

Medical Students' Society of McGill University

L'Association Étudiante de Médecine de l'Université McGill

Fall GA 2019

ORDER OF BUSINESS

(1) Call to Order and Standing

Rules

The Speaker calls the meeting to order a 7:11 PM. Standing rules are made available to the student body. If questions appear during the meeting, members may contact the medicine senator at medicinesenator@ssmu.ca. Any technological issues members may email vpit.mss@mail.mcgill.ca.

(2) Land Acknowledgement

McGill University is situated on the traditional territory of the Kanien'kehá:ka, a place which has long served as a site of meeting and exchange amongst nations

(3) Approval of the Speaker

Motion to approve the staff list

208 moves, 63 seconds

Motion carries

(4) Approval of the Minutes

Motion to approve the minutes

Minutes are approved

(5) Adoption of the Agenda

125: Motion to add Motion to support French language education within UGME

- Seconder 37
- VOTE - Majority in favor (MOTION PASSES)

13: Motion to add the Motion to advocate for medical student access to DSQ

- Seconder 37
- VOTE - Majority in favor (MOTION PASSES)

203: Motion to move ITEM 7 G and F to first in new business

- Seconder 178
- VOTE - 107 for, 44 opposed (2/3 majority MOTION PASSES)

166: Motion to add another point to point B - motion to appoint Bakertilly as the auditor for the MSS 2017-2018 audit

- Seconder 14
- VOTE - Majority in favor (MOTION PASSES)



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14: Motion to move motions A, B and X to the beginning

- Secorder 106
- VOTE - Majority in favor (MOTION PASSES)

85: Move to have F before G as a courtesy for them

- Secorder 208
- VOTE - Majority in favor (MOTION PASSES)
 - Recount 83 FOR, 36 AGAINST (clear $\frac{2}{3}$ majority MOTION PASSES)

123: Motion to change the rules in order to talk G and F above all other matters - suspend the rules

- Rule out of order - proceed with order of agenda as it has been set

Motion to Adopt the Agenda 37

14 seconder

VOTE: 6 opposed - Clear majority prevails

Agenda adopted

(6) Old Business

a) Report of the Vice-President Finance, including a Presentation of the Budget and audited financial statement

63: Motion to go in camera for budget

- Ruled in order
- Secorder 14
- VOTE 6 opposed - clear majority in favor (MOTION PASSES)

(7) New Business

a) Motion to Approve the 2015-2016 Auditor's Report

- Audit presented by VP Finance
- Notice to Reader rather than audit as they do not interview the council (could not really interview them).
- Not much can be changed, it is just a review of the report. Still playing catchup.
- Surplus of roughly \$1000 for that year

Motion to Approve Report - Secorder 14

Debate - no debate

VOTE 4 opposed, 10 abstaining and remainder in favor (MOTION PASSES)

b) Motion to Appoint Bakertilly as the Auditor for the MSS 2016-2017 Audit

VP FINANCE: We want to keep the same auditor as the past year for 2016-2017, rough cost is 4000\$

VOTE 2 opposed, 4 abstaining, rest in favor (MOTION PASSES)



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- x) Motion to appoint baker tilly as the auditor for the MSS 2017-2018 Audit
VP FINANCE: Continuing to catch up with audits. Next may be audit but this will be notice to reader

VOTE - 6 abstain rest for (MOTION PASSES)

[Livestream and Recording Restart]

- f) Motion to Ensure French Language Proficiency of Undergraduate Medical Students and Postgraduate Resident Physicians

MEDICINE SENATOR: Context for this motion came about since McGill is a historically anglophone institution in a province that is francophone, where the language of work is French, where the language of cases is French, where the patients have the right to be treated in French. There is a delicate balance that must be struck between having respect for the way Quebec works and adequately learn and caring for patients is learning. There have been ongoing complaints by complaints by patients wanting treatment in French. So this is an ongoing discussion with the faculty. It's difficult to find resources to get French up to par and again, we recognise the significant numbers that have been made by students, particularly anglophones on top of their courses. It is impressive. This is not to punish the students. Most people here already have adequate knowledge of French. We are not asking for them to be perfectly bilingual but rather able to treat in French.

Anthony Beauséjour: Many colleagues have expressed concerns regarding inclusivity and the exclusiveness of this motion. We have also heard many colleagues who do want to learn French, but who deplore the lack of resources for that purpose. What we have heard and read is that colleagues are truly concerned about the problems it makes, who do not think these two incredible [verbal patterns (?)] have to go against one another. Everyone in this room agrees that there is a problem in the McGill network and that the MSS has a duty to help find a solution to it. So this is why the following amendment, which we believe strikes a true balance between what we think is important, and still think is important and the very legitimate concerns that were raised. So, basically, instead of having French as a requirement for admission, we propose that after the existing French test, a pre-sessional French course be available to students who do not display sufficient proficiency in French and that course would not be a requirement for admission, but yes, students would have to do a French course.

