



Faculty of Medicine

Core Competencies of Entering Medical Learners¹

The learning objectives of the Memorial University Faculty of Medicine's Doctor of Medicine (MD) program are designed to teach medical learners to be physicians, and to provide learning experiences that will prepare graduates to practice medicine at the highest standards, serving all individuals and societies in the pursuit of health.

The Faculty of Medicine at Memorial, like other Faculties of Medicine in Canada, is responsible to society to provide a program of study such that graduates have the knowledge and abilities necessary to enter the supervised practice of medicine in Canada. Therefore, all medical learners must possess the intellectual and behavioural capabilities required to undertake the program, complete the curriculum requirements and achieve the required levels of competence. Graduates must be able to diagnose and manage health problems, and provide comprehensive, compassionate care to their patients.

In addition to obtaining an MD degree, and completing an accredited residency training program, an individual must pass the licensure examinations of the Medical Council of Canada (MCC) in order to practice medicine in Canada. Prospective candidates should be aware that medical knowledge, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters.

All applicants to the MD program are expected to review this document and assess whether they have the core competencies required to enter medical school. Memorial University's Faculty of Medicine provides an inclusive learning environment and the functional abilities required do not preclude individuals with disabilities from applying to and succeeding in medical school. Applicants who require disability accommodations for interviews are required to follow the Disability Accommodations in Admissions Procedure. Documented disabilities will be accommodated in accordance with Human Rights Legislation.

Because of the comprehensive, additive and integrative nature of the curriculum, learners are expected to complete the MD degree within four years. Any request by a learner with a disability for an extension of time to complete the degree program or any component of the medical school program, will be considered on a case by case basis.

¹ Adapted from *Re-envisioning Technical Standards in Undergraduate Medical Education in Canada* approved by AFMC Board April 2024.



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Functional Ability	Description of Ability
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 laboratories; physical demonstrations, small-groups, teams, 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 will be assessed on the acquisition of knowledge, skills, and behaviours through a variety of assessment modalities including, but not limited to, written or computer-based examinations; workplace-based assessments; reflective activities (written and oral); and observed structured clinical examinations (OSCEs), 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; and • record elicited information clearly and accurately.
Knowledge Integration	<p>Learners interpret information obtained through interview, observation, examination, and medical research to formulate a hypothesis, and recommend and pursue interventions, as appropriate.</p>
Patient Safety and Quality	<p>Learners practice within their level of competence to recruit or deliver patient-centered 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; and • 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; and • Limit their actions to the ethical and legal norms of the medical profession.



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Learners with Disabilities

The Newfoundland and Labrador **Human Rights Act, 2010, SNL 2010 Ch H-13.1**, defines the term “disability” as follows:

“disability” means one or more of the following conditions:

- (i) a degree of physical disability;
- (ii) a condition of mental impairment or a developmental disability;
- (iii) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or language;
- (iv) a mental disorder.

The Faculty of Medicine is committed to inclusion of learners with disabilities into the University community, provided that the learner has the Core Competencies required for entering medical studies. Each learner with a disability is entitled to reasonable accommodation that will assist the learner to meet the academic and behavioural standards of the program. **Reasonable accommodation** will be made to facilitate learner’s progress. However, such accommodation **cannot compromise patient safety and well-being**, or the goals of the medical education program.

Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of learners with disabilities while maintaining academic and behavioural standards. The learner with a disability must be able to demonstrate the knowledge and conduct the necessary skills independently. In some circumstances, an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, or in any way supplement clinical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis.

This policy acknowledges that central to the success of a learner with a disability in completing the MD program is their responsibility to demonstrate self-assessment and to identify their needs requiring accommodation in a timely fashion.

By signing this, I _____ certify that I have read and understand the “Core Competencies for Entering Medical Learners” outlining essential functions that I must perform satisfactorily.