Future MD Canada

This tool was created through the collaborative efforts of the Physician Resource Planning Task Force and the Federal/Provincial/Territorial Committee on Health Workforce
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Introduction

Social Accountability and Medical Education in Canada: A Canadian Physician’s Duty to Society

There are few privileges as great as that of being a physician. In taking the Hippocratic Oath, you are committing to a lifetime of service to your patients and accepting responsibility for the confidence that will be placed in your ability to make life-affecting decisions. Other important aspects of your duty to society will be to undertake lifelong learning to keep your skills and knowledge up to date and provide continuity of care to your patients.

The World Health Organization has identified the social accountability mandate of medical schools as the obligation to direct their students’ education, research, and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve—as identified jointly by governments, health care organizations, health professionals, and the public.¹

In countries where medical education is government-funded, it is reasonable to expect those who receive their Doctor of Medicine (MD) degree to respond to the needs of the population. Canadian medical schools consider this social accountability as integral to their collective mandate. As Canada finds ways to better align the physician workforce with population health needs—and to create greater flexibility within that workforce—changes will occur in Canadian medical education and training opportunities.

Some large Canadian cities are oversaturated with certain specialties, while some smaller communities simply cannot offer certain practice opportunities. At the same time, advances in healthcare have reduced the number of practitioners needed for some specialties. As many Canadians still do not have a family physician, governments are requiring increases in the number of training positions for general practitioners.

Those wishing to pursue a career as a physician in Canada will have to take these realities into account in considering their specialty and the type and location of their future practice. In the current environment, trainees in Canada may have to be flexible with regard to their choice of specialty and ultimate practice location. It is important to note that those who complete MD training outside of this country have no guarantee of securing a training position in Canada, let alone in their desired specialty or practice location.

The mix, distribution, and number of physicians is a central issue in the current Canadian healthcare landscape. A Health Canada-funded initiative called the Future of Medical Education in Canada identified, as the first recommendation in its 2012 postgraduate report, the need “to produce the right mix, distribution, and number of physicians to meet societal needs.” In June 2012, the Conference of Deputy Ministers of Health directed the Committee on Health Workforce to work with the Association of Faculties of Medicine of Canada (AFMC) to examine ways to advance this recommendation.
The resulting Physician Resource Planning Task Force, co-chaired by the province of Ontario and the AFMC, is composed of representatives from the federal, provincial, and territorial governments, national stakeholders, medical educators, and learner organizations. As outlined in its terms of reference, its members have agreed to focus on three key activities:

- developing a process for addressing physician imbalances across identified specialties,
- creating a pan-Canadian physician planning tool to better understand the complexities of physician supply, and
- providing accurate information to support decision making by those considering and currently pursuing medical education, both in Canada and abroad.

The fulfillment of this last objective has led to the creation of Future MD Canada, a career-counselling data set for use both by potential and current medical learners and by those who provide them with advice and guidance in choosing their career path.

**What Is Future MD Canada?**

*Future MD Canada* is an online tool developed collaboratively by Canada’s medical education partners to assist with career planning. It contains timely, accurate, and descriptive data about many aspects of physician education, training, and entry into practice, including answers to some of the most frequently asked questions raised by people considering a career as a physician in Canada. The information in *Future MD Canada* has been reviewed by medical students, residents, and practising physicians to ensure accuracy.

**A Final Word**

Your interest in and commitment to practising medicine in Canada should be founded on a personal sense of accountability to society and the community you hope to serve. Whether you pursue a career in family medicine or another specialty, being aware of the health needs of Canadians and reflecting on your role in meeting those needs is a great way to contemplate your career.
Who’s Who in the Canadian Medical Education System?

Associations and Organizations

- **Association of Faculties of Medicine of Canada**: the association that represents Canada’s 17 faculties of medicine and serves as the voice of academic medicine in Canada.

- **Canadian Medical Association**
  - Alberta Medical Association
  - Québec Medical Association
  - Doctors of BC
  - Doctors Manitoba
  - Doctors Nova Scotia
  - New Brunswick Medical Society
  - Medical Society of Prince Edward Island
  - Newfoundland and Labrador Medical Association
  - Northwest Territories Medical Association
  - Ontario Medical Association
  - Saskatchewan Medical Association
  - Yukon Medical Association

- **College of Family Physicians of Canada**: the college that is the accrediting and certifying body for family medicine education in Canada, ensuring the highest standards of training for this specialty.

- **Fédération des médecins omnipraticiens du Québec**

- **Fédération des médecins spécialistes du Québec**

- **Medical Council of Canada**: the organization that assesses all Canadian medical school graduates and international medical graduates seeking to practise in Canada.

- **Royal College of Physicians and Surgeons of Canada**: the college that is the accrediting and certifying body for specialty medical education in Canada, ensuring the highest standards of training for these specialties.

Student and Resident Associations

Throughout this tool, the term “student” refers to people engaged in Doctor of Medicine (MD) degree studies, also referred to as medical school, medical studies, or undergraduate medical education (UGME). “Resident” and “trainee” are used interchangeably to describe those engaged in residency, also referred to as post-MD education or postgraduate medical education (PGME). The term “training” refers to this aspect of becoming a physician, as
well. “Learner” is used as a collective term to reflect both students and residents, while “trainee” is used more exclusively to describe residents.

Student and resident associations serve as the voice of learners throughout their educational journey. They defend learners’ interests at all levels of the political sphere, organize activities to enhance their learning, keep them informed about issues of interest and importance, and strive to reduce their expenses by negotiating rebates. They are learners working for learners.

- **Canadian Association of Internes and Residents**: the national association that represents over 8,000 Canadian resident physicians.
- **Canadian Federation of Medical Students**: the national association that represents Canadian medical students to the Government of Canada, the public, and national medical organizations.
- **Fédération des médecins résidents du Québec**: the professional union that represents the medical resident associations of Quebec’s four medical schools.
- **Fédération médicale étudiante du Québec**: the provincial association that represents more than 3,700 members from Quebec’s four medical schools.
- **Section of Medical Students Council of the College of Family Physicians of Canada**: a national, elected committee of medical students established to serve as the voice of student members of the College of Family Physicians of Canada, represent individual universities at the national level, and link medical students across Canada.

**Student Affairs Offices**

Student affairs offices from Canada’s 17 medical schools collaborate to address various issues that have a direct impact on learners. Examples include policies and practices related to such topics as dress code, wellness, electives advising, student disabilities, technical standards, essential skills, advising for the Canadian Resident Matching Service, unmatched graduating students, mistreatment of learners, immunizations, and professionalism.

- Dalhousie University: [http://studentaffairs.medicine.dal.ca](http://studentaffairs.medicine.dal.ca)
- Memorial University of Newfoundland: [http://www.med.mun.ca/StudentAffairs/Home.aspx](http://www.med.mun.ca/StudentAffairs/Home.aspx)
- McMaster University: [http://fhs.mcmaster.ca/mdprog/student_affairs.html](http://fhs.mcmaster.ca/mdprog/student_affairs.html)
- Queen’s University: [http://meds.queensu.ca/education/undergraduate/student_affairs_](http://meds.queensu.ca/education/undergraduate/student_affairs_)
- Université de Sherbrooke: [http://www.usherbrooke.ca/medecine/faculte/direction-et-administration/secretaire-de-la-faculte-et-vice-doyenne-a-la-vie-etudiante/](http://www.usherbrooke.ca/medecine/faculte/direction-et-administration/secretaire-de-la-faculte-et-vice-doyenne-a-la-vie-etudiante/)
• Université Laval: http://www.fmed.ulaval.ca/site_fac/faculte/direction/decanat-vice-decanats-et-directions/direction-des-affaires-etudiantes/
• University of Alberta: http://www.med.ualberta.ca/programs/law
• University of British Columbia: http://mdprogram.med.ubc.ca/student-resources/
• University of Calgary: http://www.ucalgary.ca/mdprogram/home/contact-us/faculty-medicine-md-program-office-student-affairs
• University of Manitoba: http://umanitoba.ca/faculties/medicine/student_affairs/index.html
• University of Ottawa: http://www.med.uottawa.ca/Students/StudentAffairs/eng/index.html
• University of Saskatchewan: http://www.medicine.usask.ca/education/medical/undergrad/current-students/student-affairs/index.php
• University of Toronto: http://www.ohpsa.utoronto.ca
• Western University: http://www.schulich.uwo.ca/learner-equity-wellness
Frequently Asked Questions

1. Admissions

Q1a: How many entry positions are available for Canadian medical schools?

There are 17 accredited faculties of medicine in Canada, distributed geographically across the country. The following table indicates the number of positions available for registration at each of these schools over the past four years.iii

<table>
<thead>
<tr>
<th>Medical Schools in Canada</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie University</td>
<td>109</td>
<td>112</td>
<td>111</td>
<td>112</td>
</tr>
<tr>
<td>Lakehead University/Laurentian University (Northern Ontario School of Medicine)</td>
<td>64</td>
<td>66</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>McGill University – MD CM</td>
<td>175</td>
<td>186</td>
<td>187</td>
<td>184</td>
</tr>
<tr>
<td>McMaster University</td>
<td>206</td>
<td>211</td>
<td>206</td>
<td>203</td>
</tr>
<tr>
<td>Memorial University of Newfoundland</td>
<td>65</td>
<td>64</td>
<td>64</td>
<td>80</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>290</td>
<td>296</td>
<td>298</td>
<td>300</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>219</td>
<td>215</td>
<td>211</td>
<td>205</td>
</tr>
<tr>
<td>Université Laval</td>
<td>225</td>
<td>229</td>
<td>228</td>
<td>231</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>167</td>
<td>166</td>
<td>167</td>
<td>152</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>257</td>
<td>290</td>
<td>288</td>
<td>288</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>170</td>
<td>177</td>
<td>176</td>
<td>155</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>110</td>
<td>111</td>
<td>111</td>
<td>110</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>165</td>
<td>165</td>
<td>165</td>
<td>164</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>84</td>
<td>84</td>
<td>101</td>
<td>100</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>250</td>
<td>259</td>
<td>269</td>
<td>259</td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>171</td>
<td>171</td>
<td>172</td>
<td>171</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,829</td>
<td>2,902</td>
<td>2,919</td>
<td>2,878</td>
</tr>
</tbody>
</table>
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For more information about positions available for admission into Canadian medical schools:

- AFMC's Annual Canadian Medical Education Statistics reports: http://www.afmc.ca/publications-statistics-e.php

**You might also be interested in Q1b**: What is the likelihood of being accepted into a Canadian medical school? How often does the average student apply before being accepted?

**Or Q1d**: What are the entry criteria for Canadian medical schools?

**Or Q1g**: What are the demographics of successful applicants?

**Sources**:


**Glossary**:

- **Accredited faculties of medicine in Canada**: The Committee on Accreditation of Canadian Medical Schools (CACMS) in Canada and the Liaison Committee on Medical Education in the United States are responsible for accreditation of the 17 faculties of medicine in Canada. CACMS ensures that Canadian medical faculties' Doctor of Medicine (MD) degree programs meet the quality expected when producing future physicians.
Q1b: What is the likelihood of being accepted into a Canadian medical school? How many times does the average student apply before being accepted?

Receiving admission into a Canadian medical school is a very competitive process. There is an increasing number of applicants every year, while the number of positions available for entry does not increase significantly.

Applicant success rates by Canadian medical school

<table>
<thead>
<tr>
<th>University/Province</th>
<th>Percentage of applicants who received an offer of admission and were registered at the university in 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial University of Newfoundland</td>
<td>10.9%*</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>13.4%vi</td>
</tr>
<tr>
<td>Université Laval*</td>
<td>10.9% in 2011/12 vii</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>9.3%vii</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>11.7%ix</td>
</tr>
<tr>
<td>McGill University</td>
<td>11.6%*</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>4.25%xi</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>2.9%xii</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>8.5%xiii</td>
</tr>
<tr>
<td>McMaster University</td>
<td>4.8%xiv</td>
</tr>
<tr>
<td>Western University</td>
<td>7.4%xv</td>
</tr>
<tr>
<td>Lakehead University/Laurentian University (Northern Ontario School of Medicine)</td>
<td>3.3%xvi</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>11.6%xvii</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>10.8%xviii</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>12.6%xix</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>7.9%xx</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>16.6%xxi</td>
</tr>
</tbody>
</table>

*Data are not available for Université Laval for the year 2012/13.