408: Motion to extend time by 2 mins
Seconder 204
Motion passes

Anthony Beauséjour: So, while we do know that everyone in the room wants the best for our patients, we agree that the solution should be as respectful of others as possible. It is with this open mind that we read several suggestions, which came from many students who are opposed to the motion and in fact, we found ourselves agreeing more on the direction these solutions were aimed. So, we amended our resolution to include a pre-summer class for students who need a little help in French, because half the patients you will treat during your hospital encounters will be Francophone and not only is it dangerous for your patients, but students who do not have sufficient proficiency in



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French will be missing and lacking so many learning opportunities and every student needs to have ever single opportunity at this University. And with this pre-sessional French course and any additional courses for some students who still need a little extra help, we believe that everyone will have a level of French required to help patients and thrive. On this note, we would be glad to answer questions..

161: In light of your new amendment, who is responsible to paying.

SENATOR: We do not have the power to determine but can be discussed in further amendments

140: Where would the course take place, would that require the students from OP come early and what are the details for that? Would it be every day?

SENATOR: This is a bit premature for this much detail, its more just to take a position and propose a solution with the faculty. What this would look like concretely, this is too soon to tell. Goal: get up to level very quick.

196: Would this be a condition for acceptance to the faculty or would this be something administered for the UGME - where is this requirement coming from? UGME has made it clear they will not be involved in language assessment.

GAAC: we do not want this to be a criteria for admissions, this is more detail than we have for this session. Assessment, then exam then another exam if you fail. We want to advocate for the faculty to be more involved and to increase faculty resources and humans to allow people to learn.

SPEAKER: Is there a desire to extend the time

Motion: 214

Secunder: 161

Amendment 7 minute extension 214

VOTE: Motion passes

198: How would people feel (consensus) to adding french to the curriculum or more material of the curriculum presented in French?

SENATOR: with the opening of the Gatineau campus there is instruction in French. UGME does not want to be involved in the teaching of French. Complex issue.

125: I still feel like the amendment makes it feel as though it is part of the admission process.



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SENATOR: the version on screen does not include that we do not want it to be part of admissions process [more]

170: My question with respect to how the motion plans to have this in respect to PGME, I've noticed in the clinical setting most occurs with the residents rather than the students, especially when the faculty have many students from the middle east who do not speak french.

SENATOR: notice that we are not the representatives of the residents but we would like this to be a stand for the residents. I don't believe that is in the spirit of this motion to advocate for all other kinds of medical fields to have an appropriate knowledge of French. When McGill decides what level of French is required, we would like them to be consistent so that students and residents can practise safely and serve patients in the language in which they have the rights to receive care...

GAAC: For those who doubt that it is our place to advocate for PGME, it has a direct impact on clerks because they sometimes have to translate for residents or other students, so that's why we think it's important to ensure the residents' French knowledge. (the reason for why they are included is because clerks sometimes lose learning opportunity because they have to translate).

31: I was just wondering if you could objectively define what sufficient in French means

Anthony Beauséjour: I think that objective French knowledge may be defined. I don't think we should be the ones defining that. The fact that we already have a test that is non-binding that suggests which students should take French classes, so I couldn't tell you, but yes, it can be assessed.

63: Point of information - the faculty's cut off is based off of the CEFR and the level required is B2

161: I appreciate what you are appreciating to be the spirit in this motion, but i feel as though the language does not correspond to the spirit you have referred to (unclear on recording)

SPEAKER: There is not sufficient time for both questions.

[Unknown] Motion for 5 mins extension

178 Secunder

VOTE Passes

GAAC: I would just like to say that both the motioner and secunder are open to amendments, so if you feel this has no so you can motion when in discussion period to take it out and then I will lift (RECORDING 1:09:59)

Anthony Beauséjour: In the faculty of law, it has been the policy for more than 20 years that every student must have a "passive knowledge of french" and any exam can be in english or french and the student does not get to



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choose. Every student must be able to understand complex legal texts in either language, so truth be told, this is likely higher than what is needed for the clerks in medicine

SENATOR: The reason we included e-digest is because we are not the recipient of the complaints made to the MUHC since we are not the ombudsman and these are confidential. The way that we have is by complaints that we hear as clerks in the medical context or communications that we receive from the Faculty

178: I would like to thank you for all the changes you have made. The only question I have is with all these complaints are they for the McGill students or the foreign residents?

SENATOR: Unclear, but have seen that it has been said by staff, residents and students. Furthermore, I think that if it is included in the e-digest to students, I would think it would point us to them being an issue.

178: Clarify how non-Francophone students put students at risk...

SENATOR: This is in the policy of the Faculty. What we quote is a direct quote from the faculty policy on bilingualism, so this clause is direct word for word what you read and subscribe by when you sign the admission contract to medicine. And that's what we based our resolution on.

104: one of the main issues brought up about this motion was fluency and how to define it. Fluency is two first languages. In the context of the clinic, this may not be necessary as there is a certain level of habitancy that can be achieved - can do well in the clinic without having to [inaudible]. Since there is a certain international standard of defining levels of fluency and since this motion has not gone into enough detail, is it possible to add an amendment, an extra clause which would state that all of these proposed changes are conditional on the MSS student body and the University agreeing on a clear standard that students are supposed to reach?

