

medicine

Undergraduate Studies

2003-2005

Faculty of Medicine
University of Ottawa
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Université d'
University of 
Ottawa



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Additional copies of this calendar may be purchased from the bookstore, University Centre, 85 University, Ottawa.

NOTE: This calendar is published every second year. Please keep your copy until 2005.

Published in March 2003 by Marketing and Communications for the
Office of the Registrar
University of Ottawa
550 Cumberland Street
Ottawa (Ontario) K1N 6N5
Printed on paper containing recycled fibres.

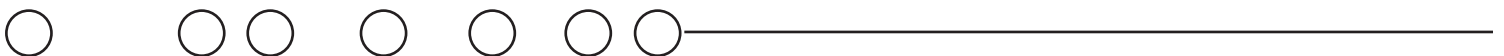


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The following calendar is a complete guide to the undergraduate programs and courses offered by the Faculty of Medicine for the period 2003-2005. Requirements for each program are presented in the calendar, as well as academic regulations concerning all students of the University and those specific to the Faculty.

The academic regulations presented in this calendar are effective on the date they were approved by the Senate of the University of Ottawa. The University and the Faculty reserve the right to modify these regulations without prior notice. It is strongly recommended that students consult the Web-based version of the calendar that is updated annually.



University governance

The University of Ottawa Act (1965) assigns the Board of Governors the power to establish the necessary regulations for the government, administration, direction and management of the University. The Senate of the University establishes academic policies. To this end, it approves all programs, determines academic curricula and admission requirements at the University, oversees the distribution of scholarships, confers degrees, and so forth.

Rector and Vice-Chancellor: Gilles G. Patry

Chancellor: Huguette Labelle

Chairman of the Board of Governors: J. Richard Bertrand

Student Participation

During the course of the academic year, students are called upon to elect a certain number of student representatives to the governing bodies of the University.

- a) **Board of Governors:** The student body may elect two representatives:
 - one regular student registered at the Faculty of Graduate and Postdoctoral Studies;
 - one regular undergraduate student.
- b) **Senate:** The student body may elect eleven representatives:
 - one regular full-time undergraduate student per Faculty;
 - two regular full-time students for the Faculty of Graduate and Postdoctoral Studies (one from the science faculties and one from the humanities).

University mission statement

The location, tradition, character and special mission of the University of Ottawa make it a reflection, in an academic setting, of the Canadian experience. Situated in the capital of Canada at the juncture of English and French Canada, the University has been linked since the middle of the 19th century to both linguistic groups in Canada and notably to the Franco-Ontarian community.

As a result it has developed as a major bilingual institution of higher learning serving Ontario and the whole of Canada. It provides students and staff with an exceptional meeting ground for two of the prominent intellectual and scientific traditions of the western world; it offers a unique setting for cultural interaction and understanding; moreover, its proximity to government agencies and research centres places it in an optimal position to link Canadian scholarship with the external world. By virtue of its commitment to excellence in a bilingual and bicultural milieu, the University of Ottawa is Canada's premier bilingual university.

To preserve and enhance its stature, the University of Ottawa is pledged to quality of the highest standing in all the teaching programs and research undertakings of its academic and professional sectors: Arts, Education, Engineering, Graduate

Studies, Law, Management, Medicine and Health Sciences, Science, and Social Sciences. This pledge leads it to declare the following intentions:

- to maintain and develop the widest range of teaching and research programs of national and international standing in both French and English;
- to attract first-class scholars and students;
- to maintain and enhance the bilingual and bicultural milieu of the University;
- to exercise leadership in the development of teaching, research and professional programs designed specifically for the French-speaking population in Ontario;
- to give priority consideration to those programs of excellent academic standing that reflect, or train professionals to contribute to the two main cultural traditions of Canada;
- to continue to be a leader in the promotion of women in all aspects of university life; and
- to further international co-operation.



Mission statement of the Faculty of Medicine

The Faculty of Medicine is committed to the advancement of health through education, research and exemplary patient care for the well-being of the society we serve. The Faculty of Medicine bears special responsibility to the communities of the Ottawa-Carleton region and to the Franco-Ontarian and affiliated communities of northern and eastern Ontario. To fulfill these responsibilities, the Faculty of Medicine seeks to prepare a sufficient number of students to function professionally in both official languages.

Education

The faculty will contribute to educational programs in the health sciences at the undergraduate, postgraduate and graduate levels in the Faculty of Medicine and to students in other faculties of the University of Ottawa. It will also contribute to continuing education programs for practising health professionals in the community.

The physician graduates of the faculty will be well prepared to address the present and future health needs of the Canadian population and to function as part of a multidisciplinary team, dedicated to the promotion of health and the management of illness. They will adhere to the highest standards of ethical and professional conduct consistent with the code developed by the faculty. Our graduates will be technically competent, adept at problem solving and committed to lifelong learning. They will

exhibit compassion toward patients and their families, respect toward their peers and an inquiring attitude. They will be committed to maintaining their professional competence and will strive for appropriate use of health care resources.

Research

The faculty's research programs will contribute to the understanding of the basic mechanisms of health and disease, and to the development and evaluation of clinical interventions to address the health care needs of our population. The faculty is dedicated to providing an outstanding environment for research and scholarship in the basic and clinical sciences and will strive for excellence in research training programs. Faculty members will participate actively in national and international professional organizations to enhance interdisciplinary collaboration and to foster productivity.

Patient care

Members of the faculty will provide exemplary, science-based clinical care, which respects changing societal needs and which uses academic and technological resources for maximum benefit.



Historical note

The College of Bytown, established in 1848 by the Oblate Fathers of Mary Immaculate, received a university charter in 1866, entitling it to grant the degree of Bachelor of Medicine. However, the first degree was not actually awarded until May 1951. It was as a result of the enthusiasm and initiative of Father Lorenzo Danis, OMI, whose intent was to provide post-war opportunities for French and English Catholics to study medicine, that the University was able to grant its first degree in this field.

Under the leadership of Father Danis, and in spite of severe financial constraints, the University gave its first medicine courses in unused army barracks, at the corner of Somerset Street East and King Edward Avenue, which had housed the Women's Division of the Royal Canadian Air Force during the war. Arthur Richard, later to become the first dean of the Faculty, Eugène Gaulin, Charles Young, George Campbell and Thomas Leggett were then acting as temporary executive members of the council of the new faculty.

The faculty occupied these temporary premises until the autumn of 1954, when it relocated to a new building on campus at the corner of Nicholas Street and Somerset Street. It was to remain at this site for nearly a quarter of a century.

During the 1970s, extensive planning took place for the establishment of the new Health Sciences Centre which would become the home of the medicine and nursing programs on a site in Alta Vista near the National Defence Medical Centre and adjacent to the Children's Hospital of Eastern Ontario, which had opened in 1974. Subsequently, the Ottawa General Hospital and the Royal Ottawa Hospital Rehabilitation Centre also opened there.

In May 1978, the University merged the Faculty of Medicine together with the schools of Nursing and Human Kinetics into the Faculty of Health Sciences, to which were added, in 1986, the occupational therapy and physiotherapy programs. In 1989, however, the Faculty of Medicine regained its status as a separate academic unit.

In 1992, the faculty implemented a new undergraduate curriculum based substantially, but not exclusively, on small-group learning. The program emphasizes self-study, problem-based learning, communication skills, ethics and health promotion. It also offers enhanced exposure to social and community issues.

Faculty of Medicine

Office of the Dean

DEAN

WALKER, Peter, MD(Ottawa), FRCPC, CSPQ

SECRETARY OF THE FACULTY

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ADMINISTRATOR AND PROJECT MANAGER

CHÉNIER, Yolande D., BA

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Vacant

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COORDINATOR, POSTGRADUATE MEDICAL EDUCATION

CYR, Diane

DIRECTOR, CONTINUING MEDICAL EDUCATION

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KHAROUBA, Dianne, BEd(Calgary), MLS(UWO)

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PUDDESTER, Derek, MD, FRCPC

DIRECTOR, GENDER AND EQUITY ISSUES

DOLLIN, Janet, MD, CCFP, DipEpi

DIRECTOR, FACULTY DEVELOPMENT

MARKS, Meredith, MD, FRCPC

COORDINATOR AND EVENT PLANNER

GRAVELINE, Josée

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DEVELOPMENT DIRECTOR

SMITH, Susan

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TSAI, Selena

COMMUNICATION AND PROJECT OFFICER

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ANAESTHESIA

YANG, Homer, MD(Toronto), FRCPC

BIOCHEMISTRY, MICROBIOLOGY AND IMMUNOLOGY

YAO, Zemin, BSc (East China University), MS(BC), PhD(BC)

CELLULAR AND MOLECULAR MEDICINE

JASMIN, Bernard, B.Ed(McGill), PhD(MTL)

EMERGENCY MEDECINE

STIELL, Ian(acting), MD(Western), FRCPC

EPIDEMIOLOGY AND COMMUNITY MEDICINE

WELLS, George A., BSc, MSc(McMaster), PhD(UWO)

FAMILY MEDICINE

BUSING, Nicholas, BA(Bishops), MD(Queen's), CCFP

MEDICINE

TURNBULL, Jeffrey, BSc(Toronto), MD(Queen's), FRCPC

OBSTETRICS AND GYNECOLOGY

NIMROD, Carl, MBBS(U. of West Indies), FRCSC

OPHTHALMOLOGY

JACKSON, Bruce W., MD(UWO), FRCSC

OTO-LARYNGOLOGY

MARSAN, Joseph, BSc(McGill), MBD(Montreal), FRCSC

PATHOLOGY AND LABORATORY MEDICINE

MICHAUD, Jean, MD(Toronto), FRCSC

PEDIATRICS

REISMAN, John Joseph, MD(Toronto), FRCPCCS, MBA

PSYCHIATRY

BRADWEJN, Jacques, BSc(McGill), MD(Sherbrooke), FRCPC

RADIOLOGY

PETERSON, Rebecca (interim), BSc(Ottawa), MD(Sask.), FRCPC

SURGERY

POULIN, Éric, MD(Laval), FRCSC

Faculty Council

The faculty council is the senior academic forum for the faculty. It is made up of representatives elected by departments, students and residents. The dean chairs this council.

Advisory Board of the Faculty

The advisory board of the Faculty of Medicine is made up of the dean, the vice dean, the assistant deans, the secretary of the faculty, the chairpersons of departments, hospital representatives and the president and past-president of the Aesculapian Society.

Office of Francophone Affairs

In 1995, the Faculty of Medicine established an Office of Francophone Affairs. The mandate of the Office is to develop, implement and monitor educational activities offered in French. In addition, the Office assists the Dean's Office in various projects related to francophone affairs. The office is composed of a director, an administrator and project coordinator, a secretary, three members of the teaching faculty and four francophone student representatives.

Office of Professional Affairs

The Office of Professional Affairs includes Faculty Affairs, Gender and Equity Issues, the Faculty Wellness Program and Faculty Development. The office consists of:

Mandates of the Office specific to students include:

1. Facilitating the prevention and the resolution of conflicts and complaints from any member or student of the Faculty of Medicine. For further information please see the Faculty's conflict resolution policy (1997) on the web at: http://www.medicine.uottawa.ca/genderequity/eng/conflict_resolution.html.

Any student can approach the members of this office with any issue or concern, which will be handled in a fully confidential manner. Students can remain anonymous, and no written complaint or documentation is required.

The Office of Professional Affairs, in conjunction with the Faculty of Law, offers annual training to medical students and



postgraduate trainees, in addition to faculty members and staff, on a voluntary basis. Students interested in participating in the conflict resolution courses or in learning more about the Faculty's conflict resolution training should contact Dr. Goldstein, or any other member of the Office of Professional Affairs.

2. The mandate of the Office of Gender and Equity Issues is to ensure that all aspects of the medical curriculum, including its site, process and content, are sensitive to equity and gender issues. The goals include promotion of research and education in women's health, and ensuring equity within the Faculty of Medicine in admissions, medical school climate, faculty recruitment, retention and promotion of women and minorities. Advised by a Faculty standing committee with student representatives from each medical class, the Office is a resource on harassment, intimidation and discrimination.

Students can contact the Office of Gender and Equity Issues to get advice or help in any situation involving harassment, intimidation and/or discrimination. Students are encouraged to contact the Office if they are unsure about a situation that needs further discussion. More information on the Office of Gender and Equity Issues can be found at: www.medicine.uottawa.ca/genderequity/eng/

3. The Faculty Wellness Program offers support and referrals for health and wellness needs of students. The Program works in partnership with the Student Health Clinic, the Ontario Medical Association Physician Support Program, and other similar programs. The Faculty Wellness Program can be reached in confidence at 562-5800, extension 8507 or by e-mail: wellness@uottawa.ca
4. The Office of Faculty Development provides educational activities that support the professional roles of faculty members. Career development and teaching skills improvement are particular areas of focus for these activities. The Office's goal is to support student learning by promoting career development and effective teaching by faculty members.

Health sciences library

The Health Sciences Library is located on the ground floor of the Health Sciences Centre. The library provides access to information supporting teaching, research and related activities of the professors, students and staff of the faculties of Health Sciences and Medicine. The library collections include printed and electronic journals and books, reserve material and an audiovisual and CD-ROM collection. Such databases as MEDLINE, PsycINFO, Cochrane, Cancer, Biological Abstracts and Current Contents are all accessible via the Polaris system from workstations in the library and with 24-hour access from home or office. The library's Web site provides access to other electronic resources.

Information literacy tutorials, including MEDLINE and Internet resources, are provided by the library as an integral part of the problem-based curriculum. Reference and help-desk support is available both in-library and electronically, as are the current awareness and document delivery services.

Aesculapian Society

The Aesculapian Society is composed of undergraduate medical students at the University of Ottawa. It represents the students in dealings with the Faculty of Medicine, University authorities and other student organizations within and outside the University community. It serves to promote the interests of its members in both academic and non-academic functions, providing a wide range of activities for the benefit of medical students.

It is the students' society, run by students, for students, and it encourages every student to get involved in the activities of the faculty.

Orientation and guidance counselling

The student advisory group organizes and coordinates the guidance and counselling activities for students in all four years of medical studies. The counselling program functions on an individual basis dealing with both curricular and extracurricular matters. It is strictly confidential. The group internally publicizes the names of faculty members available for this service and students should feel free to contact any of them if they are seeking advice or help.

Technology services

Technology services ensures technical support to students, professors and support staff in the use of technology for learning and professional activities. All computer and audiovisual equipment is maintained by a team of technicians whose main concern is the quality of their service. Assistance can be obtained directly at the help desk via e-mail or via the faculty Web site.

Students have access to a laboratory equipped with the most up-to-date technological equipment. Courses are conducted from multimedia rooms using the latest technology in medical education.

Canadian residency matching service

The Canadian residency matching service is a non-profit corporation designed to help final-year medical students obtain the residency training of their choice, and to help program directors obtain the students of their choice. It provides an orderly method for students to decide where to train and for programs to decide which applicants they wish to accept. For both students and program directors, it removes the factors that generate unfair pressure and premature decisions.

The matching service acts as the student's agent on the instructions in the student's confidential list of all the programs for which he or she has applied, ranked in order of preference. Similarly, the matching service acts as the program's agent on the instructions embodied in its confidential list of all the students that have applied, ranked in order of the program's preference.

The matching service works in close cooperation with the Association of Canadian Medical Colleges. Policy is under the control of an advisory committee on which seven national medical organizations directly involved in medical education are



represented. Student representatives are invited to attend and to participate in the advisory committee meetings.

The matching service's relevant documents for participation in the matching program are distributed annually in the summer to all final-year medical students through each dean's office.

