



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine

Core Competencies for Students Entering the MD Undergraduate Program *at the University of British Columbia Faculty of Medicine*

The 2013 Essential Skills and Abilities (“Technical Standards”) for Admission, Promotion and Graduation in the MD Undergraduate Program document has been retired in response to changes in federal and provincial legislation and to address the Social Responsibility and Accountability mandate of the Program.

Approvals:

Undergraduate Medical Education Committee: 4 March 2024

Faculty of Medicine Executive Committee: 7 May 2024

Full Faculty of Medicine: 14 May 2024

UBC Senate: 16 October 2024

Core Competencies for Students Entering the MD Undergraduate Program at University of British Columbia

The following functional abilities form the basis of the knowledge, skills, and behaviours required to achieve the medical education program objectives, and in conjunction with the academic standards, are requirements for admission to the program. These entrance core competencies support the retention, promotion and graduation of medical students. Students with disabilities may require accommodation¹ to demonstrate their abilities. The term “learner” refers to candidates for admission as well as current medical students who acquire disabilities during their studies in the program.

Functional Ability	Description of Ability (with or without reasonable accommodation)
Learning and Assessment of Learning	<p>Learners acquire knowledge, skills, and behaviours through a variety of modalities, including, but not limited to, classroom instruction; laboratory instruction, including cadaver lab; physical demonstrations, small-group, team, and collaborative activities; participation in the provision of patient care in clinical settings; individual study; preparation and presentation of reports; and use of technology.</p> <p>Learners demonstrate the acquisition of knowledge, skills, and behaviours through a variety of assessment modalities including, but not limited to, to written or computer-based examinations; workplace-based assessments; reflective activities (written and oral); and observed structured clinical examinations, as required by the Program for advancement, promotion, and graduation.</p>
Communication	<p>Learners actively communicate; conveying information effectively in person and virtually:</p> <ul style="list-style-type: none"> • with peers, administrative staff, multidisciplinary team members, and preceptors to enable learning and effective participation in the program; • with patients and their supporters, building rapport, eliciting their perspectives, and collaborating in management; <p>and record elicited information clearly and accurately.</p>
Knowledge Integration	<p>Learners interpret information obtained through interview, observation, examination, and medical research to formulate a hypothesis, recommend, and pursue interventions, as appropriate.</p>
Patient Safety and Quality	<p>Learners practice within their level of competence to recruit or deliver patient-centred care. This includes:</p> <ul style="list-style-type: none"> • Participating as a team member in responding to patient safety situations, recognizing that team roles are not limited to performing procedures or directing emergency responses; • Complying with safety standards in the learning and clinical environment, following universal precaution procedures.
Professionalism	<p>Learners</p> <ul style="list-style-type: none"> • Engage in self-reflection to identify personal and professional learning needs to maintain competence; • Respect boundaries, confidentiality, and privacy for patients and colleagues regardless of gender, gender identity or expression, age, race, colour, sexual orientation, religion, disability, political beliefs, or any other protected status; • Limit their actions to the ethical and legal norms of the medical profession

¹ Accommodation refers to academic adjustments and auxiliary aids that enable students with disabilities to have access to education equivalent to that of their non-disabled peers.

The Faculty of Medicine at the University of British Columbia is committed to social responsibility and accountability. The UBC MD Undergraduate Program delivers an exemplary model of distributed medical education that prepares future physicians to collaborate with patients and their circle of support in providing culturally safe, high-quality healthcare across the population of BC, including Indigenous Peoples, people living in rural and remote communities, and people who disproportionately experience adverse health care interactions and health outcomes.

Medical students in the UBC MD Undergraduate Program (MDUP) will be assessed and promoted based on their acquisition of the program's [Exit Competencies](#), which are statements of the knowledge, skills, and behaviours that medical students are expected to achieve by completion of the program. The Exit Competencies are based on the CanMEDS roles of Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar and Professional. All learners are expected to meet the UBC Faculty of Medicine [Professional Standards](#).

Medical education is a continuum and in addition to obtaining an MD degree, candidates will need to complete an accredited postgraduate residency training program and pass the licensure examinations of the Medical Council of Canada (MCC) to practice medicine. Medical students are Registrants of the College of Physicians and Surgeons of British Columbia (CPSBC) and as such are required to know and comply with all CPSBC standards of practice and conduct, including the Canadian Medical Association [Code of Ethics and Professionalism](#).

Students with Disabilities:

The UBC MD Undergraduate Program (MDUP) is committed to being an accessible and inclusive program, and students with disabilities are welcomed, supported, and provided equitable opportunity to successfully complete the program requirements, including the provision of accommodations. We respect a student's lived experience and expertise in their own disability, and actively partner with the student to achieve accessibility and access accommodations. Students are reassured that medical information supporting an accommodation request is treated confidentially. Conversations and communications about the restrictions or impairment take place on a "need to know basis" and may be shared with people responsible for providing the requested or required accommodation.

The [UBC Centre for Accessibility](#) assesses requests for accommodation and provides recommendations for disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions in all aspects of university life. The [Disability Accommodation Policy LR7](#) provides guidance for students, faculty, and staff to understand the process through which accommodations for students with disabilities are provided at the University. Read through [frequently asked questions](#) about the policy.

Successful applicants who anticipate they may require disability-related accommodation should notify the Centre for Accessibility (CFA) at UBC at the earliest opportunity to ensure timely production of the necessary medical documentation so that appropriate steps can be taken to assess the student's accommodation needs prior to the commencement of the academic year. Learners who do not notify the CFA in time may require a deferral of admission to allow time for necessary accommodations to be considered and arranged. The CFA can be reached at: info.accessibility@ubc.ca.

The UBC MDUP Accommodation Procedure is outlined [here](#). Students in the program are responsible for informing individuals involved in the curricular implementation, Student Affairs and/or the CFA if they have concerns about the implementation of their accommodations or if their medical condition or accommodation requirements have changed. Student Affairs contact information can be found [here](#).

The College of Physicians and Surgeons of British Columbia (CPSBC) is responsible for licensing independently practicing physicians and learners, for conducting inquiries into complaints, and ensuring fitness to practice. The College believes registrants with disabilities should be welcomed to the profession and valued for their contributions to the health care system. The College's Health Monitoring Department works independently of the UBC CFA, and registrants, including learners in the UBC MDUP, are required to engage with this department if they have a health condition that affects their ability to provide safe care, or where accommodations are required to ensure patient safety. The College's Health Monitoring Department can be reached at monitoring@cpsbc.ca