MEDECINE SENATOR: The faculty defines the necessary level as "functional knowledge of French," which is not fluency or maternal language, as was stated by a member of the audience, it was defined by the faculty as a B2 level. So if you feel that the motion does not adequately reflect this, then we welcome amendments. This is indeed the spirit of the motion, we agree that you do not have to speak perfect French, but your French has to definitely be good enough to provide safe medical care and that you should have the tools to do so.

426: One of the arguments which is going around is the comparison to medical school and law school and how law school has specific requirements. I wonder how this is relevant to medical students as our day to day is more similar to nursing, PT or OT and they do not have any french requirements

Anthony: the school of nursing as there is currently talks to have bilingualism as a criteria for future nurses. With respect to law school, the example is relevant in our eyes because many here or in the faculty leadership oftentimes are afraid that adding some requirements for french might put our faculty at a disadvantage with respect to other faculties in the US or Europe, which is not an argument when you look at what happened on the other side of the



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street in the Faculty of Law, because the policy has been going for 20 years and in any international ranking McGill Law ranks higher than McGill Medicine, and that despite bilingualism criteria. So I think we should take the Faculty of Law as an example and strive towards more bilingualism and see it's not an impediment to performance...

117: I think the link between the (unclear on recording)

GAAC: We are proposing to advocate and open debate with the Faculty and to advocate for an exam at the beginning, before you start medical school, and if you do not meet the criteria for French that you take an intensive course. Exam at U de M Should be a conglomeration of the faculty. This motion is to have the first step and open the door. Here we have almost 300 students and we feel that French is important and people want you to take some responsibility (unclear on recording)

SPEAKER: End of extended Question period. Is there a further extension of the question period...

161 motions to extend by 5 mins

170 Secorder

VOTE - extension passes

51: Is the goal spoken, spoken fluency - they are very different in their assessment.

Anthony: This is a relevant question, but for this assembly may be a bit of a premature question. For sure, the Faculty does not really ask for intense written knowledge of French, the hardest part of the language because notes can always be taken in english in any patient's file, but for sure, and it currently is, an understanding and fluent speech.

170: Have you considered other means of assessing and improving French rather than just having an exam?

Example immersion (unclear on recording) Why can we not offer immersion in french settings, rather than putting it in the form of a course which people repeat over and over again (unclear on recording)

Anthony: I think that would be a very valid suggestion, which we would be glad to vote on if you proposed the amendment. I would only like to specify with respect to your question that people's knowledge of the English language is not tested indeed, but only for those who did study in English or were born and studied in Quebec, regardless of the language, because that was a deal that was struck long ago. English would not be tested for Quebec Francophones and French would not be tested for Quebec Anglophones.

63: Request for information - its ok whatever

155: In the past the faculty has explicitly stated that language and language competency is not their mandate. This involves the faculty to be involved in this level. Has the faculty's position changed on this level and if not what does this bring if they have not changed opinions (unclear on recording)



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SENATOR: As far as I know, I believe the faculty is interested in exploring different ways it can ensure proficiency, however, I don't think that for now they wish to change their policy that they do not believe it is within their mandate to teach French. That is where we are standing currently.

104: Just to preface my question, the comparison with Law, that's still there? Fact check the ranking of medicine and law. In 2019, medicine better (unclear on recording).

SENATOR: If it is the will of the assembly to remove that clause, then sure, but as far as I recall, the clause, it does not serve to place the Law faculty as superior to the Faculty of Medicine, but rather to express that even with bilingualism as the guiding principle, it is still possible to create a research environment that is world-class. This serves to express what my colleague said before that we believe that further enhancing bilingualism in French as well as English in Medicine would not be detrimental to the position of the research centre as world-class.

SPEAKER Not enough time. Is there desire for extending time for the fourth time

194: 2-min extension

150 seconder

VOTE Majority is Opposed, extension is not granted

92: Motion to finish the questions in the waiting list

170 seconder

VOTE: MAJORITY in Favor

91: I'm not comfortable voting on a spirit but rather on the motion itself, can you scroll to see the amendments?

Anthony: would you like us to highlight the amendment?

SPEAKER: Since we do not have the ability 30 seconds necessary to read the motion, continue question period.

104: point of parliamentary inquiry can we vote separately on each point so we know what we are voting for

SPEAKER: possible

194: I think it is clear that patients should be treated in french and anglos want to speak in french. What I suggest, could it be possible to create an advocacy committee with one anglophone and one francophone so that everyone's interests are considered.



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SPEAKER: Question to the movers?

Medicine Senator: If that is the mechanism the member desires, fine. Mechanism we proposed: having elected committee - a representative body of MSS.

