SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

TO: Senate

DATE: November 4, 2025

SUBJECT: SCUS New Course Proposals (S.C.25-6)

As per a motion approved at the Senate meeting on November 3, 2025, Senate authorized the release of select documents from the closed session to the open record, on the grounds that the material no longer contains information requiring confidentiality under Senate's closed session criteria.

![SFU logo] **OFFICE OF THE PROVOST AND VICE-PRESIDENT, ACADEMIC**

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MEMORANDUM

ATTENTION	Senate	**DATE**	April 4, 2025
FROM	Paul Kingsbury, Vice-Chair	**PAGES**	1/1
	Senate Committee on Undergraduate Studies		
RE:	New Course Proposals		

For information:

Acting under delegated authority at its meeting of April 3, 2025 SCUS approved the following curriculum revisions effective Spring 2026.

a. School of Medicine

(i) Creation of new acronym MEDS *(SCUS 25-70)*
(ii) New Course Proposals: *(Fall 2026)(SCUS 25-71)*
- MEDS 410-58, Foundations of Medical Practice
- MEDS 420-54, Extending Medical Practice
- MEDS 430-36, Consolidation of Medical Practice

Memo

Attention	Paul Kingsbury, Chair, SCUS
From	Maria Hubinette, Associate Dean Medical Education Programs, SFU School of Medicine
cc	Kris Nordgren, Assistant Registrar
Subject	New course acronym for MD Program
Date	March 26, 2025

The SFU School of Medicine (SoM) proposes a new course acronym, MEDS (Medicine), for the Medical Doctor (MD) Program. The Full Program Proposal for the MD Program received approval in Spring 2024, with New Course Forms to follow. The Full Program Proposal was approved with course acronym MEDI; however, we have since learned that this acronym is not available for use by the MD Program. Thus, the three proposed MD Program courses coming to SCUS on April 3rd are: MEDS 410, MEDS 420 and MEDS 430.

As this is a new program within a newly established school, it is essential to have a distinctive acronym that clearly identifies these proposed courses as part of the School of Medicine (SoM). To this end, we propose the following motion for consideration:

> **Motion**: *That SCUS approve the creation of the new acronym MEDS, effective Fall 2026.*

Please do not hesitate to reach out should you require any additional information regarding this request.

Sincerely,

Dr. Maria Hubinette, Associate Dean Medical Education Programs
SFU School of Medicine

SCHOOL OF MEDICINE

Central City Tower 17th Floor
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ATTENTION	SCUS MEMBERS
FROM	Dr. Maria Hubinette Chair, UGME (Undergraduate Medical Education) Interim Curriculum Committee, SFU School of Medicine (SoM)
RE	SFU School of Medicine Medical Doctor (MD) Program New Course Proposals
DATE	March 20, 2025

The Undergraduate Medical Education (UGME) Interim Curriculum Committee at the SFU School of Medicine has approved the following new course proposals on March 20, 2025 (*effective Fall 2026 unless indicated otherwise*):

SFU School of Medicine Medical Doctor (MD) Program:

1. MEDS 410 Foundations of Medical Practice

2. MEDS 420 Extending Medical Practice

3. MEDS 430 Consolidation of Medical Practice

Sincerely,

Dr. Maria Hubinette, Associate Dean Medical Education Programs
SFU School of Medicine

SFU

SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT MEDS   **NUMBER** 410

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Foundations of Medical Practice

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Fnds. of Medical Practice

CAMPUS where course will be normally taught: ☐ Burnaby ☑ Surrey ☐ Vancouver ☐ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

An introduction to conceptual and practical foundations in, and approaches to, medical practice with focus on application of knowledge and a broad range of clinical skills. Much learning takes place in classrooms, simulated clinical spaces, labs and in the community. In addition, students will participate (under direct supervision) in patient care in a longitudinal Family Medicine clinic experience weekly and will engage in blocks of intensive, immersive learning in clinical and extra-clinical community-based environments.

REPEAT FOR CREDIT   ☐ YES ☑ NO   Total completions allowed [   ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93–11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

MEDS 410 is the first of three new courses required for the Medical Doctor (MD) Program for the proposed Simon Fraser University School of Medicine (SFU SoM). The timing of three courses map directly to the three academic years of the program which include: MEDS 410: Year 1, August to August (Fall Term, Spring Term, Summer Term); MEDS 420: Year 2, September to August (Fall Term, Spring Term, Summer Term); and MEDS 430: Year 3, September to May (Fall Term, Spring Term).

Learners will enter the MD program with a wide variety of backgrounds and skills. However, it is unlikely that many of them will have experienced a collaborative, competency-based and integrated learning environment in their prior studies. Therefore, the first part of MEDS 410 (the Orientation) will develop the skills and attitudes learners will need in order to benefit from the different learning modalities, processes and supports in their first year of the MD program. The balance of the course is dedicated to the development of foundational knowledge, skills and attitudes for medical practice. Themes of social responsibility and ethical care are woven into the acquisition of clinical knowledge and skills, in an integrated and highly relational manner. The remainder of the MD program (MEDS 420 and MEDS 430) builds on these foundations through the presentation of deeper and more complex cases, and increasing opportunity for clinical practice.

The unit totals for the courses are derived from Senate's recent definition of a unit (S.22-47), with MEDS 410's 58 units representing the equivalent of 36 to 54 hours of in-class and self-study time per week on average (18 units) over 3 terms, plus 4 units for the extra month of study in August at the start of the course.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) | Fall 2026

Term in which course will typically be offered ☑ Spring ☑ Summer ☑ Fall

Other *(describe)* |

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate: | 48 initially

UNITS
Indicate number of units: | 58

Indicate no. of contact hours: | | Lecture | | Seminar | 672 | Tutorial | 238 | Lab | 238 | Other; explain below

OTHER

Experiential Clinical Learning at affiliated community sites

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☑ YES ☐ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☑ YES ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Maria Hubinette

Simon Fraser University School of Medicine
MD Program

MEDS 410

Foundations of Medical Practice

Course Description:

An introduction to conceptual and practical foundations in and approaches to medical practice with a focus on applications of knowledge and a broad range of clinical skills. Much learning takes place in classrooms, simulated clinical spaces, labs and in the community. In addition, students will participate (under direct supervision) in patient care in a longitudinal Family Medicine clinic experience weekly and will engage in blocks of intensive, immersive learning in clinical and extra-clinical community-based environments. This longitudinal and integrated course takes place over 52 instructional weeks.

