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** For current COVID-19 and FLEX Activity guidelines, please go to:

[MedNet > Teaching > FLEX > Info for Activity Supervisors > FLEX Activity COVID-19 Guidelines**](#)

Link to submit an activity (Google Chrome/Firefox browser):

[FLEX Proposal Form](#)

WHAT IS FLEX?

FLEX (flexible and enhanced learning) is an innovative series of three courses occurring in Years 1, 2 and 4 of the UBC medical undergraduate program, offering students unique opportunities to pursue a variety of scholarly activities within a defined learning space. FLEX complements the common curriculum by enabling students to develop activities that allow them to explore individual learning interests in greater depth.

FLEX courses are designed to foster innovation, creativity, critical thought, and community engagement, and prepare graduates for roles as scholars and life-long learners across the full trajectory of their medical careers. The course framework supports self-directed learning by allowing students to pursue a variety of learning interests and select activities that begin to incorporate scholarly inquiry and social accountability into their future practice.

FLEX will offer activities, experiences and opportunities for students to connect with mentors, organizations and colleagues across four UBC medical campuses; Vancouver-Fraser, Prince George, Victoria, and Kelowna. Examples of past FLEX projects are at the [FLEX Spotlight page](#).

COURSE CONTENT AND STRUCTURE

All students begin their FLEX experience in Year 1 by engaging in a common component termed the Foundations of Scholarship (FoS). FoS consists of a series of interactive modules, large and small group sessions. FoS is designed to promote scholarly inquiry by providing students with a toolbox of skills, including an understanding of the different types of scholarly activities, basic research skills, communication and facilitation skills and best practices for engaging with communities.

The remainder of the FLEX course time is available for students to engage in individualized learning activities. FLEX activities may be selected from a catalogue or be self-defined. The student experience will be supported by an evolving activity database hosting a variety of course and project options. The FLEX Activity Catalogue serves two important functions: (1) it serves as a source of submitted FLEX activities, and (2) it provides a space for researchers, educators and community organizations to connect with medical students by offering individuals and organizations a place to advertise areas of interest and/or goals of the organization. This Catalogue will continue to grow and evolve over time with further contributions from students, community practitioners and organizations, researchers, other institutions, and faculty members.

Within the FLEX Activity Catalogue, opportunities and activities are grouped into 12 categories (see Appendix A for category definitions):

- Indigenous Health
- Arts & Humanities
- Biomedical & Foundational Sciences
- Biomedical Engineering
- Clinical
- Global Health
- Health Policy and Advocacy
- Medical Education
- Public Health
- Rural and Remote Health
- Social, Cultural & Environmental Health
- Other.

Students may undertake a variety of FLEX activities that can include short courses, workshops, research projects, online modules, discussion groups, interprofessional experiences, community service learning options, or other options. FLEX activities may be pursued by individual students as well as groups of students, and can involve collaboration across one or more MDUP sites or between students in Years 1, 2 and 4.

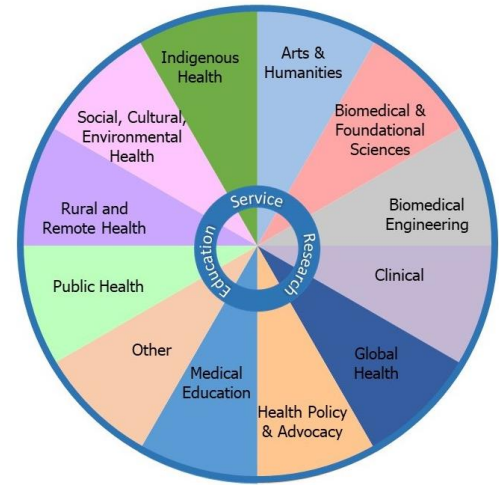


Figure 1. FLEX Categories

FLEX CURRICULUM MAP FOR 2022-2023

FLEX spans Year 1, 2 and 4 of the medical undergraduate curriculum and is divided into 3 courses:

- Year 1: MEDD 419
- Year 2: MEDD 429 and
- Year 4: MEDD 449

FLEX in Years 1 and 2 utilizes a combination of longitudinal half-days (Mondays, 1-5 pm) and dedicated block time, while FLEX in Year 4* consists only of dedicated block time. Block time refers to consecutive weeks of dedicated time in which a student is solely engaged with FLEX activities (i.e. no other curriculum). Each FLEX course can be broken down into individual FLEX sessions and each FLEX session is identified by a session number (see Figure 2 below). Students may participate in a FLEX activity that occurs in a single FLEX session, or they may anticipate in a larger project that spans more than one FLEX session or more than one year.