198: My question was answered by someone who asked the previous question so i would like to pass it on to the next person

161: have you considered perhaps the burden might have on students who have jobs to support family or their education

MEDICINE SENATOR: we recognise it is a significant commitment to do, but if we want to offer patients the care they need in French, I think that people entering the school should be prepared to rise to that level. And if this is what has to be done, then so be it. If you don't speak French at a certain level and don't improve it, it is very difficult to not lose any steps. Again, we do recognise that it is very difficult, and many people in this room have done it, despite the intensity of medical school. We're sensitive to that, but at some point you have to learn.

END OF QUESTION PERIOD.

DEBATE:

125: I would like to propose an amendment - it says "administered as part as" to "after the admission process" for both undergraduate and postgraduate

NOTE: Movers and seconders feel as though this is a friendly amendment

SPEAKER: Send amendment in writing to andrew.dixon@mail.mcgill.ca. For the time being, check the screen.

91: Just for an amendment for the summer course. I would like to propose a modification that rather than a summer course, FMD is a key time to learn communication before interacting with patients.

SPEAKER: Which specific clause do you want to amended

91: Rather than prior to the start of the program, prior to the start of clerkship Movement is not deemed friendly

Secunder 173

Debate on 91 Amendment



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196: French testing or having a course mandatory because to have a course mandatory to the MDCM program would have to include it in one of their learning objectives which they can't include in their learning objectives because it is not part of the field that they're teaching which is medicine.

195: So, what I would propose and Leanne would propose, although wasn't palatable for most of the class and please permit me the 30 seconds to say this properly, is that we go back and revert to the original statement, which is that testing be undertaken to assure functional capacity in French prior to admission to McGill medicine. This doesn't sit well with any of us to because it basically means what we are says is that you have to be able to function in French in order to be admitted to the faculty. That means that certain people who are currently admitted wouldn't be admissible in the future on that basis. It sends a message to everybody who applies to the faculty of medicine that French is important.

SPEAKER: 30 seconds

195: The unfortunate reality is that if this is passed as is currently, without the teeth to be able to really monitor the status of someone's proficiency or to really encourage someone to continue along that path of greater proficiency it's going to essentially be the status quote.

196: Where you have people, and we've all been with them on rotation, who say I'm sorry I can't interact with the patient because my French isn't good enough.

SPEAKER: Thank you very much for your intervention. Others want to speak to the amendment specially the amendments shown in pink.

202: Just to make a comment on what is pertaining in pink, we have patient encounters in med 1 also during LFME. So it's not true that we only start seeing patients during TCP.

SPEAKER: Thank you, 170.

170: So I would like to speak in favor of the amendment although I think we see patients LFME. For a lot of people LFME is a period of observation and your not required really to take full exams, full physicals, write notes until TCP or even clerkship and I think just for retention it is nice to do, of course, in FMD but you might forget all about it by the time actually in TCP or clerkship. So, I think it would be nice if there were to be a course to move it.

SPEAKER: Thank you, 92

92: So I think that having the course during TCP would not be a great use for the patients we see in TCP, just prior to the start of TCP because let's be honest, that course would be taken in the two weeks between the end of FMD and TCP. Question for the person who made the amendment, are you suggesting that that course could be taken



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during the summer in which case it doesn't change the (unintelligible) and if not learn it must be (unintelligible) at the end of FMD and TCP, which will not benefit our patients. Anyone who has tried to learn language in less than 2 weeks. I tried and tried you'll know it's basically impossible.

SPEAKER: Thank you, others who want to speak. I'll take at the back 85.

85: I would like to say that I oppose this amendment. The reason being that a functional level of French is not only required to provide adequate care to patients it is also required to benefit appropriately from the educational opportunities supported by the program and this includes LFME because in LFME many students are exposed to patients who speak French and French only and should be able to shadow them, shadow physicians and understand what is going on and not having corporate (unintelligible) knowledge does not fulfill the educational objectives of the (unintelligible) LFME and so I think they should indeed be (unintelligible) before the start the first year and that is when LFME starts and that when clinical.

198: I would like to say I oppose the amendment and agree with number 92 in saying that the test should be administered after. The reason I would say this is because not only would it be beneficial if the students that aren't very functional to be identified higher to get them. I am an Anglophone and I have made an effort to speak French, but it has brought to my attention that my French was not good enough. I started with... by my peers which I am very grateful for and it has brought my understanding of French up to a tempo which I say is functional.

161: I'd like clarity from the person before the person that just spoke regarding the goals of this. Are the goals to improve the educational experience of our students, are the goals to improve patient safety, are the goals to improve our ranking. I find it very confusing and I would like clarity.

173: So, first off, I believe the point of this thing is first of all for patient safety, right. So, we all want to care for our patients, we want to understand them and we want to treat them better. So that's my point. I think everyone would agree. Everyone in favour say hey! (HEY!) So, in this motion the point that I don't see and the reason why I think that this amendment is kind of weird, I agree with though ok... hold on, is that we will test the people for French and then tell them to do some form of remedial activities or courses. It's the order that in my sense does not make sense. If during FMD we all agree to put, let's say, a French test where the oral or understanding at the end or beginning of TCP and the entire student body knows that there is going to be this test at the end of FMD, then students can prepare for it. So if we have a test at the end and courses during FMD. Then people can train for during FMD while they have free time on their own schedule, how every they want, to be prepared for the end test which will allow them to do TCP and...

