - PF: Critical Enquiry	
MEDS233A - PF: Integration of Physician Roles	
MEDS234A - CCS: Clinical & Communication Skills 2	
MEDS238A - CCS: Procedural Skills	
MEDS232B - PF: Critical Enquiry	
MEDS233B - PF: Integration of Physician Roles	
MEDS234B - CCS: Clinical & Communication Skills 2	
MEDS238B - CCS: Procedural Skills	
MEDS240 - CF: Genitourinary and Reproduction	
MEDS241 - CF: Gastroenterology and Surgery	
MEDS242 - CF: Skin and Special Senses	
MEDS245 - CF: Neurosciences	
MEDS246 - CF: Psychiatry	
MEDS 250 - Medical Observership	
Year 3	
MEDS351 - Clerkship: Transition to Clerkship	MEDS440 - Clerkship: Medicine - Subspecialty
MEDS361 - Clerkship: Foundations of Clerkship	MEDS441 - Clerkship: Medicine - Core
	MEDS442 - Clerkship: Surgery
	MEDS443 - Clerkship: Obstetrics and Gynecology
	MEDS444 - Clerkship: Paediatrics
Year 4	
MEDS471 - Clerkship: Clerkship Consolidation	MEDS445 - Clerkship: Psychiatry
MEDS482 - Clerkship: Transition to Residency	MEDS446 - Clerkship: Family Medicine
	MEDS453 - Clerkship: Perioperative/Acute Care

Sessional Dates

Aug-19	
26	Clerkship begins for third year (Class of 2021)
26 - 30	Orientation program for first year (Class of 2023)
Sep-19	
1	Tuition Fees due in full for Fall Term Exception: OSAP Students
TBA	Photo ID and student card validation for first year students
2	Labour Day (University closed. Classess will not be held)
3	Classes begin for First Year (Term 1), Second Year (Term 3) students
Oct-19	
7	Thanksgiving Day (University closed. Classess will not be held)
15	Last date to apply to graduate in SOLUS for Fall 2018
16	University Day
Nov-19	
11	Remembrance Day Service (Classes cancelled 10:30 - 11:30 a.m.)
TBA	Fall 2019 Convocation
Dec-19	
6	Commemoration Day (examinations will not be held)
11	Classes end for first year (Class of 2023) (Term 1)
20-Dec	Study and evaluation for first year
13	Classes end for second year (Class of 2022) (Term 3)
13	Clerkship ends for fourth year (Class of 2020)
15	Clerkship ends for third year (evening call ends @10:00 p.m. Saturday, December 14th; overnight call ends @10:00 a.m. Sunday, December 15th)
16 - 20	Study and evaluation for second year
20	Term ends for first year (Class of 2023) (Term 1) and second year (Class of 2022) (Term 3)
Jan-20	
1	New Year's Day (Statutory holiday)
2	Clerkship resumes for third year (Class of 2021) and fourth year (Class of 2020)
6	Classes resume for first year (Class of 2023) and second year (Class of 2022) (Terms 2 and 4 begin)
10	Supplemental / Make Up Exams (if required)
Feb-20	
1	First date to apply to graduate in SOLUS for Spring 2020
17	Family Day (University closed. Classes will not be held)
28	Classes end for first year (Class of 2023) and second year (Class of 2022) (Terms 2 and 4 end)