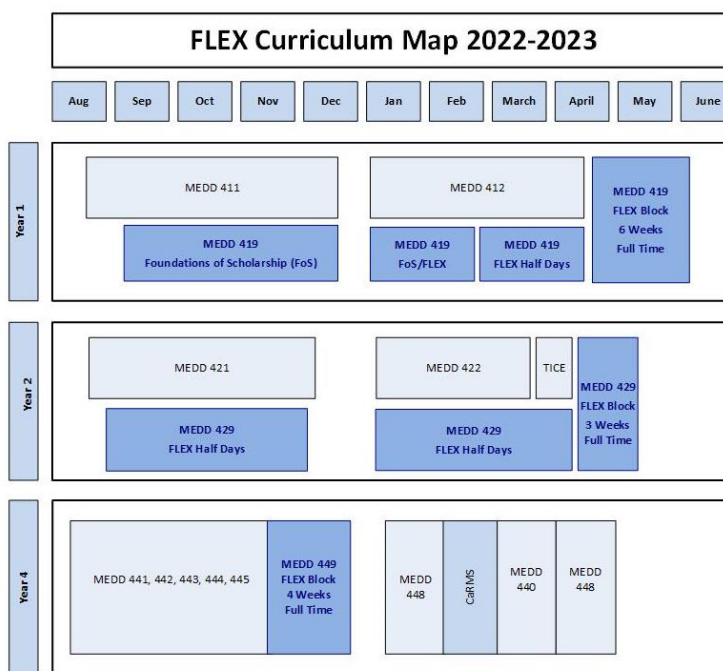


Figure 2. Curriculum Map

FLEX CYCLES FOR 2022/2023

YEAR AND COURSE NUMBER	FLEX CYCLE	DURATION
Yr. 1: MEDD 419	5 half days - 20 hours (Monday afternoons)	March 6 – April 6, 2023
	6 weeks full time FLEX –188 hours	April 24 – June 2, 2023
Yr. 2: MEDD 429	20 half days – 80 hours (Monday afternoons)	August 29, 2022 – March 24, 2023
	3 weeks full time – 86 hours	April 17 – May 5, 2023
Yr. 4: MEDD 449	4 weeks full time FLEX –128 hours	November 21 - December 16, 2022

HOW TO SUBMIT A FLEX ACTIVITY PROPOSAL

If you have an activity, research project or other learning opportunity that you think will be of interest to medical students, FLEX is an excellent way to engage with one or more bright, capable and eager individual. To advertise your area of interest, or a specific activity or project within the FLEX Activity Catalogue, you and/or your organization are invited to fill out a FLEX Activity Proposal form. This form will provide information such as a description of the activity, time required to complete the project, and contact information.

The purpose of the FLEX Activity Proposal form is to provide data on opportunities that future students might engage in during the MEDD 419, 429 or 449 ('FLEX') courses in the renewed UBC MDUP curriculum. These activities will reside in a Catalogue (database) organized by activity category and activity type. Some entries on the form are self-explanatory, while others less so. This guide and associated appendices addresses the latter aspects.

[Link to submit an activity \(Google Chrome/Firefox browser\):](#)

FLEX Proposal Form

Instructions to submit the form:

Create Public Activity:

Contact Information – Please provide contact information for the individual completing the form (can be different from the Activity Supervisor).

Activity Description:

Activity Title - Please provide a title for your activity.

Activity Summary - This space is to provide a quick overview of the activity and your area of interest. Bullet points welcome!

Detailed Description – In non-technical language (as far as possible), give a brief high-level description of your project and the types of activities in which a student might become involved. This information will inform a student with shared interests in approaching you to develop a specific activity around that area of interest.