Curriculum Details:

This course supports the development of the conceptual and practical foundations for medical practice. Through a combination of on-campus learning activities and clinical experiences within a community setting, students will develop a deep understanding of the social, cultural and clinical foundations of medical practice and begin to develop professional orientations and identities that recognize the expectations and responsibilities of professional practice. Students will engage with a variety of knowledge systems including Indigenous knowledges.

Students will begin with a 4-week introductory block where they are introduced to the school, resources, physical space, surrounding community and vision and goals of the program. They will engage in team building with their peers, and by connecting with faculty and staff begin to set the foundation for their community of learning. The goal of this orientation is for students to feel welcome, supported and engaged to begin their learning journey as lifelong learners in a self-regulated health profession as part of a community. During the orientation, students will also become familiar with how to learn within a competency-based, clinical presentation format, and practice related technology supported activities such as AI, Virtual Reality Simulations, using personal devices for competency tracking and performance monitoring, etc. Fundamental to beginning their journeys as health professionals, students will be oriented to essential clinical skills such as culturally safe and affirming care.

Each week of the course is centred around a different clinical presentation (e.g., chest pain) that is explored through one or more cases and in the context of thematic content: clinical sciences, biomedical and behavioural sciences, system sciences and ecologic, environmental and social

sciences. Themes are woven throughout the curriculum in the weekly case(s) and associated learning modalities and will be foregrounded and backgrounded as appropriate and according to the curricular map. A panel of patient personas provides the context for the cases that students will encounter repeatedly across the three years of the program, simulating longitudinal care and with increasing complexity.

List of presentations:

Fall: Blood pressure, cough, fever, sore throat, dehydration, diarrhea, vomiting, shortness of breath, abdominal pain, pregnancy, genital concern, dysuria, skin lesions/rash, chest pain, menstruation

Spring: Allergy, fatigue, cognitive impairment, gait concerns, red eye/visual issues, hearing loss, ear pain, headache, dizziness/vertigo, joint pain, back pain, well child/youth/adult, pregnancy, substance use, syncope, bleeding/bruising, hematuria/urinary obstruction, fertility/sexual function, menopause/andropause

Summer: End of life, labour and delivery, weakness, numbness/tingling, altered LOC, postpartum & newborn care, well baby, palpitations, chronic pain, tremor, psychosis, hemoptysis.

Learning modalities:

- Each week, students engage with the clinical presentation and themes across multiple different learning modalities that are specifically designed to align with the clinical presentation, ensuring clinical relevance and application.

- **Small group case-based learning.** Students come together in small, facilitated groups to unpack and learn from the case(s) of the week. The cases are robust and touch on one or more content themes including, but not limited to, biomedical and behavioural sciences. Students will work as a team with a faculty facilitator to identify gaps in their collective knowledge and a plan for continued learning.

- **Flexible, self-directed learning.** Students have dedicated time during the week to identify their learning needs, set goals, and seek resources (some provided by the program and others sought out from a variety of reliable sources). This fosters critical appraisal, problem-solving and collaboration skills and promotes lifelong learning habits essential for medical practice in the ever-evolving field of medicine.

- **Laboratory learning** emphasizes hands-on experiences and active participation which allows students to engage directly with the material, enhancing their understanding of complex concepts through practical application and integration with other learning such as clinical cases and simulation. The kinesthetic approach enhances retention and understanding as learners can physically manipulate materials, practice skills, and apply

concepts in real-time. Examples include visualization of anatomic structures, engagement with virtual reality and models of physiologic and pathophysiologic processes.

- **Active large group learning.** The MD Program will minimize the use of passive large group learning (e.g. lectures). Instead, active large group learning involves engaging students in collaborative and interactive activities that promote collective problem-solving and shared knowledge. This also provides many rich opportunities for interprofessional and interdisciplinary teaching and co-teaching. Examples include flipped classroom, panel discussions, forum theatre, team-based quiz challenges, specialized content presentations, interactive media, etc.

- **Clinical skills and simulation.** Clinical skills training allows students to practice clinical skills in a low-stakes environment with a high volume of practice and coaching by a faculty member. Further, simulated patient care scenarios allow learners to engage in patient care without the risk of harming patients, fostering a safe environment for intentional and repeated practice. The key elements include active participation, immediate feedback, and debriefing sessions that encourage critical thinking and self-assessment ensuring continuous improvement and reinforcing learning outcomes.

- **Professional integrative learning.** Students will form longitudinal groups of 8 and be matched with a tutor who will support the group across all three years of the program. The longitudinal nature will emphasize sustained collaboration and peer learning over an extended period to foster deeper relationships among students and between students and faculty, allowing for more personalized feedback and mentorship. This will also provide continuity in learning, enabling students to engage with complex topics progressively and reflectively and to develop the safety required to discuss emotional aspects of their work, share challenges, and gain insights from peers.

- **Community engaged learning.** Students will spend time learning from and with community organizations, from leaders in the community, and from guided observations. This learning modality is viewed through the lens of Boyer's "scholarship of engagement" with the purposeful intent of building stronger connections with local communities, and engaging in reciprocal, mutually beneficial learning and scholarship through service. This will ensure that students understand what community strengths and assets exist, what societal health issues are present, how health and well-being are understood by various communities, and the role that individual physicians and institutions of higher education can play in contributing to the community. This emphasizes the development of social responsibility and professional identity among students.

- **Scholar project.** All students will undertake a scholarly project which runs in phases across all three years of the program. This allows students to select a context/topic area, formulate a question for investigation, and find the resources needed to successfully

complete and present their projects. Students will engage in scholarly work focused on a current topic in collaboration with a community or clinical partner; these projects may take several different forms, such as a quality improvement project, a community education initiative, action research, or impact studies of other forms of scholarly inquiry. In preparation for the Scholar Project, students will learn fundamentals of scholarly inquiry in large group workshops (e.g., how we talk about and study health, research methods, etc.), they will be assigned faculty mentors to guide their scholarly activities, and will have dedicated time in their schedules to work on their projects.

