Supplemental Digital Content

Supplemental Digital Appendix 1

Curriculum Schema

M.D. C.M. Program: Curriculum Schema												
July	August	September	October	November	December	January	February	March	April	May	June	

PROMOTION PERIOD 1: FUNDAMENTALS OF MEDICINE & DENTISTRY 1 (FMD-1) // PHYSICIANSHIP

Orientation & Molecules to Global Health · Respiration · Circulation · Reflection & Evaluation · Christmas Break · Renal · Digestion & Metabolism · Reflection & Evaluation · Study Break · Defense · Infection · Movement · Reflection & Evaluation · Vacation

Longitudinal courses:
- Longitudinal family medicine experience (LFME)
- Research Fundamentals 1
- Physician Apprenticeship 1

- Clinical Method 1
- Roles in Interprofessional Teams & Communication in Interprofessional Teams

PROMOTION PERIOD 2: FMD-2 // PHYSICIANSHIP   **PROMOTION PERIOD 3: TRANSITION TO CLINICAL PRACTICE (TCP) * // PHYSICIANSHIP**

Vacation · Reproduction & Sexuality · Reflection & Evaluation · Human Behaviour · Reflection & Evaluation · Christmas Break

Reasoning, Reflection, and Practice
- TCP Internal Medicine
- Medical Ethics and Health Law
- Mindful Medical Practice

Comprehensive and Consultative Health
- TCP Family Medicine
- TCP Pediatrics
- TCP Neurology

Diagnostic and Interventional Medicine
- TCP Surgery
- TCP Anesthesia
- TCP Radiology
- TCP Ophthalmology

Transition to Clerkship · Vacation

Longitudinal courses:
- Research Fundamentals 2
- Clinical Method 2

Longitudinal courses:
- TCP Integrated Assessment
- Patient-Centred Care in Action

Longitudinal courses:
- Community Health Alliance Project (CHAP)
- Physician Apprenticeship 2

PROMOTION PERIOD 4: CLERKSHIP * // PHYSICIANSHIP

Inpatient & Consultative Medicine & Surgery
- Surgery Clerkship
- Internal Medicine Clerkship

Family Medicine & Mental Health
- Family Medicine Clerkship
- Psychiatry Clerkship

Woman and Child Health & Elective
- Pediatrics Clerkship
- Obstetrics & Gynecology Clerkship
- Elective

Longitudinal courses:
- Clerkship Integrated Assessment 1
- Formation of the Professional & Healer
- Physician Apprenticeship 3

PROMOTION PERIOD 5: CLERKSHIP * // PHYSICIANSHIP

Geriatric Medicine Clerkship · Emergency Medicine Clerkship · Public Health & Preventive Medicine · Vacation · Elective · Elective · Elective · Residency Interviews / Vacation · Putting it All Together – Basic Science, Medicine and Society · Transition to Residency

Longitudinal courses:
- Clerkship Integrated Assessment 2
- Physician Apprenticeship 4

* Sample rotation sequence. Course sequence for TCP and course, elective and vacation sequence for Clerkship will vary depending on the student's stream assignment.

Supplemental Digital Appendix 2
Medical Education Program Objectives and Assessment Methods

Medical Education Program Objectives	Assessment Methods
1. Medical Expert Medical students are expected to develop incrementally an expertise that integrates all of the CanMEDS roles; they do so by applying their emergent medical knowledge, clinical skills, and core professional values in the provision of high-quality and safe patient-centred care.	
1.1 Demonstrate knowledge in the disciplines from the biological, behavioral sciences and social sciences, as well as the humanities that are foundational to the practice of medicine.	• Written examinations (MCQs & SAQs) • Anatomy laboratory examinations • Online cases • Written assignments • Oral presentations • OSCEs • Clinical assessment forms in TCP and Clerkship
1.2 Gather a history and perform a physical examination	• Written examinations (MCQs & SAQs) • Online cases • Written assignments • Oral presentations • OSCEs • Clinical assessment forms in TCP and Clerkship • Simulation Centre activities • EPA forms
1.3 Create and prioritize a differential diagnosis	• Written examinations (MCQs & SAQs) • Anatomy laboratory examinations • Online cases • Written assignments • Oral presentations • OSCEs • Clinical assessment forms in TCP and Clerkship • Simulation Centre activities
1.4 Select and discuss treatment plans and prescriptions	• Written examinations (MCQs & SAQs) • Anatomy laboratory examinations • Online cases • Written assignments • Oral presentations • OSCEs • Clinical assessment forms in Clerkship • Simulation Centre activities
1.5 Recognize a patient requiring urgent or emergent care and initiate evaluation and management	• Written examinations (MCQs & SAQs) • Anatomy laboratory examinations • Online cases • Written assignments • Oral presentations • OSCEs • Clinical assessment forms in Clerkship • Simulation Centre activities