400: So, if I understand correctly this whole motion was brought forward for the safety of patients, when frankly that's going to be until we are residents there's no patient in our care. So the whole point is bulimic.

208: I would like to call for the vote of this amendment.



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VOTE - 2/3 majority, the question has been called which is to add the prior to the start of TCP
VOTE clear majority opposed (AMENDMENT FAILED).

Returning to main motion

129, speaking for proxy: "I am a current med 3 from the US who entered McGill Med as an international student. While I believe that French is an essential part of providing high-quality care in Quebec, I think that this issue requires a carefully thought-out and evidence-based proposal, which the current motion and proposed amendments are not". (+ facebook discussion comment). "It is neither reasonable nor wise to rush towards a problem this complex or politically fraught in one night" Need to take time to assess the needs of French-language learners. Should table motion and establish a committee, conduct French language program assessment, issue recommendations

196: There is all this talk about French requirements. People have an issue with the Faculty saying we require French prior to admission. Not the place of the faculty to ensure that people learn French. This is not French School, it is Medical School. Issue brought before the Faculty - very emotional: "but what about me?" That person probably would not have been admitted on the basis of appropriate level of French. Not the place of the faculty to teach French. We want to ensure that people entering have the capacity to speak French

214: based on the prior discussion of this motion - i would like to propose a postponement of this motion until the next GA

Secunder 129

SPEAKER: Motion is debatable

Debate

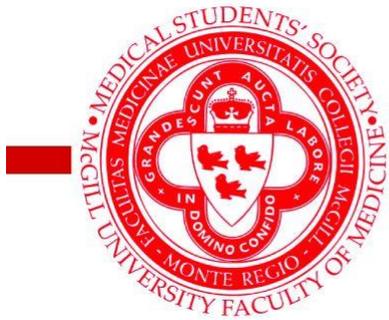
63: vote against because it is currently a hot topic for the faculty ... i feel as though this..

104: I would like to agree with my previous colleague that this is a hot topic, which is why i would like to be in favor of the postponement - need time to have a rational approach rather than emotional

400: I move to postpone this to next year since uh considering, give me just a second I thought you were going to call on someone else before. If there is a committee that needs to be brought together...

92: Propose à l'amendement de revenir la prochaine assemblée avec une motion avec une autre motion pour créer un comité à la prochaine GA...

426: i don't think it would be a great idea to postpone it, idk this is the first time i'm going to a GA, i'm just worried if we wait for the next meeting there may not be such a great turnout



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27: motion to vote on the amendment so we can move on please

SPEAKER: On the motion to postpone?

161: parliamentary inquiry: Is there a middle-ground between postponing and voting now?

SPEAKER: For the purposes of the writ, I will consider this a parliamentary enquiry. The best possible answer to give you is to refer this to a committee. In terms of the options of the general assembly, you have a vote for it and it passes or fails or you could vote to postpone it. My recommendation would be to refer it to committee.

125: I was going to suggest we can table it until we see the following motion which is a much gentler motion

SPEAKER: The options are to vote down, postpone it...

85: I would like to speak against this motion. I feel that... I encourage everyone to vote against postoting

219: I'd like to bring this proposal to a vote

SPEAKER: Motion to postpone - need a $\frac{2}{3}$ majority.
SEconder 14

VOTE Clear majority opposed - postponement fails

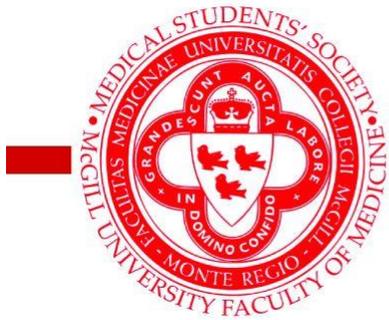
Return to discussion on the motion

153: I want to speak for this motion 100 complaints at the MUHC...

221: I'd like to speak in favor of this motion, (recording unclear) there will be a point where you might miss something and therefore you will impact patient safety

149: I'd like to propose an amendment - change language such that as it currently stands, everyone will be required to take a french test and require to...

155: I'd like to speak against this amendment. It is not possible to make the course mandatory.



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202: if you have a diploma for secondaire 5 you have fluent french so it could be proven only with the diploma we have in quebec

150: I have a clarifying question about this or if it can be added to this. Does this have to be a course at mcgill or of equal caliber

85: Call the question on the amendment
63 seconder
VOTE on calling to question Clear majority
VOTE on amendment Clear majority opposed amendment fails

Return to discussion on main motion

208: I like to call for question for the motion as it is right now
205 seconds
VOTE in favor for vote

SPEAKER: Call for division

VOTE in favor to move for vote - 106 in Favor, 18 opposed - clear $\frac{2}{3}$

Speaker: asks for a brief 2 mins recess

161 2 min recess
167 seconder

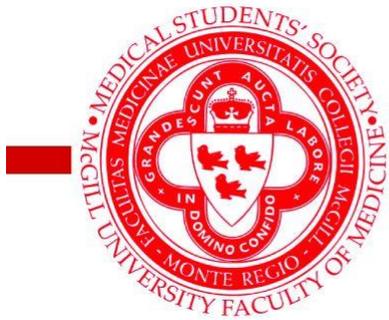
VOTE: Majority

SPEAKER: Motion for secret vote has been removed (recording unclear)
Vote on be it resolved what is crossed out in red

92: (unclear on recording)

208: Secret vote...