Suggested Deliverables: During this Activity, will the students produce or complete specific deliverable(s) or outcome(s)? If so, please list them below. **Please note that these should be discussed with the student(s).** (Examples: documentation, educational material, publication, presentation, public workshop, etc.) - A deliverable is any product the student is expected to create or undertake to complete the activity. Examples of deliverables may include, but are not limited to, the production of educational materials (pamphlets, database or website), literature reviews, chart reviews, an abstract, poster, manuscript or presentation. In the case of a workshop series or short course, the deliverables may include a reflection, a written piece, a debate, etc. The course is designed to support a wide variety of activities and deliverables. Students are advised that deliverables should be discussed with the assigned activity supervisor prior to engaging in the activity. **NOTE:** Successful completion of an activity from the viewpoint of the FLEX course is based on demonstrated learning within the activity, not on achieved deliverables per se.

Prerequisites: Does the student require any particular background or competency to engage in your Activity (training, experience, etc.)? - If successful completion of an activity is founded on prior knowledge or level of achievement, please indicate clearly the nature of this criterion. Note that a student may be able to acquire this prerequisite as a separate FLEX activity.

Costs: Are there any course fees or other Activity costs that students need to pay? - Some activities may have costs attached (such as registration or completion / certificate fees). If applicable, please indicate an estimate of the total cost to the student(s), involved in undertaking the activity.

Activity Category(ies) - FLEX activities fall into one or more of 12 defined categories; some activities may naturally align with more than one category. For example, a Global Health project may be structured such that it also addresses Health Policy & Advocacy, or Social, Cultural and Environmental Health. Definitions of each category are given in **Appendix A. Definitions of FLEX Catalogue Categories** below. Please check all that apply to your activity.

Activity Type – Select the appropriate type(s) from the available options. If you are not sure, please select ‘Other’.

Details of Deliverables (Artefacts)/Outcomes – Use this space to provide more granular details of the deliverables that will be produced by the student(s) in this activity (e.g. educational materials, publication, presentation, public workshop, website, etc.).

Activity Delivery and Location Details:

Location Options - Indicate the location options of the activity ‘On site only’ or ‘Distance Learning Available’ (student can work on the activity remotely via videoconference (e.g. Zoom), email contact, etc. Please also provide information regarding primary location of activity and indicate if the activity will require any travel, within province, out-of-province or out-of-country.

Information regarding primary location of proposal - – Provide location name and details. Indicate if any travel will be required (refer to COVID-19 and FLEX Activity Guidelines)

Supervisors:

Supervisor details - Provide supervisor information and organization/affiliation. If appropriate, add additional supervisor(s)/administrative assistant.

Activity Period:

Period – Please indicate how long the activity should remain in the FLEX Catalogue.

Activity Timing:

Timing – Please check the cycle(s) in which you would like to offer your activity, estimated number of hours and maximum and minimum number of students who can participate. These options align with the curriculum map in Figure 2. FLEX time occurs in Year 1, 2 and 4, and utilizes a combination of half-days and dedicated block time. The half-days are scheduled for 4 hours on Monday afternoons (1:00 – 5:00); however an activity can occur outside of this time providing there is no conflict with other scheduled curricular activities (e.g., during evenings or weekends). FLEX block time consists of 32 hours per week dedicated solely to FLEX activity engagement. Your proposed activity or any activity you develop with a student may be appropriate for one particular FLEX session, may span more than one FLEX session or may cross years. You will be asked to select the session or sessions that are best suited to your activity.

FAQS

FLEX Activities

1. Is there a budget to cover potential costs associated with the activity (e.g., travel, registration)?

At this time there is no specific budget attached to the FLEX course.

2. Can a student be paid while undertaking a FLEX activity?

No. UBC policy does not permit a student to be remunerated for work related to a credited course. However, if a student between 1st and 2nd year is able to continue in the activity over the summer (outside of the course), they may be compensated (e.g., from a research grant).

3. How much time exists within a week of FLEX block time?

Students are expected to commit to 32 hours of activity engagement within a week of FLEX block time.

4. Is 'shadowing' considered an appropriate FLEX activity?




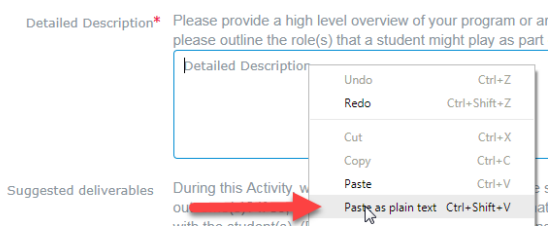
No. While 'shadowing' can be an insightful endeavor and an important part of student learning, it does not address the scholarship mandate of the FLEX course.