Further information is available from the Canadian Resident matching service office at (613) 237-0075 or visit www.carms.ca

Research

The Faculty of Medicine's external research base ranks amongst the highest of the sixteen faculties of Medicine in Canada. Continued enhanced success in the conduct of health and medical research is anticipated through the recruitment of outstanding clinical and basic scientists in four major research themes: molecular medicine, neurosciences, cardiovascular sciences and clinical evidence.

The Research Office serves the medical research community by encouraging, facilitating and coordinating the maintenance and development of research activities in all sectors of the Faculty of Medicine. These sectors include the basic science departments located in the Health Sciences Building and the University of Ottawa affiliated research institutes located at the teaching hospitals.

The Research Office, in partnership with the University of Ottawa Research Grants and Ethics Services, regularly advises researchers, post-doctorate students and graduate students of new funding opportunities from more than 400 external sponsors. It also advises researchers and students of changes to existing programs, it highlights upcoming competitions, and it provides other pertinent information on medical research and funding issues. The Research Office offers administrative assistance to help faculty members develop and implement research-related policies; lobbying and advocacy activities; statistical and analytical reports on medical research funding trends; public and media relations strategies; policies involving ethical considerations; scientific educational activities; reviews of existing research programs; industrial liaison; and collaboration with other research institutions. The Research Office provides background support for the development of priorities and policies for the management of research both at the University of Ottawa's affiliated research institutes and at affiliated teaching hospitals. It coordinates the medical graduate programs and the summer studentship program, and it holds events to highlight excellence in research of students, post-doctorates and researchers.

For further information please visit the following Web sites:

Research at the Faculty of Medicine

www.medicine.uottawa.ca/research/eng

External funding opportunities in medicine

www.medicine.uottawa.ca/research/eng/fund_opportunities.html

Affiliated research institutes:

www.medicine.uottawa.ca/research/eng/institutes.html

Affiliated research institutes

The University, along with its affiliated research institutes, has established a Research Advisory Committee, which coordinates activities, information and research directions so that we can maintain the momentum and expansion of activities in Ottawa. The following are the research institutes:

Children's Hospital of Eastern Ontario Research Institute

Director: Alex MacKenzie, alex@mgcheo.med.uottawa.ca

Institute of Mental Health Research

Director: Zul Merali, imhr@rohcg.on.ca

University of Ottawa Institute on Health of the Elderly

President and Scientific Director: Larry W. Chambers, lchamber@scohs.on.ca

Ottawa Health Research Institute (OHRI)

CEO and Scientific Director: Ronald G. Worton, rworton@ohri.ca

University of Ottawa Heart Institute

Chief Scientific Officer: Yves Marcel, research@ottawaheart.ca

University of Ottawa Institute of Palliative Care

Director: Pierre Allard, pallard@scohs.on.ca

Institute of Rehabilitation Research and Development

Director: James MacDougall, jmacdougall@ottawahospital.on.ca

General information

Admission to the Faculty

Introduction

The Admissions Committee, under the authority of the Faculty Council, has the following responsibilities:

1. Examine and evaluate all applications
2. Select, on a competitive basis, the eligible candidates who are best suited for training in medicine, according to the criteria approved by the faculty council.

Policy

1. Academic excellence is the primary selection criterion used by the admissions committee. As such, the committee assesses marks and compares the applicant's record with those of the other applicants.
2. The admissions committee primarily considers those eligible candidates who have maintained a weighted grade point average of at least B+ in the last three years of their undergraduate university studies. Given the limited number of places, meeting the above criteria does not guarantee admission.
3. No candidate will be admitted without an interview. Interviews are usually held in March and April. Invitations for an interview are extended based on academic results from previous years, followed by an assessment of the autobiographical sketch using a structured format. The sketch must follow the plan outlined in the OMSAS (Ontario Medical School Application Service) instruction booklet. Candidate must also provide a more detailed version of their autobiographical sketch to include as much detail as is available to allow the assessor to judge the scope of the activities outlined (for example, they should include the number of hours of volunteering, the number of competitors for an award, the outcome of summer research and so on).
4. Each year, a minimum weighted GPA is set for the current application pool. The weighted GPA one requires will vary, but the order of priority among applicants is as follows, in decreasing order: Franco-Ontarians, Aboriginals, residents of under-served areas, bona fide residents of the Ottawa-Outaouais region, bona fide residents of the province of Ontario and then bona fide residents other provinces. Applicants may be asked to provide evidence of geographical status. To be considered a resident of a particular geographical area, the applicant must have resided in that area for at least two years before sending the application. Place of residence is synonymous with the permanent address listed on the application form. This order of preference reflects the mission statement of the Faculty of Medicine.
5. Following the interview, the faculty sets a composite score, based on marks and the interview, for each candidate and draws up a preliminary list based on these scores. The

admissions committee then reviews each application. Other factors may, at this point, be taken into consideration when ranking each candidate on the final list. Offers of admission are based on the final list.

6. The size of the first-year classes is 123 students.
7. Gender, race, age, religion and socio-economic status play no part in the selection process.
8. Students must send an official and final transcript to OMSAS before September registration.
9. Fraudulent applications may lead to prosecution.
10. Other factors being equal, preference is given to candidates with an active knowledge of the University's two official languages.
11. Offers of admission are sent in the spring and during the summer before the proposed date of registration, until the class is full.
12. Once admitted in the first medical year, students may ask to have a deferred registration. Deferrals are granted under special circumstances and the admissions committee decides on requests.

Language of instruction

The University of Ottawa offers the medical program in both official languages in a Faculty of Medicine where both the francophone and anglophone teaching activities correlate. These teaching activities enhance the development of linguistic skills in both French and English.

Francophone applicants will be placed in a francophone group, if admitted.

In view of the increasing use of information technology in our instructional program, applicants are expected to be computer literate and will be required to purchase a laptop from the Faculty of Medicine Med Tech Services.

Eligibility requirements

To apply for admission to the first year of the four-year program offered at the Faculty of Medicine, candidates must successfully complete three years of full-time university studies (and have done a minimum of five full courses a year) in any undergraduate program leading to a baccalaureate, including four specific prerequisite courses:

- One full course in general biology or zoology, including laboratory sessions
- One full course in humanities or social sciences (such as literature, history, languages, logic, philosophy, psychology, expository writing, sociology, anthropology, art history and so on)

The equivalent of two full-year chemistry courses within the following:

- a) General biochemistry (without laboratory sessions)
- b) General chemistry (with laboratory sessions)
- c) Organic chemistry (with laboratory sessions)

A description of the prerequisite science courses offered at the University of Ottawa is available at the admissions office of the Faculty of Medicine and on the Internet. Prerequisite courses must be completed before the beginning of the month of June preceding registration. Equivalencies are determined by the Faculty of Medicine of the University of Ottawa.

NOTE: Meeting the above requirements does not guarantee admission. Furthermore, in selecting students, the admissions committee reserves the right to assess, in each applicant's program, the level of difficulty of completed courses and their relevance to future medical studies at the University of Ottawa. The committee also considers the candidate's results in these courses.

Admission requirements for special students or mature applicants, as described in the University of Ottawa's General Admission Requirements, do not apply to the Faculty of Medicine.

Students from a Quebec CEGEP cannot apply directly to the medical program of the University of Ottawa. CEGEP graduates must first complete an additional two years of full-time undergraduate university studies to be able to apply for admission to the first year of the medical program. They also have to meet the aforementioned requirements.

Students from Ontario secondary schools who intend to pursue medical studies must ensure they have the advanced mathematics and science courses that qualify them for the university science courses mentioned above.

Citizenship

Only applications from Canadian citizens or permanent residents are accepted, although the University of Ottawa will accept applications from children of its alumni. Aboriginal students are particularly invited to apply. Proof of permanent residency status must accompany the application.

MCAT

Applicants are not required to write the Medical Colleges Admission Test (MCAT) to be eligible for admission.

Interview

Candidates must undergo an interview and the rating of the interview is taken into account in the selection process.

First Aid Course (St. John's Ambulance) and Basic Rescuer Course (CPR)

A St. John's Ambulance course is strongly recommended. Persons admitted must also have completed a (CPR) Basic Rescuer Course (level C) the summer before they register. They must produce a certificate before registration.

Immunization record

Before registering for first-year medicine, students must submit their immunization record form (completed by their physician). This form accompanies the offer of admission.

Application procedure for the first year of medicine

The application is available online through OMSAS (Ontario Medical School Application Service) at www.ouac.on.ca/omsas. The application is available in July of the year preceding the admission. It must be registered at OMSAS by the end of the first week of October and submitted by the deadline in mid-October.

OMSAS (Ontario Medical School Application Service)
170 Research Lane
Guelph, Ontario N1G 5E2

Transfers

Applications for transfer will be accepted only from Canadian schools and only under exceptional circumstances, provided that the person would have met our admissions standards, that his or her curriculum to date is compatible with our own, and only if space is available.

Deposit – admitted candidates

A \$1,000 deposit fee must accompany a final acceptance of an offer of admission (certified cheque or money order only). The deposit is not refundable but is considered as a payment toward tuition fees.

Additional information

For more information on admission requirements, please contact:

Admissions – Faculty of Medicine
University of Ottawa
451 Smyth Road, Room 2046
Ottawa, Ontario
K1H 8M5
Telephone: (613) 562-5651
Fax: (613) 562-5420
admissmd@uottawa.ca
www.medecine.uottawa.ca/eng/undergraduate.html

Instruments

It is essential that every student have the following instruments by the second term of the first year: a stethoscope, a percussion hammer and a tuning fork 256. Each student should have an ophthalmoscope, an otoscope and blood pressure cuffs. Microscopes of the quality necessary to obtain full benefit from the prescribed laboratory will be supplied to students by the faculty.

University fees

Tuition and incidental fees are subject to annual adjustment by the Board of Governors of the University of Ottawa. For additional information on university fees and the various regulations



governing them, please consult the University of Ottawa Web site, www.registraruottawa.ca

Registration for degree

For one's name to be submitted to the Senate, a student who expects to complete her or his degree requirements must fill in the Registration for Degree and Request for Diploma form, available at InfoService and at the secretariat of the faculty. This form must be returned to the Office of the Registrar no later than March 1 for spring convocation and no later than September 1 for fall convocation.

Licence to practise

A university degree in medicine does not in itself confer the right to practice medicine. In each province of Canada the right of licensing is vested in a licensing body that has its special laws and requirements. In order to avoid any inconvenience and loss of time, the University urges students to register with the licensing body of their home province at the time determined by that body. Changes in licensing requirements may take place without prior notice.

The College of Physicians and Surgeons of Ontario requires that every student who intends to practice in Ontario during the final medical year register with the Registrar of the College, 80 College Street, Toronto, Ontario, M5G 2E2.

One of the original goals of the Medical Council of Canada (MCC) was to establish and promote a qualification in medicine, known as the licentiate of the Medical Council of Canada, such that the holders are acceptable to provincial medical councils for the issuance of a license to practice medicine. This qualification is granted to graduate physicians who have passed the Qualifying Examination Part I and II conducted by the council.

The Qualifying Examination Part I (QE-I) shall evaluate medical knowledge and problem-solving skills relating to medicine, pediatrics, obstetrics and gynecology, preventive medicine and community health, psychiatry, surgery, clinical reasoning skills, ethics, legal issues, organization of the Canadian health care system and knowledge of allied disciplines considered essential for competence in general medical and health care.

Part II of the Qualifying Examination (QE-II) is an evaluation of clinical skills and attitudes which are considered to be components of the clinical competence required of all physicians. Candidates will be faced with clinical problems and data of multiple patient cases as simulated by trained standardized patients (OSCE – Objective Structured Clinical Examination). The exam also includes an evaluation of knowledge of public health, ethics, legal issues and organization of the Canadian health care system. To be admitted to the QE-II, candidates must have passed QE-I, according to the conditions applicable and must show proof by the dean and the program director that, at the time of the part II examination, a period of 12 months of satisfactory postgraduate medical training has been served.

Colleges of Physicians and Surgeons of Canada

For official information about regulations for a licence to practise in the various provinces of Canada, students should communicate with the appropriate licensing body.

Clinical teaching facilities

The Ottawa Hospital is a 1,090-bed academic health services centre affiliated with the University of Ottawa. It is comprised of the Civic, General and Riverside campuses, along with the University of Ottawa Heart Institute, the Ottawa Regional Cancer Centre, the Ottawa Hospital Research Institute and the Loeb Health Research Institute. The Ottawa Hospital enjoys recognized excellence in a variety of medical services, such as neurosciences, vascular surgery, cardiac services, ophthalmology and orthopaedic surgery. It is a leader in trauma and emergency care. As the largest acute care hospital in Canada, and as one of Ottawa-Carleton's largest employers, the Ottawa Hospital provides comprehensive, high quality, patient-focussed health care services to more than 1.5 million residents of eastern Ontario and western Quebec. Specialized and complex health care services are provided to residents of northeastern Ontario. The Ottawa Hospital provides facilities for clinical teaching in a variety of services at both the undergraduate and graduate levels, and it offers opportunities for clinical research. The University's specialized teaching and research unit, devoted to cardiology and cardiac surgery, is located at the University of Ottawa Heart Institute, adjacent to the Ottawa Hospital's Civic Campus.

The Children's Hospital of Eastern Ontario is a 150-bed regional freestanding paediatric hospital that opened to the public in 1974. It is equipped with the best in modern equipment and has large in-patient and out-patient facilities. The hospital has been affiliated since its beginning with the University. Paediatric teaching, as well as some graduate and undergraduate teaching in other specialties, takes place in its departments and divisions. The hospital opened a new research building in 1992.

The SCO Health Service provides a continuum of integrated health care services for the elderly, the disabled, and the terminally ill. It is a bilingual organization providing complex continuing, long-term, palliative, ambulatory, outreach and rehabilitation care. Through affiliation with the University of Ottawa, the SCO Health Service is involved in education, research and training to fulfill its role as a regional academic and resource centre. The SCO Health Service is also the host site for several health care organizations that serve a similar clientele, further enhancing our ability to provide a full range of health care services under one organizational umbrella. With more than 70,000 out-patient visits each year and over 900 patients/residents, the SCO Health Service is one of the largest continuing care organizations in North America, with five sites in the Ottawa-Carleton region: Saint-Vincent Hospital, Élisabeth Bruyère Health Centre, Résidence Saint-Louis, Villa Marguerite and Bronson Pavilion.

The Royal Ottawa Health Care Group is a leading health care organization offering specialized services in mental health and in physical medicine and rehabilitation to the residents of Eastern Ontario and Western Quebec. Through our main divisions and their satellite operations, we aim to help clients reach their highest



levels of physical, mental and vocational abilities and to meet our client's needs to the best of our ability. Our professionals provide care and counselling to help clients become as independent as possible. We achieve these goals through our treatment programs, research, education and advocacy on behalf of our patients and in partnership with the community. Health care services are offered through three main divisions: The Royal Ottawa Hospital; the Regional Children's Mental Health Centre; and the Carling Site and the Rehabilitation Centre. The first two are at 1145 Carling Avenue, Ottawa, Ontario, K1Z 7K4, (613) 722-6521, while the last is at 505 Smyth Road, Ottawa.

The Montfort Hospital is a short-term care community teaching hospital. The establishment provides a vast range of primary and secondary care services of the highest quality, supported by the latest in high technology. Montfort is distinctive in its francophone character and offers all its services in both official languages. Montfort's prime mandate is to serve the Franco-Ontarian community of Ottawa-Carleton and Ontario as a whole. The Montfort Hospital has a reputation for innovation, for implementing new methods of providing health care and for favouring a client-based approach. Montfort has received glowing praise for the quality of care it provides from the Canadian Council on Accreditation of Health Services, which renewed the establishment's three-year accreditation. Montfort is one of the only urban hospitals in the province where family physicians make up an important part of the medical corps, alongside a solid team of experienced specialists. In 1999, Montfort was identified as a privileged site for the new federal teaching program for francophone health-care professionals, given by the University of Ottawa. Montfort is expected to become in the near future an important centre for health research on the francophone population.