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Mar-20	
6-Feb	Study and evaluation for Terms 2 and 4
9	Classes resume for first year (Class of 2023) and second year (Class of 2022)
16-20	Spring Break (Pre-clerkship classes will not be held)
22	Clinical Rotations for fourth year ends (Class of 2020 ends @ 10:00 am after overnight call/handover)
23	Classes Resume for 1st and 2nd year
27	Supplemental / Make Up Exams (if required)
30	Application to Graduate for MEDS 2020 ends
Apr-20	
9	Clerkship ends for fourth year (Class of 2020)
10	Good Friday (University closed. Classes will not be held)
May-20	
NOTE: Spring 2020 Convocation: Dates will be determined in November 2019. Please refer to http://www.queensu.ca/registrar/convocation to view these dates.	
10	Term ends for fourth year (MEDS 2020)
<u>15</u>	Classes end for first year (Class of 2023)
18	Victoria Day (University closed. Classes will not be held)
22 - 31	Study and evaluation for Term 2
22	Classes end for second year (Class of 2022) (Term 4)
25 - 29	Study and evaluation for Term 4
29	Term 2 ends for first year (Class of 2023) and Term 4 ends for second year (Class of 2022)
Jun-20	
5-Jan	"Community Week" for first year students (TENTATIVE)
Jul-20	
1	Canada Day (Statutory holiday)
7	Supplemental Exams (if required)
Approved by MDPEC : November 22, 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

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.

Population Health

Population Health builds on the foundation of Determinants of Health and Term 1 CARL to explore issues in epidemiology at the population health level, including health promotion, screening, immunizations, disease outbreaks, surveillance, environmental and occupational health, interventions, and knowledge translation. (The material is aligned with the AFMC Primer on Population Health Part 2: Methods and Part 3: Practice). The content from many aspects of this course form 'building blocks' that will be addressed again at higher levels of sophistication in the clinical courses in terms 3 and 4 and in clerkship.

Population Health is one of two term-long courses that used to make up the year-long Population and Global Health Course.

Determinants of Health

Determinants of Health introduces foundational concepts related to the social determinants of health, advocacy, and culture and diversity including cases that cover important topics related to the health of special populations. (The material in this course is closely related to the AFMC Primer on Population Health Part 1 – Theory). The content from many aspects of this course form 'building blocks' that will be addressed again at higher levels of sophistication in the clinical courses in terms 3 and 4 and in clerkship.

Determinants of Health is one of two term-long courses that used to make up the year-long Population and Global Health Course.

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.

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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 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.

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.

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 <https://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.

Admissions Policies

Policy #	Title	Effective Date	Last Updated
AD-01	Application to the School of Medicine	April 19, 2008	April 19, 2008
AD-02	Aboriginal Admissions	January 12, 1999	January 12, 1999
AD-03	Assessment of Graduate Applicants	November 21, 2005	November 21, 2005
AD-04	Applicants with Previous MD Degree	March 18, 2008	March 18, 2008
AD-05	Deferred Registration	March 1, 2005	March 1, 2005
AD-07	Unprofessional Conduct of an Applicant	January 27, 2011	January 27, 2011
AD-08	Police Records Check	July 25, 2007	July 25, 2007
AD-09	Transfer Student	December 16, 2015	December 16, 2015

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Student Assessment Policies & Procedures

Policy #	Title	Effective Date	Last Updated
SA-02 v2	<u>Examinations Regulations</u>	September 1, 2014	July 14, 2014
SA-05 v7	<u>Student Assessment</u>	August 31, 2015	July 6, 2019
SA-06 v2	<u>Student Progress and Promotion - For the class of QuARMS 2020 please contact the office of Academic Affairs.</u>	July 1, 2019	September 2018
SA-07 v4	<u>Attendance and Absences in UGME</u>	October 1, 2018	September 18, 2018
SA-08 v1	<u>Academic Accommodation</u>	September 1, 2014	July 14, 2014
Procedure #	Title	Effective Date	Last Updated
SA-05P v4	<u>Student Assessment Practices and Procedures</u>	September 1, 2014	November 24, 2016
SA-07P	<u>Attendance and Absences in UGME: Procedure for Requesting Approval for Time Off Undergraduate Medicine</u>	November 7, 2014	October 5, 2016
SA-09P	<u>Electronic Examination Procedure</u>	July 26, 2016	June 4, 2018

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Student Conduct Policies & Procedures