51: I would prefer to vote on something that grammatically makes sense



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SPEAKER: take it as a point of order

196: Are we being asked to vote on whether testing to prior to admission - not a procedural question (out of order)

203: if you keep ruling questions out of order we cannot proceed

SPEAKER:

VOTE on the amendment FOR 94, OPPOSED 20, ABSTAIN 3, clear majority in favor and are incorporated into full motion

MOTION DISCUSSION AS Discussed

208: motion to call the motion as it was amended
220 Secunder

SPEAKER: Request to see motion and to read it out loud

161: Request for information - are we voting on the spirit or the words on the page

403: Resolution we are currently voting on is in English for mere courtesy and (unclear on recording)

MOTION TO CALL TO QUESTION

194: is there no more ability to amend

VOTE very clear $\frac{2}{3}$ majority

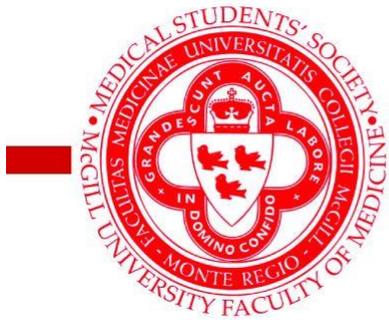
SPEAKER: is there a call for a division

Yes

VOTE on the motion - FOR 94, OPPOSED 58, ABSTAIN 6 (CLEAR MAJORITY IN FAVOR Motion is carried)

g) Motion to Ensure French Language Education within UGME

Mendi: RECORDING The current workshops are not helpful



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Fardad: MSS to advocate for dedicated time - faculty doesn't care

173: We just had a discussion on previous motion, Your motion is similar. Could we have a committee for recommendations for the test and the courses

Fardad: Yes! However, the problem is that Faculty does not care.

Mendi: I think your point is addressed in the third further resolved

186: by ongoing, regular and mandatory does that mean protected time

Fardad: Want to advocate for protected time, maybe we could take ½ half-days protected for LFME

SPEAKER Extend time

Extension is opposed which brings close to question period

DEBATE

194: motion for amendment

158: point of privilege. Can we add this motion to the folder

?? moves i'm confused tbh

178 seconder

85 We already have MSS elected representatives

Fardad: I would like to argue for it that if you have an advocacy group if they volunteer for it they ...

63: Would like to speak against. I don't know where this ad hoc committee would advocate.

An amendment to the amendment

403: I would like to oppose the amendment because the previous motion asked for both financial and material needs



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161: I find the language in this amendment divisive

208: Call the question
63 seconder

VOTE: Clear $\frac{2}{3}$ in favor for majority to call to question

VOTE on amendment - clear majority amendment fails

Return to debate on main motion

92: I would suggest to vote against this motion or propose to postpone it for the fact we just voted on a similar motion before and then come back and add more fuel to the motion.

125: the previous motion calls for integrating a course, if it is similar to the current french class. This motion is to improve the classes

119: Move to postpone the motion indefinitely
208 seconder

Motion to postpone indefinitely basically means to kill the motion

214: why would you like to postpone indefinitely instead of until next GA?

85: i believe it should be postponed indefinitely because the next time the GA occurs there will be movement on the previous motion and another motion could be brought back

140: i don't think we should postpone indefinitely because the previous motion that was passed

413: I don't think this should be postponed indefinitely as i

158: ... (unclear on recording)

147: I don't think we should postpone indefinitely. As someone who worked very hard to find classes, I would like to have a realistic approach, which this looks like it



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173: I would like to raise a question to the people who are against the motion. Why would you vote against postponing if it would not take any time or money from you?

161: Call to question on the matter of indefinite postponement
208 seconder
VOTE $\frac{2}{3}$ majority to call question

VOTE in favor to postpone indefinitely 28 in FAVOR Majority opposes
Motion of postponement fails

37: Motion to call to question the motion
VOTE to call to question 8 opposed, question is called

VOTE: MAJORITY IN FAVOR MOTION CARRIES

c) Motion regarding the eponyms of Sir William Osler

Joel: Quote from Sir William Osler in 1914 in Gazette in the context of a boat of Indians who were British subjects. Osler was a bit of a racist and there was an article in the Gazette
Raises the question as to how much we should be honoring his memory - does not have to do with the library but more how the faculty decided to make it front and center

Ziyu: Comes into context of the renaming of the McGill's sports team. We also think this comes at a time where McGill wants to rename every thing in the context of the 200th anniversary. We don't want to remove his memory completely, but maybe just from certain things such as Osler fellow

161: Can we see the end part of the motion. When was this brought up previously

103: this motion only takes a part in your interest without mentioning what else happens in the article...(recording)

Joel: I don't think this motion takes anything away from the values of the Oslerian tradition, of bedside manners, of the physical exam, of the things that we cherish from that approach. It is not about that. It is about how we decide to make this one man become the central part of the image of this faculty and his "conversion" into a not so much of a sexist



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106: I think the quotes are reprehensible. I do take exception to the example you put forward of someone else who might be more deserving of more attention: Norman Bethune, seeing as he did join the Chinese communists under Mao Tse-Tung and we all know what Mao was famous for. So, how do you defend that instead of Sir William Osler.