Success rates of first-time and repeat applicants

Statistics on the cumulative success rates of applicants are no longer available in Canada. The last cumulative data, which date back to 2004/05, indicated that

• 27.7% of applicants were admitted the first time they applied, and
• 38.2% were admitted after applying in two consecutive years.
For more information about the success rates of applicants:

- Association of Faculties of Medicine of Canada (AFMC) Annual Admission Requirements of Canadian Faculties of Medicine publications: 
  http://www.afmc.ca/publications-admission-e.php
- AFMC’s Annual Canadian Medical Education Statistics reports: 
  http://www.afmc.ca/publications-statistics-e.php

You might also be interested in Q1a: How many entry positions are available for Canadian medical schools?
Or Q1g: What are the demographics of successful applicants?

Sources:


Glossary:

- **Admission into a Canadian medical school**: An applicant must receive and accept an offer of admission into a medical school in order to be registered in year one of its medical program.
- **Cumulative success rate**: The overall chance of an applicant being admitted into a Doctor of Medicine (MD) program in a subsequent year after a first, unsuccessful application.
- **First-time applicant**: An applicant who is applying to medical school for the first time.
- **Repeat applicant**: An applicant who does not receive an offer of admission the first time he or she applies to medical school and chooses to re-apply in a subsequent year.
Q1c: What is the process for applying to a Canadian medical school?

There are 17 faculties of medicine in Canada, each of which has adapted the application process to its own format. Although similarities exist between the processes followed by these schools, some differences remain. As such, applicants are advised to visit individual faculties’ websites for the most accurate information.

The general steps of the application process (summarized in the chart below) are as follows:

• Step 1 is to meet the specific entry criteria defined in Q1d for the schools to which an application is being made. If the application is accepted, the applicant proceeds to step 2.
• Step 2 requires the applicant to complete an interview. There are two models of interview in Canadian medical schools: the panel interview and the multiple mini-interview.
  o The panel interview is a traditional format in which the applicant is interviewed in front of a panel of individuals—usually a mix of community members, faculty representatives, medical students, and practising physicians. There are generally three or four evaluators present.
  o The multiple mini-interview is gaining popularity in Canadian medical schools. It consists of 10 timed stations—each with a different evaluator—at which the applicant must answer a set of predetermined question. A different score is awarded at each station.
  o Université de Sherbrooke may require an extra selection test known as TAAMUS (Test d’aptitude à l’apprentissage de la médecine à l’Université de Sherbrooke) if the applicant is a member of the Canadian Forces or a resident of Quebec, the Atlantic provinces, or western Canada.

If, after the interview is completed, the school decides that the applicant has the academic and non-academic capabilities to pursue a career in medicine, it proceeds to step 3.
• Step 3 is for the school to send the applicant an offer of admission to its undergraduate medical education program.
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**Step 1**
- **Entry criteria**
  - Eligibility requirements
  - Academic performance
  - Autobiographical sketch/essay
  - Reference letters

**Step 2**
- **Interviews**
  - Panel interview
  - Multiple Mini Interview
  - TAAMUS at U de Sherbrooke

**Step 3**
- **Offers of admission**

For more information about the application process for Canadian medical schools:
- College of Medicine, University of Saskatchewan (English): [http://www.medicine.usask.ca/education/medical/undergrad/prospective-students/admissions/index.php](http://www.medicine.usask.ca/education/medical/undergrad/prospective-students/admissions/index.php)
- Faculty of Medicine and Dentistry, University of Alberta (English): [http://www.med.ualberta.ca/programs/md/admissions](http://www.med.ualberta.ca/programs/md/admissions)
- Faculty of Medicine and Health Sciences, Université de Sherbrooke (Français): [http://www.usherbrooke.ca/doctorat-medecine/admission/](http://www.usherbrooke.ca/doctorat-medecine/admission/)
- Faculty of Medicine, Dalhousie University (English): [http://www.medicine.dal.ca/departments/core-units/admissions.html](http://www.medicine.dal.ca/departments/core-units/admissions.html)
- Faculty of Medicine, McGill University (English): [http://www.mcgill.ca/medadmissions/applying](http://www.mcgill.ca/medadmissions/applying)
- Faculty of Medicine, Memorial University of Newfoundland (English): [http://www.med.mun.ca/admissions/home.aspx](http://www.med.mun.ca/admissions/home.aspx)
- Faculty of Medicine, Université de Montréal (Français): [http://admission.umontreal.ca/programmes/doctorat-de-1er-cycle-en-medecine/admission-et-exigences/](http://admission.umontreal.ca/programmes/doctorat-de-1er-cycle-en-medecine/admission-et-exigences/)
- Faculty of Medicine, Université Laval (Français): [http://www.fmed.ulaval.ca/site_fac/formation/1er-cycle/medecine/admission/](http://www.fmed.ulaval.ca/site_fac/formation/1er-cycle/medecine/admission/)
- Faculty of Medicine, University of British Columbia (English): [http://mdprogram.med.ubc.ca/admissions/welcome-message/](http://mdprogram.med.ubc.ca/admissions/welcome-message/)
- Faculty of Medicine, University of Calgary (English): [http://www.ucalgary.ca/mdprogram/admissions](http://www.ucalgary.ca/mdprogram/admissions)
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• Faculty of Medicine, University of Manitoba (English): http://umanitoba.ca/faculties/medicine/admissions/
• Faculty of Medicine, University of Ottawa (English or Français): http://www.med.uottawa.ca/Students/MD/Admissions/eng/
• Faculty of Medicine, University of Toronto (English): http://www.md.utoronto.ca/admissions.htm
• Lakehead University/Laurentian University (Northern Ontario School of Medicine) (English): http://www.nosm.ca/umeadmissions/
• Michael G. DeGroote School of Medicine, McMaster University (English): http://fhs.mcmaster.ca/mdprog/md_program_admissions.html
• School of Medicine, Queen’s University (English): http://meds.queensu.ca/education/undergraduate/prospective_students
• Schulich School of Medicine & Dentistry, Western University (English): https://www.schulich.uwo.ca/admissions/medicine

You might also be interested in Q1a: How many entry positions are available for Canadian medical schools?

Or Q1d: What are the entry criteria for Canadian medical schools?

Sources:


Glossary:

• Multiple mini-interview: An interview model that consists of 10 timed and consecutive stations, where the selected applicant must answer one question per station. Each station has a different evaluator.
• Panel interview: A traditional interview format whereby the selected applicant sits in front of a panel, often composed of a combination of community members, faculty representatives, medical students, and practising physicians.
• TAAMUS (Test d’aptitude à l’apprentissage de la médecine à l’Université de Sherbrooke): An aptitude test administered to certain medical school applicants at Université de Sherbrooke.
• Undergraduate medical education (UGME) program: A three- to four-year university program during which a student completes the academic and clinical requirements for a Doctor of Medicine (MD) degree.
Q1d: What are the entry criteria for Canadian medical schools?

Canadian faculties of medicine contribute to the sustainability of the healthcare system by training future physicians. As such, they seek applicants who are strong academically yet who also understand the importance of social accountability and its implications on their future practice. Individuals considering a career in medicine must be ready to work in collaboration with other healthcare professionals to provide the best possible care to those in need.

As detailed in Q1c, the first step of the application process is to meet the entry criteria of the school to which the application is being made. Since entry criteria vary among the 17 different faculties of medicine in Canada, applicants should consult individual faculty websites for accurate, up-to-date information.

Generally speaking, entry criteria for Canadian medical schools fall into four main categories:

• **Eligibility requirements**: Most provinces require at least two years of postsecondary education, while Quebec residents applying to a medical school in that province must complete their CEGEP training. Most schools also request that applicants complete specific basic-science courses before entering their program to prepare them for the study of medicine. Since these prerequisites vary among schools, faculty websites should be consulted for details.

• **Academic performance**: Medical schools look closely at academic performance when evaluating candidates for potential entry into their programs. Selection committees consider grade point average (GPA) to determine whether applicants have the right study habits and intellectual capacity to pursue medical studies. Some also use Medical College Admission Test (MCAT) results. Once again, faculty websites should be consulted for specific requirements.

• **Autobiographical sketch/essay**: Applicants have the opportunity to differentiate themselves from other candidates by providing the selection committee with an autobiographical sketch/essay that reflects their personality and accomplishments. It should include a list of such things as volunteer and paid work, research, extra courses, hobbies, sports, awards, scholarships, and other forms of recognition.

• **Reference letters**: Most Canadian medical schools ask for reference letters, which can come from such individuals as community members, faculty members, or previous employers. These letters give selection committees an additional perspective on the type of medical student an applicant might become.
The following table from Canadian Medical Education Statistics, a key annual publication of the Association of Faculties of Medicine of Canada (AFMC), provides information about Canada’s medical schools, including location; language of instruction; number of entering positions; and duration of program.

<table>
<thead>
<tr>
<th>Province</th>
<th>Faculty of Medicine</th>
<th>Class Size / Contingentment</th>
<th>Duration of Program</th>
<th>Language of Instruction</th>
<th>MCAT Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regular Quota 1</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above Quota 2</td>
<td>Contingent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland &amp; Labrador</td>
<td>Memorial University</td>
<td>80</td>
<td>Available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Dalhousie University</td>
<td>138 + 1 ²</td>
<td>Available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td>Quebec</td>
<td>Université Laval</td>
<td>232 ³</td>
<td>Not available</td>
<td>4 years</td>
<td>French, Non</td>
</tr>
<tr>
<td></td>
<td>Université de Sherbrooke</td>
<td>205 ⁴</td>
<td>Not available</td>
<td>4 years</td>
<td>French, Non</td>
</tr>
<tr>
<td></td>
<td>Université de Montréal</td>
<td>294 ⁵</td>
<td>Not available</td>
<td>4 years / 5 ans</td>
<td>French, Non</td>
</tr>
<tr>
<td></td>
<td>McGill University</td>
<td>184 + 1 ⁶</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes²</td>
</tr>
<tr>
<td>Ontario</td>
<td>University of Ottawa</td>
<td>156 + 8 ²</td>
<td>Not available</td>
<td>4 years</td>
<td>English / French, No</td>
</tr>
<tr>
<td></td>
<td>Queens University at Kingston</td>
<td>100 ⁷</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td></td>
<td>University of Toronto</td>
<td>259 ⁸</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td></td>
<td>McMaster University</td>
<td>203</td>
<td>Not available</td>
<td>3 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td></td>
<td>Western University</td>
<td>171</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td></td>
<td>Northern Ontario School of Medicine</td>
<td>64 ⁹</td>
<td>Not available</td>
<td>4 years</td>
<td>English, No</td>
</tr>
<tr>
<td>Manitoba</td>
<td>University of Manitoba</td>
<td>110 ¹⁰</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>University of Saskatchewan</td>
<td>130 ¹¹</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes²</td>
</tr>
<tr>
<td>Alberta</td>
<td>University of Alberta</td>
<td>152 ¹²</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td></td>
<td>University of Calgary</td>
<td>155 ¹³</td>
<td>Available</td>
<td>3 years</td>
<td>English, Yes</td>
</tr>
<tr>
<td>British Columbia</td>
<td>University of British Columbia</td>
<td>288 ¹⁴</td>
<td>Not available</td>
<td>4 years</td>
<td>English, Yes</td>
</tr>
</tbody>
</table>

1. Regular quota numbers include positions for foreign students.
2. Supernumerary/above quota positions are not available to applicants from Canada. They are provided to foreign students only, under contracts with foreign governments or educational institutions to provide medical education on a cost-recovery basis. These positions may be in either first year or at an advanced standing level.
3. See Table 2b for details.
4. Only required for international students and for Canadian citizens/permanent residents who hold undergraduate degrees from non-Canadian universities.
5. Not required for students who have completed the prerequisite courses within Saskatchewan.

Admission requirements of Canadian medical schools

Every year, the AFMC publishes the Admission Requirements of Canadian Faculties of Medicine for students who are interested in pursuing medical studies. This document lists the admission requirements of the 17 medical schools in Canada and includes application statistics from previous years.

