

## Lexicon for CACMS Standards and Elements (AY 2025-2026)

The following table is a lexicon of terms used in the CACMS Standards and Elements (AY 2025-2026) and is essential for accurate interpretation of the standards and elements.

<p><b>Academic record</b> <i>(Found in elements 11.5, 11.6)</i></p>	<p>A file (paper or electronic) of student information which is subject to privacy and document retention regulations. Examples of information included in an official file: admission, registration, progression, graduation details, transfer credits awarded, names of credit and non-credit courses completed, course grades and/or grade point average, repeated courses, prior learning assessment, disciplinary actions, and appeals. (It does not include a record prepared by a person if that person is the only person with access to that record.)</p>
<p><b>Academic schedule</b> <i>(Found in element 10.6)</i></p>	<p>The academic schedule indicates dates when classes start and end, and timing of breaks and vacations.</p>
<p><b>Advising</b> <i>(Found in elements 11.1, 11.2)</i></p>	<p>An interactive process whereby a person (or persons) provides support and advice to a student as they navigate through the medical education program.</p>
<p><b>Calendar</b> <i>(Found in element 10.6)</i></p>	<p>Refers to the official academic publication of an institution that defines its programs, regulations, procedures, grading systems, policies, progression requirements, and so forth, or the method an institution uses for structuring teaching and learning periods.</p>
<p><b>Campus</b> <i>(Found in elements 2.5, 2.6, 5.11, 5.12)</i></p>	<p>An instructional site that offers a complete pre-clerkship academic year.</p>
<p><b>Comparable</b> <i>(Found in elements 8.7, 10.7, 10.9)</i></p>	<p>Very similar, like, commensurate, close.</p>
<p><b>Core Competencies</b> <i>(Found in element 10.5)</i></p>	<p>A school-defined set of functional abilities required for all candidates for admission to the program that form the basis of the knowledge, skills, and behaviours required to achieve the medical education program objectives, with or without reasonable accommodation.</p>
<p><b>Counselling</b> <i>(Found in elements 11.1, 12.1, 12.3, 12.5)</i></p>	<p>A process of assistance or guidance provided by a person (or persons) with specific expertise and/or training in areas such as, but not limited to, personal or psychological, academic, navigating disability-related accommodations, career exploration, financial need.</p>
<p><b>Elective</b> <i>(Found in elements 3.1, 6.5, 11.2, 11.3.)</i></p>	<p>A structured learning experience (as part of the standard curriculum but separate from required learning experiences as defined in the lexicon) whereby a student exercises choice over various aspects such as, but not limited to, the location, area of study (clinical and non-clinical), objectives, and others, of the experience as defined by their medical school.</p>
<p><b>End-of-life care</b> <i>(Found in element 7.2)</i></p>	<p>Care of patients with terminal illness or condition; includes palliative care, and where appropriate medical assistance in dying.</p>
<p><b>Equivalent</b> <i>(Found in element 8.7)</i></p>	<p>Essentially equal, identical, same</p>
<p><b>Faculty of a medical school</b> <i>(Found in elements 1.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6,</i></p>	<p>The complement of appointed individuals (as constituted by the university) working collectively or through a duly constituted group or structure with the authority to speak on behalf of the collective body of faculty members.</p>

7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 10.3)	
Learning objectives (Found in elements 6.1, 8.2, 8.3, 8.7, 9.1)	Statements of what medical students are expected to be able to do at the end of a required learning experience (see lexicon).
Medical education program objectives (Found in elements 6.1, 8.2, 8.3, 8.4, 9.4, 10.6)	Statements of what medical students are expected to be able to do at the end of the educational program i.e., exit or graduate level competencies.
Medical school	The Faculty of Medicine, Faculty of Medicine and Dentistry, Faculty of Health Sciences, School of Medicine, School of Medicine and Dentistry or College of Medicine that provides the education program leading to the degree of Doctor of Medicine in Canada.
Narrative assessment (Found in element 9.5)	A written description of a student's performance that is provided in addition to a grade (e.g., pass/fail, letter or number) to help guide learning.
Required clinical learning experience (Found in elements 1.4, 2.6, 3.1, 5.6, 8.8, 9.2, 11.2)	A subset of required learning experiences that take place in a health care setting involving patient care that are required of a student in order to complete the medical education program. These required clinical learning experiences may occur any time during the medical educational program.
Required learning experience (Found in elements 6.1, 6.5, 7.4, 8.2, 8.3, 8.5, 8.7, 8.8, 9.1, 9.5, 9.6, 9.7, 9.8, 10.6, 10.7, 11.1, 12.4)	An educational unit (e.g., course, block, clerkship rotation or longitudinal integrated clerkship) that is required of a student in order to complete the medical education program. These educational units are usually associated with a university course code and appear on the student's transcript. Required learning experiences are in contradistinction to electives, which may be mandatory to complete, but significant aspects of the experiences are of the student's choosing.
Scholarly activity (Found in element 2.2,3.2)	Systematic engagement in the discovery of new knowledge, the application of knowledge, the integration of knowledge, or teaching conducted with integrity and assessed by others (Boyer, 1990).
Scholarly productivity (Found in element 4.2)	The qualitative and quantitative measures of success of scholarly activity.
Self-directed learning (Found in element 6.3)	A learning process whereby learners take the initiative for their own learning: diagnosing needs, formulating goals, identifying resources, implementing appropriate activities, and evaluating outcomes (Garrison, 1997; Spencer & Jordan, 1999).
Senior Administrative Staff (Found in elements 1.5, 2.1, 2.4)	Individuals in high-level positions responsible for the operation of the medical school e.g., finances, information technology, and facilities.
Senior Academic and Educational Leadership (Found in elements 3.3, 4.4)	Individuals in high-level positions who are leaders of academic units e.g., department chairs, or leaders of the medical education program e.g., vice-dean, associate dean, curriculum chair, and directors of required learning experiences.
Service-learning (Found in element 6.6)	A structured learning experience that combines community service with preparation and reflection.

<p>Social determinants of health <i>(found in element 7.5)</i></p>	<p>Social determinants of health refer to a specific group of social and economic factors within the broader determinants of health. These relate to an individual's place in society, such as income, education or employment. Experiences of discrimination, racism and historical trauma are important social determinants of health. <i>Definition adapted from Health Canada (Health Canada, 2023).</i></p>
<p>Translational research <i>(Found in element 7.3)</i></p>	<p>Studies or investigations aimed at finding solutions to clinical problems such as those: applying discoveries generated in the laboratory or through preclinical studies to the development of trials and studies in humans; promoting the adoption of best practices in the community or targeting cost-effectiveness of prevention and treatment strategies.</p>
<p>University <i>(Found in elements 1.6, 2.1, 2.3, 4.4, 4.5)</i></p>	<p>The university or universities of which the medical school is a part.</p>