1.6 Report on a clinical encounter	• Written examinations (MCQs & SAQs) • Anatomy laboratory examinations • Online cases • Written assignments • Oral presentations • OSCEs • Oral examinations • Clinical assessment forms in Clerkship
Medical Education Program Objectives	**Assessment Methods**
2. Communicator As communicators, medical students form relationships with patients and their families, with peers, with teachers and the staff of the medical school and affiliated health care facilities.	
2.1 Promote an appropriate patient-doctor relationship	• Written examinations (MCQs & SAQs) • Written assignments • Oral presentations • OSCEs • Oral examinations • Clinical assessment forms in TCP and Clerkship • Learning environment online module • Canadian Medical Protective Association (CMPA) online module
2.2 Manage the encounter	• Written assignments • OSCEs • Oral examinations • Clinical assessment forms in TCP and Clerkship • EPA forms
2.3 Work with patients and their families to develop investigation and management plans	• Written assignments • OSCEs • Oral examinations • Clinical assessment forms in Clerkship • CMPA online module
2.4 Utilize appropriate strategies (e.g. face-to-face, telephone and electronic formats) for communications with patients, families, other healthcare professionals, peers, teachers and staff.	• Clinical assessment forms in TCP and Clerkship
Medical Education Program Objectives	**Assessment Methods**
3. Professional Medical students are expected to incrementally acquire the identity of a physician. This identity formation is, in part, based on an authentic commitment to the health and well-being of individual patients and society through ethical practice, high personal standards of behaviour, accountability to the profession and society, self-regulation, and maintenance of personal health.	
3.1 Demonstrate the attributes of the professional and the healer during the medical school experience and in the context of patient care.	• Written examinations • Written assignments • Online cases • Oral presentations • OSCEs • Oral examinations • Clinical assessment forms in TCP and

	Clerkship • CMPA online module • Learning environment online module
3.2 Manage themselves	• Written assignments • OSCEs • Clinical assessment forms in TCP and Clerkship • CMPA online module • Learning environment online module • Small group tutor assessment • Peer assessment
3.3 Respect the laws governing practice and professional and ethical codes, including the '*Code de déontologie des médecins du Québec*' and the Faculty of Medicine's Code of Conduct (including institutional electronic communication policies).	• Written examinations • Written assignments • Clinical assessment forms in TCP and Clerkship • CMPA online module
Medical Education Program Objectives	**Assessment Methods**
4. Collaborator As collaborators, medical students are expected to work effectively with teachers, clinical supervisors, peers, and other health care professionals to provide safe, high-quality, patient-centered care and to contribute to a safe and supportive learning environment.	
4.1 Work within an interprofessional team to care for individual patients and to promote the health of defined populations.	• Written assignments • Online cases • OSCEs • Clinical assessment forms in TCP and Clerkship • CMPA online module
4.2 Work with others to promote understanding, manage differences, and resolve conflicts.	• Clinical assessment forms in TCP and Clerkship • OSCEs
4.3 List the principles of patient safety and strategies to avoid adverse events.	• Written examinations • OSCEs
4.4 Demonstrate safe hand over of the care of a patient to another health care professional.	• Clinical assessment forms in Clerkship
Medical Education Program Objectives	**Assessment Methods**
5. Manager As members of teams and potential leaders of the future, medical students engage with others to contribute to a vision of a high-quality health care system. They assume personal responsibility, under appropriate supervision and within team environments, for the delivery of excellent patient care.	
5.1 Participate in the delivery of excellent patient care in their clinical environment	• Written assignments • Clinical assessment forms in Clerkship
5.2 Understand systems issues related to the delivery of excellent healthcare	• Written assignments • Group oral presentation • CMPA online module
Medical Education Program Objectives	**Assessment Methods**
6. Health Advocate	
6.1 Describe the underlying tenets and key issues of the Canadian health system and relevant laws and legislation.	• Written examinations • Written assignments
6.2 Advocate for the health of individuals	• Online modules

	• Oral presentation • CMPA online module • Small group project • OSCE • Clinical assessment forms in TCP and Clerkship
6.3 Advocate for the health of communities, including vulnerable populations	• Written examination • Written assignments • Online modules • Oral presentation • Small group project • Group presentation • OSCE • Clinical assessment forms in TCP and Clerkship
6.4 Advocate for the health of a population	• Small group project • Group presentation
Medical Education Program Objectives	**Assessment Methods**
7. Scholar As scholars, medical students are expected to demonstrate a lifelong commitment to excellence through learning continuously, evaluating evidence, and contributing to the synthesis, translation, application, sharing, and/or creation of knowledge.	
7.1 Recognize knowledge and performance gaps in clinical and other professional encounters and respond appropriately by developing, implementing and monitoring personal learning plans.	• Written assignments • Oral presentation • Clinical assessment forms in TCP and Clerkship
7.2 Pose questions amenable to scholarly inquiry, including those that demonstrate an understanding of connections between the biological, behavioural sciences, social sciences and clinical practice, and select or propose appropriate methods to address them.	• Written assignments • Small group tutor assessment • Group presentation • Clinical assessment forms in TCP and Clerkship
7. 3 Demonstrate skillful use of information resources and tools to support life-long learning, scholarship, and clinical decision-making.	• Written assignments • Small group tutor assessment • EBM modules • Clinical assessment forms in TCP and Clerkship
7.4 Demonstrate knowledge of basic biostatistics, epidemiology, and the "logic of inference" (including estimation, confidence intervals, hypothesis testing and non-parametric methods).	• Written assignments
7.5 Demonstrate knowledge of the principles of research ethics, including the Declaration of Helsinki on human experimentation and clinical trials, and the need for fully informed and voluntary consent of human subjects.	• Oral presentation • Written assignments
7.6 Demonstrate knowledge of the principles and methods underlying evidence-based medicine, including clinical practice guidelines.	• Oral presentation • Written assignments • Clinical assessment forms in TCP and Clerkship