For more detailed information on admission requirements for specific faculties of medicine, please consult the admissions pages of their websites, the direct links to which are provided below.
MARITIMES
- Faculty of Medicine, Dalhousie University (English): http://www.medicine.dal.ca/departments/core-units/admissions.html
- Faculty of Medicine, Memorial University of Newfoundland (English): http://www.med.mun.ca/Medicine/Admissions.aspx

ONTARIO
- Faculty of Medicine, University of Ottawa (English or Français): http://www.med.uottawa.ca/Students/MD/Admissions/eng/
- Faculty of Medicine, University of Toronto (English): http://www.md.utoronto.ca/admissions.htm
- Lakehead University/Laurentian University (Northern Ontario School of Medicine) (English): http://www.nosm.ca/umeadmissions/
- Michael G. DeGroote School of Medicine, McMaster University (English): http://fhs.mcmaster.ca/mdprog/md_program_admissions.html
- Schulich School of Medicine & Dentistry, Western University (English): https://www.schulich.uwo.ca/admissions/medicine
- School of Medicine, Queen’s University (English): http://meds.queensu.ca/education/undergraduate/prospective_students

QUEBEC
- Faculty of Medicine and Health Sciences, Université de Sherbrooke (Français): http://www.usherbrooke.ca/doctorat-medecine/admission/
- Faculty of Medicine, McGill University (English): http://www.mcgill.ca/medadmissions/applying
- Faculty of Medicine, Université de Montréal (Français): http://admission.umontreal.ca/programmes/doctorat-de-1supersup-cycle-en-medecine/admission-et-exigences/
- Faculty of Medicine, Université Laval (Français): http://www.fmed.ulaval.ca/site_fac/formation/1er-cycle/medecine/admission/

WESTERN PROVINCES
- College of Medicine, University of Saskatchewan (English): http://www.medicine.usask.ca/education/medical/undergrad/prospective-students/admissions/index.php
- Faculty of Medicine and Dentistry, University of Alberta (English): http://www.med.ualberta.ca/programs/md/admissions
- Faculty of Medicine, University of British Columbia (English): http://mdprogram.med.ubc.ca/admissions/welcome-message/
- Faculty of Medicine, University of Calgary (English): http://www.ucalgary.ca/mdprogram/admissions
- Faculty of Medicine, University of Manitoba (English): http://umanitoba.ca/faculties/medicine/admissions/
You might also be interested in Q1b: What is the likelihood of being accepted into a Canadian medical school? How many times does the average student apply before being accepted?

Or Q1c: What is the process for applying to a Canadian medical school?

Or Q1e: What variations exist among provinces with respect to medical school admissions?

Or Q1g: What are the demographics of successful applicants?

Sources:


Glossary:

- Grade point average (GPA): A measure of an applicant's performance in his or her academic studies, where the sum of the applicant’s scores is converted to a 4.0 or 4.5 scale.

- Medical College Admission Test (MCAT): A standardized test to assess the basic concepts and principles that are prerequisites to medical studies. https://www.aamc.org/students/applying/mcat/about/
**Q1e: What variations exist among provinces with respect to admissions?**

Generally speaking, there is little variation among provinces with respect to the admissions process for medical school. As explained in Q1d, however, the specific entry criteria for each school vary and should be obtained directly from the individual faculty’s website.

Differences may also exist in the process and costs involved in applying to a particular school. Most medical schools in Canada make it possible for applications to be made directly through the admissions page of their website. In Ontario, application to any of the province’s six medical schools can be done online using the centralized [Ontario Medical Schools Application Service (OMSAS)](http://www.ouac.on.ca/omsas/). Applicants simply submit their completed application and required documentation to OMSAS, which then forwards their files to the selected schools.

For more information on the costs of applying to medical school, see Q3a.

**You may also be interested in Q1c: What is the process for applying to a Canadian medical school?**

**Or Q1d: What are the entry criteria for Canadian medical schools?**

**Sources:**


**Glossary:**

- **Ontario Medical Schools Application Service (OMSAS):** A centralized service for applying to Ontario medical schools. [http://www.ouac.on.ca/omsas/](http://www.ouac.on.ca/omsas/)
Q1f: Are certain entry positions allocated to specific groups of applicants?

The provincial governments establish the number of positions available for admission at each faculty of medicine in their jurisdiction. Most of the positions in these annual quotas are reserved for applicants who reside in the faculty's province (or region), while a certain number of others may be set aside for specific groups of applicants, such as:

- Aboriginal or Inuit applicants
- French-speaking applicants
- applicants wishing to complete a joint MD/PhD program

The University of Ottawa has a partnership with the Consortium national de formation en santé through which eight entry positions per year are reserved for French-speaking applicants from outside Quebec and Ontario. This promotes the training of healthcare providers in other parts of the country to help improve service to francophone communities across Canada.

The following table, taken from page 3 of the Canadian Medical Education Statistics 2013 report, shows the quota and specific allocation of entry positions at each of Canada’s 17 medical schools for 2013-14.
You might also be interested in Q1a: How many entry positions are there for Canadian medical schools?

Or Q1b: What is the likelihood of being accepted into a Canadian medical school? How many times does the average student apply before being accepted?

Sources:
Glossary:

- **Consortium national de formation en santé**: A Canada-wide umbrella organization that brings together 11 universities and colleges that deliver French-language training programs in various health disciplines and regional partners who facilitate and promote access to these programs. [http://cnfs.net/fr/aboutus.php](http://cnfs.net/fr/aboutus.php)

- **MD/PhD program**: A combined program in which students complete their Doctor of Medicine (MD) and Doctor of Philosophy (PhD) degrees jointly. Students generally begin the MD undergraduate program and complete their pre-clerkship years before focusing on their PhD program curriculum for three or more years. They must complete their clerkship training before they can start residency. The only faculties of medicine that do not offer combined programs in Canada are Dalhousie University in Nova Scotia, Université de Montréal in Quebec, and Lakehead University/Laurentian University (Northern Ontario School of Medicine) in Ontario.

- **Quota**: The established class size for each academic year in Canadian medical schools. School quotas are set by the province in which they are located.
Q1g: What are the demographics of students admitted to Canadian medical schools?

The following demographics applied to the 2,915 first-year students who enrolled in Canadian faculties of medicine in 2013:

- The majority were 20 to 26 years old
- 55.9% were women
  - 70.3% at Lakehead University/Laurentian University (Northern Ontario School of Medicine)
  - 69.9% at Université de Montréal
  - 64.2% at University of Calgary
  - 62.0% at Université de Sherbrooke
  - 61.1% at Université Laval
  - 55.9% at Queen’s University
  - 55.6% at Memorial University of Newfoundland
  - 55.5% at Dalhousie University
  - 54.8% at McGill University
  - 54.2% at University of Ottawa
  - 53.3% at University of British Columbia
  - 52.6% at McMaster University
  - 51.4% at University of Toronto
  - 50.9% at University of Alberta
  - 49.1% at University of Manitoba
  - 48.5% at University of Saskatchewan
  - 39.0% at Western University
- 25% chose French as their language of instruction
  - Université Laval, Université de Sherbrooke, Université de Montréal, and University of Ottawa are the only schools that offer French-language instruction
  - University of Ottawa is the only bilingual medical school in Canada
- Almost 3% (87 in total) were not Canadian citizens
  - 77 were permanent residents
  - 10 had a student or diplomatic visa

For more information about the demographics of successful applicants:


You might also be interested in Q1a: How many entry positions are available for Canadian medical schools?

Or Q1f: Are there certain positions allocated to specific groups of applicants?
Sources:


Glossary:

- **Permanent resident**: Someone who has been accepted as a landed immigrant and has the right to live and work in Canada.
- **First-year student**: An applicant who is registered and starting his or her first year of medical training.
- **Student or diplomatic visa**: A permit that allows an individual to study at an educational institution in Canada for the duration of the program of study.
Q1h: *What are the admission requirements for medical schools in Quebec?*

In accordance with Section 504 of the Quebec Act Respecting Health Services and Social Services, the triennial policy on students wishing to register in Doctor of Medicine (MD) training programs has special requirements for applicants from outside Quebec.

As a prerequisite to admission, they must sign a binding agreement to practise medicine in the province for at least four consecutive years—in an institution determined by the Minister of Health and Social Services (Ministère de la Santé et des Services sociaux)—if they settle there to practise after completing their training.

To comply with this policy, universities must inform candidates of this requirement and forward the duly completed contracts to the Minister. The following ministerial documents may also be helpful:

- [Règles de gestion universités CEQ 2013.pdf](#)
- [Fiche renseignements candidats CEQ 2013.pdf](#)
- [Fiche renseignements candidats CEQ 2013 - English version.pdf](#)
- [Contrat CEQ 2013.pdf](#)
- [Contrat CEQ 2013 - English version.pdf](#)

**Sources:**

Martin April  
Direction de la main-d’oeuvre médicale  
Direction générale des services de santé et médecine universitaire  
Ministère de la Santé et des Services sociaux  
1075, chemin Sainte-Foy, 8e étage  
Québec (Québec) G1S 2M1  
Téléphone : 418 266-8865  
Télécopieur : 418 266-6978  
Courriel : martin.april@msss.gouv.qc.ca

**Glossary:**
2. International Medical Graduates

Q2a: Which international medical schools are recognized in Canada?

According to the Foundation for Advancement of International Medical Education and Research, there are 2,372 recognized medical schools in the world. Of these, 17 are in Canada and 141 are in the United States. Canadian medical schools are accredited by the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME). American medical schools are accredited by the LCME. Accreditation refers to a standards-based, peer-reviewed process of continuous quality assurance/improvement of the medical education program.

Anyone who completes a Doctor of Medicine (MD) degree outside of these accredited Canadian and American programs and wants to then undertake residency training or practise medicine in Canada is considered an international medical graduate (IMG).

The term “Canadians studying abroad,” which identifies individuals based on their country of origin, is generally no longer used in Canada’s medical education environment because decisions on training and practice opportunities are based on the location of the program that granted the MD degree rather than the applicant’s country of origin.

IMGs may apply to residency programs in Canada, but there are additional steps they must take and examinations they must pass in order to do so. It is important to note that those who complete MD training outside of the accredited programs in Canada and the US have no guarantee of securing a training position in Canada, let alone in their desired specialty or practice location.

In 2010, there were an estimated 3,750 Canadians pursuing MD degrees abroad:
- 46.3% in the Caribbean,
- 25.2% in Ireland,
- 19.1% in Australia, and
- others in Poland or the Middle East.

For more information about IMGs in Canada:
**You might also be interested in Q2b:** How does a citizen or permanent resident of Canada who studied medicine abroad apply for residency training in Canada, and what are the chances of obtaining a position?

**Sources:**


**Glossary:**

- **Accreditation:** A standards-based, peer-reviewed process of continuous quality assurance/improvement of the medical education program.
- **Committee on Accreditation of Canadian Medical Schools (CACMS):** The committee that ensures that Canadian medical faculties’ Doctor of Medicine (MD) programs meet the expected level of quality in producing future physicians.
- **International medical graduate (IMG):** An individual who completed a Doctor of Medicine (MD) degree outside of those accredited in Canada and the United States by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education.
- **Liaison Committee on Medical Education (LCME):** An accrediting agency for medical education programs leading to the Doctor of Medicine (MD) degree. [http://www.lcme.org/about.htm](http://www.lcme.org/about.htm)
- **Residency:** The postgraduate program that must be completed after the Doctor of Medicine (MD) degree in order to become a specialist in family medicine or another specialty.
Q2b: How does a citizen or permanent resident of Canada who studied medicine abroad apply for residency training in Canada, and what are the chances of obtaining a position?

Learners who complete their Doctor of Medicine (MD) degree outside of Canada and the United States and who return to Canada to complete their residency training are considered international medical graduates (IMGs). Before applying for a residency match, they must go through several additional steps. Provinces have different requirements for IMGs who wish to enter residency, so it is important to check the provincial regulations.

The first is to have their international medical certification documents verified by the Medical Council of Canada (MCC), the body responsible for evaluating the competence of medical learners at different stages of their training.

The second is to apply for and pass the Medical Council of Canada Evaluating Examination (MCCEE), which evaluates learners’ basic medical knowledge. The MCCEE is also a prerequisite to the third step in the process, which is to apply for and pass the Medical Council of Canada Qualifying Examination Part I (MCCQEI) that permits entry to residency training programs in Canada.

The National Assessment Collaboration (NAC), which reports to the MCC, offers an examination that tests the knowledge, skills, and attitudes essential for entrance into residency training programs. This national, standardized objective structured clinical examination (OSCE)—known as the NAC OSCE—is offered toIMGs through provincial IMG assessment programs. While the NAC OSCE is not a prerequisite for obtaining the Licentiate of the MCC, a pass result may be a prerequisite for eligibility for residency training programs in certain provinces. For further information, refer to http://mcc.ca/examinations/.

Statistics on IMGs in Canada:

- In 2014, 12.2% of the 3,169 medical students who graduated and matched into Canadian residency programs were IMGs. xxxix
- Since 2011, an average of 15.3% of first-year trainees have been Canadian IMGs. xl-xl
- Although more IMGs are participating in the residency match in Canada, their success rates dropped from 52% to 39% between 2008 and 2011. xlii

The number of IMG positions allocated in each province is not fixed and can change from year to year. Learners are advised to check with the provinces in which they would like to apply for postgraduate studies to determine the number of spots available in a given year.