- **Early and longitudinal clinical learning** will begin after the 4-week orientation. Students will be introduced to their 'continuity clinic' where they will spend time regularly over the course of the program, caring for a panel of patients under the direct supervision of their preceptor. While the patients that students see in continuity clinic will not necessarily align with the presentation or case(s) of the week, it will present an opportunity to encounter a variety of presentations, thus reinforcing earlier learning. Through this, students will be exposed to the benefits of longitudinal community-based care and will form longitudinal relationships with a panel of patients, with their clinic and preceptors and with the broader medical community. Students will also engage in a block of intensive, immersive clinical learning in the latter half of MEDS 410.

Course Learning Outcomes:

The MD Program is a competency-based program. A set of learning outcomes, or program competencies, defines what learners need to be able to do to graduate from the program and to advance to the next stage of training: postgraduate medical education or residency. Further, these program or graduate-level competencies have been further broken down into year-level milestones that indicate what is expected of learners by the end of each course; the <link>Year 1 Phase Milestones<link> are a description of what learners must be able to do by the end of MEDS 410. The curriculum described above has been intentionally structured to support overlapping and repeated opportunities for students to practice and achieve these competencies. The program of assessment described below is intended to provide ongoing feedback to learners and to the program about learner progress towards, and achievement and maintenance of these competencies and milestones.

Grading/Assessment Details:

Foundations of Medical Practice (MEDS 410) is competency-based and will use multiple methods of assessment to measure student progression towards successful completion of the course. It is expected that students will progress toward achievement and maintenance of competence in various domains at different rates. Thus, the program will honour individual learning trajectories through supports described below. The course will use written exams (monthly mastery exams and progress tests) and assignments to monitor student's developing knowledge base and clinical reasoning skills, workplace-based assessments to monitor individual

clinical skills and skills such as communication, teamwork, and professional attributes, standardized exams (e.g., objective structure clinical examinations, etc.), and portfolio work (reflections and learning plans) to assess progress toward and achievement of yearly milestones. Students will be required to meet specific criteria outlined for each assessment modality by the end of each course to progress to the next. All requirements and criteria will be clearly outlined and easily accessible for students at the beginning of the course. Overall performance in the Foundations of Medical Practice course will be designated as "Pass" or "Fail."

The program of assessment supporting Foundations of Medical Practice is designed to ensure that students have opportunities to receive feedback early and often in the course. As noted in the table below, students will receive feedback weekly through online quizzes and assignments, and monthly through direct observation (clinical skills, teamwork, communication). Summative assessment will be limited to moments of aggregated data rather than individual assessments. To support their learning, all students will be provided with a learner dashboard that displays assessment information and development expectations. These dashboards will also provide a structured space to self-assess, reflect on learning, and develop learning plans. Each student will have a coach who will review dashboards with them to ensure they understand expectations and their current progress, as well as to help develop goals and learning plans. Coaches will meet with students normally every 6 weeks to ensure students are on track and have the resources they need to be successful. Student progression towards meeting course requirements will be reviewed 3 times per year by the Competency Review Team (CRT) (see below). Any student deemed off-track will be provided with a learning plan and support for course correction.

The grades available in MEDS 410 are Pass or Fail. The following components will be used to inform end of course grades:

Assessment modality	Assessments	Timing	Criteria: Developmental Expectations
Knowledge Exams	• Mastery knowledge assessments (MKA) • Progress test • Weekly knowledge checks	MKA: • To occur monthly (~ every 4th Monday) Progress Test: • once per term (end of term) Weekly knowledge check: posted every Friday morning	• MKA: 70% cumulative • Progress test: Target score (70%) • Weekly knowledge check: required to complete

Workplace-based assessments	**Small group** • Areas assessed: Medical Knowledge, Communication, Teamwork, Professionalism **Clinical skills** • History, physical, differential diagnoses, oral presentation, written documentation **Interprofessional attributes** • Areas assessed: teamwork, communication, professionalism **Community engagement experiences** • Areas assessed*:* Communication, Teamwork, Professionalism	Small group WBA: • monthly Clinical skills: • collected ~ bi-weekly Inter professional attributes: • 2 per term Community engagement experiences: • Timing project dependent	**Small group**: • Achieve "always meets expectations" in all skills by the end of the course **Clinical skills** • Achieve "meets expectations" in all skills by the end of the course **Interprofessional attributes** • Achieve "always meets expectations" in all skills by the end of the course **Community engagement** • Achieve "meets expectations" by the end of the course
Assignments	Concept maps, problem representations, problem lists, illness scripts, clinical reasoning exercises, written notes	~2-4 weeks	• Meets expectations outlined in each individual assignment • Note: all assignments must be completed to pass the course
Standardized Skills Assessments	Clinical skills (OSCE), Practical Examination (OSPE), etc.)	OSPE (mid-year) OSCE (end of year)	• Meet stage-specific developmental expectations (developmental milestones)

Portfolio	Informed self-assessments, reflections, learning plans	End of each term (December, April, August)	• Meet expectations outlined in each assignment • Complete assignments by assigned due date;

Please see the <link>Description of Assessment Appendix Modalities</link> posted on the Learning Management System (LMS) for a description of the assessment modalities that will be used in this course.

Formative reviews and Track Status Reports

The Competency Review Team (CRT) is a faculty grading panel that will review students' portfolios three (3) times per year to ensure students are progressing in the course and to allow for early identification of students who are at risk of not meeting course requirements.

- Two of these reviews will be formative, with the final review being summative, resulting in a recommendation to the UGME Progression, Assessment and Competency Committee (UPACC) for the student's final grade. Each review is holistic and will take into consideration student development across multiple competency domains.

The Competency Review Team will provide students with a "Track Status Report" and assign one (1) of three (3) possible categories:

- **On-course**: The student is meeting the stage-specific requirements for all relevant assessments and course milestones.
- **On-course with monitoring**: The student is meeting the stage-specific requirements but has patterns in learning and performance that require monitoring, such as two or more late assignments in a term, challenges noted on assessments, or other skills gaps, etc.
- **Off-course**: The student is not meeting the stage-specific requirements for one or more course milestones and is at risk of not meeting expectations in a course.