In addition to the major teaching hospitals, the University of Ottawa also has a large network of community teaching sites, that is, community hospitals, family medical centres, rural health centres and northern community centres.



Academic regulations

During their stay at the University of Ottawa, students must conform to all disciplinary and other regulations of the University and the faculty, as well as to any changes that may be made to these regulations.

Standards of conduct - guidelines

The Faculty of Medicine expects students to demonstrate, throughout their years in medical school, the attitudes and behaviour that are essential for a future practitioner of medicine.

There are three fundamental attributes of humanistic medicine essential for medical professionals: respect, integrity and compassion. Respect is a commitment to honour others' choices and rights; integrity consists of honesty and trustworthiness demonstrated in evaluating and effecting one's own skills and abilities; compassion is the appreciation that suffering and illness may encompass physical, psychological or social concerns and that all patients merit comfort and help.

Attitudes and behaviour are expressed at the personal, interpersonal and community levels.

1. Personal attributes

a) Self-education

Students should be aware of the limits of their capabilities and be able to function within these limits. They should:

- Assess realistically their educational progress and determine their learning needs
- Demonstrate self-education through reading as well as through preparation for seminars, discussion groups and rounds
- Demonstrate a willingness to teach and share in the learning process among their peers, those in junior years, house staff and faculty
- Seek further instruction in areas of both weakness and strength
- Demonstrate an ability to work independently
- Refrain from cheating, unauthorized borrowing or copying
- Accept direction from those charged with their supervision

b) Personal behaviour

Students should display humanistic and idealistic behaviours in the conduct of their educational and professional endeavours, including:

- Awareness of the ethical and medico-legal issues involved in the practice of medicine
- Demonstration of the characteristics of integrity, respect and compassion, whether in the lecture hall, laboratory or clinical setting
- Honesty in their relations with both colleagues and patients

- Conscientiousness, reliability, punctuality and attentiveness in their daily responsibilities and professional activities
- Emotional stability and adaptability especially in difficult clinical and emotional circumstances
- Non-judgmental behaviour and tolerance toward peers, teachers and patients
- Appropriate communication skills
- Acquisition of leadership skills necessary for a caring physician and teacher
- Ability to refrain from the use of any mood-altering medications or alcohol that might interfere with the educational or professional process
- Abstention from the use of illicit drugs

2. Interpersonal attributes

a) Interrelationships with the health care team

Interpersonal attributes are expected to be displayed in all educational encounters, especially in the clinical setting. Students must develop a satisfactory working relationship with all members of the health care team, treating all with equanimity and respect. They are expected to display:

- Accessibility, punctuality, promptness and attendance
- An active interest and participation in all patient-oriented activities of the health care team
- Acceptance of an equitable sharing of the clinical responsibilities of health care appropriate to a ward clerk, which for patients under their care would include:
- Obtaining an appropriate case history and physical examination
- Maintaining adequate, reliable and informative progress notes
- Sharing accurate reports and information with the health care team
- Contributing to, sharing with, and respecting the health care team
- Using appropriate tests, procedures and auxiliary facilities, while being aware of their cost and impact on the patient
- Prioritizing a work schedule in an organized and efficient manner
- Ensuring that proper discharge of clinical responsibilities is provided when students are not on call, are unavailable or when leaving the health care team.

b) Attitude towards patients and their families

Students must display a willingness to care for all patients regardless of their medical, psychological or social status. In doing so, students demonstrate the following characteristics:

- Respectful and compassionate concern for patients and their families
- Understanding, warmth, empathy and a caring nature

- Maintenance of patient confidentiality at all times and appropriate sharing of this trust with other members of the health care team;
- Acquisition of full and informed consent before proceeding with any diagnostic or therapeutic procedures and any ongoing management
- Involvement with all aspects of patient care and follow-up and participation in medical and social strategies, including:
 - Patient follow-up so as to maintain an optimum state of physical and mental health
 - Programs of prevention
 - Explanation of risk factors
 - Modification of life styles
 - Awareness and respect of a patient's rights and religious and ethnocultural identity
 - Respect for patients' decisions
 - Responding to patients' needs with thoughtfulness, courtesy and empathy

Standards of ethical and professional behaviour

Members of the Faculty of Medicine have a commitment to uphold the highest standards of ethical and professional behaviour consistent with the values of the University of Ottawa and with the values of the medical profession as exemplified in the Code of Ethics of the Canadian Medical Association.

The following serves as a statement of the ethical and professional obligations of all students, trainees, support staff and faculty. Such commitments extend to their relations with patients, students, colleagues, staff, outside agencies, organizations and industry in respect of their University and professional responsibilities for education, research, clinical care, and administration. Members have a responsibility for their own individual behaviour as well as a responsibility to promote adherence to these standards by other members of the student body, support staff and faculty.

Alleged or admitted violations of such professional and ethical standards will lead to an investigation according to University policy, in addition to compliance with any other obligations that may be imposed by professional bodies such as the College of Physicians and Surgeons of Ontario (CPSO). Such violations may lead to disciplinary action provided for under the policies and procedures of the University or of other related agencies. Such disciplinary action may include reprimand, suspension, expulsion or other appropriate measures. Such violations, if established, will be taken into account in decisions regarding promotion for students and faculty members, and in decisions regarding appointment, contract renewal and tenure for faculty members.

General behaviour

The following list, though not exclusive, outlines what is expected of students, support staff and faculty. Everyone must be committed to:

- Exhibiting personal honesty, integrity, and trustworthiness
- Respecting others and refraining from harassment or discrimination based on race, religion, ethnicity, gender, sexual orientation, physical handicap, illness or age
- Abstaining from use of illicit drugs and avoiding inappropriate use of medication, mood altering drugs or alcohol
- Working in partnership with other colleagues and members of the health care team
- Assisting other colleagues in need of help in meeting their professional and ethical obligations

Professional conduct

Uphold the highest standards of ethical and professional behaviour in respect to patient care. It is acknowledged that particularly high standards of behaviour are expected of physicians in respect to patient care in view of the real or perceived inequality in the relationship and the potential for physical, psychological and emotional dependency between patient and physician. This includes the following commitments.

- Put the rights, needs and interests of the patient foremost, while respecting the professional obligations to society to participate in matters related to health care planning and resource allocation.
- Respect the patient and observe the need for consent and confidentiality in all dealings with patients.
- Uphold the principles of beneficence, non-maleficence, patient autonomy and honesty in one's dealings with patients.
- Recognize the limitation of one's own competence and continually strive to improve one's knowledge, skills, and competence as a physician.
- Provide for continuity of care once professional responsibility has been accepted, until such care is no longer required or alternative arrangements have been made.
- Avoid all forms of sexual exploitation of patients, including abuse, harassment or impropriety. Sexual conduct of any kind by a physician with a patient is always unethical whenever a doctor-patient relationship exists, and remains unethical indefinitely thereafter when the doctor-patient relationship existed for purposes of psychotherapy or counselling.
- Avoid all forms of discrimination or harassment.
- Seek help from others when needed.
- Avoid taking physical, emotional or financial advantage of patients.
- Behave in a way beyond reproach and respect the obligations to professional bodies to help ensure that one's colleagues do not behave in a manner that might be generally considered as unbecoming to the profession.



Research

Uphold the highest standards of ethical and professional behaviour in regards to research.

- Ensure integrity and honesty in the collection, interpretation and reporting of data.
- Ensure that any research carried out is scientifically and ethically valid and has received appropriate consent and approval.
- Avoid taking advantage of real or perceived inequality in relationships in dealing with students, fellows or employees.
- Uphold standards and rules of any sponsoring agencies and of the journals in which the results of research studies are published.
- Avoid all forms of scientific misconduct, misrepresentation or falsification of data; refrain from assisting or colluding with any other colleagues in committing scientific misconduct either tacitly or overtly and report to the appropriate authorities any knowledge of such behaviour.
- Adhere to the highest standards of integrity and avoid real or perceived conflicts of interest in the conduct of clinical trials, the evaluation of drugs, medical devices or other diagnostic and therapeutic modalities, and avoid taking undue financial or other advantage from information gained from, or by reporting on, such studies.

Uphold the highest standards of ethical and professional behaviour in regard to industry.

- Avoid, whenever possible, any real or potential conflicts of interest or commitment and seek to resolve such conflicts that may exist ensuring that the physician's primary objective is patient welfare.
- Ensure that participation in CME activities, such as surveillance studies, is consistent with the CMA guidelines relating to physicians and the pharmaceutical industry.

Education

Uphold the highest standards of ethical and professional behaviour in regards to education, recognizing the potential for real or perceived inequality in the relationship between teachers and students.

- Respect the confidentiality of student records.
- Treat all students fairly and equitably.
- Promote the student-teacher relationship and do not abuse this trust for personal gain.
- Promote and uphold the high educational standards of the faculty and ensure the competence of trainees being promoted.
- Ensure that examinations and evaluations are carried out fairly and honestly:
- Observe the highest standards of honesty and integrity in one's personal conduct during the course of examinations.
- Avoid giving any assistance to other fellow students during the course of examinations unless specifically permitted or requested to do so by the examiner.

- Support the highest standards of integrity and honesty among one's colleagues by neither assisting, colluding with or tacitly permitting other colleagues to behave in a manner that is in violation of these standards or could be construed to be so.

References

For further information the reader is referred to the statements on standards and attitudes for undergraduate medical students, as well as to the statement on sexual harassment, both of which were adopted by the Faculty of Medicine of the University of Ottawa. The reader is also invited to consult the Guidelines for the Ethical Conduct of Research and Procedures for Investigating Misconduct adopted by the University of Ottawa; articles 10 and 39 of the Collective Agreement of the University of Ottawa dealing with professional ethics; and policies and procedures regarding student and faculty discipline. The code of ethics and the policy statement on physicians and the pharmaceutical industry, both adopted by the Canadian Medical Association, is also highly recommended.

Sexual harassment

Introduction

The Faculty of Medicine is committed to a policy of zero tolerance of sexual harassment in all its forms. As members of the University, the faculty adheres to policy 67 dealing with sexual harassment, which reads as follows.

- "Whereas the University of Ottawa Act, 1965, provides that one of the University of Ottawa's objectives is to promote the advancement of learning and the dissemination of knowledge;
- "And whereas the Human Rights Code (1981), provides inter alia that 'every person who is an employee has a right to freedom from harassment in the work place because of sex';
- "And whereas, in recognition of its responsibility to have an appropriate environment for the discovery and sharing of knowledge, the University has made a commitment to create an atmosphere of reciprocal respect amongst all members of the University community;
- "And whereas the University recognizes as well that all members of the University community are entitled to a working and learning environment which is pleasant, professional, and promotes due respect and regard for the rights and feelings of all;
- "The University therefore affirms that sexual harassment is a negation of such reciprocal respect in addition to being a violation of the fundamental rights, dignity and integrity of the person and that it undermines the environment required for the advancement of learning and the dissemination of knowledge."

Definition

Sexual harassment is defined in policy 67 as being any of the following.

- a) Unwanted sexual attention from a person who knows or ought reasonably to know that such attention is unwanted
- b) Implied or expressed promise of reward for complying with a sexually oriented request

- c) Implied or expressed threat of reprisal or actual reprisal for refusal to comply with the sexually oriented request
- d) A sexual relationship that constitutes an abuse of power in a relationship of trust
- e) Sexually oriented remarks or behaviour that may reasonably be perceived to create a negative psychological and emotional environment for work or study.

As the practice of medicine requires a high order of trust between physician and patient, the faculty mandates the highest standards of ethical behaviour and integrity in order to provide an exemplary environment for the training of new physicians.

For these reasons, the faculty affirms its commitment to a policy of zero tolerance for sexual harassment and to apply policy 67 of the University of Ottawa to all students and trainees, including undergraduate, graduate and postgraduate students and residents, fellows and other trainees, support staff and faculty, regardless of whether such individuals are on the University payroll.

The faculty has established a conflict resolution policy to provide a readily accessible process within the faculty to help resolve conflicts, including those involving sexual harassment. This policy provides a voluntary informal resolution of such complaints for students, trainees, faculty and support staff of the Faculty of Medicine. The process described by the conflict resolution policy was designed to be consistent with, and does not replace or override, existing University and APUO policies. At all times, a member has the option to lodge a complaint in accordance with these policies.

Procedures

Policy 67 provides for the establishment of a committee on sexual harassment, a process for dealing with complaints, the appointment of a university sexual harassment officer, a process for appeals and disciplinary action, requirements for confidentiality and a statement of the rights of the complainant and respondent.

Complaints are to be made to the sexual harassment officer as soon as possible and apart from exceptional circumstances. A complaint shall not be considered if it is made more than six months after the alleged incident.

Whoever has been directly affected by the alleged sexual harassment, or whoever has actual knowledge that sexual harassment has taken place, may make a complaint.

Policy 67 further provides for the handling of the complaint by the sexual harassment officer and for the possible eventuality of a hearing before a complaint panel, which may be established under the authority of the chairperson of the committee on sexual harassment (who is the secretary of the University). The complaint panel shall determine and shall file a report setting out:

- a) A summary of the relevant facts
- b) A determination as to whether the acts complained of constitute sexual harassment as defined in policy 67
- c) Recommendations as to appropriate disciplinary action and other measures that in its opinion are necessary in the circumstances.

This report is then forwarded to the Administrative Committee and to the dean of the faculty for action.

Disciplinary action

Disciplinary action includes, but is not limited to, an apology, reprimand, transfer, suspension, expulsion or dismissal, depending on the seriousness of the conduct, the respondent's connection to the University, the respondent's prior record and any mitigating factors, it being understood that any disciplinary action shall be undertaken in conformity with procedures set out in the relevant collective agreement or University policy.

Grievance

For purposes of grievance, procedures are set out in the Collective Agreement for APUO members. All trainees, support staff and members of the faculty who are not members of the APUO are governed by policy 32, which describes the appropriate grievance process.

It should be noted that where there is evidence of sexual harassment committed by a member of the faculty, either admitted by the member or established by the investigative process provided for in the policy, such evidence may be considered in the evaluation of a faculty member's performance in respect to promotion and tenure, where such conduct is relevant to performance. In the case of trainees and faculty members engaged in the practice of medicine, such behaviour will be reported to the College of Physicians and Surgeons of Ontario in accordance with the regulations of the College.

Attendance

1. Please consult the documents "Expectations in Stage I" and "Expectations in Clinical Rotations," available from the Medical Education Office. Excused absence may be obtained for reasons of personal or family illness, death, family obligations, maternity or parental leave, participation in a medical or scientific conference, residency selection interviews and qualifying examinations. Excused absence cannot exceed 50 percent of a block, clinical rotation, selective or elective, to be eligible for academic credit.
2. Information on excused absence, request for absence and procedures when absent is available from the Medical Education Office.
3. Legitimate absence of more than 50 percent of a block will require repetition of that block during an additional academic year.
4. A legitimate absence of more than 50 percent of a clinical rotation will require repetition of that rotation during elective time. Excused absence of more than 50 percent of two clinical rotations will require repetition during an additional academic year.

Failure to conform to these conditions will be brought to the attention of the assistant dean of undergraduate medical education by the block or clinical rotation chairperson. Unjustified student absences in components considered mandatory constitute grounds for failure. The final decision will rest with the faculty council.