A key source of information for IMGs applying for their licence to practise medicine in Canada are the provincial/territorial medical regulatory authorities, which also have specific requirements that must be met.
For more information on IMGs returning to Canada for residency training:


**You might also be interested in Q2c:** How does a citizen or permanent resident of Canada who completed a Doctor of Medicine (MD) degree and post-MD training abroad obtain a licence to practise as a physician in Canada?

**Sources:**


**Glossary:**

- Medical Council of Canada Evaluating Examination (MCCEE): A four-hour, computer-based exam that evaluates basic medical knowledge at the level of a new
medical graduate who is about to enter the first year of postgraduate residency training. [http://mcc.ca/examinations/mccee/](http://mcc.ca/examinations/mccee/)

- **Medical Council of Canada Qualifying Examination Part I (MCCQE I):** A one-day, computer-based test that assesses knowledge, clinical skills, and attitudes for entry into supervised clinical practice in postgraduate training programs. [http://mcc.ca/examinations/mccqe-part-i/](http://mcc.ca/examinations/mccqe-part-i/)

- **National Assessment Collaboration Objective Structured Clinical Examination (NAC OSCE):** A national, standardized objective structured clinical examination administered by the National Assessment Collaboration that tests the knowledge, skills, and attitudes essential for entrance into residency training programs.

- **Provincial/territorial medical regulatory authorities:** The bodies responsible for licensing physicians and monitoring medical practice to safeguard public interest. For a complete list, see [http://fmrac.ca/members/index.html](http://fmrac.ca/members/index.html).
Q2c: How does a citizen or permanent resident of Canada who completed a Doctor of Medicine (MD) degree and post-MD training abroad obtain a licence to practise as a physician in Canada?

Before returning to Canada, international medical graduates (IMGs) who have completed their Doctor of Medicine (MD) degree and post-MD training abroad must complete several steps in order to obtain their licence to practise medicine in this country.

Before embarking on this process, IMGs are advised to contact the medical regulatory authority in the province or territory where they wish to practise in order to obtain information about the specific requirements they will have to meet.

As part of the licensing process, IMGs must undergo assessment by the Medical Council of Canada (MCC), the body responsible for assessing every medical school graduate who wishes to practise medicine in Canada. MCC-led assessments are carried out at more than 500 locations worldwide. For more information about this process, consult http://mcc.ca/about/mcc-and-route-to-licensure/.

The College of Family Physicians of Canada also offers an application process for recognition of training and certification within certain approved jurisdictions—including Australia, Ireland, and the United Kingdom. For more information, visit http://www.cfpc.ca/RecognizedTraining/.

The Royal College of Physicians and Surgeons of Canada has established a number of routes to certification for specialists and subspecialists, including IMGs. Details are available at http://www.royalcollege.ca/portal/page/portal/rc/credentials/start/routes.

Websites of provincial/territorial medical regulatory authorities:
- Collège des médecins du Québec (CMQ): http://www.cmq.org
- College of Physicians and Surgeons of Alberta (CPSA): http://www.cpsa.ab.ca
- College of Physicians and Surgeons of British Columbia (CPSBC): https://www.cpsbc.ca
- College of Physicians and Surgeons of Manitoba (CPSM): http://cpsm.mb.ca
- College of Physicians and Surgeons of New Brunswick (CPSNB): http://www.cpsnb.org
- College of Physicians and Surgeons of Newfoundland & Labrador (CPSNL): http://www.cpsnl.ca/default.asp
- College of Physicians and Surgeons of Nova Scotia (CPNS): http://www.cpsns.ns.ca
- College of Physicians and Surgeons of Ontario (CPSO): http://www cpso.on.ca
- College of Physicians and Surgeons of Prince Edward Island (CPSPEI): http://cpcspei.ca
- College of Physicians and Surgeons of Saskatchewan (CPSS): http://www.cps.sk.ca
- Professional Licensing, Department of Health and Social Services, Government of Northwest Territories: http://www.hss.gov.nt.ca/professional-licensing
• Yukon Medical Council: http://www.yukonmedicalcouncil.ca

For more information about licensure to practise in Canada:
• The Route to Licensure, by the Medical Council of Canada (MCC): http://mcc.ca/about/mcc-and-route-to-licensure/
• Physiciansapply.ca, the portal for applying to MCC Examinations: http://physiciansapply.ca/services/mcc-exams/
• Provincial/territorial medical regulatory authorities' websites (listed above).
• College of Family Physicians of Canada’s application process for recognition of training and certification: http://www.cfpc.ca/RecognizedTraining/

You might also be interested in Q5b: What are the practice opportunities per specialty, and how would a finishing resident find them?

Sources:

Glossary:
• Medical Council of Canada Qualifying Examination Part II (MCCQEII): A series of clinical stations that assess the competence of candidates—specifically, the knowledge, skills, and attitudes essential for medical licensure in Canada—prior to entry into independent clinical practice. http://mcc.ca/examinations/mccqe-part-ii/
3. Costs and Funding

**Q3a: How much does it cost to apply to medical school?**

Every Canadian medical school charges a non-refundable application fee to open an applicant file. This fee covers administrative costs related to the selection process and must be received by the school’s fixed deadline in order for the application to be considered. Some programs charge an additional service fee.

In Ontario, where applications are centralized through the Ontario Medical Schools Application Service (OMSAS), there is a one-time service fee of $210 (CAD) charged by OMSAS that is added to the individual university application fee.

The only other school that receives its applications from an external service is Memorial University of Newfoundland, which works through the Canadian Resident Matching Service (CaRMS) Online Admissions Application Service. The service fee associated with this application is $150 (CAD) plus taxes.

**Additional fees:**

- Application to any school that requires the Medical College Admissions Test (MCAT) involves a supplementary fee. In 2013, the MCAT regular examination fee was $270 (USD).
- Université de Montréal charges an additional interview fee.

**2013 Application Fees (CAD) by University of MD Training**

<table>
<thead>
<tr>
<th>University/Province</th>
<th>University Application Fees</th>
<th>Other Service Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie University</td>
<td>$70</td>
<td></td>
</tr>
<tr>
<td>Lakehead University/Laurentian University (Northern Ontario School of Medicine)</td>
<td>$85</td>
<td>$210</td>
</tr>
<tr>
<td>McGill University</td>
<td>$140</td>
<td></td>
</tr>
<tr>
<td>McMaster University</td>
<td>$115</td>
<td>$210</td>
</tr>
<tr>
<td>Memorial University of Newfoundland</td>
<td>$75</td>
<td>$150 (+ taxes)</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>$100</td>
<td>$210</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>Electronic file $90</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>Paper-based file $120</td>
<td>$100</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>$70</td>
<td></td>
</tr>
<tr>
<td>Université Laval</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>Current and former undergraduates $75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New to U. of Alberta $115</td>
<td></td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>Residents of BC with BC transcripts</td>
<td>$111</td>
</tr>
<tr>
<td>University of Calgary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>Early bird fee</td>
<td>$95</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>Fee</td>
<td>$125</td>
</tr>
<tr>
<td>University of Toronto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residents of BC with out-of-province transcripts</td>
<td>$143</td>
<td></td>
</tr>
<tr>
<td>Non-BC residents</td>
<td>$164</td>
<td></td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>$75</td>
<td>$210</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>$125</td>
<td></td>
</tr>
<tr>
<td>University of Toronto</td>
<td>$100</td>
<td>$210</td>
</tr>
<tr>
<td>Western University</td>
<td>$100</td>
<td>$210</td>
</tr>
</tbody>
</table>

You might also be interested in Q3c: What will it cost to become a doctor?
Or Q3d: What scholarships are available?
Or Q3e: What kind of support is available from the Government of Canada?
Or Q3f: How do provincial governments contribute to medical education?

Sources:

Glossary:
- Canadian Resident Matching Service (CaRMS) Online Admissions Application Service: The online service through which application may be made for the Doctor of Medicine (MD) degree at Memorial University of Newfoundland, https://mun.e-carms.ca/medusa-web/login.
Future MD Canada – February 4, 2015

Q3b: How much is tuition at a Canadian medical school?

Tuition fees are mandatory fees paid by students to help cover the cost of their education. Although they may appear high, they represent a small portion of the total cost of training to become a physician. The actual costs of medical training in Canada are shared by the provincial governments, medical schools, and students. Medical education subsidies paid by the provincial governments vary both by program and province.

Tuition fees depend on a number of factors, including the program in which the learner is registered (e.g., MD, MD/PhD), the learner’s place of residence, and whether he or she is a Canadian citizen/permanent resident, foreign student, or foreign student above quota. Other compulsory fees also apply and vary widely from program to program and, in some cases, from campus to campus.

According to Statistics Canada, the average tuition fee for Canadian medical schools is $12,438 per year, with Ontario having the highest provincial average at $21,648.44

2013/14 First-Year Fees (CAD) for MD Training, by University

<table>
<thead>
<tr>
<th>University/Province</th>
<th>Tuition Fees</th>
<th>Other Compulsory Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canadian Citizen/Permanent Resident</td>
<td>Foreign Student</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>$16,600</td>
<td>$16,600</td>
</tr>
<tr>
<td>Lakehead University/Laurentian University (Northern Ontario School of Medicine)</td>
<td>East Campus</td>
<td>$20,242</td>
</tr>
<tr>
<td></td>
<td>West Campus</td>
<td>NA</td>
</tr>
<tr>
<td>McGill University</td>
<td>Quebec resident</td>
<td>$4,671</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$13,093</td>
</tr>
<tr>
<td>McMaster University</td>
<td>$24,801</td>
<td>NA</td>
</tr>
<tr>
<td>Memorial University of Newfoundland</td>
<td>$6,250</td>
<td>$30,000</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>$22,324</td>
<td>NA</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>Quebec resident</td>
<td>$3,179</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$8,592</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>Quebec resident</td>
<td>$3,613</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$9,763</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>$11,925</td>
<td>NA</td>
</tr>
<tr>
<td>University of British</td>
<td>VFMP site</td>
<td>$16,403</td>
</tr>
<tr>
<td>University</td>
<td>IMP site</td>
<td>NMP site</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Calgary</td>
<td>$14,864</td>
<td>NA</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>$7,787</td>
<td>NA</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>$22,188</td>
<td>NA</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>$14,930</td>
<td>NA</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>$20,132</td>
<td>$59,923</td>
</tr>
<tr>
<td>Western University</td>
<td>$21,703</td>
<td>NA</td>
</tr>
</tbody>
</table>

You might also be interested in Q3c: What will it cost to become a doctor?
Or Q3d: What scholarships are available?
Or Q3e: What kind of support is available from the Government of Canada?
Or Q3f: How do provincial governments contribute to medical education?

Sources:

Glossary:
- **Foreign student**: A student from outside Canada who is not a citizen or permanent resident of Canada and has come here for medical training.
- **Foreign student above quota**: A medical student from outside Canada for whom no specific entry position has been allotted by a provincial government.
- **Medical education subsidies**: Financial contributions given to medical schools by provincial governments to support the training of future physicians.
- **Other compulsory fees**: Education-related costs (e.g., student union fees, professional fees, health services) charged by a school.
**Q3c: What will it cost to become a doctor?**

The total cost of medical education in Canada may exceed $100,000, if both education-related and non-education related expenses are taken into consideration.

- 27.1% of Canadian medical graduates reported a pre-medical education debt averaging $25,965.xlv
- 83.5% of Canadian medical graduates reported debt directly related to their medical education.xlvi
- Canadian medical graduates reported an average debt of $84,172xlvii for medical school expenses and $80,516xlviii of non-education related debt.

Most learners accumulate debt while they are in medical school and pay it off over several years after they have completed their training and entered the workforce.

**Paying for medical school**

Many resources are available to help learners pay for their medical education. Every faculty of medicine in Canada has a student affairs office that offers financial counselling (see table below). These offices have access to a vast array of resources on a variety of topics of relevance to learners.

For more on scholarships and provincial and federal assistance, see Q3d, Q3e, and Q3f.

<table>
<thead>
<tr>
<th>Canadian Medical Schools</th>
<th>Scholarships and Financial Aid Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie University</td>
<td>Scholarships, Bursaries, and Awards</td>
</tr>
<tr>
<td></td>
<td>Money Matters</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.dal.ca/admissions/money_matters.html">http://www.dal.ca/admissions/money_matters.html</a></td>
</tr>
<tr>
<td>Lakehead University/Laurentian University (Northern Ontario School of Medicine)</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>McGill University</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>McMaster University</td>
<td>Financial Aid for Medical Students</td>
</tr>
<tr>
<td></td>
<td><a href="http://sfas.mcmaster.ca/Med_facts_forms.html">http://sfas.mcmaster.ca/Med_facts_forms.html</a></td>
</tr>
<tr>
<td>Memorial University of Newfoundland</td>
<td>Financial Support</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.med.mun.ca/StudentAffairs/Financial-Support.aspx">http://www.med.mun.ca/StudentAffairs/Financial-Support.aspx</a></td>
</tr>
<tr>
<td>Queen’s University</td>
<td>Student Awards</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>Scholarships, Bursaries &amp; Awards</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>Student Loans, Bursaries, and Awards</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Financial Counselling</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>Awards and Financial Aid</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>Faculty of Medicine Financial Aid Programs</td>
</tr>
<tr>
<td>Western University</td>
<td>Financial Matters</td>
</tr>
</tbody>
</table>

You might also be interested in Q3b: How much is tuition at a Canadian medical school?  
Or Q3d: What scholarships are available?  
Or Q3e: What kind of support is available from the Government of Canada?  
Or Q3f: How do provincial governments contribute to medical education?  
Or Q4a: Do medical students earn money?