Timepoint of Review	Type of Review	Date
Review 1	Formative, holistic	End of Fall term (December)
Review 2	Formative, holistic	End of Spring term (April)
Review 3	Summative, holistic	End of Summer term (August)

Targeted Skills Development and Remediation

Targeted Skills Development or Remediation are academic activities designed to help students address skills gaps and may be offered to support student achievement of course specific milestones. These activities may occur before, during, or after a course and provide opportunities for students to meet course requirements.

Final grades

Final grades will be assigned at the end of the course and recommended to UPACC by the Competency Review Team (faculty grading panel), in consultation with Course Directors.

Students must meet **all the following criteria to pass** the course:

- Achieve all course-level milestones
- Meet developmental expectations/requirements for each Assessment Modality and its components. Failure to meet the requirements in any one or more Assessment Modality may result in failure of the course
- Complete all scheduled course assignments and requirements on time, unless the student has received Accommodations or academic concessions for those requirements
- Demonstrate regular attendance and participation in all Required Learning Experiences.
    - o Absences must be approved in accordance with the SFU SoM <u>Faculty Rule on Attendance and Absences</u>.

Course Requirements:

- Location and Travel: The majority of learning will take place at the SFU School of Medicine on SFU's Surrey campus. Clinical and community-based learning will take place in community-based settings across the Fraser Health region. Students will be expected to travel to off-campus learning locations. Normally, students in MEDS 410 should expect to spend a half day per week in clinical learning settings for the Continuity Clinic, and an additional half day when community-based learning is planned.

- Students, as part of a cohort-based professional program, are expected to attend all scheduled sessions as outlined in the <link><u>SFU SoM Faculty Rule on Attendance and Absences</u><link>.

- Students requiring accommodations are advised to contact the Centre for Accessible Learning at their earliest convenience.

Sample Week Schedule:

The basic template for the MEDS 410 weekly schedule can be seen below. Students should expect some variation week to week as different experiences are highlighted (e.g., a week with an Observed Structured Clinical Examination (OSCE), or a week with an immersive extra-clinical experience). The <link><u>detailed daily timetable</u><link> for the year is published in the Learning Management System prior to the start of the term.

	Monday	Tuesday	Wednesday	Thursday	Friday
8					
9	Case-based Small Group Learning 9:00am–11:00am	Continuity Clinic* 9:00am–12:00pm	Case-based Small Group Learning 9:00am–11:00am	Clinical Skills and Simulation 9:00am–12:00pm	Case-based Small Group Learning 9:00am–11:00am
10					
11	Large-group Learning 11:00am–12:00pm		Large-group Learning 11:00am–12:00pm		Large-group Learning (Case Review) 11:00am–12:00pm
12					
1	Flexible, Self-Directed Learning 1:00pm–2:00pm	Flexible, Self-directed Learning 1:00pm–4:00pm	Indigenous Health and/or Clinical Applications of Foundational Concepts 1:00pm–5:00pm	Flexible, Self-directed Learning 1:00pm–4:00pm	Community Engaged Learning and/or Professional Integrative Learning 1:00pm–5:00pm
2	Laboratory and Kinesthetic Learning 2:00pm–5:00pm				
3					
4					
5					

*The start and end times for individual site-specific Continuity Clinics can vary and will be available during the orientation weeks.

COURSE SUBJECT MEDS   **NUMBER** 420

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Extending Medical Practice

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Extend. Medical Practice

CAMPUS where course will be normally taught: ☐ Burnaby ☑ Surrey ☐ Vancouver ☐ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

An application of conceptual and practical foundations via experiential clinical learning undertaken across a variety of healthcare settings. Applied learning will be supported by continued small-group classrooms, labs, and simulated clinical care encounters. Weekly participation in the longitudinal 'continuity' clinic will also continue. Students will have the opportunity to undertake multiple elective experiences.

REPEAT FOR CREDIT   ☐ YES ☑ NO   Total completions allowed [   ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93–11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

MEDS 420 is second of three new courses required for the Medical Doctor (MD) Program for the proposed Simon Fraser University School of Medicine (SFU SoM). The timing of three courses map directly to the three academic years of the program which include: MEDS 410: Year 1, August to August (Fall Term, Spring Term, Summer Term); MEDS 420: Year 2, September to August (Fall Term, Spring Term, Summer Term); and MEDS 430: Year 3, September to May (Fall Term, Spring Term).

Learners will have spent the previous year in the MEDS410 course learning the conceptual and practical foundations of clinical medicine. MEDS 420 will support continued development of socially accountable, culturally safe and ethical practice. Students will require a diversity of community- and hospital-based clinical learning opportunities to practice their clinical diagnostic and management skills.

The unit totals for the courses are derived from Senate's recent definition of a unit (S.22-47), with MEDS 420's 54 units representing the equivalent of 36 to 54 hours of in-class and self-study time per week on average (18 units) over 3 term

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2026

Term in which course will typically be offered ✔ Spring ✔ Summer ✔ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum? ✔ Required ☐ Elective

What is the probable enrollment when offered? Estimate: 48 initially

UNITS

Indicate number of units: 54

Indicate no. of contact hours: _____ Lecture _____ Seminar 367 Tutorial 130 Lab 959 Other; explain below

OTHER

Experiential Clinical Learning at affiliated community/hospital sites

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

MEDS 410

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☑ YES ☐ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☑ YES ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Maria Hubinette

MEDS 420

Extending Medical Practice

Course Description

An application of conceptual and practical foundations via experiential clinical learning undertaken across a variety of healthcare settings. Applied learning will be supported by continued small-group classrooms, labs, and simulated clinical care encounters. Weekly participation in the longitudinal 'continuity' clinic will also continue. Students will have the opportunity to undertake multiple elective experiences. Prerequisite: MEDS 410.