Leave of absence

Short and long-term leaves of absence may be granted only exceptional circumstances:

- 1 Maternity leave, parental leave
- 2 Reasons of health (whether one's own or a family member's)
- 3 Compelling problems of a personal nature, such as the death of a family member or marital breakdown
- 4 Pursuit of a master's degree or doctorate degree in a field consistent with the general objectives of the medical undergraduate program

The request for a leave of absence must be submitted to the appropriate assistant dean of undergraduate medical education. A doctor's certificate is required in the case of illness. Other documentation may be required depending on the situation. With the exception of a leave of absence to complete a doctorate in a biomedical research area, the period of leave will not exceed three years. The duration of the leave of absence may result in a delay in graduation.

Academic fraud

Definition

1. Academic fraud is an act by a student that may result in a false academic evaluation of that student or of another student. Without limiting the generality of this definition, academic fraud occurs when a student commits any of the following offences:
 - a) commits plagiarism or cheating of any kind; (to obtain more information on plagiarism and how to avoid it, consult our Web site at www.uottawa.ca/plagiarism.pdf).
 - b) submits a work of which the student is not the author, in whole or in part (except for duly cited quotations or references). Such work may include an academic paper, an essay, a test, an examination, a research report, and a thesis, whether written, oral, or in another form;
 - c) presents research data that has been falsified or concocted in any way;
 - d) attributes a purported statement of fact or reference to a source which has been concocted;
 - e) submits the same piece of work or significant part thereof for more than one course, or a thesis or other work that has already been submitted elsewhere, without written authorization of the professors concerned and/or of the academic unit concerned;
 - f) falsifies an academic evaluation, misrepresents an academic evaluation, uses a forged or falsified academic record or supporting document, or facilitates the use of a falsified academic record or supporting document;
 - g) undertakes any other action for the purpose of falsifying an academic evaluation.

Sanctions

2. A student who has committed or attempted to commit academic fraud, or who has been a party to academic fraud, is subject to one or more of the following sanctions:
 - a) the mark of F or zero for the work concerned;
 - b) the mark of F or zero for the course concerned;
 - c) the mark F or zero for the course concerned and the loss of all or part of the credits for the academic year concerned and/or an additional requirement of 3 to 30 credits added to the student's program of studies. The courses for which credits were withdrawn remain in the student's file; they are included in the grade point average and must be repeated or replaced by other courses at the discretion of the Faculty;
 - d) suspension from the program or from the Faculty, for at least one session and at most three academic years;
 - e) expulsion from the Faculty;
 - f) expulsion from the University of Ottawa for at least three years, it being understood that three years after being expelled, the student concerned may ask the Senate committee for the study of individual cases to review his or her case, with the possibility, where applicable, of having the notice of expulsion withdrawn from the student's transcript. If the student reapplies for admission, the regular admission process shall apply;
 - g) cancellation or revocation of a degree, diploma or certificate where the offence relates to the eligibility to receive such degree, diploma or certificate, and was discovered or determined after its award;
 - h) inclusion of the following statement in the student's academic transcript: "Sanction pursuant to contravention of the University regulations on fraud."

Decisions

3. Sanctions stipulated in articles 2 (a) to (d) are taken by the Faculty in which the student is registered. Sanctions 2 (e) to (h) are taken by the Senate committee for the study of individual cases upon the recommendation of the Faculty. Decisions shall take effect immediately, notwithstanding appeal.

Procedure

4. Allegations of fraud are submitted in writing, with supporting documentation, to the dean of the Faculty in which the student is registered.
5. If the dean or the dean's representative decides that the allegation is founded:
 - a) the file is referred to a committee of inquiry consisting of at least three persons appointed by the dean;
 - b) the dean informs the student in writing of the allegation made against him or her and provides a copy of all supporting documentation, as well as of this regulation.

6. The committee of inquiry:
 - a) invites the student to present, in writing, within a prescribed time limit, any information or documents relevant to the allegation which has been made and, if it deems it appropriate, invites the student to appear before the committee;
 - b) solicits any other information that it considers relevant to its inquiry.
7. On the basis of this documentation and information, and once the student has been given the opportunity to be heard in writing and/or in person, the committee of inquiry:
 - a) either concludes that the allegation is not sufficiently founded and that no further action should be taken; or,
 - b) concludes that the allegation is founded and prepares a summary report for the dean, which shall include a recommendation for the appropriate sanction.

The student is informed by the dean of the conclusions reached by the committee of inquiry and of the next procedural steps. The dean informs the student that he or she may submit comments on the report of the committee of inquiry, provided that such comments are made in writing within 10 working days following the date at which the report was sent.

8. The report of the committee of inquiry, and, if applicable, the written submissions made by the student, are submitted to the executive committee of the Faculty or its equivalent, which either decides the sanction to be imposed or recommends it to the Senate committee for the study of individual cases as the case may be.
9. If the sanction is one the Faculty has the power to impose, the decision of the executive committee of the Faculty or its equivalent shall take effect immediately, notwithstanding appeal.
10. The dean informs the student in writing of the decision or the recommendation made by the executive committee of the Faculty or its equivalent, and of the procedure to be followed should the student wish to appeal.

Appeal

11. A student who decides to appeal the decision of the executive committee of the Faculty or its equivalent, or its recommendation to the Senate committee for the study of individual cases, must so inform the secretary of the University and provide the reasons for the appeal, within 10 days following the date at which the decision or recommendation was sent.
12. The secretary of the University transmits the file to the Senate committee for the study of individual cases which:
 - a) invites the student to appear before the committee and/or submit in writing any information the student considers relevant;
 - b) solicits any other documentation or information it considers relevant.
13. The decision of the Senate committee for the study of individual cases is final and cannot be appealed.

Fraud concerning more than one student

14. When the allegation of fraud concerns students from more than one Faculty, the committee of inquiry consists of one professor appointed by each Faculty concerned and of one chairman jointly appointed by the deans of these faculties. Failing such appointment, the chairman will be appointed by the vice-rector, academic. The report of that committee is forwarded to the Senate committee for the study of individual cases, whose powers, for this purpose, are those described under procedure number 8 for the executive committee of a Faculty. In this case, the decision of the Senate committee for the study of individual cases may be appealed to the executive committee of the Senate, in accordance with the procedures described under Appeal.

Suspension

15. A student who has been suspended from a program shall not be awarded any credit for courses otherwise acceptable as part of the student's program or as part of the overall requirements of the program, when such courses are taken, at the University of Ottawa or elsewhere, during the period of suspension which has been imposed. A mark of F (zero) will be assigned retroactively, if applicable, to any course so taken at the University of Ottawa, and tuition fees will not be refunded.
16. At the end of the period of suspension, the student will be authorized to continue the program once he or she has registered in accordance with the conditions applicable at that time.

Computer and network users

Code of conduct

Users must abide by the following rules:

1. Use computing facilities only for the purposes for which they have been authorized.
2. Use only those user access codes (userids) that they have been authorized to use.
3. Maintain the security of any password associated with their access code.
4. Be responsible for all use of their access code.
5. Respect any restrictions associated with their computer access code.
6. Avoid actions that would interfere with the normal operation of a computing system or network, or its legitimate use by others.
7. Respect the privacy of other users.
8. Respect software license agreements and the copyright of software and its documentation.

Users will refrain from the following activities:

9. Attempt to access or copy files, programs or information belonging to other users without clear authorization from the other users.
10. Attempt to intercept any network communications, such as electronic mail or user-to-user dialogue, for which they are not the intended recipient.



11. Impersonate other users.
12. Use the computer or network to send obscene, vulgar, abusive or nuisance messages, or to harass (sexually or otherwise) other users.

Any student breaching this code will be subject to disciplinary action for misuse of computer facilities, as laid down in academic regulations.

Computer facilities

Access

Computer facilities are strictly reserved for duly registered University of Ottawa students and other authorized users. Persons using computer facilities without proper authorization may be prosecuted.

Misuse

1. For the purpose of this regulation, misuse of computer facilities means:
 - a) using computer access code without proper authorization;
 - b) using a computer for a purpose other than the purpose for which authorization was given;
 - c) accessing, changing or destroying any computer data or program belonging to another user, or to the University, without proper authorization;
 - d) a breach of the code of conduct for computer and network users.
2. Students holding a computer access code are responsible for its use and security, and shall promptly report any suspected misuse by another person of such code to the authority that authorized use of the computer facility.
3. A student found guilty of misuse, attempted misuse, or complicity in misuse or attempted misuse of computer facilities is subject to one or more of the following sanctions:
 - a) immediate suspension of authorization to use the computer or network facilities concerned;
 - b) immediate suspension of authorization to use any computer facilities;
 - c) suspension from the program or from the Faculty, for at least one session and at most three years;
 - d) expulsion from the Faculty;
 - e) expulsion from the University of Ottawa for at least three years, after which the student concerned may ask the Senate committee for the study of individual cases to review his or her case and, where applicable, to have the notice of expulsion withdrawn from the student's transcript. If the student re-applies for admission, the regular admission process shall apply;
 - f) inclusion of the following statement in the student's academic transcript: "Sanction pursuant to contravention of the University regulations on the Misuse of Computer Facilities";
 - g) prosecution.

Sanctions listed under a) and b) are enforced by the person authorizing access to the computer facilities concerned, subject to confirmation by the dean within 10 working days.

Sanctions c) and d) are enforced by the Faculty, according to procedures determined by the Faculty council.

Sanctions e) and f) may only be taken by the Senate committee for the study of individual cases.

The decision to prosecute may be taken only by the administrative committee.

Awards, scholarships, loans, financial aid

Recognition of excellence

Citations

The Senate of the University confers the degree of Doctor of Medicine with or without honourable citation. Citations are awarded to students on a competitive basis, taking into account the cumulative number of honours grades and summative evaluations obtained in four years of undergraduate study. In order to obtain an honourable citation, students must have had no failures in the four medical years.

Honourable citations will be awarded to approximately one third of the graduating class, using a system that most closely reflects the following ratios:

Summa cum laude:	top 5% of the class
Magna cum laude:	next 10% of the class (5-15%)
Cum laude:	next 15% of the class (15-30%)

Awards

The criteria for assigning awards rests on the honours/pass/fail evaluation system. The highest standing in a block/clinical rotation will be determined on the basis of the highest mark obtained in the final summative evaluation of competence in the cognitive domain, taking into consideration satisfactory performance in the area of skills and attitudes.

Highest standing in a particular year will be determined by the total number of honours received during the year. In the event of a tie, the total aggregate score of all cognitive examinations will determine assignment of the award, taking into consideration good performance in the domains of skills and attitudes. Assignment of awards for second place will be determined in the same manner.

Stage I – first year

Highest standing in each block.

Highest and second highest overall in Year I.

Stage I – second year

Highest standing in each block.

Highest and second highest overall in Year 2.

Jean-Jacques Lussier Memorial Medal for highest standing in Stage I (first and second year).

Stage II – third year

Highest standing in each core clinical rotation.

The Professor's Prize for excellence in pediatrics, sponsored by the Department of Pediatrics.

Highest and second highest standing overall in Year 3.

Stage II – fourth year

University of Ottawa Gold Medal for the highest standing throughout the medical program.

University of Ottawa Silver Medal for the second highest standing throughout the medical program.

Vita Prize for the third highest standing throughout the medical program

The Association des médecins de langue française du Canada Prize, awarded to a student in the francophone program for excellence throughout the medical program.

Frank P. Kraft General Practice Scholarship, awarded to a deserving student who plans a career in family medicine.

Anne C. Amberg Prize, awarded to the student who, in the opinion of the selection committee, exhibits the best combination of academic accomplishment and sensitivity to community health issues.

The Aesculapian Award

The Aesculapian Award is presented at the completion of Stages I and II of the medical curriculum to the student who demonstrates excellence in those attitudes that exemplify the highest standards of professional behaviour. The following will be the principal criteria for the selection of nominees, while other criteria may also be used in keeping with the spirit of the award.

Criteria

1. The nominee normally will have contributed to the improvement of the general welfare of fellow medical students in the following ways:
 - a) Facilitated learning by his or her colleagues
 - b) Assisted peers experiencing personal difficulties
 - c) Demonstrated a caring attitude towards others
 - d) Encouraged participation by others in a group setting while not imposing himself or herself
 - e) Has worked towards the solution of problematic situations to the betterment of others
2. The nominee normally will have contributed to the health care of patients by:
 - a) Demonstrating a unique concern and compassion for patients
 - b) Showing respect for patient confidentiality
 - c) Respecting fellow health care workers and encouraging cooperation and communication in all aspects of patient care
 - d) Demonstrating open-mindedness and tolerance toward the patient's beliefs and values





3. The nominee normally will have contributed to the achievement of objectives by the faculty and student body through:

- a) Participation on faculty committees
- b) Being a strong advocate for the faculty or its students in the community

Nomination and selection procedures

The nominators shall be peers within the class involved. A student may nominate only one candidate. The nominator shall provide comments justifying the nomination according to the selection criteria listed on the nomination form and outlined above. The completed nomination form must be signed by the nominator and returned to the returning officer appointed by the class president. The candidate will be chosen by confidential ballot and will be ratified by the undergraduate curriculum committee executive and the Aesculapian Society will be informed. The final recommendation will be forwarded to faculty council for approval.

Excellence scholarships

Merit scholarships – University of Ottawa

These scholarships are designed to reward academic excellence and are given to students continuing a program they have successfully begun.

Professional Development Scholarships – University of Ottawa

These entrance scholarships are designed to reward academic excellence and are given to applicants who register for the first time in the Faculty of Medicine.

Other bursaries

The following bursaries are available annually to undergraduate medical students, at the discretion of the awards committee, and on the basis of demonstrated financial need or academic excellence:

- George Callahan Foundation, Dworkin and Clayton Lewis Fein.

Ontario Student Opportunity Trust Fund.

In 1997 the Ontario Student Opportunity Trust Fund generated a number of new scholarships for medical students in need of financial assistance. For more information students should contact the Financial Aid and Awards Service, 85 University, (613) 562-5734.

Financial Aid

Central Financial Aid Office

The financial aid and awards service provides financial counselling and financial aid to students in order to facilitate access to post-secondary education and to assist students with the sound management of their financial resources. For more information on this service, visit their web site at www.financialaid.uottawa.ca.

Faculty of Medicine Specific Loan Fund

- Maude Abbott Loan Fund: available for women in medicine
- Ontario Medical Association: available to undergraduate medical students
- W.K. Kellogg Foundation: available to undergraduate medical students

Summer Research

A limited number of summer research studentships are available for first and second year medical students wishing to work on a research project during the summer. Funding is from research funds of prospective supervisors, outside granting agencies, affiliated research institutes and internal Faculty funds. This program is administered internally by the research office at the Faculty of Medicine. For more information on this program and other summer research employment opportunities offered yearly by external funding agencies, visit their web site at www.medicine.uottawa.ca/research/eng/sum_work.html.

Evaluation of undergraduate medical students

Policies and procedures

All student files are confidential and are kept in the dean's office.

Knowledge, concepts and fundamental principles will be evaluated in an objective examination at the end of each block or rotation. In addition to factual recall, the student's ability to acquire, integrate and apply knowledge to resolve a clinical problem will be assessed.

Examinations are given at the end of each block and rotation. They will be no longer than three hours duration. The written examination will be supervised by the co-chair or delegate of the block or the head of the rotation. This examination must be available in English and French.

Examinations

A student must bring to the attention of the undergraduate assistant dean's office any factor, medical or otherwise, that may prevent attendance at any examination or that may influence the results of the examination. Confidentiality will be preserved at all times.

A student may ask to defer an examination. The undergraduate assistant dean, in consultation with the faculty, will decide if the request will be granted. In the case of illness, a medical certificate is required. No more than two examinations can be deferred per year. Students writing deferred examinations are not eligible for academic awards.