**Sources:**

### Glossary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-education related debt</strong></td>
<td>Debt related to credit cards, car loans, mortgages, and loans for elective and residency interview expenses.</td>
</tr>
<tr>
<td><strong>Pre-medical education debt</strong></td>
<td>Debt related to tuition, books, and accommodation during postsecondary education undertaken prior to admission into medical school.</td>
</tr>
</tbody>
</table>
**Q3d: What scholarships are available?**

Scholarships, bursaries, and awards are an excellent way of minimizing educational debt, as they can help reduce the cost of tuition and other school-related expenses. All Canadian medical schools have their own financial aid offices, where learners can obtain a list of the scholarships available to them.

<table>
<thead>
<tr>
<th>Canadian Medical Schools</th>
<th>Scholarships and Financial Aid Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie University</td>
<td>Scholarships, Bursaries, and Awards</td>
</tr>
<tr>
<td></td>
<td>Money Matters</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.dal.ca/admissions/money_matters.html">http://www.dal.ca/admissions/money_matters.html</a></td>
</tr>
<tr>
<td>Lakehead University/</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>(Northern Ontario School of Medicine)</td>
<td></td>
</tr>
<tr>
<td>McGill University</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>McMaster University</td>
<td>Financial Aid for Medical Students</td>
</tr>
<tr>
<td></td>
<td><a href="http://sfas.mcmaster.ca/Med_facts_forms.html">http://sfas.mcmaster.ca/Med_facts_forms.html</a></td>
</tr>
<tr>
<td>Memorial University of</td>
<td>Financial Support</td>
</tr>
<tr>
<td>Newfoundland</td>
<td><a href="http://www.med.mun.ca/StudentAffairs/Financial-Support.aspx">http://www.med.mun.ca/StudentAffairs/Financial-Support.aspx</a></td>
</tr>
<tr>
<td>Queen’s University</td>
<td>Student Awards</td>
</tr>
<tr>
<td></td>
<td><a href="http://queensu.ca/studentawards/home">http://queensu.ca/studentawards/home</a></td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>Bureau d’aide aux étudiants et résidents</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>Bourses et aide financière</td>
</tr>
<tr>
<td>Université Laval</td>
<td>Bourses et aide financière</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>Scholarships, Bursaries &amp; Awards</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.med.ualberta.ca/programs/md/admissions/awards">http://www.med.ualberta.ca/programs/md/admissions/awards</a></td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>Financial Support</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>University of</td>
<td>Student Loans, Bursaries, and Awards</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canada’s two associations representing medical students provide information on other sources of funding and financial advice on their websites:


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### You might also be interested in Q3e: What kind of support is available from the Government of Canada?

**Or Q3f:** How do provincial governments contribute to medical education?

**Or Q4a:** Do medical students earn money?

---

**Sources:**

- Canadian medical schools’ financial aid and scholarships offices, as listed above.

**Glossary:**

- **Scholarships, bursaries, and awards:** Grants or payments made to support a learner’s education, awarded on the basis of academic or other achievement.
Q3e: What kind of support is available from the Government of Canada?

Most postsecondary students rely on student loans as a source of funding for their education.

The Government of Canada works with the provinces and territories to provide both student grants and student loans and also offers assistance to learners in repaying their loans once they have completed their studies. A number of different repayment options are available based on the individual's financial situation.

Family medicine residents and new family physicians who will be practising in rural or remote communities, including communities that provide health services to First Nations, Inuit, and Métis populations, may be eligible to have all or part of their loan forgiven through the Canada Student Loan Forgiveness Program for Family Doctors and Nurses. For more information, visit http://www.canlearn.ca/eng/loans_grants/repayment/help/forgiveness.shtml.

For more resources on student loans and grants and tools for financial planning:

- CanLEARN: http://www.canlearn.ca/eng/index.shtml
- National Student Loans Service Centre: https://csnpe-nslsc.cibletudes.canlearn.ca/Eng/Default.aspx

You might also be interested in Q3c: What will it cost to become a doctor?

Or Q3f: How do provincial governments contribute to medical education?

Sources:


Glossary:

- **Student grant**: Money that is given to a learner according to his or her financial needs to help pay for postsecondary education and that does not require repayment after graduation.
- **Student loan**: Money that is loaned to a learner based on his or her financial needs to help pay for postsecondary education and that requires reimbursement after studies are completed.
**Q3f: How do provincial governments contribute to medical education?**

The costs of medical training in Canada are shared by the provincial governments, individual faculties, and learners. Although medical education subsidies vary by program and province, the provinces make a greater contribution to medical education than learners themselves.

The provinces also offer a variety of student aid and assistance programs. For more information about these programs—and about repayment options for medical students—visit the Student Affairs Office or Financial Aid Office in the appropriate faculty/jurisdiction. A list of these offices by province/territory can be found at [http://www.canlearn.ca/eng/common/help/contact/provincial.shtml](http://www.canlearn.ca/eng/common/help/contact/provincial.shtml).

---

**You might also be interested in**

- Q3c: *What will it cost to become a doctor?*
- Q3d: *What scholarships are available?*
- Q3e: *What kind of support is available from the Government of Canada?*

---

**Sources:**

**Glossary:**
4. Financial Considerations

**Q4a: Do medical students earn money?**

Clerkship stipends vary significantly among provinces. Some do not offer stipends to learners for clerkship, as it is viewed as an educational process rather than a job. Others offer students who undertake Doctor of Medicine (MD) degrees several hundred dollars per month for the duration of their clerkship. This may be in the form of quarterly lump-sum instalments in a student’s final year of medical school.

In provinces that do offer clerkship stipends, the stipends are the same for all of the MD education programs in that jurisdiction. It is recommended that students contact the finance and awards office at their particular faculty of interest for more specific details about clerkship stipends.

Table 7 (p. 8) of the Canadian Medical Education Statistics (CMES) publication (below) illustrates the Duration of Clinical Clerkship and Amount of Stipend in Canadian Faculties of Medicine for 2014/15:
### Duration of Clinical Clerkship and Amount of Stipend in Canadian Faculties of Medicine 2014/15

<table>
<thead>
<tr>
<th>Province</th>
<th>Faculty of Medicine</th>
<th>Number of Clerkship Weeks</th>
<th>Total Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mandatory</td>
<td>Electives</td>
</tr>
<tr>
<td>NL</td>
<td>Memorial University</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>NS</td>
<td>Dalhousie University</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>QC</td>
<td>Laval, Université</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Sherbrooke, Université de</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Montréal, Université de</td>
<td>52</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>McGill University</td>
<td>56</td>
<td>20</td>
</tr>
<tr>
<td>ON</td>
<td>Ottawa, University of</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Queen's University</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Toronto, University of</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>McMaster University</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Western University</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Northern Ont. School of Medicine</td>
<td>56</td>
<td>16</td>
</tr>
<tr>
<td>MB</td>
<td>Manitoba, University of</td>
<td>56</td>
<td>14</td>
</tr>
<tr>
<td>SK</td>
<td>Saskatchewan, University of</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>AB</td>
<td>Alberta, University of</td>
<td>57</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Calgary, University of</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>BC</td>
<td>British Columbia, Univ. of</td>
<td>45</td>
<td>30</td>
</tr>
</tbody>
</table>

Information available as of September, 2014, with the exception of Memorial University where the most recent data available is September 2013.

**Notes:**
- Mandatory = rotations in specific disciplines which must be completed by each student
- Electives = optional programs which are the choice of students provided the choices are approved
- Selectives = optional programs that may be chosen from a particular set of courses
- Non-clinical = the components vary from one faculty to another; examples are: CaRMS interviews, orientation, examination review, ACLS (advanced cardiac life support)
- Monthly payments are not always disbursed over the full duration of clerkship.
- The Faculties of Medicine may offer additional clerkship opportunities such as integrated clerkships which differ in clerkship lengths and educational requirements.

**Sources:**

**Glossary:**
Q4b: How much does a resident earn?

Once learners graduate from the Doctor of Medicine (MD) degree program and enter their first postgraduate year (PGY) or residency year (R), they start earning an annual salary. The amount of the salary is determined by the province in which the MD training was completed and its professional residents’ association. It increases with every additional year of residency training completed, as shown in the chart below.

**Salary rates per year of residency training**

<table>
<thead>
<tr>
<th>PG Year</th>
<th>NL</th>
<th>Maritime provs.</th>
<th>QC</th>
<th>ON</th>
<th>MB</th>
<th>SK</th>
<th>AB</th>
<th>BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$53,282</td>
<td>$59,897</td>
<td>$44,111</td>
<td>$51,065</td>
<td>$54,956</td>
<td>$56,814</td>
<td>$55,073</td>
<td>$49,934.68</td>
</tr>
<tr>
<td>2</td>
<td>$62,126</td>
<td>$64,747</td>
<td>$48,405</td>
<td>$59,608</td>
<td>$61,604</td>
<td>$61,960</td>
<td>$61,066</td>
<td>$55,705.25</td>
</tr>
<tr>
<td>3</td>
<td>$66,339</td>
<td>$69,138</td>
<td>$53,379</td>
<td>$63,230</td>
<td>$66,080</td>
<td>$67,101</td>
<td>$65,849</td>
<td>$60,702.95</td>
</tr>
<tr>
<td>4</td>
<td>$70,734</td>
<td>$73,717</td>
<td>$58,329</td>
<td>$67,512</td>
<td>$71,163</td>
<td>$72,220</td>
<td>$70,637</td>
<td>$65,341.31</td>
</tr>
<tr>
<td>5</td>
<td>$75,495</td>
<td>$78,679</td>
<td>$62,287</td>
<td>$71,995</td>
<td>$76,247</td>
<td>$77,302</td>
<td>$76,624</td>
<td>$70,268.71</td>
</tr>
<tr>
<td>6</td>
<td>$80,589</td>
<td>$83,988</td>
<td>$65,415</td>
<td>$76,210</td>
<td>$81,332</td>
<td>$82,371</td>
<td>$81,411</td>
<td>$75,022.44</td>
</tr>
<tr>
<td>7</td>
<td>$89,048</td>
<td>$86,688</td>
<td>$79,220</td>
<td>$86,314</td>
<td>$88,037</td>
<td>$93,055</td>
<td>$95,207</td>
<td>$79,951.15</td>
</tr>
<tr>
<td>Fellow</td>
<td>$83,325</td>
<td>$95,070</td>
<td>$93,055</td>
<td>$95,207</td>
<td>$95,207</td>
<td>$95,207</td>
<td>$95,207</td>
<td>$95,207</td>
</tr>
</tbody>
</table>

Salary rates effective as of July 1, 2013

*Salary rates effective as of January 1, 2014 (Saskatchewan) and April 1, 2014 (Quebec)

**Salary rates effective as of July 1, 2012.

For more information about provincial collective agreements:

- Ontario: [http://www.myparo.ca/PARO-CAHO_Agreement#Annual%20Salary%20Scale](http://www.myparo.ca/PARO-CAHO_Agreement#Annual%20Salary%20Scale)
You might also be interested in Q4d: How much does a practising physician earn? Or Q4e: How are physicians paid in Canada?

Sources:

- Provincial professional residents’ associations, as listed above.

Glossary:

- **Postgraduate year (PGY):** The year of postgraduate training after completion of the Doctor of Medicine degree. PGY-1 is the first year of residency training and commonly starts around July 1st. Postgraduate year is synonymous with residency year.

- **Residency year (R):** The year of postgraduate training after completion of the Doctor of Medicine (MD) degree. R-1 is the first year of residency training, which commonly starts around July 1st. Residency year is synonymous with postgraduate year.

- **Salary:** Regular payment made to a professional who is an employee of an organization and is responsible to managers for services provided. In Canada, salaried physicians, although they provide services within institutions, generally receive their salary from the provincial insurer rather than the institution in which they work.

Q4c: What are regional health authorities?

