

## Contact Us

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THE UNIVERSITY OF BRITISH COLUMBIA  
**Faculty of Medicine**

A photograph of a diverse group of students sitting in a classroom or lecture hall, smiling and looking towards the front. A man with a beard and a blue turban is in the foreground, smiling. Next to him is a woman with glasses and a green scarf, also smiling. Other students are visible in the background, some looking at laptops.

# HOW CAN YOU SUPPORT YOUR MEDICAL STUDENT?

STUDENT AFFAIRS  
MD Undergraduate Program  
Faculty of Medicine | The University of British Columbia

# *Congratulations!*

## *Your loved one is now in medical school!*



## First and Second Year Courses

Foundations of medical practice

MEDD 411, 412 (Year 1), 421, 422 (Year 2)

Each week, content is introduced and core medical concepts spiral through with increased depth and complexity as the student progresses. Students participate in case-based small group learning, lectures, labs (including anatomy), self-directed learning activities and clinical experiences. Together, these experiences foster the development of evidence-based clinical decision making skills.

Transition into clinical education (TICE)

The last two weeks of MEDD422 focus on the application of knowledge and familiarization with simple processes and procedures that will be performed during clinical rotations in Year Three.

Flexible Enhanced Learning

MEDD 419 (Year 1), 429 (Year 2), & 449 (Year 4)

FLEX is a unique opportunity for medical students to pursue a variety of learning experiences and scholarly activities within a flexible learning space, preparing graduates for roles as scholars and life-long learners.



## Assessments in the MD Program

As in any training program, students are expected to go through multiple assessment events periodically. These may include written examinations, objective structured clinical exams (OSCEs), workplace based assessment and portfolios. All assessments are graded as pass or fail. Some assessments are low stakes and are designed to enable student learning with a focus on providing feedback and highlighting areas for future improvements. Students complete practice quizzes and formative OSCEs to develop an understanding of the format and expectations for the high stakes assessments. As a result, most students successfully complete the assessment requirements for all years and graduate on time. During exam periods, you can check in with your student to ask how they are doing and whether there is anything you can do to ease their stress. Often, just listening may be enough. The program provides academic support and advising as needed to students to achieve their learning objectives and the necessary competencies. Students who may require additional accommodations during exams are encouraged to reach out to the Centre for Accessibility.

The first two years of medical school can be challenging as students take the first steps into the profession of medicine. They are developing the foundational knowledge and skills to transition to clinical practice. Many students find themselves with little time for anything other than studying. At times, your student may seem quite busy and may not reach out as often or be able to visit as easily. Remember that your love and attention are still important to them. You can support them by asking how you might ease some of their burden and reminding them that it is OK to take breaks and prioritize self-care.



Students will have the opportunity in second year to apply to an Integrated Clinical Clerkship (ICC) where they would move and complete their third year at a rural location.







## Third Year (MEDD 431)

### Clerkship: The core clinical year

Whether in a traditional (rotation-based) clerkship or at an ICC, your loved one is no longer studying full-time in classes. In the traditional clerkship, they will rotate through various hospitals, clinics, and areas of medical practice in order to learn hands-on how to take care of all types of patients. This includes at least one month in a rural setting for Family Practice where students will be living away from their home site.

ICC students will spend their time embedded in a community. They are linked with a family practice and exposed to multiple areas of medical practice on an ongoing basis over the course of the year.

## Supporting Your Student in Clerkship

Third year is a time of many new experiences and changes.

Students have long working hours (including on-call responsibilities) and more exams, and are constantly in new places meeting new people. [You can be their source of stability during this time](#) by reminding them that no matter how hectic things get you will [always be there to support them](#).

Sometimes during clerkships, students may experience difficult patient situations. They will see a great deal of illness, suffering, and even death along the way. [Ask them how they are doing and do your best not to judge their emotional response](#). Everyone responds differently to difficult situations.

### Helpful Definitions:

Clinical Clerk: Year 3 medical student

Resident: After graduating medical school, your student will become a resident and start training in their specialty of choice

Attending/preceptor: A physician who has completed training and is supervising learners. This physician is the most responsible practitioner for the patients being cared for.

On-call: being available for urgent patient concerns after regular working hours, may require staying in the hospital overnight.



## Fourth Year

### Electives (MEDD 440)

MEDD 440 is a 6-month course where your medical student chooses different clinical areas of medical practice to explore further. Electives may be done outside of the home site so students may need to travel and find accommodations. These electives build on their skills and knowledge but also help with their career exploration. Students will also revisit FLEX and complete one final scholarly project.

### Transition into Professional Practice (MEDD 448)

Students have a final course to help prepare them for the transition to residency training. This course is back at their home site and is often a time to reconnect with their medical school community before preparing to move for residency training.

### Career Planning

Choosing an area of medical practice is a very personal decision. We encourage students to explore options throughout their journey through medical school. It is important to choose an area of medical practice that fits based on interests, personality, and abilities. Encourage your student to discuss career options with you, if that will help, and support them in whatever decision they make.

### Canadian Resident Matching Service (CaRMS)

In Year 4, students will be applying for residency programs using the Canadian Resident Matching Service (CaRMS). CaRMS is not a course but will occupy a significant amount of time and energy for student. The process is intensive and can be quite stressful as they prepare and submit applications, undergo interviews and rank options.

Training to become a doctor is a long road. Along the way, your student will frequently face challenges. They will have many successes, but will also have some disappointments. Working together, we can make sure that the process will be one of growth. Along the way, we hope that our students learn that in order to take care of others, they must also prioritize taking care of themselves and accept help from others.