In the first two years of the program, deferred examinations must be written in the summer following the academic year. In the last two years of the program, deferred examinations are written at the end of a subsequent rotation determined in consultation with the undergraduate dean and the head of the rotation.

Exam review policy

The exam review period extends 10 working days from the day following release of the marks. If the marks are released close to another examination, the review period will begin the next working Monday following the examination.

The marks report initially sent following an examination is preliminary.

Students have a right to review their exams under supervision. Nothing is to be written on the examination itself, or taken away after the review period. Students are not permitted to work in groups or discuss with each other the marking of their tests. Students will not be able to request a reconsideration of their answer in light of a different interpretation of question, nor can a student request remarking of their exam. Students can verify that their marks have been added properly. If errors in addition are noted, they will be corrected.

At the end of the review period, when all the arithmetic errors have been corrected, the cut-offs for honours and counselling are

recomputed. Students will be informed that the official review period is over and that the marks are finalized. Individual students will be informed if their standing in the block has changed (in other words, they will be told if the 80th percentile shifts).

Retention of examination booklets

The University reserves the right to dispose of all examination and any other written assignment six months after the examination of the mark to the student.

Criteria for the Successful Completion of Stage I

Performance in blocks is evaluated as Honours/Pass/Fail. The Physician Skills Development Course is evaluated as Pass/Fail. The evaluation of attitudes (Professional Behaviours) will be expressed as Pass or Fail. Professional Behaviours are evaluated in Problem Based Learning (PBL) and in the Physician Skills Development Course.

To achieve a Pass in a block in the first two years (Stage I), a student must:

- Meet expectations in problem-based learning (PBL) tutorial evaluation, and
- Achieve a mark of 60% on the final examination, or
- Achieve a high level of performance in PBL and a mark of 58-59% on the final examination.

To achieve Honours in a block, a student must:

- Meet expectations in problem-based learning (PBL) tutorial evaluation, and
- Achieve a mark on the final examination of 80%, or
- Achieve a high level of performance in PBL and a mark of 78-79% on the final examination.

To achieve a Fail in a block, a student must:

- Obtain a Fail in PBL or
- Achieve a mark lower than 60% on the final examination, or
- Obtain a performance rating of below expectations in PBL and a borderline passing grade of 60-62%.

Students will successfully complete Stage I upon obtaining a Pass in each block and the Physician Skills Development Course in each year.

Performance in Stage II (Link, Rotations, Electives and Selectives) is evaluated as Pass/Fail. Attitudes (Professional Behaviours) are evaluated as Pass/Fail in all components of Stage II.

To achieve a Pass in a rotation in the third year of the program, a student must:

- Meet expectations (obtain a Pass) in the overall clinical preceptor evaluation, and



- b) Achieve a combined score of 60% for all other evaluation components

To achieve a Pass in Link, Electives and Selectives, a student must:

- a) Meet expectations (obtain a Pass) in the overall clinical preceptor evaluation, and
b) Achieve a combined score of 60%, or a Pass, for all other evaluation components, if applicable.

To be promoted to Year 4 students must have obtained a Pass in: Link, all clinical rotations and the final comprehensive OSCE (Objective Structured Clinical Examination).

Students will successfully complete Stage II upon obtaining a Pass in: Link, each rotation, the final year 3 comprehensive OSCE (Objective Structured Clinical Examination), and the required 4th year Electives and Selectives.

Remediation in Stage I

A maximum of two blocks may be remediated in any one year.

- a) If a student fails the final examination in one block, the student will start the remedial program no later than three weeks following the completion of the last block of the year. Remediation shall be followed by a supplemental examination; the time of the supplemental examination will be set by the dean's office.
- i) If the student achieves a passing mark on the supplemental examination, the promotions committee may recommend to the faculty council that the student be promoted to the subsequent year.
- ii) If the student fails the supplemental examination, the promotions committee may recommend to the faculty council that the student be allowed to repeat the year.
- b) If a student fails the final examination in two blocks in the same year, remediation shall start immediately upon the completion of the last block of the year. The remedial program shall be followed by supplemental examinations; the time of the examinations will be set by the dean's office.
- i) If the student achieves a passing mark in both supplemental examinations, the promotions committee may recommend to the faculty council that the student be promoted to the subsequent year.
- ii) If the student fails one or both supplemental examinations, the promotions committee may recommend to the faculty council that, the student be allowed to repeat the year or withdraw from the program.
- c) If a student **fails the physician skills development (PSD) course**, the remedial program shall be formulated by the chairperson of the PSD course and the promotions committee and may include remedial sessions with a clinical instructor and remedial exercises.
- i) If remediation has been successful, the promotions committee may recommend to the faculty council that the student be permitted to continue in the program.
- ii) If remediation has not been successful, the promotions committee may recommend to the faculty council that the

student be required to repeat the year or withdraw from the program.

- d) If a student's performance in the domain of **attitudes and professional behaviour** is assessed as unsatisfactory but deemed to be amenable to remediation, the assistant dean of undergraduate medical education, the chairperson of the block or rotation and the promotions committee may implement a remedial counselling program that includes observation of the student's behaviour during subsequent blocks.
- i) If, on reassessment, the student's attitude and behaviour are deemed to have improved and are commensurate with professional standards as reflected in the evaluation form, the promotions committee may recommend to the faculty council that the student be permitted to continue in the program.
- ii) If, on reassessment, the student's attitude and behaviour are found to be incompatible with professional conduct and are judged unacceptable as reflected in the evaluation form, the promotions committee may recommend to the faculty council that the student be allowed to repeat the year or withdraw from the program.
- e) If a student demonstrates professional or academic misconduct incompatible with the ethical standards of the profession, as defined in the section "Guidelines for Acceptable Standards of Conduct," the promotions committee may recommend to the faculty council that the student withdraw from the program.
- f) A student who is rated below expectations in PBL for two or more blocks will be placed on an internal probation for the remainder of Stage I. Remediation will be determined by the promotions committee. If the PBL performance is subsequently evaluated as being below expectations, the student may be required to repeat the year or withdraw from the program.

Remediation in Stage II

A maximum of one clinical rotation may be remediated in any one year. The student may be required to repeat the link period or a clinical rotation if:

- The student fails the knowledge component of the rotation as assessed by an objective summative examination
 - The student fails to reach the required level of competency in applying acquired knowledge to the solution of clinical problems as assessed in the domain of communication and clinical skills
 - The student's performance in the domain of attitudes and professional behaviour is assessed as unsatisfactory
- a) The program of remediation for the clinical rotation shall be formulated by the head of the rotation and may include:
- i) Remedial sessions with a clinical instructor
- ii) Remedial exercises
- iii) Supplemental examination
- b) If failure occurs during the clinical clerkship rotations, the following shall apply:
- i) Use of vacation time, up to four weeks, for remediation
- ii) If further remediation is deemed necessary, no more than



an additional four weeks of formal elective time can be used for remediation

- iii) If failure occurs after the fourth year electives have been completed, the failed rotation shall be remediated after the completion of the fourth year
- iv) Flexibility in the use of vacation time is recognized in order to accommodate the differing needs of individual students
- c) The student's progress will be reassessed after remediation by the chairperson or delegate and the result will be reported to the promotions committee.
 - i) If remediation has been successful, the promotions committee may recommend to the faculty council:
 - That the student be allowed to continue his or her clinical rotation sequence
 - That the student's name be submitted for graduation, as the case may be
 - ii) If the remediation has not been successful, the promotions committee shall review the student's file.
 - If it has been the first failure of a clinical rotation, the promotions committee may recommend to the faculty council that the student repeat the year.
 - If the student has previously failed a clinical rotation, the promotions committee may recommend to the faculty council that the student withdraw from the program (see paragraph f).
- d) If a student's performance in the domain of **attitudes and professional behaviour** is assessed as unsatisfactory but deemed to be amenable to remediation, the assistant dean of undergraduate medical education, in consultation with the heads of the rotation, may implement a remedial counselling program including observation of the student's behaviour during subsequent rotations.
 - i) If, on reassessment, the student's attitude and behaviour are deemed to have improved and are commensurate with professional standards, the promotions committee may recommend to the faculty council that the student be allowed to continue his or her rotational sequence.
 - ii) If, on reassessment, the student's attitude and behaviour are found to be incompatible with professional conduct, the promotions committee may recommend to the faculty council that the student be allowed to repeat the year or withdraw from the program.
- e) If a student demonstrates **professional or academic misconduct** in the performance of his or her academic responsibilities, and if such conduct is incompatible with the ethical standards of the profession as defined in the section entitled: "Guidelines for Acceptable Standards of Conduct," the promotions committee may recommend to the faculty council that the student be required to withdraw from the program.
- f) If a student fails two clinical rotations in a year, the promotions committee may recommend to the faculty council that the student withdraw from the program.

Conditions for repetition of a year

1. The promotions committee may recommend to the faculty council that **the student be required to repeat a year** for the following reasons:
 - a) The student fails one educational unit and fails the supplemental examination after remediation
 - b) The student fails two blocks, in which case the assistant dean of undergraduate medical education will counsel the student before he or she undertakes remedial work and will advise him or her of two options.
 - i) The student may be permitted to repeat the year.
 - ii) The student may be permitted to undertake remedial work followed by supplemental summative evaluations. The remedial program shall be formulated by the chairperson of the educational unit or delegate and approved by the promotions committee. The student shall be informed of the conditions governing the remediation. In this case the following two options apply.

The student may successfully complete remedial studies in both educational units and may pass the supplemental summative evaluations, in which case the promotions committee may recommend to the faculty council that the student be promoted to the subsequent year. Or, the student may fail one or both supplemental evaluations or may fail to complete the remedial studies, in which case the promotions committee may recommend to the faculty council that the student repeat the year.
- c) The student fails one clinical rotation, in which case the assistant dean of undergraduate medical education will counsel the student, before he or she undertakes remedial work and will advise him or her of two options.
 - i) The student may be permitted to repeat the year;
 - ii) The student may be permitted to undertake remedial work followed by supplemental summative evaluation. If successful, the student may continue the clinical rotations with the understanding that, should a second failure of a clinical rotation occur, the promotions committee may recommend to the faculty council that the student be asked to withdraw from the program. Should the student fail the supplemental examination, the student will be required to repeat the year. However, the promotions committee may recommend to the faculty council that the student be required to withdraw if:
 - a) The student fails three or more multidisciplinary blocks in one year
 - b) The student fails one multidisciplinary block or clinical rotation in a repetitive year
 - c) The student fails two clinical rotations in a year
 - d) The student manifests professional misconduct or fails to observe the ethical standards of the profession
 - e) The student has already repeated a year and now fails a further year





3. No student may repeat more than one year. No student may repeat the same year more than once. In such cases the promotions committee shall recommend to the faculty council that the student be required to withdraw from the program.

Evaluation review

A student who is dissatisfied with the result of a summative evaluation may request a review of the evaluation result. To this end the following procedures shall be respected:

1. The student is encouraged first to approach the chairperson of the block, link period or clinical rotation.
2. If concern still persists, the student may submit to the assistant dean of undergraduate medical education a written request for revision within two weeks of the first official communication of the summative evaluation results. Such a request shall identify:
 - a) The block or clinical rotation in question
 - b) The tutor or clinical supervisor whose evaluation is in question
 - c) A statement of the grounds of the review
3. A copy of the student's request shall be forwarded to the chairperson of the multidisciplinary block, the link period or the clinical rotation.
4. A review committee shall be appointed by the dean and shall consist of a chairperson, three qualified evaluators from the faculty at large and the chairperson of a department not involved in the appeal. Except when circumstances make it desirable or necessary, the original evaluator will not be appointed to the committee. The assistant dean of undergraduate medical education should be available as a non-voting resource person for the review committee. The committee will re-evaluate the student's performance in the block, the link period or the clinical rotation. The committee will have at its disposal the results of the formative and summative evaluations in question, written narratives of tutors or clinical supervisors, and all relevant materials to arrive at an independent evaluation of the student's performance. The committee, in the light of all evaluations, shall determine the revised result, which may be identical, lower or higher than the original result.
5. The review committee shall report to the dean, who shall inform the student, the tutor or clinical supervisor, and the faculty council of the recommendations of the promotions committee. It shall also provide the result of the review within a reasonable time. An appeal of the review committee's recommendation may be made to the faculty council. Such an appeal must be made within two weeks of the date of the letter informing the student of the review committee's decision. A copy of the appeal shall be sent to the dean's office. The dean shall inform the student along with the tutor or clinical supervisor of the final decision. A student may appeal the faculty council's decision to the executive committee for the study of individual cases, on the grounds that due process was not properly followed.

Requirements for obtaining the Doctor of Medicine degree

In order to qualify to receive the doctor of medicine degree, students must meet these conditions:

- a) Meet the requirements for promotion in each of the four years of the program of undergraduate studies;
- b) Pass satisfactorily the examinations of the four undergraduate years
- c) Complete satisfactorily the clerkship and the electives in the third and fourth years
- d) Meet all financial obligations to the University
- e) Meet all the other requirements for graduation of the University
- f) Be recommended for the doctor of medicine degree by the faculty council and approved by the Senate of the University (see "General Information, Registration for a Degree").

STAGE I

Guidelines for 1st and 2nd Year University of Ottawa Medical Students

You are strongly encouraged to do one elective per term during the 1st and 2nd year. Use your imagination when setting up electives: medical education, learning second language, naturopathic medicine, history of medicine, community work, basic science, international health and occupational health are all examples of legitimate ideas.

1. To inquire about different possibilities for electives, consult the Electives Catalogue (<http://www.medicine.uottawa.ca/electives/>), Association of Canadian Medical Colleges (<http://www.acmc.ca/>) or community contact. Contact supervisor to ensure availability and feasibility of elective for dates and duration requested.

It is anticipated that your elective will be done in a Canadian Medical School. If you are planning to do an International Elective, you must keep in mind the long time frame required to set up the elective. After finding an International Elective, you will need to submit your request to the Electives Coordinator at the Undergraduate Medical Education Office (Room 2046C) (elective@uottawa.ca). Before sending your request, you must do as follows:

- You are required to provide as much information on where you are planning to do your elective (Country, Title of Elective, Supervisor's Name, Name & Address of Hospital, Dates of Elective, etc.).
- You are required to investigate the intended location and get back to me with your analysis of the risk factors that will be posed by the requested placement. Visit the link below to get information about country's risk factors- i.e. political instability, infectious diseases, crime, etc. The website address is: <http://www.queensu.ca/quic/wsa/orientation/index.htm> (click onto topic 17 which is titled 'Site-Specific Information for Study / Work / Travel Placements Abroad: Known Hazards'). Another useful website is that of the

Department of Foreign Affairs and International Trade (DFAIT), which provides travel updates regarding health and safety around the world. The website address is : http://www.voyage.gc.ca/consular_home-en.asp

- Complete the Release of Liability form prior to submitting your request.

The request must be approved by the Director of Electives, once permission is granted by the Faculty, it is wise to reconfirm with your supervisor.

2. Pick-up from the Undergraduate Medical Education Office (Room 2046C) the Elective Learning Contract STAGE I (Parts I & II) or to be printed from Elective web site.
3. Fill out Part I – Registration. Ensure that your supervisor understands your objectives clearly, and discuss ways in which the objectives can be met.
4. After completion of the elective, ensure that both you and your supervisor complete Part II - Evaluation Form. Both Part I and Part II must be returned to the Electives Coordinator, Undergraduate Medical Education Office (Room 2046C). Keep a copy of the Learning Contract for your records.
5. If there are any problems with your elective, please inform the Electives Coordinator in writing.

Special Student Status for Summer Electives

Students interested in setting up a Summer Elective must follow steps 1 to 4 (above). As well, prior to beginning the elective, you must complete and submit a Special Student Registration Form and pay a registration fee of \$25 to the University of Ottawa.