Health regions or health authorities are a governance model used by Canada's provincial governments to administer and/or deliver public healthcare to all Canadian residents. Health care is designated a provincial responsibility under the separation of powers in Canada's federal system. Most health regions are organized along geographic boundaries, but some are organized along operational lines (http://en.wikipedia.org/wiki/Health_regions_of_Canada). In several provinces, regional health authorities are residents’ employers.

Sources:

Glossary:
**Q4d: How much does a practising physician earn?**

In 2011-12, the average gross clinical payment per practising physician in Canada was over $328,000. The national average of gross fee-for-service payments were:

- $246,256 in family medicine,
- $325,103 in medical specialties, and
- $452,598 in surgical specialties.

For more information about remuneration by specialty:

- Canadian Institute for Health Information reports on Spending and the Health Workforce in the *National Physician Database*:
  [https://secure.cihi.ca/estore/productFamily.htm?pf=PFC2368&lang=en&media=0](https://secure.cihi.ca/estore/productFamily.htm?pf=PFC2368&lang=en&media=0)
- The National Physician Survey provides information about Canadian physicians’ choice of methods of remuneration:

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**Sources:**


**Glossary:**

- **Fee-for-service payment:** A remuneration method whereby each clinical activity performed by a physician is associated with a billing code established by the provincial or territorial government.
- **Gross clinical payment:** The total payment made to a physician, including fee-for-service and alternative payment methods.
Q4e: How are physicians paid in Canada?

The provincial and territorial governments of Canada are responsible for healthcare services provided within their jurisdiction, including the remuneration of physicians and other healthcare professionals. They work in collaboration with the Government of Canada to administer Canada’s Healthcare System – Medicare – under the terms of the Canada Health Act.

There are two primary methods by which physicians in Canada are paid:

- **Fee-for-service** is an arrangement whereby the professional, acting as an independent and private contractor, is paid a set amount for each service provided. In 2011-12, 71.3% of all clinical payments to Canadian physicians were made using this method.

- **Alternative clinical payment** includes all payment arrangements other than fee-for-service. This method is growing in popularity among new physicians, having increased from 10.6% of total clinical payments in 1999-2000 to 28.7% in 2011-12. Examples of alternative clinical payment include the following:
  - **Salary**: Regular payment made to a professional who is an employee of an organization and is responsible to managers for services provided. In Canada, salaried physicians, although they provide services within institutions, generally receive their salary from the provincial insurer rather than the institution in which they work.
  - **Retainer**: A minimum salary provided to a physician that can be coupled with fee-for-service payments to encourage service provision in areas of lower patient volume.
  - **Capitation**: Payment made according to the number of people on a patient list. The fee structure can include a premium for complex cases and may be adjusted for the socio-demographic profile of the patient population.
  - **Target payments**: Payments made for reaching a target level of services delivered that are particularly useful for preventive services.
  - **Blended**: Payment made using a combination of several remuneration methods. Emerging interdisciplinary primary care practice models (e.g., Family Health Teams in Ontario) combine salary, capitation, and sometimes fee-for-service compensation.
  - **Block funding**: A funding arrangement commonly used in Canadian hospitals, in which the institution is paid an annual amount to provide services. This amount is generally calculated according to the type and quantity of services provided the previous year and is adjusted for changes in demographics, healthcare costs, and inflation.
  - **Funding by episode of care**: A remuneration method in which fees are scheduled according to the patient’s diagnosis and classified in a way that reflects the average cost of care required for that diagnosis.
For more information about remuneration methods:

- Alternative Payment Programs by Provincial or Territorial Jurisdictions: Appendix D of the Canadian Institute for Health Information, National Physician Database 2011-2012: [https://secure.cihi.ca/estore/productFamily.htm?pf=PFC2368&lang=en&media=0](https://secure.cihi.ca/estore/productFamily.htm?pf=PFC2368&lang=en&media=0)
- Exploring the 70/30 Split: How Canada’s Health Care System is Financed: [https://secure.cihi.ca/free_products/FundRep_EN.pdf](https://secure.cihi.ca/free_products/FundRep_EN.pdf)

You might also be interested in Q5e: What is the practice pattern in various disciplines and what can be expected in terms of work setting, hours, case load, and patients?

Sources:


Glossary:

- **Alternative clinical payments**: Payment arrangements by methods other than fee-for-service. Some preferred methods include salaried, by capitation, and blended.
- **Blended**: Payment made using a combination of several remuneration methods. Emerging interdisciplinary primary care practice models (e.g., Family Health Teams in Ontario) combine salary, capitation, and sometimes fee-for-service compensation.
- **Block funding**: A funding arrangement commonly used in Canadian hospitals, in which the institution is paid an annual amount to provide services. This amount is generally calculated according to the type and quantity of services provided the previous year and adjusted for changes in demographics, healthcare costs, and inflation.
- **Canada’s Healthcare System – Medicare**: An insurance program managed by the federal, provincial, and territorial governments that is designed to ensure that all
residents have reasonable access to medically necessary hospital and physician services on a prepaid basis. The provincial and territorial governments are responsible for the management, organization, and delivery of health services for their residents. [http://www.hc-sc.gc.ca/hcs-sss/medi-assur/index-eng.php](http://www.hc-sc.gc.ca/hcs-sss/medi-assur/index-eng.php)

- **Capitation**: Payment made according to the number of people on a patient list. The fee structure can include a premium for complex cases and may be adjusted for the socio-demographic profile of the patient population.

- **Funding by episode of care**: A remuneration method in which fees are scheduled according to the patient’s diagnosis and classified in a way that reflects the average cost of care required for that diagnosis.

- **Retainer**: A minimum salary provided to a physician that can be coupled with fee-for-service payments to encourage service provision in areas of lower patient volume.

- **Target payments**: Payments made for reaching a target level of services delivered. They are particularly useful for preventive services.

### Q4f: What is a “return for service” agreement?

Return for service (RFS) agreements provide funding to medical trainees in exchange for their commitment to practice in a designated geographic area for a period of time after completion of their training. These agreements provide different types of monetary incentives and may target undergraduate students, postgraduate trainees, or working physicians. The incentives are often given in the form of bursaries, grants, loan forgiveness, and scholarships. Many RFS programs offer a “buy-out option” allowing borrowers to repay their bursary instead of fulfilling their service commitment.

Almost all provinces and territories offer RFS agreements to recruit and retain physicians in underserved areas. RFS agreements may also be put in place if a jurisdiction is supporting or subsidizing an IMG’s assessment process. Although not formally considered an RFS agreement, the Canadian Armed Forces have a similar program for medical officers (see [http://www.forces.ca/en/job/medicalofficer-50](http://www.forces.ca/en/job/medicalofficer-50) for more information).

For more information about RFS agreements, please consult the provincial websites listed below:

- **Alberta**:
  - [https://www.benorth.ca/medical-student-bursary.asp](https://www.benorth.ca/medical-student-bursary.asp)

- **British Columbia**:

- **Manitoba**:
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- Newfoundland:
  - http://www.health.gov.nl.ca/health/grantsfunding/bursaries.html#med
- Nova Scotia, New Brunswick, and Prince Edward Island:
  - http://www2.gnb.ca/content/gnb/en/services/services_renderer.201298.Bursaries_for_Medical_Residents.html
- Ontario:
  - http://www.carms.ca/assets/upload/pdfs/OntarioROS.pdf
- Quebec:
  - http://msssa4.msss.gouv.qc.ca/fr/sujets/medregion.nsf/2c8fcea3a329dbc85256d03006d3d34/75815991b0e1b27785256dd60059f3d3?OpenDocument
- Saskatchewan:
- Yukon:
- Northwest Territories:


<table>
<thead>
<tr>
<th>Province</th>
<th>Return of service provision in first practice location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30.5% 30.0% 11.5% 21.6% 8.7% 12.4% 26.7% 34.4% 7.8% 7.5% ** 10.1% 12.0%</td>
</tr>
<tr>
<td>No</td>
<td>67.9% 70.5% 67.5% 77.3% 99.5% 86.3% 71.4% 65.0% 90.5% 80.3% ** 73.9% 88.4%</td>
</tr>
<tr>
<td>NR</td>
<td>1.5% 0.0% 1.0% 1.1% 1.6% 1.3% 1.9% 1.9% 1.0% 1.7% 2.1% ** 16.0% 1.6%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% ** 100.0% 100.0%</td>
</tr>
</tbody>
</table>

Notes:
- Includes only respondents who provide patient care.
- NR/No Response. The responding sample (size: n) has been weighted to represent the population (size: N). Further detail available at www.nationalphysiciansurvey.ca.
- **Responses suppressed when column N is less than 30.

Sources:
| **Glossary:** |  |
5. Residency and Practice

Q5a: What has been the trend in the number of residency positions in recent years?

The Canadian Post M.D. Education Registry (CAPER) is an excellent source of evidence on trends in residency. As shown in the chart below, there was a 100% increase in the number of PGY-1 trainees in Canada between 2000-01 and 2013-14.

The data tables in CAPER’s 2013-14 census (http://caper.ca/~assets/documents/pdf_2013-14_CAPER_Census.pdf) provide an overview of current information on residency across Canada. Table B1 illustrates the number of residents by field of post-Doctor of Medicine (MD) training and rank (e.g., PGY-1, -2) and Table A1 summarizes the number of residents by field of post-MD training and faculty of medicine.

The postgraduate medical education (PGME) departments in each of the 17 Canadian faculties of medicine also have information on residency positions and recent trends. It must be noted that trends have no predictive value with regard to future residency positions.

**Comparison of residency positions occupied by trainees who earned their Doctor of Medicine (MD) degree inside or outside Canada**

<table>
<thead>
<tr>
<th>2003/04</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 9,460 positions available[xii]</td>
<td>○ 15,483 positions available (6,023 more than 2003/04)[xvi]</td>
</tr>
<tr>
<td>○ 6,839 (72.3%) occupied by trainees who earned their MD degree in Canada</td>
<td>○ 11,060 (71.4%) occupied by trainees who earned their MD degree in Canada</td>
</tr>
</tbody>
</table>
### Future MD Canada – February 4, 2015

<table>
<thead>
<tr>
<th>MD degree in Canada</th>
<th>2,621 (27.7%) occupied by trainees who earned their MD degree outside Canada&lt;sup&gt;lxiv&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,423 (28.6%) occupied by trainees who earned their MD degree outside Canada&lt;sup&gt;lvii&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>80.3% of positions occupied by Canadian citizens or permanent residents&lt;sup&gt;lxv&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>86.4% of positions occupied by Canadian citizens or permanent residents&lt;sup&gt;lxvii&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

#### Canadian PGME websites:
- **College of Medicine, University of Saskatchewan:**
- **Cumming School of Medicine, University of Calgary:**
  [http://cumming.ucalgary.ca/pgme/](http://cumming.ucalgary.ca/pgme/)
- **Faculté de médecine et des sciences de la santé, Université Sherbrooke:**
  [http://www.usherbrooke.ca/medpostdoc/](http://www.usherbrooke.ca/medpostdoc/)
- **Faculté de médecine, Université de Montréal:**
- **Faculté de médecine, Université Laval:**
- **Faculty of Health Sciences, McMaster University:**
  [http://fhs.mcmaster.ca/postgrad/](http://fhs.mcmaster.ca/postgrad/)
- **Faculty of Health Sciences, University of Manitoba:**
- **Faculty of Medicine and Dentistry, University of Alberta:**
  [http://www.med.ualberta.ca/programs/residency](http://www.med.ualberta.ca/programs/residency)
- **Faculty of Medicine, Dalhousie University:**
  [http://medicine.dal.ca/programs/residency.html](http://medicine.dal.ca/programs/residency.html)
- **Faculty of Medicine, McGill University:**
  [http://www.mcgill.ca/medicine/medical-education/postgraduate-education](http://www.mcgill.ca/medicine/medical-education/postgraduate-education)
- **Faculty of Medicine, Memorial University of Newfoundland:**
  [http://www.med.mun.ca/pgme/home.aspx](http://www.med.mun.ca/pgme/home.aspx)
- **Faculty of Medicine, University of British Columbia:**
  [http://postgrad.med.ubc.ca/](http://postgrad.med.ubc.ca/)
- **Faculty of Medicine, University of Ottawa:**
  [http://www.med.uottawa.ca/Postgraduate/eng/](http://www.med.uottawa.ca/Postgraduate/eng/)
- **Faculty of Medicine, University of Toronto:**
  [http://www.pgme.utoronto.ca/](http://www.pgme.utoronto.ca/)
- **Lakehead University/Laurentian University (Northern Ontario School of Medicine):**
  [http://www.nosm.ca/postgrad/](http://www.nosm.ca/postgrad/)
- **Queen’s University School of Medicine, Faculty of Health Sciences:**
  [http://meds.queensu.ca/education/postgraduate](http://meds.queensu.ca/education/postgraduate)
- **Schulich School of Medicine & Dentistry, Western University:**
  [http://www.schulich.uwo.ca/medicine/postgraduate/](http://www.schulich.uwo.ca/medicine/postgraduate/)

For more information on the demographics of Canadian medical residents:
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**You might also be interested in Q5e:** What are the current practice patterns in various disciplines and what can be expected in terms of work setting, hours, case load, and patients?