Policy #	Title	Effective Date	Last Updated
N/A	<u>Aesculapian Society's Policy: School of Medicine Building Acceptable Use Policy</u>	February 29, 2012	October 28, 2015
SC-01	<u>Senate Policy on Academic Integrity Procedures</u>	October 23, 2008	October 24, 2011
SC-02 v5	<u>Student Professionalism Policy</u>	September 1, 2015	July 1, 2019
SC-03	<u>Immunization and Communicable Disease</u>	April 21, 2009	June 14, 2013
SC-04	<u>Authorship</u>	July 22, 2010	July 22, 2010
SC-05 v2	<u>Student Complaints Policy</u>	July 22, 2010	March 23, 2016
SC-08	<u>Working Policy with Respect to HB Infected Students</u>	November 14, 2013	March 5, 2014

Procedure #	Title	Effective Date	Last Updated
SC-08P	<u>Communicable Disease Screening Protocol</u>	December 2016	December 2016

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Curricular Component Policies & Procedures

Policy #	Title	Effective Date	Last Updated
CC-02 v6	<u>Student Observership</u>	September 23, 2016	July 26, 2019
CC-04 v1	<u>Ethical Conduct of Clinical Teaching Encounters</u>	April 15, 2008	April 15, 2008
CC-06 v6	<u>Clerkship Electives v6*for the class of Meds 2020 and subsequent classes</u>	May 10, 2018	May 10, 2018
CC-08 v3	<u>Logging of Mandatory Clinical Encounters and Procedures</u>	March 27, 2014	March 27, 2014
CC-10 v2	<u>Teaching Methodology</u>	January 5, 2012	January 5, 2012
CC-11 v2	<u>Use, Revision, and Dissemination of the Queen's UGME Competency Framework & MCC Presentations</u>	January 1, 2014	July 21, 2016
CC-12 v2	<u>Curricular Time in Year 1, Year 2 and the Clerkship Curricular Courses</u>	November 1, 2014	March 23, 2017
CC-13 v1	<u>Distributed Clinical Site</u>	January 1, 2015	December 17, 2014
CC-14 v2	<u>Clerkship Clinical and Academic Activity</u>	October 22, 2015	October 22, 2015
CC-15 v2	<u>Guest Teacher</u>	November 27, 2015	November 12, 2015
CC-16 v1	<u>Audio and/or Video Recording of Learning Events in UGME</u>	December 16, 2015	December 15, 2015
CC-17 v1	<u>Disruption of Educational Activities</u>	July 1, 2016	May 18, 2016
CC-18 v2	<u>Course and Faculty Evaluation</u>	July 1, 2016	September 18, 2017
CC-19	<u>Extension to Clerkship</u>	March 1, 2018	March 1, 2018

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Procedure #	Title	Effective Date	Last Updated
CC-02P v6	<u>Student Observerships Procedure</u>	August 31, 2015	July 26, 2019
CC-06P v3	<u>Clerkship Electives Procedure</u>	August 17, 2011	June 1, 2019
CC-11P v4	<u>Use, Revision and Dissemination of UGME Competency Framework & Medical Council of Canada Presentations Procedure</u>		Sept 28, 2017
CC-15P	<u>Guest Teacher Procedure</u>		March 18, 2015
CC-16P	<u>Procedure for Course Directors to make changes to Course Content</u>	January 30, 2014	January 30, 2014

General Component Policies

Policy #	Title	Effective Date	Last Updated
G-02 v2	<u>International Electives</u>	March 1, 2016	May 17, 2017
G-03 v1	<u>Visiting Medical Electives</u>	December 1, 2014	December 1, 2014

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Other Policies & Procedures

Title	Effective Date
<u>Access to Student Records & Privacy</u>	November 2014
<u>Conflict of Interest Procedures</u>	August 2016
<u>Funding for Conferences</u>	August 2016
<u>Survey-based External Research</u>	September 2016
<u>Occupational Exposures and Injuries Procedure</u>	March 28, 2019
<u>Student Vehicle Travel Safety Guidelines</u>	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. 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.

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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: www.carms.ca/