Curriculum Details

MEDI 420 builds on conceptual and practical foundations from Foundations of Medical Practice (MEDS 410). The first few months of MEDS 420 is similar in structure to MEDS 410, but with increasing clinical experience. While the majority of clinical learning occurs in a family medicine context, students will also participate in longitudinal and block-based active clinical learning within pre-selected specialities that support students achieving competency milestones. Students will continue in their 'continuity clinic', caring for a panel of patients under the direct supervision of their preceptor. Other clinical learning settings include urban and suburban community-based Family Medicine and specialty clinics; hospitals (inpatient and outpatient care); and rural Family Medicine and other general care health professional clinics and organizations. Students will take on-call responsibilities under direct faculty supervision across a spectrum of acute and chronic care areas of care. This applied learning will be supported by continued advanced and purposefully spiralled team learning in small group classrooms; simulated clinical care encounters; and some labs (e.g. anatomy). Students will have the ability to undertake self-selected elective clinical, research or leadership experiences during weeks set aside as for these purposes. Students will continue to build clinical skills including the provision of culturally safe and affirming care. Students will continue on their journey of professional identity development and a deeper understanding and application of the tools for wellbeing (personal and team) and inquiry into new models of care and system governance. Students will also continue to work on their scholar project with their team.

New: Hypothermia, GERD/GI bleed, Lumps/bumps (head & Neck), outbreak, scrotal pain, seizures, sexual function, sleep difficulties, multi-trauma, weight loss

Revisit: Abdominal pain, chest pain, fatigue

Course Learning Outcomes:

The MD Program is a competency-based program. A set of learning outcomes, or program competencies, defines what learners need to be able to do to graduate from the program and to advance to the next stage of training: postgraduate medical education or residency. Further, these program or graduate-level competencies have been broken down into year-level milestones that indicate what is expected of learners by the end of each course. The <link>Year 2 Phase Milestones<link> are a description of what learners must be able to do by the end of MEDS 420. The curriculum described above has been intentionally structured to support overlapping and repeated opportunities for students to practice and achieve these competencies. The program of assessment described below is intended to provide ongoing feedback to learners and to the program about learner progress towards, and achievement and maintenance of these competencies and milestones.

Grading/Assessment Details:

Assessment in Extending Medical Practice is competency-based and will use multiple methods of assessment to assess student progression towards successful completion of the course. It is expected that students will progress toward achievement and maintenance of competence in various domains at different rates. Thus, the program will honour individual learning trajectories through supports described below. The course will focus on learning in the workplace and direct patient care, and utilize the following assessments to monitor student progression: (1) workplace-based assessments to monitor individual clinical skills and skills such as communication, teamwork, and professional attributes, (2) written exams (progress tests) and assignments to monitor student's developing knowledge base and clinical reasoning skills, (3) comprehensive or standardized exams (e.g. objective structure clinical examinations, etc.), and (4) portfolio work (reflections and learning plans) to assess progress toward and achievement of yearly milestones. Students will be required to meet specific criteria outlined for each assessment modality by the end of the course to progress to the next. All requirements and criteria will be clearly outlined and easily accessible for students at the beginning of the course. Overall performance in the Extending of Medical Practice course will be designated as "Pass or Fail."

The program of assessment supporting Extending of Medical Practice will utilize an approach to assessment that ensures that students have opportunities to receive feedback early and often in the course. As noted in the table below, students will receive feedback weekly through online quizzes and assignments, and monthly through direct observation (clinical skills, teamwork,

communication). Summative assessment will be limited to moments of aggregated data rather than individual assessments. To support their learning, all students will be provided with a learner dashboard that display assessment information and development expectations. These dashboards will also provide a structured space to self-assess, reflect on learning, and develop learning plans. Each student will have a coach who will review dashboards with them to ensure they understand expectations and their current progress, as well as help develop goals and learning plans. Coaches will meet with students normally every 6 weeks to ensure they are on track and have the resources they need to be successful. Student progression towards meeting course requirements will be reviewed 3 times per year by the Competency Review Team (CRT). Any student deemed off-track will be provided with a learning plan and support for course correction.

The grades available in MEDS 420 are Pass or Fail. The following components will be used to inform end of course grades:

Assessment modality	Assessments	Timing	Criteria: Developmental Expectations
Knowledge Exams	• Mastery knowledge assessments (MKA) • Progress test • Weekly knowledge checks	Mastery Knowledge Assessment (MKA): • To occur twice a term Progress Test: • once per term (end of term)	• MKA: 70% cumulative • Progress test: Target score (70%) • Weekly knowledge check: required to complete
Workplace-based assessments	**Small group** • Areas assessed: Medical Knowledge, Communication, Teamwork, Professionalism **Clinical skills** • History, physical, differential diagnoses, oral presentation, written documentation **Interprofessional attributes** • Areas assessed: teamwork, communication, professionalism	Small group WBA: • monthly Clinical skills: • collected ~ bi-weekly Inter professional attributes: • 2 per term Community engagement experiences: • Timing project dependent	**Small group**: • Achieve "always meets expectations" in all skills by the end of the course **Clinical skills** • Achieve "meets expectations" in all skills by the end of the course **Interprofessional attributes** • Achieve "always meets expectations" in all skills by the end of the course **Community engagement** • Achieve "meets expectations" by the end of the course

	Community engagement experiences • Areas assessed*:* Communication, Teamwork, Professionalism		
Assignments	Concept maps, problem representations, problem lists, illness scripts, clinical reasoning exercises, written notes	Monthly	• Meets expectations outlined in each individual assignment • Note: all assignments must be completed to pass the course
Standardized Skills Assessments	Clinical skills (OSCE), Practical Examination (OSPE), etc.)	January	• Meet stage-specific developmental expectations (developmental milestones)
Portfolio	Informed self-assessments, reflections, learning plans	End of each term (December, April, August)	• Meet expectations outlined in each assignment • Complete assignments by assigned due date;

Please see the <link>Description of Assessment Appendix Modalities<link> posted on the Learning Management System (LMS) for a description of the assessment modalities that will be used in this course. Formative reviews and Track Status Reports

Formative Reviews and Track Status Reports

The Competency Review Team is a faculty grading panel that will review students' portfolios three (3) times per year to ensure students are progressing in the course and to allow for early identification of students who are at risk of not meeting course requirements.

- Two of these reviews will be formative, with the final review being summative, resulting in a recommendation to the UPACC for the student's final grade. Each review is holistic and will take into consideration student development across multiple competency domains.