The Special Student Status does not apply to the Christmas vacation, as students are still registered for this period. The Elective Learning Contract must still be used.

Insurance

Registered students at the University of Ottawa are covered for liability and malpractice insurance while on electives during the academic year, whether in Canada or abroad.

Students taking electives during the summer are required to register as a "Special Student" (above). The required fee will include liability and malpractice insurance for that period.

Objectives of the 2nd Year Student's Mandatory Stage I Clinical Elective Week (or during Spring Break)

The purpose of this elective is to provide students with an opportunity to enhance clinical skills or to explore clinical areas to facilitate decision making regarding future postgraduate training. The objectives for this elective will vary depending on the main goal to be achieved by the student.

To inquire about different possibilities for electives, consult the Electives Catalogue (<http://www.medicine.uottawa.ca/electives/>), Association of Canadian Medical Colleges (<http://www.acmc.ca/>) or community contact. Contact supervisor to ensure availability and feasibility of elective for dates and duration requested.

I- Clinical Skills Enhancement Elective:

If the Elective is for the purpose of Clinical Skills Enhancement, the following recommendations apply:

The student should seek a placement where there will be an opportunity to practice the basic clinical skills they have learned and to be observed performing these skills. Preceptor feedback will aid in perfecting these skills. The student needs to set specific objectives to be achieved during this elective by critically appraising their strengths and weaknesses. These objectives can be discussed with the preceptor at the beginning of the elective and evaluated at the end. The objectives should be noted on the Stage I Elective Evaluation Form. The faculty realizes that the duration of the elective is short and that a limited amount will be achieved during this placement.

The faculty also recognizes that it may be difficult to obtain 5 full days of clinical time. It has been recommended that, in many Family Medicine practices, the student should request 5 half-days. Some preceptors may be willing only to commit 3 half-days. The afternoons can be spent reading about the specific exam skills that are being practiced and new issues that arise with each patient. If you are requesting a placement on a medicine CTU, then one could request 3 half-days of direct contact with the preceptor and/or the clinical team. Variations around this theme can be developed for other clinical settings. It is expected that students will make full use of the week and all the opportunities to learn both while in the clinical placement and then during unscheduled times. The Bates Tapes (videos) are on reserve in the library and are still recognized as a very good reference for learning about clinical skills.

II- Exploring Clinical Areas of Interest:

If the elective is for the purpose of exploring clinical areas of interest to facilitate decision making for postgraduate training, the following recommendations apply:

Students should request a 1 week placement. The student should write the objectives for the elective and share these with the preceptor when making arrangements for the elective. It is anticipated that some of the time will be scheduled with the preceptor. There may be half-days when no operations or clinics are scheduled. It is wise for the student to read around the cases they have observed and be prepared to discuss them with the preceptor should the opportunity arise. The greater interest the student demonstrates, the more time the preceptor will devote to the student. Generally, the preceptors will expect the student to be interested in participating in whatever is going on within the chosen department and may suggest various activities that could be attended. Again, the student should take full advantage of the time afforded during the elective to learn as much about the area of medicine as possible. There is no doubt that Stage I electives have helped a number of our students in ruling in or ruling out areas of medicine to consider for postgraduate training. Placements in laboratory medical specialties are included in these electives.

Whether the student does a type I or type II elective, the faculty expects that they will spend a week focusing on that elective. It is up to the student not to waste this opportunity.

It is anticipated that your elective will be done in a Canadian Medical School. If you are planning to do an International Elective,



you must keep in mind the long time frame required to set up the elective. After finding an International Elective, you will need to submit your request to the Electives Coordinator at the Undergraduate Medical Education Office (Room 2046C) (elective@uottawa.ca). Before sending your request, you must do as follows:

- You are required to provide as much information on where you are planning to do your elective (Country, Title of Elective, Supervisor's Name, Name & Address of Hospital, Dates of Elective, etc.).
- You are required to investigate the intended location and get back to me with your analysis of the risk factors that will be posed by the requested placement. Visit the link below to get information about country's risk factors- i.e. political instability, infectious diseases, crime, etc. The website address is: <http://www.queensu.ca/quic/wsa/orientation/index.htm> (click onto topic 17 which is titled 'Site-Specific Information for Study / Work / Travel Placements Abroad: Known Hazards'). Another useful website is that of the Department of Foreign Affairs and International Trade (DFAIT), which provides travel updates regarding health and safety around the world. The website address is : http://www.voyage.gc.ca/consular_home-en.asp
- Complete the Release of Liability form prior to submitting your request.

The request must be approved by the Director of Electives. Once permission is granted by the Faculty, it is wise to reconfirm with your supervisor.

Registered students at the University of Ottawa are covered for liability and malpractice insurance while on electives during the academic year, whether in Canada or abroad.

STAGE II

Elective Protocol for 4th Year University of Ottawa Medical Students:

Total Elective Time in Fourth Year: 14 weeks

Inside Electives:

1. Choose an elective from the Elective Catalogue (<http://www.medicine.uottawa.ca/electives/>), Association of Canadian Medical Colleges (<http://www.acmc.ca/>) or community contact. Contact supervisor to ensure availability and feasibility of elective for dates and duration requested.
2. Pick up a Clinical Clerkship Elective form from the Undergraduate Medical Education office. This must be filled out in order for the elective to be listed on the Dean's Letter and to receive credit for the elective. Please comply with the deadlines as listed for the various groups.
3. Fill out the Clinical Clerkship Elective form and return it to the Electives Coordinator. Keep all documentation which verifies your elective placement.
4. It is wise to reconfirm your elective with your supervisor prior to the start date.

5. Give your supervisor a copy of the Elective Evaluation of Clinical Clerk by Supervisor. After completion of the elective, make sure that she/he has completed this form, in order for you to receive credit for your elective. After you have completed the Elective Evaluation by Clinical Clerk, return both evaluations to the office of Undergraduate Medical Education.
6. If there are any problems with your elective, please inform the Electives Coordinator.

Outside Electives:

1. Consult the Faculty of Medicine website, the Electives Coordinator, or any other contact.
2. Same steps as above.

International Electives:

1. Same steps as above.
2. It is anticipated that your elective will be done in a Canadian Medical School. If you are planning to do an International Elective, you must keep in mind the long time frame required to set up the elective. After finding an International Elective, you will need to submit your request to the Electives Coordinator at the Undergraduate Medical Education Office (elective@uottawa.ca). Before sending your request, you must do as follows:

- You are required to provide as much information on where you are planning to do your elective (Country, Title of Elective, Supervisor's Name, Name & Address of Hospital, Dates of Elective, etc.).
- You are required to investigate the intended location and get back to me with your analysis of the risk factors that will be posed by the requested placement. Visit the link below to get information about country's risk factors- i.e. political instability, infectious diseases, crime, etc. The website address is: <http://www.queensu.ca/quic/wsa/orientation/index.htm> (click onto topic 17 which is titled 'Site-Specific Information for Study / Work / Travel Placements Abroad: Known Hazards'). Another useful website is that of the Department of Foreign Affairs and International Trade (DFAIT), which provides travel updates regarding health and safety around the world. The website address is : http://www.voyage.gc.ca/consular_home-en.asp
- Complete the Release of Liability form prior to submitting your request.

The request must be approved by the Director of Electives. Once permission is granted by the Faculty, it is wise to reconfirm with your supervisor.

Insurance:

Registered students at the University of Ottawa are covered for liability and malpractice insurance while on electives during the academic year, whether in Canada or abroad.

MD program

Program summary

The Faculty of Medicine offers a four-year program of medical studies leading to a medical doctorate. The Faculty provides postgraduate training in family medicine and in many of the specialty and sub-specialty programs accredited by the Royal College of Physicians and Surgeons of Canada; it also offers extensive programs of continuing medical education to graduates seeking to upgrade their knowledge and skills in their particular discipline.

The family medicine training centres are based at the Ottawa Hospital (Civic and General campuses), at the Sisters of Charity of Ottawa Health Service and at the Montfort Hospital. In-patient training takes place at Montfort and at the Civic and General campuses of the Ottawa Hospital. Outreach—or community-based—training in family medicine is offered in Sudbury and in local hospitals in the greater Ottawa region. Students who want to train in a French-language setting can do so through the Montfort Hospital. In addition, the Department of Family Medicine has established a number of practice training sites outside tertiary-care centres.

Specialized cardiac training and research facilities exist at the University of Ottawa Heart Institute, adjacent to the Ottawa Hospital (Civic campus). The Ottawa Hospital (Civic campus) is also home to the Loeb Research Institute, which opened in 1989.

In 1992, the Ottawa Hospital (General campus), which was formerly the Ottawa General Hospital, opened new facilities that house the University of Ottawa Eye Institute. Major expansion of the Hospital's research facilities and of the Regional Cancer Centre at the Ottawa Hospital (General campus) were completed in 1995. The Children's Hospital of Eastern Ontario opened a new research building in 1992. The Royal Ottawa Health Care Group has also expanded its research facilities with the creation of the Institute of Mental Health Research and Institute for Rehabilitation Research and Development.

Since its inception, the University of Ottawa has been dedicated to providing training in both English and French to Canada's two predominant cultural and linguistic groups. The Faculty of Medicine supports this principle, consistent with the traditions of the University and its responsibilities in Ontario as the sole bilingual university offering medical instruction.

Medical Doctorate – nature of the program

During their undergraduate training, students acquire the knowledge, skills and attitudes they need to recognize, understand and apply effective, efficient strategies for the prevention and management of the most common and most severe health problems. The program integrates the basic and clinical sciences throughout the four years. It also emphasizes health promotion and disease prevention. It is responsive to individual needs and

abilities and to the changes occurring in society and in the health care system.

Emphasis is placed on self-learning; principles and facts are learned in a multidisciplinary fashion, within the context of clinical problems. Whole class lectures and seminars are used to discuss basic concepts, explore new developments and provide overviews of the biomedical sciences fundamental to the practice of medicine. Training occurs in ambulatory, primary, secondary and tertiary settings, with students functioning as members of the medical team in collaboration with other health professionals.

The training fosters trust and compassion, communication skills, ethical professional conduct and patient advocacy.

The program is scheduled over four calendar years and is divided into two stages. The first stage includes 70 weeks of study of essential biomedical principles and consists of 14 multidisciplinary blocks. The students learn communication and clinical skills, integrated with the study of body systems. The second stage, lasting two calendar years, is devoted to clinical clerkships; an extended period of 14 weeks is available for elective study. A period of four weeks in the fourth year is dedicated to “Back to Basics” combined with the LMCC review course.

Objectives

Graduates from the University of Ottawa Faculty of Medicine will possess the basic knowledge, attitudes and skills required of all physicians in our society to preserve and restore health and reduce disability and distress to a minimum. Graduates will possess the intellectual ability to critically assess health science literature and will be prepared to pursue further training to achieve and maintain competence as family physicians, specialists or researchers. Fulfilment of those objectives will occur in an academic atmosphere that fosters scientific creativity, stimulates intellectual curiosity and promotes achievement of academic excellence.

To obtain the degree of doctor of medicine, the following general objectives must be achieved:

1. The graduate will possess the knowledge and skills to identify persons at risk for common and important health problems and to apply appropriate preventive measures, including screening, health education and other forms of risk reduction.
2. The graduate will be able to diagnose and manage common and important health problems encountered in the population.
 - a) The graduate will be able to demonstrate knowledge of the biological science required to explain normal function and current principles of the etiology of common and important health problems.
 - b) The graduate will be able to demonstrate knowledge of the patho-physiology of common and important health problems.
 - c) The graduate will be able to diagnose common and important health problems. This will require skills necessary:



- i) To conduct a medical interview
 - ii) To obtain an appropriate case history
 - iii) To conduct an appropriate physical examination
 - iv) To develop a differential diagnosis
 - v) To order appropriate diagnostic and laboratory investigations to confirm the tentative diagnosis.
- d) The graduate will be able to record appropriate information in a concise and organized manner as in:
- i) Case history
 - ii) Physical assessment
 - iii) Ward orders and therapeutic prescribing
 - iv) Progress notes
 - v) Discharge summary
- e) The graduate will be able to demonstrate knowledge of therapeutic principles for the common and important health problems. This includes knowledge of:
- i) Pharmacotherapy
 - ii) Physiatrics and rehabilitation
 - iii) All types of supportive therapy and community services available for management of common and important health problems.
3. The graduate will be able to recognize and initially manage the less common but important life threatening or morbid conditions for which immediate or early intervention can alter the natural history of the illness.
4. The graduate will be able to apply scientific medical theories and concepts to the solution of clinical problems.
5. The graduate will be able to practise self-education and self-learning. This will include the ability to recognize personal educational needs, to select appropriate learning resources, including computer-assisted learning aids, and to evaluate personal progress in performance.
6. The graduate will be able to analyze and critically assess reports on health science approaches to the management of health problems and on the research methods used in the health sciences.
7. The graduate will be able to function as a competent member of the health care team within a health care system, demonstrating an understanding of effective health care programs, cooperation, initiative and appropriate leadership skills.
8. The graduate will possess the skills necessary for effective interpersonal communication and will be able to use these skills to educate patients, members of the community, health care personnel, medical students and physicians in the areas of the graduate's own expertise.
9. The graduate will be cognizant of society's health care needs, encompassing the physical, mental, societal and spiritual aspects of health. The graduate will be able to demonstrate flexibility and adaptability to serve the changing needs of society.
10. The graduate will be able to recognize and propose approaches to the solution for common and important moral, ethical and legal problems of medical practice. The graduate's behaviour

will be consistent with the Faculty of Medicine's standards of ethical and professional behaviour.

11. The graduate will provide exemplary patient care, demonstrating knowledge of the impact of illness on the patient and the patient's family.

Description of the program – Stage I

The first two years of medical training (Stage I) provide students with the important principles of biomedical science that form the foundation of subsequent undergraduate and graduate study. In the context of problem-based learning, students will gain knowledge in the basic sciences, including gross anatomy, embryology, histology, biochemistry, physiology, microbiology, nutrition, genetics, pharmacology, pathology, immunology, epidemiology and the history of medicine. Students will be able to describe and explain the basic biological concepts underlying the "normal" and "abnormal" states, including growth and development. Early exposure to patient problems will enable students to appreciate and explain the biological and psychosocial consequences of illness and disease.

Beginning early in Stage I and continuing throughout the four-year program at levels of increasing complexity, students will acquire the knowledge and skills necessary to conduct an efficient physical examination and medical interview. Students will learn to appreciate the impact of illness on the patient, the patient's family and the community. Students will understand the fundamental medico-legal and ethical issues pertinent to their practice.

Orientation week, which occurs at the beginning of the first year, familiarizes students with the educational settings, provides information about available resources and introduces students to interactive group learning.

The curriculum of Stage I consists of 13 multidisciplinary blocks, allowing a two-week Christmas break and a one-week March break. The class of 96 students will be divided into 12 groups of eight students. The groups of students will progress through the first two years together.

One afternoon per week is devoted to the psychosocial aspects of the maintenance of health, disease prevention, illness and loss, patient-doctor relationship, ethical, moral and medico-legal issues, epidemiology and the history of medicine. One afternoon per week in Stage I is devoted to the development of the clinical skills that are the prerequisites for entering the clinical rotations.

The multidisciplinary blocks in Stage I are characterized as follows:

- a) Subdivision according to the major body systems
- b) Integration of the basic and clinical sciences into a problem-based format
- c) Integration of the necessary skills related to history taking and physical diagnosis within each block
- d) Presentation of the important perspectives of individual and community health within each block

The Faculty of Medicine strives to provide pre-clinical self-learning in small group sessions in French for French-speaking students. However, the Faculty reserves the right to adapt the learning environment according to the availability of French-speaking tutors or lecturers.