Joel: Norman Bethune is not the subject of the motion. He has an exhibit in the Royal Victoria Hospital and he was a renowned tuberculosis surgeon. He is someone who joined the anti-fascist struggle against Frank Owen. This motion is not to say Norman Bethune should be on every plaque. It was just an example. You can disagree with that; it's fine.

SPEAKER: We are out of time for this question period. Is there motion to extend time

406: 2-minute extension

Seconder 147

Motion Opposed - extension not permitted (clear majority opposed)

End of question period

103: I would like to speak against this motion. I think it is reprehensible what he said. Another motion should be put in the next GA to assess whether we should as a whole condemn Osler for his actions or his words or simply accept what happened and focus on the society's belief of the era.

140: I want to speak in favor of the motion. A lot of universities in the States and it is starting here in Canada, are realizing that people from that era said horrible things. Even if he was well-known for other things besides these comments, the point is to not name anything new and to rename certain things, so his legacy is intact in certain ways. This is a good compromise.

173: I agree with 140, changing the name of all of the things is going to cost money. New monuments or spaces should be named after someone else. MOVE to amend the motion according to 140.

85: I think the overarching principle of this motion is clear: we should be presenting Osler's memory in a more critical way rather than just a positive way. I don't think we want to keep the library's name because he gave money, but because the Osler library was built from his personal collection, his life work and his ashes are kept there. In the new policy on naming, there is a term of 100 years on donations, which has recently passed at the Senate. So, I think this is a good thing to do. It reestablishes balance in the way we honor his memory, and it is a very mature thing to understand the complex path that any of these historical figures had. So, I think it is a reasonable thing to do.

147: Arguing against the motion. We have people who live in past eras, I have no doubt that in the future, we will look back on today and be opposed to many things. However, we constantly improve. When we name something after someone, it is to honor that person and to carry on their legacy/lessons. I don't think anyone believes we are learning these particular legacies from Osler. We are looking at the good things he left us.



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161: Speaking in favor of this motion. I hope that in the future when our reprehensible actions are identified, they are denounced in the same critical way. I also hope this leaves a place for naming things after women and women of color or people of color, so our universities can learn new practices. I would be proud to be part of an organization that denounces past trespasses this way.

92: Speaking in favor of the motion. There are so many things called Osler in this faculty when other great doctors could be recognized. We should pass this motion and fight against the forgetting of the other doctors who deserve to be recognized.

173: Would like to propose an amendment (not written). New things to be named after other people (people of colour and women, alumni from McGill)

Speaker: I recommend laying this on the table until amendment is written.

63: proposes motion

161: seconded

Motion passes (clear majority)

d) Motion condemning the closure and reduction of the services of YMCAs Centres

Ziyu: closure of YMCAs, which is a non-profit that serves the community. Sports and social programs. Prevention starts from these things in healthcare. Not just about treatment but about active lifestyle. Difference in life expectancy between the poor and rich neighborhoods of Montreal (up to 9 years). Closure because of financial deficits. YMCAs in richer neighborhoods are not closing. Health isn't just for the rich.

Elise: Medical students have an important impact in the media. That is why it is important to pass the motion: to advocate.

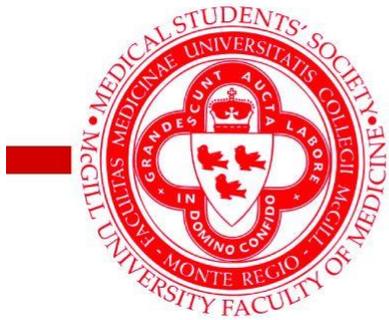
103: You mention the 9 year gap. Is there data that the YMCA is related to the 9-year gap?

Ziyu: I think it is relevant to mention. The closures are happening in the poorest neighborhoods of Montreal.

51: Would you be open to reframing this? I have an issue with "condemning" a non-for profit. Can we reframe for support for government funding to avoid using a negative word.

Ziyu: No condemning in the motion but in support of those advocating and recognizing benefits of their programs.

51: To change "condemning" in the title of the motion.



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Ziyu: Sure.

214: I'm not sure what opportunities are available for impoverished communities. Are there any public services that offer similar things to YMCA centers?

Ziyu: There is honestly nothing like them. YMCA has many things: gym, pool, social programs, sports, youth programs. It's affordable.