The Competency Review Team will provide students with a "Track Status Report" and assign one (1) of three (3) possible categories:

- **On-course**: The student is meeting the stage-specific requirements for all relevant assessments and course milestones.
- **On-course with monitoring**: The student is meeting the stage-specific requirements but has patterns in learning and performance that require monitoring, such as two or more late assignments in a term, challenges noted on assessments, or other skills gaps, etc.
- **Off-course**: The student is not meeting the stage-specific requirements for one or more course milestones and is at risk of not meeting expectations in a course.

Timepoint of Review	Type of Review	Date
Review 1	Formative, holistic	End of Fall term (December)
Review 2	Formative, holistic	End of Spring term (April)
Review 3	Summative, holistic	End of Summer term (August)

Targeted Skills Development and Remediation

Targeted Skills Development or Remediation are academic activities designed to help students address skills gaps and may be offered to support student achievement of course specific milestones. These activities may occur before, during, or after a course and represents opportunities for students to meet course requirements.

Final grades

Final grades will be determined at the end of the course and recommended to the UGME Progression, Assessment and Competency Committee (UPACC)
 by the Competency Review Team. All final grade recommendations will be made in consultation with Course Directors.

Students must meet **all the following criteria to pass** the course:
- Achieve all course-level milestones
- Meet developmental expectations/requirements for each Assessment Modality and its components. Failure to meet the requirements in any one or more Assessment Modality may result in failure of the course
- Complete all scheduled course assignments and requirements on time, unless the student has received Accommodations or academic concessions for those requirements
- Demonstrate regular attendance and participation in all Required Learning Experiences.
    - o Absences must be approved in accordance with the SFU SoM Faculty Rule on Attendance and Absences.

Course Requirements:

- Location and Travel: The majority of learning will take place at clinical and community-based sites located in community- and hospital- based settings across the Fraser Health region. Students will be expected to travel to off-campus learning locations. Classroom-based learning will continue to take place at the SFU School of Medicine on SFU's Surrey campus. There may also be opportunities for students to be placed in rural or Indigenous –based sites outside of the Fraser Health region.
- Students, as part of a cohort-based professional program and are expected to attend all scheduled sessions as outlined in the Faculty Rule on Attendance and Absences.
- Students requiring accommodations are advised to contact the Centre for Accessible Learning at their earliest convenience.

Weekly Schedule:

The MEDS 420 weekly schedule can be seen below. Students will be divided into cohorts, each with its own weekly focus, though students will continue to attend their Continuity Clinic throughout. During the year, students will undertake three intensive "spotlight" experiences. The Medicine Spotlight, which focuses on the medical care of the hospitalised adult, the Surgery Spotlight, which focuses on perioperative and intrapartum care of the hospitalized adult, and the Rural Spotlight, which focuses on care in rural and underserved communities.

Students can expect case-based, large group, laboratory, and clinical skills learning to continue at the Surrey Campus primarily during Longitudinal Family Medicine blocks, but also during Consolidation weeks. The amount of on campus learning during these times will be greater during the Fall term and will decrease through Spring and Summer.

Individual site-specific schedules, including on-call shifts, will be available closer to the start of each learning experience. The <link>detailed daily timetable<link> for the year is published in the Learning Management System prior to the start of the term.

Year 2: Fall

	Sep				Oct				Nov					Dec			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Cohort 1	Orientation	LFM										E	LFM			Vacation	
Cohort 2	Orientation	LFM										E	LFM			Vacation	
Cohort 3	Orientation	LFM												E		Vacation	
Cohort 4	Orientation	LFM												E		Vacation	
Cohort 5	Orientation	LFM												E		Vacation	
Cohort 6	Orientation	LFM										E	LFM			Vacation	

Year 2: Spring

	Jan					Feb			Mar				Apr				May
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Cohort 1	SSL						C	LFM			E		MSL					
Cohort 2	MSL						C	LFM			E		RSL					
Cohort 3	LFM						MSL						C	V	E		LFM	
Cohort 4	LFM						RSL						C	V	E		LFM	
Cohort 5	LFM						SSL						C	V	E		LFM	
Cohort 6	RSL						C	LFM			E		SSL					

Year 2: Summer

	May				Jun				Jul				Aug				
	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Cohort 1	C	V	LFM				RSL						C	V	E		
Cohort 2	C	V	LFM				SSL						C	V	E		
Cohort 3	RSL						C	LFM					SSL				
Cohort 4	SSL						C	LFM					MSL				
Cohort 5	MSL						C	LFM					RSL				
Cohort 6	C	V	LFM				MSL						C	V	E		

Legend

C	Consolidation
E	Electives
LFM	Longitudinal Family Medicine
MSL	Medicine Spotlight
RSL	Rural Spotlight
SSL	Surgery Spotlight
V	Vacation

SFU

COURSE SUBJECT MEDS   **NUMBER** 430

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Consolidation of Medical Practice

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Consol. of Medical Practice

CAMPUS where course will be normally taught: ☐ Burnaby ☑ Surrey ☐ Vancouver ☐ Great Northern Way ☑ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

A capstone course where students will consolidate conceptual and practical foundations and applied learning via increasingly complex patient presentations. Learning will highlight advanced aspects of patient care, systems, and the challenges of care across all levels. MEDS 430 takes place mostly in clinical care supervised locations. Students will choose elective areas to enhance their grounding for the next stage of their career.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed [   ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93–11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course–assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

MEDS 430 is the third of three new courses required to for the Medical Doctor (MD) Program for the proposed Simon Fraser University School of Medicine (SFU SoM). The timing of three courses map directly to the three academic years of the program which include: MEDS 410: Year 1, August to August (Fall Term, Spring Term, Summer Term); MEDS 420: Year 2, September to August (Fall Term, Spring Term, Summer Term); and MEDS 430: Year 3, September to May (Fall Term, Spring Term).

Following MEDS 410 and 420, students will require additional clinical practice in preparation for residency. Students will engage in consolidation of clinical diagnostic and management skills, team based skills and culturally safe care.