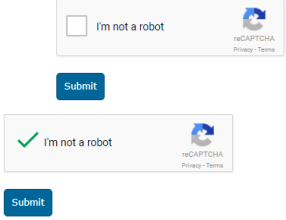

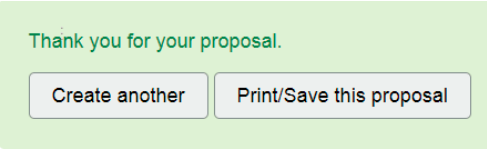
5. What happens after I submit my Activity Proposal?

We will provide updates by email about the application process. After a student applies for an activity, each application is assessed by the FLEX committee to ensure that their choice aligns with their project plan. Once this has been completed, the student will be informed via email of the result of their application. You will be contacted by the successful student applicant(s) to coordinate next steps.

Submitting a FLEX Activity Proposal Form

Prior to submitting your proposal, please read the following frequently asked questions. If the questions below do not address your issue/concern, please contact one of the FLEX team for further assistance at flexpa.vfmp@ubc.ca OR vfmp.flex@ubc.ca.

QUESTION	ANSWER
<p>Q: What browser should I use to access the Proposal Submission Form link?</p>	<p>A: The Proposal Submission Form operates best using Google Chrome or Mozilla Firefox web browsers. Internet Explorer is not supported.</p>
<p>Q: What do I do if the page I am trying to view doesn't load properly?</p>	<p>A: A hard refresh of the webpage should resolve the issue:</p> <ul style="list-style-type: none"> • Hard refresh in Firefox: <ul style="list-style-type: none"> ○ Hold down Ctrl and click the Reload  button. Or, hold down Ctrl and press F5 • Hard refresh in Chrome: <ul style="list-style-type: none"> ○ Hold down Ctrl and click the Reload  button. Or, hold down Ctrl and press F5 • Hard refresh on a Mac: <ul style="list-style-type: none"> ○ Hold \uparrow Shift and click the Reload  button. Or, hold down ⌘ Cmd and \uparrow Shift key and then press R
<p>Q: Can I copy and paste information into the proposal submission form from a PDF or other document?</p>	<p>A: Yes. However, text must be pasted into the proposal submission form in 'plain text' format in Google Chrome. This function is not available in Firefox.</p> <p>In Google Chrome:</p> <ol style="list-style-type: none"> 1. Copy the text you need from the document. 2. Right click within the text field you wish to paste into in the form and select 'Paste as plain text,' as below: <div style="text-align: center;">  <p>The screenshot shows a text input field with a right-click context menu open. The menu items are: Undo (Ctrl+Z), Redo (Ctrl+Shift+Z), Cut (Ctrl+X), Copy (Ctrl+C), Paste (Ctrl+V), and Paste as plain text (Ctrl+Shift+V). A red arrow points to the 'Paste as plain text' option.</p> </div> <ol style="list-style-type: none"> 3. The text you copied from the document will be pasted into the form in the correct format.
<p>Q: When I enter information into the proposal submission form text fields, my browser tries to 'Autofill' my entry. What should I do?</p>	<p>A: To avoid incorrect/undesired data entry, it is recommended that browser 'Autofill' is not used when filling out the proposal submission form.</p> <p>To prevent the browser from using 'Autofill' in the text boxes of the form, simply do not click/press enter when the suggested entry is prompted by Autofill feature. You may then continue filling out the form.</p>
<p>Q: Can I save my partially filled out Proposal Submission</p>	<p>A: No, the activity proposal form needs to be completed and submitted in one sitting.</p>