Description of the program – Stage II

In keeping with the general philosophy of the new curriculum, the last two years (Stage II) will continue to emphasize the application of scientific principles. The biomedical sciences will be integrated with the clinical sciences to improve the quality of health care decision-making and to promote life-long learning. Stage II of the medical curriculum is comprised of a series of clinical rotations to allow students to learn the common and significant health problems of our population. Students are exposed to clinical problems in a variety of settings: at hospitals, in ambulatory and out-patient clinics and in the community. Student clerks will enjoy protected study time for in-depth discussion of patient problems in tutorial groups. The clerks develop the necessary skills to identify the interaction of biological, psychological, social and cultural factors associated with the disease process. By providing extended structured elective time, the program will stimulate students' interests, enhance their appreciation of the variety of medical specialties and supplement their individual objectives.

Enrichment Year-Post 4th Year

Undergraduate Medical Education

Description

An enrichment year during the undergraduate medical program provides students with unique opportunities to pursue additional experiences complementary to their education in Medicine. It allows as students to pursue areas of interest in greater depth, and to gain further expertise and skills in advance of graduation. The enrichment year also allows students to pursue a greater number of clinical experiences in advance of career selection.

The Enrichment Year when taken after the completion of Year 4, consists of a minimum of 30 weeks of supervised and evaluated training at a site or sites approved by the Faculty of Medicine. Acceptable international training sites are those which are recognized by the World Health Organization (WHO).

Objectives

1. To provide enhanced training in areas of special interest relevant to the future practice of medicine. This training may take the form of basic or clinical science electives or a research year, and may be taken locally or abroad.
2. To provide students with a broader range of clinical experiences which would enhance career selection.
3. To allow students to master a wider variety of competencies that are not currently accommodated with the undergraduate curriculum.

Qualifications

Student may enroll in an enrichment year following the successful completion of the fourth year of medical studies. Students who do an enrichment year following the fourth medical year would take the LMCC exam at the end of the enrichment year.

Students interested in doing an enrichment year are to consult with either Assistant Dean: Dr. Linda Peterson (Anglophone students)

or Dr. Brigitte Bonin (Francophone students). Enrichment is limited to 10% students per class. A faculty advisor must be identified to guide the students in their choice in giving ideas about what might be included in the year given their interests.

Registration/Tuition

When approval has been received from the Assistant Dean, the student will register to course ELE 3951 for the appropriate 3 sessions (i.e., fall, winter, summer) and pay the full tuition fee (for 2 sessions) – Same tuition fee is paid as students entering 4th year. This allows students full privileges, including eligibility for bursaries and loans. The year of study is the same as the last year completed. The appropriate electives forms must also be completed with the following information (supervisor's name, hospital address, number of weeks, dates of electives) and submitted to the electives coordinator, currently Julie Clavelle. She can be contacted via e-mail address (elective@uottawa.ca) or at 562-5800 X 8126.

Reimbursement

Upon submitting original receipts, an amount up to a maximum of 70% of the paid tuition fee may be reimbursed for valid expenses incurred, i.e., transportation, housing (not meals), registration fees at host training center, course fees. Should you require assistance relating to reimbursement, Karine Barthelemy will be directing you on how to reclaim legitimate expenses.

Evaluation/Grading

A passing grade will be granted upon proof of having successfully completed a 30-week program. André Purdy, the elective Coordinator must receive all elective(s) evaluations and/or reports confirming research activities. Standard evaluation elective forms can be used to this effect. Failure to provide the office with the required documentation will result in a failing grade which will appear on the transcript and may appear in the Dean's Letter.

Reservations

Karine Barthelemy, the Administrative Assistant to the Assistant Deans will take reservations and keep tract of the applications. She can be contacted at (562-5800, extension 8561) or via email (kbarthel@uottawa.ca).

MD program course descriptions

Stage I – First year

MED1100. Development and Homeostasis

This six-week block deals with the fundamental principles of human health and illness affecting all body systems. The structure, function and homeostatic control of body systems are discussed, with focus on methods of biological communication. The interaction of genetic, metabolic and environmental factors with the human organism is explored. Students are introduced to the role of the physician as part of the health care delivery team. Principles of effective communication skills, time and stress management and functioning within a group are learned. The psychosocial factors affecting health and illness are explored.



MED1102 Hematology and Neoplasia

This five-week block consists of the study of normal and abnormal structure and function of peripheral blood and bone marrow components, as well as the biology and pathology of blood and solid tumour neoplasia. Consideration of normal and abnormal hemostasis and thrombosis and discussion of common and important illnesses affecting the blood and marrow are presented. In addition, students will acquire the skills necessary to critically evaluate diagnostic test results. They will also learn the principles and strategies of therapeutic interventions including pharmacological, surgical, radiotherapeutic and behavioural modalities.

MED1133 Infection and Host Response

This six-week block presents the fundamental principles of immunology and the integrated mechanisms utilized in defence of the host against microorganisms. Emphasis is placed on the components of the normal immune system and the interaction of constituent immune tissues and organ systems in response to pathogenic microorganisms. Examined are disorders of immunity manifested as immunodeficiency and excessive immunity manifested as atopic, autoimmune diseases and transplant rejection. Students are introduced to the biology and mechanisms of the pathogenicity of microorganisms, as well as to the fundamentals of antimicrobial, anti-inflammatory, and immunosuppressive therapy. The role of hygiene, immunization, chemoprophylaxis and nutrition in the prevention of communicable disease is explored. The psychosocial aspects of chronic disease are investigated.

MED1104 Cardiovascular

Six weeks are devoted to the study of the anatomy, embryological development, physiology and pathophysiology of the heart and the peripheral vasculature. The common and important diseases are investigated using the problem-oriented approach: coronary arterial, valvular, myocardial, congenital and peripherovascular disease and hypertension. A critical approach to the investigative methods and therapeutic interventions is fostered. Students learn to assess risk factors, the epidemiology and the economic impact of common cardiac disorders.

MED1105 Respiratory

A five-week block in which the anatomy, histology and physiology of the lung is studied in conjunction with the common and important lung diseases. Laboratory exercises include respiratory function testing and imaging techniques. Occupational lung diseases are explored with special emphasis on the risks associated with smoking.

MED1106 Renal

This six-week block combines the study of biomedical principles with exploration of the pathogenetic mechanisms responsible for the development of common and important diseases of the kidney and urinary tract. In addition, a major focus of the block will be the homeostatic mechanisms that regulate of body fluid composition, as well as the pathophysiologic basis for fluid and electrolyte disorders. Other disorders to be covered include hypertension,

renal failure, urolithiasis, urinary tract infections and tumours of the urinary tract. Students will learn to distinguish clinical presentations of each disorder and the associated pathophysiology and pathology, investigative methods, epidemiology and avenues of therapeutic intervention. Social and ethical issues related to many of these disorders will also be covered.

MED1108 Physician Skills Development I

This course introduces the student to interviewing skills with an emphasis on good communication between the physician and the patient and on writing a biography of a chronic patient. Essential principles of physical diagnosis are given in large group lectures. There are also small group sessions where physical diagnosis skills are taught in a clinical environment.

Stage I – Second Year

MED2101 Endocrine

The study of endocrine and metabolic disorders will involve the integration of basic sciences and clinical problems. Students will learn to recognize the clinical presentation of these disorders, to employ investigative procedures, to interpret the results and to provide appropriate treatment and care. The importance of self-management of such chronic disorders as diabetes mellitus will be emphasized. This five-week course will comprise the study of disorders of the hypothalamic-pituitary-adrenal axis, thyroid, endocrine pancreas and mineral and lipid metabolism.

MED2102 Human Reproduction and Sexuality

Study period of five weeks duration. Through clinical examples, students explore the anatomy, development and histology of the female and male genital systems. The study includes vaginal bleeding, contraception, pregnancy and an assessment of neonatal well-being, as well as breast and scrotal assessment. Emphasis is placed on the special characteristics of history taking and examining men and non-pregnant and pregnant women. The study of the physiological, psychological, cultural and social factors associated with sexual development, fertility, sexually transmitted diseases and senescence completes the program.

MED2103 Musculoskeletal

The five-week study of musculoskeletal disorders is based on the knowledge of the embryological development, anatomy, histology and radiology of the normal skeleton, muscles, vascular supply and innervation. The pathophysiology and symptomatology of the common and important inflammatory, degenerative, traumatic, neoplastic and metabolic disorders are explored. Students learn the interpretation of laboratory tests and the clinical skills relevant to the examination of the musculoskeletal system.

MED2104 Nervous System

Six weeks in the second year are spent examining the development, anatomy, pharmacology, physiology and pathophysiology of the central and peripheral nervous systems. Clinical problems encompass the role of disturbed genetic mechanisms in neurological diseases as well as cases related to circulatory, degenerative, neoplastic and infectious disorders.

Bedside neurological examination, investigative methods and principles of appropriate treatment complete the program.

MED2105 Mind

Five weeks are devoted to the study of important and common psychiatric problems that are likely to be encountered in family practice. The problems range from behavioural problems in children through family dysfunction, functional psychoses, anxiety and personality disorders, to the problems associated with physical illness, alcohol and drug abuse, degenerative disorders and so on. The ethical and medico-legal questions are discussed in context with emphasis on societal implications, namely AIDS, child abuse, and the psychogeriatric patient.

MED2106 Special Senses

The most important concepts and common disorders in dermatology, otolaryngology and ophthalmology are discussed during a three-week period. The skills in the performance of proper procedures for diagnosis and treatment of minor and urgent disorders are acquired. Emphasis is placed on the recognition of manifestations of common systemic disorders.

MED2107 Gastrointestinal

This six-week block is centred on the common and important disorders of the gastrointestinal tract, liver, biliary tree and pancreas. Knowledge of the anatomy, histology and physiology of the alimentary tract is acquired in exploring the mechanisms underlying the patient's complaints. The students will acquire clinical skills related to interviewing, physical examination, planning and interpretation of diagnostic investigations and therapeutic modalities.

MED2108 Physician Skills Development II

This course expands on interviewing skills dealing with sensitive issues. The student learns how to take a history and perform a physical examination. Emphasis is placed on organ-specific physical examination.

Stage II – Clinical rotations

CLI3101. Link Period

Three weeks at the start of the third year serve to introduce students to patient care in hospital and community settings. Each week focuses on different aspects of the physician's role: patient care, health care trends in the community, clinical decision making, medico-legal and ethical issues.

CLI3102. Surgery

This six-week rotation is comprised of two mandatory weeks in General Surgery, two mandatory weeks in Orthopedics and two weeks in one of the following specialties: General Surgery, Thoracic Surgery, Urology, Vascular Surgery, Pediatric Surgery. Seminars and lectures are also given to enhance learning.

CLI3103. Internal Medicine

During this six-week rotation, students join health care teams in a clinical teaching unit responsible for patient care. Students

participate in clinical pathological conferences, problem-assisted learning (PAL) and a variety of general medical and sub-specialty rounds.

CLI3104. Outpatient Care (Ambulatory)

This six-week rotation offers experience in a variety of specialties and settings with adult or pediatrics patients. The rotation includes mandatory placements in Outpatient Pediatrics, Otolaryngology, Ophthalmology, and two weeks of optional placements in the following specialties: Radiology, Dermatology, Rehabilitation Medicine, and other settings with a focus on outpatient care. A four-week component may take place in an Eastern (ERMEP), Northern (NEP, NOME, NOMP), Western (ROMP), rural or under-served communities.

CLI3106. Obstetrics and Gynecology

This six-week rotation includes training in hospital and community settings. Students acquire the knowledge and skills necessary for the examination of the normal gynecological patient, observe and assist at labour and delivery. As part of a clinical team, students admit, manage and follow obstetrical cases, participate in the admission and management of gynecological patients and assist in the operating room. Tutorial sessions are complemented by a series of seminars.

CLI3107. Pediatrics

This six-week rotation is based at the Children's Hospital of Eastern Ontario. Students acquire the knowledge and skills necessary for the comprehensive evaluation of the pediatric patient from the neonate to the adolescent. The program offers a wide spectrum of clinical experiences and students are exposed to common and important pediatric principles including growth and development, preventative pediatrics and common and emergency problems in hospital, ambulatory and community settings. Learning is further supported by problem-assisted learning, basic seminars and lectures. The four-week primary care component may take place in a northern, or eastern rural/ under-served location.

CLI3108. Psychiatry

This six-week rotation is spent in one or more of the following hospitals: the Royal Ottawa Hospital, the Ottawa Hospital, and the Children's Hospital of Eastern Ontario. Students acquire the skills necessary to take a proper psychiatric case history, examine the psychiatric patient and do a mental status evaluation. Students gain experience in the management of hospitalized patients as well as the care of patients in outpatient (ambulatory) clinics for children and adults. The program includes experience in various types of psychotherapy, psychopharmacologic therapy and consultation with medical and surgical patients who may also have psychiatric disorders. The four-week primary care component may be spent in an Eastern, Northern rural or under-served location.

CLI3109 Family Medicine

This six-week rotation offers experience in the primary care of patients in a family physician's office. The student will work one-on-one with a community physician either in Ottawa or an Eastern (ERMEP), Northern (NEP, NOME, NOMP), or Western (ROMP) regional medical program. There will be tutorials to emphasize



common and important problems encountered in general practice. Evidence-based medicine will be incorporated into daily practice and in the tutorials.

CLI3110 Acute Care Medicine (Emergency Medicine, Anesthesia and Critical Care)

This six-week rotation consists of four weeks of Adult Emergency Medicine, and two weeks of Anesthesia. Students will participate in tutorials, clinical workshops and an ACLS course. Students will learn to perform a focused history and physical exam, basic patient care and wound management. Students will be exposed to patients with a wide variety of acute care problems.

Stage II – Electives and selectives

CLI4104 Electives

Fourteen weeks of elective time give students the opportunity to acquire in-depth knowledge and experience in a chosen field of biomedical science or in a clinical specialty. Students may select electives from a catalogue of courses available at the Faculty of Medicine or they may select an outside elective approved by the Chairperson of the Elective Committee.

CLI4201 Selective in Ambulatory Medicine

Four weeks are scheduled from several ambulatory disciplines including dermatology, oncology, geriatrics, rehabilitation, palliative care, surgical pre-admit clinics and radiology in the out-patient setting. The selective may take place in a northern, rural or under-serviced location.

CLI4202 Selective in Surgery

Four weeks are scheduled at a hospital in Ottawa. Two weeks will be spent in orthopedics or urology and two weeks chosen from cardiac, thoracic, vascular, plastic or neurosurgery.

CLI4203 Selective in Medicine

Four weeks are scheduled at a hospital in Ottawa. Students will have the opportunity to experience many of the different sub-specialties of internal medicine within the acute teaching hospital environment and extending into the out-patient setting.

CLI4105 Back to Basics

In addition, at the completion of the fourth year, a further four-week block is devoted to going “back to basics.” This time will be devoted to a revisiting of the scientific principles fundamental to the practice of medicine and will provide an opportunity for review and reflection on prior experiences and preparation for future training. Advanced Cardiac Life Support (ACLS) training takes place at this time.