The unit totals for the courses are derived from Senate's recent definition of a unit (S.22-47), with MEDS 430's 36 units representing the equivalent of 36 to 54 hours of in-class and self-study time per week on average (18 units) over 2 terms.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2026

Term in which course will typically be offered   ☑ Spring   ☑ Summer   ☑ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum?   ☑ Required   ☐ Elective

What is the probable enrollment when offered?   Estimate: 48 initially

UNITS
Indicate number of units: 36

Indicate no. of contact hours: [ ] Lecture   [ ] Seminar   301 Tutorial   77 Lab   679 Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

MEDS 420

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☑ YES ☐ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

SFU

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☑ YES   ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Maria Hubinette

Simon Fraser University School of Medicine
MD Program

MEDS 430

Consolidation of Medical Practice

Course Description

A capstone course where students will consolidate foundational concepts and applied learning via increasingly complex patient presentations. Learning will highlight advanced aspects of patient care, systems, and the challenges of care across all levels. MEDS 430 takes place mostly in clinical care supervised locations. Students will choose elective areas to enhance their grounding for the next stage of their career. Students will complete MEDS 430 well prepared to enter the next phase of their training (residency). Prerequisite: MEDS 420.

Curriculum Details

In this capstone experience, learners will consolidate and advance their competencies for foundational concepts related to clinical, social and community drivers of health care delivery. Learning will highlight complex aspects of patient care, systems and challenges of local, provincial, national and global care; new models that are shaping care (e.g., artificial intelligence; device supportive care); and newly identified key or evolved models of disease and prevention using increasing complexity and acuity of patient presentations. Learning takes place mostly in supervised clinical care locations (e.g., community-based clinics, hospitals and other community-based locations). Students will be allowed to choose (with central oversight) the areas or aspects of medicine (patient care; research; leadership) to enhance their grounding in knowledge, skills and abilities needed for the next stage of their career, which is a residency in a Postgraduate Medical Education program. Students will continue to participate in their longitudinal Continuity Clinic experience weekly in addition to longitudinal immersive experiences. In addition, students will have elective opportunities. Students will return to class-based learning for the final four weeks to a curriculum providing (through small group and simulated learning) educational experiences that prepare them for residency and their future careers in medicine.

Course Learning Outcomes:

The MD Program is a competency-based program. A set of learning outcomes, or program competencies, defines what learners need to be able to do to graduate from the program and

to advance to the next stage of training: postgraduate medical education or residency. These program or graduate-level competencies have been broken down into year-level milestones that indicate what is expected of learners by the end of each course. The <link>Year 3 Phase Milestones<link> (and the program competencies) are a description of what learners must be able to do by the end of MEDS 430. The curriculum described above has been intentionally structured to support overlapping and repeated opportunities for students to practice and achieve these competencies. The program of assessment described below is intended to provide ongoing feedback to learners and to the program about learner progress towards, and achievement and maintenance of these competencies.

Grading/Assessment Details:

Assessment in Consolidation of Medical Practice is competency-based and will use multiple methods of assessment to assess student progression towards successful completion of the course and successful attainment of the core program competencies. It is expected that students will progress toward achievement and maintenance of competence in various domains at different rates. Thus, the program will honour individual learning trajectories through supports described below. The course will focus on learning in the workplace and direct patient care, and utilize the following assessments to monitor student progression: (1) workplace-based assessments to monitor individual clinical skills and skills such as communication, teamwork, and professional attributes, (2) written exams (progress tests) and assignments to monitor student's developing knowledge base and clinical reasoning skills, (3) standardized exams (e.g. objective structure clinical examinations, etc.), and (4) portfolio work (reflections and learning plans) to assess progress toward and achievement of yearly milestones. Students will be required to meet specific criteria outlined for each assessment modality by the end of the course to progress to the next. All requirements and criteria will be clearly outlined and easily accessible for students at the beginning of the course. Overall performance in the Consolidation of Medical Practice course will be designated as "Pass" or "Fail."

The program of assessment supporting Consolidation of Medical Practice will utilize an approach to assessment that ensures that students have opportunities to receive feedback early and often in the course. As noted in the table below, students will receive feedback weekly through online quizzes and assignments, and monthly through direct observation (clinical skills, teamwork, communication). Summative assessment will be limited to moments of aggregated data rather than individual assessments. To support their learning, all students will be provided with a learner dashboard that displays assessment information and development expectations. These dashboards will also provide a structured space to self-assess, reflect on learning, and develop learning plans. Each student will have a coach who will review dashboards with them to ensure they understand expectations and their current progress, as well as help develop goals and learning plans. Coaches will meet with students normally every 6 weeks to ensure students are on track and have the resources they need to be successful. Student progression towards meeting course requirements will be reviewed 2 times in the final year by the Competency Review Team. Any student deemed off-track will be provided with a learning plan and support for course correction.

The grades available in MEDS 420 are Pass or Fail. The following components will be used to inform end of course grades:

Assessment modality	Assessments	Timing	Criteria: Developmental Expectations
Knowledge Exams	• Mastery knowledge assessments (MKA) • Progress test • Weekly knowledge checks	Monthly Knowledge Assessments (MKAs): • To occur monthly (~ every 4th Monday) Progress Test: • Once per term (end of term) Knowledge checks: To be completely monthly	• MKA: 70% cumulative • Progress test: Target score (70%) • Knowledge check: required to complete
Workplace-based assessments	**Small group** • Areas assessed: Medical Knowledge, Communication, Teamwork, Professionalism **Clinical skills** • History, physical, differential diagnoses, oral presentation, written documentation **Interprofessional attributes** • Areas assessed: teamwork, communication, professionalism **Community engagement experiences** • Areas assessed*:* Communication, Teamwork, Professionalism	Small group WBA: • 2 per term Clinical skills: • collected ~ bi-weekly Inter professional attributes: • 2 per term Community engagement experiences: • Timing project dependent	**Small group**: • Achieve "always meets expectations" in all skills by the end of the course **Clinical skills** • Achieve "meets expectations" in all skills by the end of the course **Interprofessional attributes** • Achieve "always meets expectations" in all skills by the end of the course **Community engagement** • Achieve "meets expectations" by the end of the course
Assignments	Concept maps, problem representations,	Monthly	• Meets expectations outlined in each individual assignment

	problem lists, illness scripts, clinical reasoning exercises, written notes		• Note: all assignments must be completed to pass the course
Standardized Skills Assessments	Clinical skills (OSCE), Practical Examination (OSPE), etc.	January	• Meet stage-specific developmental expectations (developmental milestones)
Portfolio	Informed self-assessments, reflections, learning plans	End of each term (December, April)	• Meet expectations outlined in each assignment • Complete assignments by assigned due date;

Please see the <link>Description of Assessment Appendix Modalities</link> posted on the Learning Management System (LMS) for a description of the assessment modalities that will be used in this course. Formative reviews and Track Status Reports

Formative Reviews and Track Status Reports

The Competency Review Team is a faculty grading panel that will review students' portfolios two (2) times during the final year to ensure students are progressing in the course and to allow for early identification of students who are at risk of not meeting course requirements.