<p>Form and continue filling it out later?</p>	
<p>Q: After I have completed my form entry, the ‘ReCaptcha “I am not a robot”’ validation, and clicked submit, the form does not submit and the ‘ReCaptcha’ checkmark is removed.</p> 	<p>A: In this instance, it is likely that you have missed a mandatory field in the form. Scroll up to the top of the form and review your entry, looking for missed fields that are displayed, like this:</p> 
<p>Q: How do I know that my submission has been successfully submitted? Can I save the proposal I am submitting using this form?</p>	<p>A: Yes. After submitting your proposal, you will be prompted with a confirmation that your proposal has been submitted successfully.</p>  <p>This provides you with two options:</p> <ol style="list-style-type: none"> 1. Creating another Proposal 2. Print/Save your submitted proposal submission as a PDF.
<p>Q: What happens if I want to change information in a form I’ve already submitted?</p>	<p>A: If you want to make changes to your submitted form please contact flexpa.vfmp@ubc.ca / vfmp.flex@ubc.ca for assistance.</p>
<p>Q: I’ve received a request from the FLEX course with a deadline to update details in my existing activity via a URL (hyperlink). Once I submit my updates via the URL can I go back and use the same URL to make further changes?</p>	<p>A: The URL is available for a one-time use only. You are welcome to reach out to flexpa.vfmp@ubc.ca / vfmp.flex@ubc.ca at any time for assistance with updating the details of your proposal.</p>
<p>Q: Can I get a copy of my previous submission? I want to see what information I had included in a previous proposal.</p>	<p>A: Please reach out to flexpa.vfmp@ubc.ca / vfmp.flex@ubc.ca to receive a copy of your previous proposal submission.</p>
<p>Q: The student wishes to begin their FLEX activity before</p>	<p>A: As long as the student has submitted their FLEX Project Plan and received approval to proceed he/she may begin working with you in the activity (if that is feasible for you). Please note that hours accrued by the student before start of FLEX</p>

<p>FLEX Cycle starts. Is that possible?</p>	<p>Cycle cannot be applied against the hours required to be completed of the student during actual FLEX Cycle.</p>
<p>Q: They student has asked to continue to work with me in my activity over the summer. Is that possible?</p>	<p>A: Yes, but at that point the student is no longer in FLEX or in a FLEX Activity. Students cannot accrue hours outside of the FLEX curriculum and apply them to subsequent FLEX cycle hour requirements. However, interested students may wish to remain engaged in your activity on their own time. Further students engaged in extracurricular activities will be responsible for organizing their own extra insurance, if needed.</p>

APPENDIX A. DEFINITIONS OF FLEX CATALOGUE CATEGORIES

Indigenous Health: As noted in Waldram, Herring and Young (2006: 3), “the health of any human population is a product of a complex web of physiological, psychological, spiritual, historical, sociological, cultural, economic, and environmental factors.” Nowhere is this more evident in Canada than with regard to the health of its aboriginal populations (First Nations, Inuit and Métis), for whom life expectancy is almost 7 years lower than the general population, heart disease is 1.5x higher, T2D 3x to 5x greater, TB infection rates 8x - 10x higher, and suicide / self-inflicted injury is the leading cause of death (among First Nations youth and adults < age 44) (all data from Health Canada www.hc-sc.gc.ca). The latitude for FLEX activities in this category is extensive, including health disparities; social and economic determinants; health research with FN communities; traditional knowledge, diet and healing practices; urban aboriginal populations; colonization and de-colonization; racism; and environmental degradation / climate change, among others.

Visit the UBC Faculty of Medicine Centre for Excellence in Indigenous Health (<http://health.aboriginal.ubc.ca>) as well as the National Collaborating Centre for Aboriginal Health website (<http://www.nccah-cnsa.ca/en/>). Waldram, JB, Herring, A and Young, TK 2006. *Aboriginal Health in Canada: Historical, Cultural and Epidemiological Perspectives*, 2nd ed. University of Toronto Press, Toronto.