Postgraduate medical education

The Faculty of Medicine offers residency and fellowship training programs to both Canadian and foreign medical graduates. For details, consult the Web site at www.med.uottawa.ca/postgrad

The Royal College of Physicians and Surgeons of Canada

recognizes the following programs at the University of Ottawa: Anesthesia, Anatomical Pathology, Cardiac Surgery, Cardiology, Community Medicine, Dermatology, Diagnostic Radiology, Emergency Medicine (adult and child), Endocrinology and Metabolism, Gastroenterology, General Pathology, General Surgery, Geriatrics, Hematology, Hematological Pathology, Infectious Diseases (adult and child), Internal Medicine, Medical Genetics, Medical Oncology, Microbiology, Nephrology (adult and child), Neurology (adult and child), Neurosurgery, Obstetrics and Gynecology, Ophthalmology, Orthopedic Surgery, Otolaryngology, Core Pediatrics, Pediatric Cardiology, Pediatric General Surgery, Physical Medicine and Rehabilitation, Psychiatry, Radiation Oncology, Respiriology, Rheumatology, Thoracic Surgery, Urology and Vascular Surgery. Accreditation without certification programs: Critical Care (adult and child), Maternal-Fetal Medicine, Neonatal-Perinatal Medicine, Palliative Medicine and Gynecological Reproductive Endocrinology and Infertility.

The College of Family Physicians of Canada recognizes programs in Family Medicine, Emergency Medicine, Care of the Elderly and Palliative Medicine.

Information can be obtained from the various program directors or from the office of the assistant dean for postgraduate medical education of the Faculty of Medicine. Tel.: (613) 562-5413; e-mail: pgme@uottawa.ca.

Continuing medical education

There are three components to the Faculty's continuing medical education activities. Further information about these programs can be obtained from the Director of Continuing Medical Education.

- 1. Courses and Workshops:** Courses and workshops are held frequently throughout the year. They cover a wide variety of topics and are tailored according to the learning needs of specific targeted groups. Topics can include general overviews or focussed discussions dealing with specific issues, but all attempt to incorporate the latest clinical evidence. The majority of the CME activities planned through the Office of CME are intended for family physicians and other. There are annual symposia for specialists in dermatology, general surgery, orthopaedics, ophthalmology, psychiatry, obstetrics and gynaecology, and others, which are conducted by the respective university or hospital departments or divisions.
- 2. Research:** The Office of Continuing Medical Education is available to assist departments looking to conduct research in Continuing Medical Education.
- 3. Clinical Traineeships:** Working with the Office of Continuing Medical Education, practising physicians can plan special, in-depth, and hands-on clinical traineeships. The nature and duration of these learning experiences are tailored to the individual's specific needs and learning objectives.

Other teaching activities

The departments of the Faculty of Medicine provide many courses given in other schools or faculties. The Faculty of Graduate and Postdoctoral Studies calendar identifies the courses given by our

departments at the graduate level.

The following are some of the many institutions or programs requiring a contribution by the Faculty of Medicine via its many departments: postgraduate program, the Continuing Medical Education program, the Occupational and Physiotherapy programs, the School of Nursing, the School of Human Kinetics, the Faculty of Science, the Department of Psychology of the Faculty of Social Sciences, the Faculty of Arts, the Master's of Health Administration program, St. Lawrence College, Algonquin College, the Radiology Technician Trainees Program of the Ottawa Hospital (civic campus) the National Research Council at the Postdoctoral Fellow level.

The Department of Biochemistry, Microbiology and Immunology is responsible for the course BAC 2100 offered to the nursing students by the School of Nursing.

The former departments of Anatomy and Neurobiology, Pharmacology and Physiology are now part of the Department of Cellular and Molecular Medicine. See www.uottawa.ca/academic/med/cellmed or call (613) 562-5406.

Faculty from the Department of Pathology and Laboratory Medicine, including those with cross-appointments, participate in the direction and conduct of programs of technology training at Algonquin College and the Toronto Institute of Medical Technology. Many hours are contributed by this faculty in both the didactic and clinical phases of these programs as well as accreditation processes.

History of medicine

The following courses, and other seminars, are given in conjunction with the Department of History, Faculty of Arts, by Professor Toby Gelfand, Jason A. Hannah Chair of the History of Medicine.

HIS3393 Medicine in Western Society: Tradition and Change

(3 hours of lecture per week, 3 credits). A survey of the history of medical thought, institutions and practices from earliest times until the end of the 18th century. Emphasizes the role of medicine within the framework of social and cultural history.

HIS3394 Medicine in Western Society II: The Origins of Modernity

(3 hours of lecture per week, 3 credits). A survey of 19th and 20th century medicine. Emphasis is on the emergence of modern medical sciences, their social impact and the development of the medical profession in North America.

Reference Text

Companion Encyclopedia of the History of Medicine, eds. W.F. Bynum and Roy Porter, 2 vol. (Routledge, 1993).

Modules on History of Medicine are introduced into the multidisciplinary blocks. An elective is available.

An annual public lecture series with changing themes is offered. For further information, contact Professor Gelfand, Faculty of Medicine, 451 Smyth Road.

Honours program in mammalian physiology

The primary objective of the 4th year program is to prepare students for further studies in mammalian physiology. The emphasis of this program is to expose students to intensive training at both the experimental and theoretical levels. This is achieved by a mixture of laboratory research, course work and seminars.

Students successfully completing the program will graduate from the Faculty of Medicine with a BSc Honours in human and mammalian physiology. For students intending to go on to a career in research, medicine and related health sciences or education, this program will provide valuable training.

www.uottawa.ca/academic/med/cellmed/honours.html



Graduate studies

The departments of Cellular and Molecular Medicine, Biochemistry and Microbiology and Immunology offer graduate programs leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD). The Department of Epidemiology and Community Medicine offers a program leading to the MSc degree. The programs combine graduate level courses, participation in student seminar series and supervised research culminating in the writing and defence of a thesis. They provide training leading to graduate degrees in neuroscience, physiology, pharmacology and growth and development.

www.uottawa.ca/academic/med/cellmed/gradproe.html

1. **Objective:** The objective of these programs is to train students in the research methodologies of contemporary biomedical research.
2. **Prerequisites:** A BSc (honours) in the appropriate discipline with a minimum academic standing of B+ is required for the doctoral program and B for the master's program. Those who have completed an MD degree are also eligible. Requirements specific to each program are detailed in the calendar.
3. **Selection:** Applicants selected by the respective departmental committees are recommended to the Faculty of Graduate and Postdoctoral Studies, which makes the final selection.
4. **Courses:** Each of the departmental programs offers a variety of courses. Course requirements vary with the programs. Details of individual programs may be obtained from the departments or from the Faculty of Graduate and Postdoctoral Studies. In addition to the formal course work, students are required to pass a comprehensive examination, carry out an individual research project, and write and defend a thesis based on their research work. Within the departmental programs, students perform their research under faculty supervision, either in the core department or in laboratories located in affiliated hospital research institutes or other institutions.
5. **Financial assistance:** Students enrolled in graduate programs are expected to receive a stipend either through a personal award from one of the national or provincial granting agencies or from their supervisor's research grant. These are awarded on a competitive basis and are offered to applicants with the best academic credentials. Requirements vary and those interested are urged to consult the department concerned. Students who do not qualify for these awards generally receive a research assistantship from the supervisor's research grants or a teaching assistantship from the department.

Glossary

The following definitions are intended to help readers understand the meaning of terms or expressions commonly used in University publications. They are not to be construed as official, complete definitions for the purpose of interpreting university or faculty regulations.

ACADEMIC YEAR

An expression normally used to designate the period between the start of the fall session (September) and the end of the winter session (April).

ADMISSION

Authorization to register in a program of studies at the University.

ADVANCED STANDING

Courses completed outside of the University of Ottawa, which are recognized as part of a program of studies at the University (see also Transfer Credits).

AUDITOR

Students registered as auditors will not receive credit for the course. They do not have the right to write examinations, submit assignments, or change their status after the deadline for course changes in a given session.

AWARD

In financial aid, a generic term referring to either scholarships or prizes given for academic or other types of achievements.

BACCALAUREATE

Undergraduate degree, conferred upon completion of a program of studies lasting three or four years.

BURSARY

Non-refundable financial aid granted to students to enable them to pursue a program of studies.

CALENDAR

The official description of programs of studies, degree requirements and courses, as well as faculty and university regulations.

CAREER COUNSELLING

Process by which a counsellor, or another qualified professional or experienced person, helps students learn about and select a program of studies and prepare for a career.

COMBINED PROGRAM

The baccalaureate with combined programs (3 or 4-year program) allows a student to satisfy the specific requirements of two different disciplines within one single baccalaureate. A student enrolled in a concentration or an honours program and who is in good standing may choose another concentration or honours degree for a combined program.

COMPULSORY COURSE

An obligatory course. There are two types of compulsory courses: the “program-specific” course and the “core” course that is common to students in related programs.

CONCENTRATION PROGRAM

An undergraduate program, usually of three years’ duration, within which students acquire a solid base in a single discipline

CONFLICT

A conflict occurs when one course’s schedule overlaps partially or completely with that of another course.

CO-OPERATIVE EDUCATION PROGRAM

A program of studies, which has the same courses and the same requirements as an honours program, but in which academic sessions alternate with work terms.

CORE COURSE

Compulsory course common to students in related programs.

CO-REQUISITE

The term “co-requisite” is used to identify a course, that is not taken as a prerequisite, must be taken concurrently with another course, due to the complementary nature of the courses.

COURSE

A course is defined as a teaching activity.

CREDIT

Numerical weighting unit for courses normally representing 13 to 15 hours of formal lectures or the equivalent. Most courses are valued at three or six credits.

CUMULATIVE GRADE POINT AVERAGE (CGPA)

The CGPA takes into account the numeric grade values obtained in all courses recognized by the faculty as part of the student's program of studies. The CGPA is calculated by dividing the sum of the weighted grade points by the total number of credits.

DIPLOMA GRADE POINT AVERAGE (DGPA)

The DGPA is calculated the same way as the CGPA, but uses only 2000-level courses and above (1000-level courses are excluded).

DISCIPLINE

A branch of knowledge or instruction, or a general subject such as psychology, philosophy or geology.

DISCUSSION GROUP (DGD)

A class period during which guided group discussions provide further exploration of various aspects of the subject matter covered during lectures.



ELECTIVE

A course chosen either from a specified group of courses or from all the courses offered by the University.

EXAM

Official exercise designed to evaluate knowledge and skills, and covering the contents of a course or a program of studies.

EXCHANGE PROGRAM

Formal agreement permitting students to complete some degree requirements at another institution.

EXEMPTION – EXCEPTION

Permission to replace a course normally required within a program of studies by another course with the same number of credits.

FACULTY

One of the University of Ottawa's ten main administrative units (Faculty of Arts, Faculty of Social Sciences, Faculty of Engineering, etc.).

FULL-TIME

An undergraduate student registered for 12 credits or more during a session is considered having full-time status.

GENERAL PROGRAM

Three-year undergraduate program comprising a set of courses of general studies, focusing on either the humanities or the sciences, but without a concentration in a specific discipline.

GRADE POINT AVERAGE (GPA)

Terms used to designate a student's standing over a session, the academic year or the entire program. The GPA represents the sum of the product of numeric grade values and credit weights, divided by the sum of credits attempted.

GRADUATE STUDIES

University studies beyond a baccalaureate leading to a diploma, master's or doctorate.

HONOURS PROGRAM

A four-year undergraduate program, comprising a coherent set of compulsory and optional courses which are successively more advanced, which allows students to acquire a sound understanding in a discipline and prepares students who may wish to pursue graduate studies. This type of baccalaureate usually requires a higher standard of achievement than that required in a general or concentration program.

INFOWEB

nfoWeb is the University's secure online services system, where students can access a variety of services and accomplish many of the transactions related to university studies. Both a student number and password are required to access InfoWeb.

JOINT HONOURS PROGRAM

Usually a four-year undergraduate program, the joint honours baccalaureate allows students to specialize in two related disciplines (for example philosophy and political science or psychology and linguistics).

LABORATORY (LAB)

A class period during which students perform practical work in a group laboratory setting, applying theories covered during the lecture.

LANGUAGE OF INSTRUCTION

Language in which teaching activities are conducted in a course or in a program.

LECTURE

Course in which the subject matter is presented orally to a class, with a minimal amount of student participation.

LETTER OF PERMISSION

Written document by which the University authorizes a student to take courses at another institution and to transfer the credits to the University of Ottawa program.

LIMITED-ENROLMENT PROGRAM

Program for which the University restricts the number of students who can register.

MATURE STUDENT

Person who does not meet the formal admission requirements and enters university at least two years after secondary school.

MULTIDISCIPLINARY PROGRAM

Program of studies whose concentration or honours requirements are composed of courses from two or more disciplines (e.g., Canadian studies, women's studies).

OPTION

In certain programs, a combination of courses in a secondary discipline (e.g. engineering management option).

PART-TIME

An undergraduate student registered for less than 12 credits during a session is considered having part-time status.

PREREQUISITE

This term specifies a course that must have been completed successfully before registering for another course. For example, course A is a prerequisite for course B, because essential concepts needed to understand course B are explained in course A. You must therefore take course A before course B.

PRE-UNIVERSITY COURSE

Course which must be taken by students who do not have the required educational background to enrol directly in first-year university courses.

PROBATION

Status of students whose standing is below the required minimum for their program of studies, but who are allowed to continue their registration on condition of raising their standing within a specified period.

PROFESSIONAL PROGRAM

Undergraduate program for which university studies are an admission requirement (for example teacher education, law, medicine).

PROFICIENCY TEST

Exercise whose purpose is to evaluate the background of a person in a given branch of knowledge with or without regard to specific academic learning.

PROGRAM OF STUDY

A set of courses or other work that must be completed before qualifying for a degree, diploma or certificate from the University.

REGISTRAR'S OFFICE

The unit responsible for registration and admission, the maintenance of records and the publication of course descriptions, timetables and calendars.

REGISTRATION

A formal notice by students of the courses in which they are enrolling for a session. Registration requires the approval of the appropriate academic unit (excepting transactions on Registration Navigator®).

RETAINED CREDITS

Credits for courses completed in one program of studies at the University which are recognized as part of the requirements of a new program to which a student has transferred and counted in the calculation of the grade point average for the new program.

SCHOLARSHIP

A scholarship is non-repayable financial assistance that is awarded based on scholastic merit or some other achievement.

SCHOOL

Academic and administrative unit which offers a professional training program (e.g. School of Translation and Interpretation, School of Nursing).

SECTION

A time-block in which a course is offered.

SESSION

A session is one of three pre-determined periods in which academic activities take place at the University. The fall and winter sessions are approximately 13 weeks. The spring-summer session may consist of sub-sessions of three, four, five or six weeks.

Fall session: September to December
Winter session: January to April
Spring-summer session: May to August

SESSIONAL DATES

Dates that are specific to one of the University's sessions (i.e., fall, winter, spring, or summer sessions).

SHELTERED COURSE

Course taught in the second language, in conjunction with a second language course.

SPECIAL STUDENT

Person allowed to take courses, but not seeking a degree, certificate or diploma from the University.

STUDENT CATEGORY

Classification of students including regular students, special students and auditors.

TELECONFERENCE COURSE

Course given on an interactive video system and transmitted via telephone connection to a location off campus.

THRESHOLD COURSE

Compulsory first-year course in science or engineering.

THRESHOLD YEAR

First year of studies in a science or engineering program.

TIMETABLE

An online database of the courses being offered during a specific session as activated by the faculties. Along with course descriptions, the online timetable also lists course sections, the location and time of classes and the names of professors.

TRANSCRIPT

Document issued by the Office of the Registrar, which reports the programs of studies followed and courses taken, and the results and diplomas obtained by a student.

TRANSFER CREDITS

Credits for courses completed at another university, which are recognized and counted as part of the requirements of a program of studies at the University of Ottawa (see also Advanced Standing).

UNDERGRADUATE STUDIES / STUDENT

University studies that lead to a baccalaureate (bachelor's) degree or certificate.

WORK TERM

Study-related work experience normally acquired through a co-operative education program.