51 wants to change the "condemning" in motion. This motion fails because 92 previously called to questions, which takes priority.

DEBATE

92: Call to question

Secunder 103

VOTE fails. Motion to call to question fails.

51: motion to change "condemning" to "regarding"

Seconded by 146

VOTE ON AMENDMENT Passes

161 calls to question and 63 seconds

Question is called

VOTE on question motion is carried

—

RETURN TO C

Speaker: looking favorably for motion to take from table C

Motion by 14, 415 seconded → passes and taken from table

173 amendment

161 seconder

158: I think we should vote against this amendment. The purpose of the motion is to rename things, and this amendment defeats this purpose.



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173 moved to call the question

106 seconder

VOTE to call to question 5 opposed - majority has it

VOTE on amendment

27 in favour, 32 opposed, 13 abstaining. Majority is opposed, so amendment fails.

161: is it okay to propose an amendment that is in the same spirit of an amendment we just voted on

92: Question of order. Is it allowed to propose amendments that are exactly the same in spirit as amendments that have just been defeated?

Point of order:

Speaker: point of order is not well taken. Need to see amendment in text to detect its spirit. We should see what their amendment is.

63: motion to leave on table

Secunder 415

VOTE 8 opposed, so laid on table

e) Motion to Implement MSS Guidelines for Sustainable Events

Rose, VP Global Health JR: Negative effects of climate change on health. As medical students and future physicians, it is our responsibility to promote and protect the health of populations. Help promote sustainability in any way we can in the MSS, Faculty of Medicine and McGill! Would implement these guidelines as a 6-month trial. During the trial, anyone who is having an event would need to consult the guidelines and fill the checklist to make sure they are doing their best to keep their events sustainable. Organizers would answer 3 extra questions at the end of the Equitable Events Form about the sustainability of their event. Organizers would be mandated to answer a short survey at the end of the year to assess the feasibility and the barriers to implementing the guidelines. The MSS would then evaluate the results, identify barriers and plan a budget to address those barriers. After this info has been compiled, we will come back at the last meeting of the 2019-2020 year to make a concrete plan about the guidelines. Lastly, the MSS GC commits to improve their recycling system and promote the implementation of a compost system for MSS students on McGill campus.

207: When would this come into effect?

Rose: Next January

Debate - no debate



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161: Point of order. Motion being projected on screen is not the same as the motion in the folder.

Speaker: It is the same document.

173: motion to call to question
70 seconder
Vote Question is called

VOTE motion carried

h) Motion to Advocate for Medical Student Access to the Dossier Santé Québec

Proxy for 13: All health care professionals have access to this key except for medical students which causes problems in clinics and leads to a lack of information on the patient. This motion is for the MSS, in partnership with the FMEQ, to advocate for clinical clerks in Quebec to have to the DSQ. This would also avoid the situation in which a student would have to access the DSQ using someone else's key.

140: Do we know why we don't have access?

Proxy for 13: Purely administrative

125: I like this idea but I'm wondering what would happen if a student lost the key

Proxy for 13: When you plug the key in, you then have to click on a link and then you have to sign in with your password.

210: What are other Quebec universities doing? Do other clerks have access to this or are we lobbying with other universities?

Proxy for 13: No other clinical clerks in Quebec do not have access, but other provinces do. Will advocate in partnership with FMEQ.

200: Is there any cost of getting the DSQ key? Is the Faculty willing to subsidize?

Proxy for 13: To be explored with the FMEQ.



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No debate.

208: Motion to call the question
Second 70
VOTE 4 opposed, so question called

VOTE 1 ABSTENTION MOTION CARRIES

C) motion to take C from table by 63, seconded by 107: motion passed

161 amendment
103 seconder

No debate.

VOTE on amendment: 3 abstain, amendment carries

208 motion to call to question, 161 seconds
VOTE 3 opposed, question is called

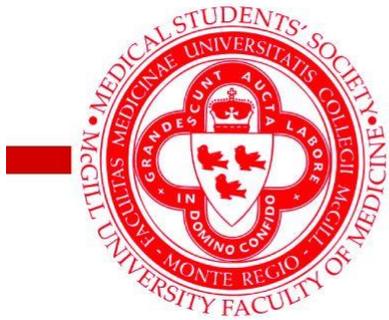
VOTE 19 opposed, 7 abstain, motion is carried

(8) Question Period
No questions
Closure of question period

(9) Reports
a) Report of the Executive Council
Reports of the Executive Council were presented (not sure if they have to be included). For further information please check the MSS website for the MSS October/November Updates document as the PowerPoint presentation was concise and did not have all exec updates included.

415 extend the time by 2 minutes
214 seconded
No opposition, motion passes

No questions



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b) Presentation of the Sponsorship Policy

Not everyone can sponsor the MSS, please read the policy. This document can be found on the MSS website, under “documents” tab. If any questions, reach out to Vice-President.

No questions.

(10) Adjournment

Motion to adjourn 107, 147 seconded

VOTE motion carries

Meeting adjourned at 10:47 PM

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