- The first of these reviews will be formative, with the final review being summative, resulting in a recommendation to the UPACC for the student's final grade. Each review is holistic and will take into consideration student development across multiple competency domains.

The Competency Review Team will provide students with a "Track Status Report" and assign one (1) of three (3) possible categories:

- **On-course**: The student is meeting the stage-specific requirements for all relevant assessments and course milestones.
- **On-course with monitoring**: The student is meeting the stage-specific requirements but has patterns in learning and performance that require monitoring, such as two or more late assignments in a term, challenges noted on assessments, or other skills gaps, etc.
- **Off-course**: The student is not meeting the stage-specific requirements for one or more course milestones and is at risk of not meeting expectations in a course.

Timepoint of Review	Type of Review	Date
Review 1	Formative, holistic	December 2028
Review 2	Formative, holistic	April 2029

Targeted Skills Development and Remediation

Targeted Skills Development or Remediation are academic activities designed to help students address skills gaps and may be offered to support student achievement of course

specific milestones. These activities may occur before, during, or after a course and represents opportunities for students to meet course requirements.

Final grades

Final grades will be determined at the end of the course and recommended to UPACC by the Competency Review Team. All final grade recommendations will be made in consultation with Course Directors.

Students must meet ***all the following criteria to pas***s the course:
- Achieve all course-specific milestones
- Meet developmental expectations/requirements for each Assessment Modality and its components. Failure to meet the requirements in any one or more Assessment Modality may result in failure of the course
- Complete all scheduled course assignments and requirements on time, unless the student has received Accommodations or academic concessions for those requirements
- Demonstrate regular attendance and participation in all Required Learning Experiences.
  - o Absences must be approved in accordance with the SFU SoM Faculty Rule on Attendance and Absences.

Course Requirements:

- Location and Travel: The majority of learning will take place at clinical and community-based sites located in community- and hospital- based settings across the Fraser Health region. There may also be opportunities for students to be placed in rural or Indigenous –based sites outside of the Fraser Health region. Students will be expected to travel to off-campus learning locations. Classroom-based learning will continue to take place at the SFU School of Medicine on SFU's Surrey campus.
- Students, as part of a cohort-based professional program. are expected to attend all scheduled sessions as outlined in the Faculty Rule on Attendance and Absences.
- Students requiring accommodations are advised to contact the Centre for Accessible Learning at their earliest convenience.

Sample Week Schedule:

The MEDS 430 weekly schedule can be seen below. Students will be divided into cohorts, each with its own weekly focus, though everyone will continue to attend their Continuity Clinic throughout. Students can expect case-based, large group, laboratory, and clinical skills learning to continue at the Surrey Campus primarily during Longitudinal Family Medicine blocks, but also during Consolidation weeks.

Individual site-specific schedules, including on-call shifts, will be available closer to the start of each learning experience. The <link>detailed daily timetable<link> for the year is published in the Learning Management System prior to the start of the term.

Year 3: Fall

	Sep				Oct					Nov				Dec			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Cohort 1	E				LFM											Vacation	
Cohort 2	E				LFM											Vacation	
Cohort 3	C	V	LFM				E									Vacation	
Cohort 4	C	V	LFM				E									Vacation	
Cohort 5	C	V	LFM				E									Vacation	
Cohort 6	E				LFM											Vacation	

Year 3: Spring

	Jan					Feb				Mar				Apr				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Cohort 1	LFM		Residency Interviews			C	E					LFM				Transition to Residency		
Cohort 2	LFM		Residency Interviews			C	LFM					E				Transition to Residency		
Cohort 3	LFM		Residency Interviews			C	E					LFM				Transition to Residency		
Cohort 4	LFM		Residency Interviews			C	LFM					E				Transition to Residency		
Cohort 5	LFM		Residency Interviews			C	E					LFM				Transition to Residency		
Cohort 6	LFM		Residency Interviews			C	LFM					E				Transition to Residency		

Legend

C	Consolidation
E	Electives
LFM	Longitudinal Family Medicine
MSL	Medicine Spotlight
RSL	Rural Spotlight
SSL	Surgery Spotlight
V	Vacation

March 19, 2025

This letter confirms that SFU Library has been actively engaged in planning the resources necessary to support the SFU School of Medicine (SoM). Robust library services and resources will be essential to the success of SFU SoM's medical education and research programs. SFU Library has contributed to key foundational efforts, including providing input for the business case submitted to the provincial government, the Full Program Proposal to the SFU Senate, and the Data Collection Instrument for the Committee on Accreditation of Canadian Medical Schools. As part of this process, the Library has submitted preliminary cost estimates for library collections, space, professional expertise, and services. The financial support required to provide a full suite of library services aligned with the needs of a contemporary medical school and supported by a comprehensive collection of medical literature will be significant.

To ensure the successful development of medical library services, SFU Library will appoint a Head, Medical Library, in collaboration with SoM leadership, ahead of the first student cohort's arrival. Reporting to the Dean of Libraries, the Head, Medical Library, will oversee the development, evaluation, and provision of medical library services working in close collaboration with the Associate Dean, Medical Education Programs at SoM, and leadership teams and colleagues at SFU SoM and SFU Libraries. Additionally, they will work closely with SoM faculty and students to ensure that resources effectively support research, knowledge synthesis, and curriculum development and delivery. Beyond ongoing collaboration between SoM and SFU Library to support curriculum development, space design, and service requirements, SoM faculty and students will have access to SFU Library's extensive existing resources and services right at the outset of SoM.

SFU Library and SoM look forward to continuing their collaboration in support of the School of Medicine!

Signature

Dr. David Price
Founding Dean, SFU
School of Medicine

Signature

Gohar Ashoughian
Dean of Libraries and
University Librarian, SFU

CANADA'S ENGAGED UNIVERSITY