Arts & Humanities: As attributed to Hippocrates, “Wherever the art of medicine is loved, there is also a love of humanity.” Many medical schools in North America have recognized the value of an interdisciplinary curricula incorporating medical humanities through which students explore the intersection of health and healing with programs in the Arts (e.g., literature, visual arts), Humanities (e.g., philosophy, religious studies) and Social Sciences (e.g., anthropology, psychology, cultural studies). As noted by the Medical Humanities program at NYU “Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane medical care. The social sciences help us to understand how bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way medicine is practiced” (<http://medhum.med.nyu.edu/>). It also encompasses the emerging field of Narrative Medicine: “The care of the sick unfolds in stories. The effective practice of healthcare requires the ability to recognize, absorb, interpret, and act on the stories and plights of others. Medicine practiced with narrative competence is a model for humane and effective medical practice. It addresses the need of patients and caregivers to voice their experience, to be heard and to be valued, and it acknowledges the power of narrative to change the way care is given and received.” ([Master of Science in Narrative Medicine | Department of Medical Humanities and Ethics \(columbia.edu\)](http://www.columbia.edu/~medhum/)). FLEX activities in this category might engage the student in the production, critical analysis & reflection or synthesis of creative work(s) in the context of clinical practice and/or population health. Visit the Canadian Association for Health Humanities (<https://www.cahh.ca/>) and the Arts Health Network (<https://healtharts.ca/arts-health-network/>).

Biomedical Engineering: The field of Biomedical Engineering (BME) spans from medical research to innovation of technology in the healthcare industry. It offers a technical perspective on medicine and facilitates the advancement of medicine through novel technology. Activities in this category could involve the conceptual design, development, and implementation of innovative medical devices. Examples include rehabilitation devices, surgical equipment, and systems for addressing healthcare challenges in low resource settings. BME could also include applying engineering knowledge to research in areas such as biomechanics, imaging, and robotics. FLEX activities in BME could involve conducting the engineering design process including developing needs assessments, defining requirements, concept generation, prototyping, and testing. The BME field is entrepreneurial, with the potential for devices to develop into businesses. Hands-on skills in mechanical, electrical and software engineering can be developed, and applied to medical innovation.

Biomedical and Foundational Sciences

The category represents a broad area of science that looks for ways to understand healthy structure and function of the human body, and prevent and treat diseases that cause illness and death in people and in animals. This category includes many areas of both the life and physical sciences.

Clinical: Activities and research in this category involve the investigation of the etiology, addiction medicine, prevention, diagnosis or treatment of human disease using human subjects, human populations or materials of human origin. Students may undertake chart reviews, research projects, educational projects or short courses.

Global Health: Global Health embraces the realms of ‘notion’, ‘objective’ and ‘research / practice’, and as such the Consortium of Universities for Global Health (Kaplan et al., 2009) define global health as *“an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population-based prevention with individual-level clinical care.”*

This intentionally comprehensive definition translates into a broad scope of potential FLEX activities; for example see the workshops offered through the UBC GHI (<http://globalhealth.med.ubc.ca/service/student-groups/global-health-initiative/global-health-initiative-workshops/>), the Global Health e-Learning Center (<https://www.globalhealthlearning.org/>); see also the UBC Faculty of Medicine’s Global Health Initiative <http://globalhealth.med.ubc.ca/>.

Kaplan, JP, C Bond, MH Merson et al. 2009. Toward a common definition of global health. *Lancet* 373: 1993-95. [http://dx.doi.org/10.1016/S0140-6736\(09\)60332-9](http://dx.doi.org/10.1016/S0140-6736(09)60332-9);

Health Policy & Advocacy: Activities in this category explore ways that health care systems, governments, doctors and patients can interact to deliver health care. Students can study how regulatory policy shapes health care delivery costs and benefits of new technologies, or the efficiency and effectiveness of health care systems. Many other policy decisions can fit here as well, such as taxation on junk food, looking at the healthy built environment, legalizing marijuana, harm reduction, and more. For resources, visit the Canadian Health Policy Institute, an independent body *“conducting, publishing and communicating evidence-based socio-economic research on health system performance and health policy issues that are important to Canadians.”* (<https://www.canadianhealthpolicy.com/>). For advocacy resources, see for example the Canadian Health Coalition (<http://healthcoalition.ca/>).