**Or Q5g:** What resources are available to help students decide what specialties to consider?

**Sources:**

Q5b: What are the practice opportunities per specialty and how would a finishing resident find them?

It is challenging to obtain accurate information on available practice opportunities in the medical field, as not all are posted and those that exist in academic settings may be hard to identify. At this time, there is no pan-Canadian tool that examines trends in practice opportunities by specialty.

Since it is the responsibility of individual learners to identify learning and professional opportunities, they should begin researching them as early as possible in the medical education process—before they consider choosing a specialty.

Learners will benefit throughout their careers from developing a solid network of health professional colleagues, faculty representatives, and classmates. Upon completion of their medical residency programs (or even before), learners are advised to talk to their contacts about possible job opportunities and research job listings on various websites. Those interested in an academic career should contact Canadian medical schools to explore career pathways and opportunities.

The following are useful links to assist students in searching for practice opportunities:

- **National websites:**
  - Canadian Medical Association Career Centre: [http://www.drcareers.ca](http://www.drcareers.ca)
  - MD Career Portal: [http://www.mdcareerportal.ca](http://www.mdcareerportal.ca)
    - The portal offers a “Vacancy Snapshot by Specialty by Province” under its specialty profiles: [http://www.mdcareerportal.ca/resources/resources-for-medical-students/information-specialty](http://www.mdcareerportal.ca/resources/resources-for-medical-students/information-specialty)

- **Provincial and territorial websites:**
  - Alberta:
    - Alberta Physician Link: [http://www.albertaphysicianlink.ab.ca](http://www.albertaphysicianlink.ab.ca)
    - Health Workforce for Alberta: [http://www.rpap.ab.ca](http://www.rpap.ab.ca)
  - British Columbia:
    - Health Match BC: [https://www.healthmatchbc.org](https://www.healthmatchbc.org)
  - Manitoba:
    - Health Employment Manitoba: [http://healthemployment.ca](http://healthemployment.ca)
  - New Brunswick:
    - Careers in Health Care: [http://www2.gnb.ca/content/gnb/en/corporate/promo/careers_in_healthcare/PermanentPositionVacancies.html](http://www2.gnb.ca/content/gnb/en/corporate/promo/careers_in_healthcare/PermanentPositionVacancies.html)
  - Newfoundland & Labrador:
    - Practice Newfoundland Labrador: [http://www.practicenl.ca/?/default.asp](http://www.practicenl.ca/?/default.asp)
  - Northwest Territories:
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- Practice North:
- Nova Scotia:
- Nunavut:
- Ontario:
  - Health Force Ontario: [https://hfojobs.healthforceontario.ca/en/](https://hfojobs.healthforceontario.ca/en/)
- Prince Edward Island:
- Quebec:
- Saskatchewan:
  - Saskdocs: [http://www.saskdocs.ca/work/](http://www.saskdocs.ca/work/)
- Yukon:

**For more information about transitioning into practice:**

- Canadian Medical Association Career Centre website: [http://www.drcareers.ca](http://www.drcareers.ca)
- Canadian Medical Association’s guide for finishing residents on how to prepare for practice: [http://viewer.zmags.com/publication/a4bbbc2b#/a4bbbc2b/1](http://viewer.zmags.com/publication/a4bbbc2b#/a4bbbc2b/1)
- College of Family Physicians of Canada’s First Five Years in Practice Committee: [http://www.cfpc.ca/FirstFiveYears/](http://www.cfpc.ca/FirstFiveYears/)
- The MD Career Portal has a section of resources specifically for residents: [http://www.mdcareerportal.ca/resources/resources-for-residents](http://www.mdcareerportal.ca/resources/resources-for-residents)

**Sources:**

Q5c: Beyond residency training, what other learning opportunities exist?

Fellowships are years of additional medical training undertaken after residency has been completed in a specialty affiliated with the Royal College of Physicians and Surgeons of Canada (RCPSC).

Fellowship training supports subspecialization in a particular specialty. Fellows can practise as physicians in the specialty in which they completed their residency (e.g., psychiatry) but cannot practise without supervision in their subspecialty (e.g., child and adolescent psychiatry). These additional years of fellowship training are not to be confused with membership in the RCPSC, which carries the designation “Fellow of the Royal College of Physicians of Canada” or “Fellow of the Royal College of Surgeons of Canada.”

The specialty of family medicine has additional training that may be offered to residents after completion of residency. These “enhanced skills programs” are accredited under the postgraduate departments of family medicine at each university. There are national standards for five enhanced skills programs: Emergency Medicine, Palliative Care, Family Practice Anaesthesia, Health Care of the Elderly, and Clinician Scholar. Graduates of these programs receive attestation of their completion.

In 2016, family physicians who successfully complete an enhanced skills program will be eligible to apply for a certificate of added competence in their program of study. Other learning opportunities may be offered at medical schools to assist recent family medicine graduates and family physicians in practice who want to enhance a particular skill required in their community (e.g., Women’s Health, Chronic Disease). These learning opportunities are also accredited under the umbrella of enhanced skills programs, to ensure they meet educational standards.

Fellowships are not necessary for all fields of practice, but some require additional training years to ensure that physicians provide the highest quality and most adapted care to their patients. The more specialized a physician is, the more he or she is limited in terms of practice settings. Highly specialized physicians are often affiliated with teaching hospitals and lead academic careers in which research is an important component of their practice.

Some additional post-certification training is standardized by the RCPSC. To find out more about these areas of focused competence, visit the College’s web portal at http://www.royalcollege.ca/rc/faces/oracle/webcenter/portalapp/pages/ibd.jspx?lang=en&afrLoop=441500523355415&afrWindowMode=0&afrWindowId=null.

To learn more about enhanced skills programs in family medicine, visit the College of Family Physicians of Canada’s website, which describes its accreditation standards for these program, at http://www.cfpc.ca/uploadedFiles/Red%20Book%20English.pdf#page=27.
The Canadian Medical Association website provides a general overview of 38 specialties at Canada [https://www.cma.ca/En/Pages/specialty-profiles.aspx](https://www.cma.ca/En/Pages/specialty-profiles.aspx). Please note, this work is currently being updated and is not a comprehensive list of specialties in Canada.

<table>
<thead>
<tr>
<th>You might also be interested in Q5e:</th>
<th>What are the current practice patterns in various disciplines and what can be expected in terms of work setting, hours, case load, and patients?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or Q5g:</td>
<td>What resources are available to help students decide what specialties to consider?</td>
</tr>
</tbody>
</table>

**Sources:**


**Glossary:**

- **Fellowship**: Additional medical training undertaken following the completion of residency in order to become subspecialized in a medical discipline. Fellowship training may be accredited (diploma program) or non-accredited.
- **Enhanced skills programs**: Additional accredited training offered to family medicine graduates or family physicians in practice who want to enhance a particular skill required in their community.
**Q5d: How do academic and community-based careers differ? What specialties require an academic setting?**

The development of distributed medical education is making it harder to differentiate between academic careers and community-based careers, as teaching settings are expanding beyond classrooms and university teaching hospitals.

Today, many physicians invest time contributing to medical education. General practitioners/family physicians working in community practices in rural and remote regions of our country provide significant contributions to medical education training. Physicians may or may not receive remuneration for their teaching activities.

Some specialties are, by necessity, limited to specific locations such as tertiary care centres. These fields of practice also require an academic career that contains components of research and education. Other specialties, such as family medicine or paediatrics, allow for a wider set of options (e.g., rural, remote, city centres) and, as such, offer more flexibility in terms of an academic or community-based career.

**For more information about requirements and expectations of various specialties:**

- Royal College of Physicians and Surgeons of Canada’s Information by Discipline web portal:
- Canadian Medical Association’s specialty profiles (for 38 specialties only):
  [https://www.cma.ca/En/Pages/specialty-profiles.aspx](https://www.cma.ca/En/Pages/specialty-profiles.aspx)
- 2013 National Physician Survey Results by Specialty:

**You might also be interested in Q5e: What are the current practice patterns in various disciplines and what can be expected in terms of work setting, hours, case load, and patients?**

**Or Q5g: What resources are available to help students decide what specialties to consider?**

**Sources:**


**Glossary:**

- **Academic career:** A medical career that comprises multiple roles, such as clinical
care, teaching, research, and administrative work. Academic careers were traditionally based in university teaching hospitals. Today, however, many are also community-based.

- **Community-based career**: An independent physician practice in a community setting in which the physician may be affiliated to a medical school and involved in teaching and/or research activities.

- **Distributed medical education (DME)**: A broad range of activities involving learners and teachers that take place at multiple locations outside of the usual classroom or clinical site. [lxix](http://www.afmc.ca/education-distributed-med-edu-e.php)

- **Tertiary care centre**: A healthcare centre affiliated with a medical school that provides highly specialized care to patients.

- **University teaching hospital**: A hospital affiliated with a university that offers clinical education programs to healthcare providers while still providing care to patients. Teaching hospitals are often considered tertiary care centres that provide highly specialized health care.
**Q5e: What are the current practice patterns in various disciplines and what can be expected in terms of work setting, hours, case load, and patients?**

Choosing a discipline of practice can be challenging. Since there are many factors to consider in making the best possible decision, starting early is important. There will be many opportunities over the course of a learner's training to discuss work expectations with experienced practitioners from various practice settings. Many schools also offer integrated mentorship programs to support learners in their decision-making process.

Every faculty of medicine has a student affairs office that offers career counselling and access to a wide variety of useful resources—both in person and online.

**For more information by specialty:**
- The Royal College of Physicians and Surgeons of Canada (RCPSC) has a section of its website devoted to information on specialty training requirements, training objectives, the accreditation processes, and more. The portal is categorized by specialty, subspecialty, special programs, and the areas of focused competence (AFC) diploma: [http://www.royalcollege.ca/rc/fa/ces/oracle/webcenter/portalapp/pages/ibd.jspx?lang=en&afrLoop=441500523355415&afrWindowMode=0&afrWindowId=null](http://www.royalcollege.ca/rc/fa/ces/oracle/webcenter/portalapp/pages/ibd.jspx?lang=en&afrLoop=441500523355415&afrWindowMode=0&afrWindowId=null)
- The Canadian Medical Association has published profiles of 38 Canadian specialties, each of which provides an overview of setting, income, and satisfaction levels by practice type [https://www.cma.ca/En/Pages/specialty-profiles.aspx](https://www.cma.ca/En/Pages/specialty-profiles.aspx). These are currently being updated by the RCPSC’s specialty committees.
- The Association of American Medical Colleges publishes its Careers in Medicine newsletter *Choices* four times a year. Each issue focuses on a specialty and contains advice on succeeding in residency-matching interviews: [https://www.aamc.org/cim/choices/](https://www.aamc.org/cim/choices/)
- Most specialties have their own college. Consult their websites for more information.

**For more information about family medicine:**
- The College of Family Physicians of Canada (CFPC) offers a variety of information about the pathways to becoming a family physician, resources for medical students interested in family medicine, and more: [http://www.cfpc.ca/ForMedicalStudents/](http://www.cfpc.ca/ForMedicalStudents/)
- The CFPC has developed frequently asked questions about the field of family medicine that include answers about this field, including salary, training, hours, income, and more: [http://www.cfpc.ca/Why_Family_Medicine/](http://www.cfpc.ca/Why_Family_Medicine/)
You might also be interested in **Q5a**: What has been the trend in the number of residency positions in recent years?  
**Or Q5b**: What are the practice opportunities per specialty, and how would a finishing resident find them?  
**Or Q5c**: Beyond residency training, what other learning opportunities exist?  

**Sources:**
**Q5f: What tools are available to help medical students choose their electives?**

The following are useful sources of information on electives choices:

- medical schools’ student affairs offices
- medical schools’ electives coordinators/offices
- the Association of Faculties of Medicine of Canada (AFMC) Student Portal
- the Canadian Federation of Medical Students (CFMS) Electives Review Database

**Sources:**

Possible sources:

- Canadian Federation of Medical Students: Electives Review Database (student opinions):
  

**Glossary:**
Q5g: What resources are available to help students decide what specialties to consider?

There are many resources available to help students think through their decision about which specialty to pursue. The following are some suggestions:

- Visit student affairs offices to discuss options and explore relevant resources.
- Check out the 38 Canadian Specialty Profiles (under review) on the Canadian Medical Association website: [https://www.cma.ca/En/Pages/specialty-profiles.aspx](https://www.cma.ca/En/Pages/specialty-profiles.aspx).
- Find out more about family medicine as a career through family medicine interest groups—student-run groups at each university that organize clinical skills sessions and information seminars on the subject—on the College of Family Physicians of Canada’s website at [http://www.cfpc.ca/ForMedicalStudents/](http://www.cfpc.ca/ForMedicalStudents/) and [http://www.cfpc.ca/FMIGs.aspx](http://www.cfpc.ca/FMIGs.aspx).
- Check out the Association of American Medical Colleges “Careers in Medicine” tool at [https://www.aamc.org/cim/](https://www.aamc.org/cim/).
- Talk to professors, teachers, preceptors, and mentors about what it is like to be a specialist.
- Shadow faculty members.

Sources:

Glossary:
Q5h: How many residency positions are there in each specialty?

The Canadian Residency Matching Service (CaRMS) website is an excellent source of data on residency positions in Canada. CaRMS data, which are updated annually, include detailed data tables on R-1 match reports for 2014 at http://www.carms.ca/en/data-and-reports/r-1/reports-2014/. Table 12 shows the quota offered to Canadian medical graduate applicants by discipline and Table 14, the dedicated quota offered to international medical graduate applicants.

Another useful source of current data on this topic can be found in Table G-1 of the Canadian Post M.D. Education Registry Annual Census for 2013-14, which shows Field of Post-M.D. Training by Faculty of Medicine Providing Training for 2013-14 at http://caper.ca/~assets/documents/datatables/2013/2013.g-1.pdf.
Glossary

A

Academic career: A medical career that comprises multiple roles, such as clinical care, teaching, research, and administrative work. Academic careers were traditionally based in university teaching hospitals. Today, however, many are also community-based.

Accreditation: A standards-based, peer-reviewed process of continuous quality assurance/improvement of the medical education program.

Accredited faculties of medicine in Canada: The Committee on Accreditation of Canadian Medical Schools (CACMS) in Canada and the Liaison Committee on Medical Education in the United States are responsible for accreditation of the 17 faculties of medicine in Canada. CACMS ensures that Canadian medical faculties’ Doctor of Medicine (MD) programs meet the quality expected when producing future physicians.

Admission into a Canadian medical school: An applicant must receive and accept an offer of admission into a medical school in order to be registered in year one of its medical program.

Alternative clinical payments: Payment arrangements by methods other than fee-for-service. Some preferred methods include salaried, by capitation, and blended.

B

Blended: Payment made using a combination of several remuneration methods. Emerging interdisciplinary primary care practice models (e.g., Family Health Teams in Ontario) combine salary, capitation, and sometimes fee-for-service compensation.

Block funding: A funding arrangement commonly used in Canadian hospitals, in which the institution is paid an annual amount to provide services. This amount is generally calculated according to the type and quantity of services provided the previous year and adjusted for changes in demographics, healthcare costs, and inflation.

C

Canada’s Healthcare System – Medicare: An insurance program managed by the federal, provincial, and territorial governments that is designed to ensure that all residents have reasonable access to medically necessary hospital and physician services on a prepaid basis. The provincial and territorial governments are responsible for the management, organization, and delivery of health services for their residents. [http://www.hc-sc.gc.ca/hcs-sss/medi-assur/index-eng.php](http://www.hc-sc.gc.ca/hcs-sss/medi-assur/index-eng.php)
**Capitation**: Payment made according to the number of people on a patient list. The fee structure can include a premium for complex cases and may be adjusted for the socio-demographic profile of the patient population.

**Canadian Resident Matching Service (CaRMS) Online Admissions Application Service**: The online service through which application may be made for the Doctor of Medicine (MD) degree at Memorial University of Newfoundland [https://mun.e-carms.ca/medusa-web/login](https://mun.e-carms.ca/medusa-web/login).

**Committee on Accreditation of Canadian Medical Schools (CACMS)**: The committee that ensures that Canadian medical faculties’ Doctor of Medicine programs meet the expected level of quality in producing future physicians.

**Community-based career**: An independent physician practice in a community setting in which the physician may be affiliated with a medical school and involved in teaching and/or research activities.

**Consortium national de formation en santé**: A Canada-wide umbrella organization that brings together 11 universities and colleges that deliver French-language training programs in various health disciplines and regional partners who facilitate and promote access to these programs. [http://cnfs.net/fr/aboutus.php](http://cnfs.net/fr/aboutus.php)

**Cumulative success rate**: The overall chance of an applicant being admitted into a Doctor of Medicine (MD) program in a subsequent year after a first, unsuccessful application.

**D**

**Distributed medical education (DME)**: A broad range of activities involving learners and teachers that take place at multiple locations outside of the usual classroom or clinical site. [http://www.afmc.ca/education-distributed-med-edu-e.php](http://www.afmc.ca/education-distributed-med-edu-e.php)

**E**

**Enhanced skills programs**: Additional accredited training offered to family medicine graduates or family physicians in practice who want to enhance a particular skill required in their community.

**F**

**Fee-for-service payment**: A remuneration method whereby each clinical activity performed by a physician is associated with a billing code established by the provincial or territorial government.

**Fellowship**: Additional medical training undertaken following the completion of residency in order to become subspecialized in a medical discipline. Fellowship training may be accredited (diploma program) or non-accredited.

**First-time applicant**: An applicant who is applying to medical school for the first time.
**First-year student:** An applicant who is registered and starting his or her first year of medical training.

**Foreign student:** A student from outside Canada who is not a citizen or permanent resident of Canada and has come here for medical training.

**Foreign student above quota:** A medical student from outside Canada for whom no specific entry position has been allotted by a provincial government.

**Funding by episode of care:** Remuneration method in which fees are scheduled according to the patient’s diagnosis and classified in a way that reflects the average cost of care required for that diagnosis.

**Grade point average (GPA):** A measure of an applicant’s performance in his or her academic studies where the sum of the applicant’s scores is converted to a numerical scale.

**Gross clinical payment:** The total payment made to a physician, including fee-for-service and alternative payment methods.

**International medical graduate (IMG):** An individual who completed a Doctor of Medicine (MD) degree outside of those accredited in Canada and the United States by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education.

**Liaison Committee on Medical Education (LCME):** An accrediting agency for medical education programs leading to the Doctor of Medicine (MD) degree. [http://www.lcme.org/about.htm](http://www.lcme.org/about.htm)

**MD/PhD program:** A combined program in which students complete their Doctor of Medicine (MD) and Doctor of Philosophy (PhD) degrees jointly. Students generally begin the MD undergraduate program and complete their pre-clerkship years before focusing on their PhD program curriculum for three or more years. They must complete their clerkship training before they can start residency. The only faculties of medicine that do not offer combined programs in Canada are Dalhousie University in Nova Scotia, Université de Montréal in Quebec, and Lakehead University/Laurentian University (Northern Ontario School of Medicine) in Ontario.
Medical College Admission Test (MCAT): A standardized test to assess the basic concepts and principles that are prerequisites to medical studies.  
https://www.aamc.org/students/applying/mcat/about/

Medical Council of Canada Evaluating Examination (MCCEE): A four-hour, computer-based exam that evaluates basic medical knowledge at the level of a new medical graduate who is about to enter the first year of postgraduate residency training.  
http://mcc.ca/examinations/mccee/

Medical Council of Canada Qualifying Examination Part I (MCCQE): A one-day, computer-based test that assesses knowledge, clinical skills, and attitudes for entry into supervised clinical practice in postgraduate training programs.  
http://mcc.ca/examinations/mccqe-part-i/

Medical Council of Canada Qualifying Examination Part II (MCCQEII): A series of clinical stations that assess the competence of candidates—specifically, the knowledge, skills, and attitudes essential for medical licensure in Canada—prior to entry into independent clinical practice.  
http://mcc.ca/examinations/mccqe-part-ii/

Medical education subsidies: Financial contributions given to medical schools by provincial governments to support the training of future physicians.

Multiple mini-interview: An interview model that consists of 10 timed and consecutive stations, where the selected applicant must answer one question per station. Each station has a different evaluator.

National Assessment Collaboration Objective Structured Clinical Examination (NAC OSCE): A national, standardized objective structured clinical examination administered by the National Assessment Collaboration that tests the knowledge, skills, and attitudes essential for entrance into residency training programs.

Non-education related debt: Debt related to credit cards, car loans, mortgages, and loans for elective and residency interview expenses.

Ontario Medical Schools Application Service (OMSAS): A centralized service for applying to Ontario medical schools.  
http://www.ouac.on.ca/omsas/

Other compulsory fees: Education-related costs (e.g., student union fees, professional fees, health services) charged by a school.
Panel interview: A traditional interview format whereby the selected applicant sits before a panel, often composed of a combination of community members, faculty representatives, medical students, and practising physicians.

Permanent resident: Someone who has been accepted as a landed immigrant and has the right to live and work in Canada.

Postgraduate year (PGY): The year of postgraduate training after completion of the medical doctorate degree. PGY-1 is the first year of residency training and commonly starts around July 1st. Postgraduate year is synonymous with residency year.

Pre-medical education debt: Debt related to tuition, books, and accommodation during postsecondary education undertaken prior to admission into medical school.

Provincial/territorial medical regulatory authorities: The bodies responsible for licensing physicians and monitoring medical practice to safeguard public interest. For a complete list, see http://fmrac.ca/members/index.html.

Q
Quota: The established class size for each academic year in Canadian medical schools. School quotas are set by the province in which they are located.

R
Repeat applicant: An applicant who does not receive an offer of admission the first time he or she applies to medical school and chooses to re-apply in a subsequent year.

Residency: The postgraduate program that must be completed after the Doctor of Medicine (MD) degree in order to become a specialist in family medicine or another specialty.

Residency year (R): The year of postgraduate training after completion of the Doctor of Medicine (MD) degree. R-1 is the first year of residency training, which commonly starts around July 1st. Residency year is synonymous with postgraduate year.

Retainer: A minimum salary provided to a physician that can be coupled with fee-for-service payments to encourage service provision in areas of lower patient volume.

Salary: Regular payment made to a professional who is an employee of an organization and is responsible to managers for services provided. In Canada, salaried physicians, although they provide services within institutions, generally receive payment from the provincial insurer rather than the institution in which they work.

Scholarships, bursaries, and awards: Grants or payments made to support a student’s education, awarded on the basis of academic or other achievement.
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**Student grant:** Money that is given to a learner according to his or her financial needs to help pay for postsecondary education and that does not require repayment after graduation.

**Student loan:** Money that is loaned to a learner based on his or her financial needs to help pay for postsecondary education and that requires reimbursement after studies are completed.

**Student or diplomatic visa:** A permit that allows an individual to study at an educational institution in Canada for the duration of the program of study.

T

**TAAMUS (Test d’aptitude à l’apprentissage de la médecine à l’Université de Sherbrooke):** An aptitude test administered to medical school applicants at Université de Sherbrooke.

**Target payments:** Payments made for reaching a target level of services delivered. They are particularly useful for preventive services.

**Tertiary care centre:** A healthcare centre affiliated with a medical school that provides highly specialized care to patients.

U

**Undergraduate medical education (UGME) program:** A three- to four-year university program during which a student completes the academic and clinical requirements for a Doctor of Medicine (MD) degree.

**University teaching hospital:** A hospital affiliated with a university that offers clinical education programs to healthcare providers while still providing care to patients. Teaching hospitals are often considered tertiary care centres that provide highly specialized health care.

V-Z
End Notes


v Id., p. 7.


vii Id., p. 13.

viii Id., p. 16.

ix Id., p. 20.

x Id., p. 25.


xii Ibid.

xiii Ibid.

xiv Ibid.

xv Ibid.

xvi Ibid.


xviii Id., p. 46.

xix Id., p. 48.

xx Id., p. 50.

xxi Id., p. 52.


xxiii Id., p. 118.


xxv Id., p. 132.

xxvi Id., p. 147.

xxvii Id., p. 129.

xxviii Id., p. 126.

xxix Id., p. 120.

xxx Id., p. 123.

xxxx Id., p. 135.

xxxi Id., p. 150.

xxxii Id., p. 144.

xxxiv Id., p. 138.

xxxv Id., p. 141.

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lvii Id., p. 31.
lx Id., p. 18.
lxiii Id., p. 77.
lxiv Id., p. 69.
lxv Id., p. 68.
lxvi Id., p. 77.
lxvii Id., p. 69.
lxviii Id., p. 69.