Medical Education: The field of medical education explores the formal and informal teaching / training of health care professionals. It examines different pedagogies (e.g., problem-based versus case-based), scrutinizes best practices, analyses curriculum (e.g., explicit versus hidden), and studies relationships within and among institutions, disciplines, organizations, governments and communities. It has been noted, in reference to how physicians in particular are trained, that “Medical education seems to be in a state of perpetual unrest” (Cooke et al., 2006: 3339), and that “the development of medical education [is] a history of reform without change” (Lempp and Seale, 2004: 770). This FLEX category allows students to critically examine how they themselves are being taught, by what ways and means, with the objective of producing the best possible clinician / researcher. Activities might focus on learner styles and group conformity, e-learning modalities, interprofessional care, assessment and evaluation, and many others. For information visit the Canadian Association for Medical Education (<http://www.came-acem.ca/>)

Cooke, M, DM Irby, W Sullivan and KM Ludmerer. 2006. American medical education 100 years after the Flexner Report. *NEJM* 355: 3339-44. <http://dx.doi.org/10.1056/NEJMra055445>.
Lempp, H and C Seale. 2004. The hidden curriculum in undergraduate medical education: qualitative study of medical students’ perceptions of teaching. *BMJ* 329: 770-773. <https://www.bmj.com/content/329/7469/770>.

Public Health: Definitions of public health invariably reference a focus on populations rather than individuals, on prevention and health promotion rather than curative medicine, and policy development and regulation focused on safety and quality of life. The Public Health Agency of Canada definition reads: “*Public health can be described as the science and art of promoting health, preventing disease, prolonging life and improving quality of life through the organized efforts of society. As such, public health combines sciences, skills, and beliefs directed to the maintenance and improvement of the health of all people through collective action*” (<http://www.phac-aspc.gc.ca/publicat/sars-sras/naylor/3-eng.php#s3a2>). FLEX activities in this category might overlap with other categories (such as Social, Cultural and Environmental Health, Medical Education, or Health Policy and Advocacy). Such activities could embrace realms such as epidemiology & population health, health literacy & health promotion, chronic & infectious disease, surveillance, food safety, screening & intervention, occupational health, and risk communication among others. A useful guide to this category is the *AFMC Primer on Population Health*, found at <https://phprimer.afmc.ca/en/>.

Rural and Remote Health

According to the policy paper “*Rural Health Services in BC: A Policy Framework to Provide a System of Quality Care*” (2015, British Columbia Ministry of Health), approximately 95% of British Columbia’s land base is rural, with low population densities sparsely distributed over the landscape. Health status and outcomes are demonstrably poorer for rural dwellers compared to their urban counterparts, owing in part to disparities in access to services, availability of primary care, lower socioeconomic status, and aboriginal identity. The *Rural Health Services* paper identifies 107 BC communities as Rural, Small Rural or Remote. Activities in this category might place a student within a community (suitable for FLEX Block time) or more simply address issues relevant to understanding the challenges of healthy living and health care provision in the non-urban context.

Social, Cultural & Environmental Health: The Canadian reality is one of a pluralistic and multicultural society, living in an expansive and geographically diverse country. We rank 2nd in land area at almost 10 million km², 37th in population size at just over 35 million people and 9th in terms of per capita GDP (with a purchasing power parity of almost \$45,000). Yet 81% of Canadians live in an urban context, 75% live within 160 km of the Canada – US border, and almost 10% are deemed ‘low-income’ Canadians (all data from Government of Canada websites, e.g., [Employment and Social Development Canada - Canada.ca](http://www150.statcan.gc.ca/n1/pub/89-625-x/2016001/article/14861-eng.htm)). Not surprisingly, health promotion and provision is both complex and costly. According to the World Health Organization environmental health addresses “*all the physical, chemical, and biological factors external to a person, and all the related factors impacting behaviours. It encompasses the assessment and control of those environmental factors that can potentially affect health*” ([World Health Organisation, 2020](https://www.who.int/news-room/fact-sheets/detail/environmental-health)). The range of possible FLEX activities in this category is broad, including immigrant / refugee health, population diversity & health beliefs, gender & age, social & economic determinants, urban, rural & remote health, cultural competence, health impacts of climate change & pollution, workplace safety, spirituality, addiction medicine, abuse in society, sexual health, complementary and alternative medicine, and more. It encompasses the various determinants of health.

Other: There are many opportunities for students to engage in FLEX activities that could fall outside the eight specified categories / themes, though they could be touched upon in a peripheral sense. Such activities could involve Community Service Learning (<http://www.chius.ubc.ca/community-service-learning-programs/>), the Health Mentor’s Program (<http://www.dhcc.chd.ubc.ca/healthmentors>), eHealth projects (http://www.health.gov.bc.ca/ehealth/telehealth_project.html), as well as numerous online workshops and short courses (<https://www.class-central.com/subject/health>).