

MEDD 440: Senior Electives (24 credits)

Purpose

The purpose of this syllabus is to provide students and their clinical teachers with an overview of the various clinical objectives of students' daily clinical work during the Senior Elective portion of Year 4. Most of these Courses Learning Outcomes do not include the Clinical Objectives which students are also required to know for their Summative OSCE. Lastly, this syllabus provides a brief outline of the assessment requirements necessary to pass MEDD 440 along with information pertaining to the delivery of the course.

Course Overview

This 24-credit course encompasses 6 months of the final year of medical school. Students will choose from available Electives that are between 2 and 4 weeks in duration and are located either In Province, Out of Province (OOP) or Out of Country (OOC) and they will also participate in all relevant clinical and academic activities associated with those Electives.

The overall goal of MEDD 440 is to provide students with core experiences across the breadth of medicine in disciplines and locations of their choosing through both clinical and academic learning opportunities. Students will interact with patients under the supervision of faculty members in order to develop a solid foundation of knowledge, skills, and abilities described by the **UBC MDUP Exit Competencies**. Clinical activities will occur in ambulatory, hospital-based, specialist clinics and rural/remote settings.

Variability in clinical exposure will draw on the strengths of each location. Research and non-clinical Electives will occur in the setting where they can best be completed and at the discretion of the supervisor. A Research Elective is defined as an opportunity to gain experience in Medical Research under the supervision of a Research Mentor and is meant to provide an opportunity for career exploration and development. In a Research Elective, there is no patient care involved. The Research Elective objectives align with the key exit competencies of the CANMEDS Scholar Role, specifically, competencies in teaching, discovery and integration of knowledge as a medical professional.

Students will be given roles and responsibilities in keeping with the principle of graduated responsibility. Clinical rotations will include opportunities to perform admission history and physical examinations, create differential diagnoses, order and interpret investigations, initiate management and provide on-going care for patients as well as opportunities for scholarly pursuits. Students will participate in ward rounds, clinics, and night call where appropriate. Academic learning opportunities for students may, at the discretion of the Electives supervisor, include interactive seminars and patient-related small group sessions designed to address core topics and competencies in the elective discipline. Students will also have the opportunity for asynchronous self-study using online materials. Foundational science principles are integrated into clinical and non-clinical (research) topics.

Furthermore, students in the MEDD 440 course might opt to partake in Elective opportunities that are Out of Province (OOP) or Out of Country (OOC) as per the outlined UBC Elective rules.

Course Format

During the course of MEDD 440, students will have variable schedules, which may include evening, overnight, weekend and holiday call, providing them with clinical experiences in a variety of health care delivery contexts including hospitals and primary care offices. For details on the requirements of scheduling students in clinical activities, including on-call, please refer to the [Scheduling Policy for Medical Students While Completing Clinical Rotations](#).

Each 2 to 4-week Elective experiences are based on the schedule provided by the respective Elective Owner or Home Site Elective Administrator and will be provided to the student in advance of the Elective start date. Contact information can be found on Entrada under the MEDD 440 community page.

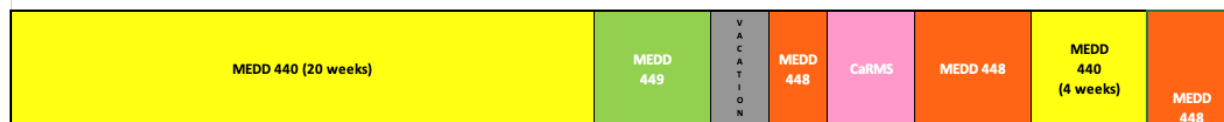
Course Requirements

The requirements for this course are successful completion of Year 3, and enrolment in Year 4 of the UBC Faculty of Medicine MDUP.

In order to complete the required learning outcomes for this course, students will be required to travel to various hospitals, clinics, and rural clinical locations.

Course Schedule

MEDD 440 normally occurs during Year 4 according to the schedule below:



MEDD 440 Course Learning Outcomes

By the end of MEDD 440, students will be able to:

1. Obtain a history adapted to the patient's clinical situation
2. Perform a physical examination adapted to the patient's clinical situation
3. Formulate and justify a prioritized differential diagnosis
4. Formulate an initial plan of investigation based on the diagnostic hypothesis
5. Interpret results of common diagnostic and screening tests
6. Formulate and implement an appropriate care plan
7. Present oral and written reports that document a clinical encounter
8. Recognize a patient requiring urgent or emergent care, seek help, and begin stabilization
9. Provide and receive the handover in transitions of care
10. Communicate care plan with patients and their caregivers in an empathetic manner
11. Communicate respectfully and collegially with all health care providers

12. Participate in health quality improvement initiatives
13. Demonstrate reliability and professionalism
14. Demonstrates capacity for self-assessment
15. Educate patients on disease management, health promotion, and preventative medicine
16. Demonstrate use of learning materials, preparation and knowledge base Elective-

Assessment, Evaluation and Grading

[For further details on assessment in Year 4, please reference the Year 4 Assessment Package posted on Entrada]

The MDUP programmatic assessment framework is a system of integrated components. Each assessment component is suited to assessing certain types of content and competencies. All assessments are classified as either Formative or Summative. Formative assessments are designed to enable students to use the assessment process and/or outputs to guide their own learning whereas Summative assessments are designed to indicate to the Faculty whether a student has achieved course learning outcomes and/or Year 4-level milestones.

All students within the MDUP are graded on a pass/fail basis. All assessments are designed to measure achievement of specific objectives in fulfilment and overall successful completion of the program. Therefore, students must pass each assessment modality (see below) to pass the course.

Failure of an assessment modality will result in a detailed review of performance by the Regional Student Promotions Subcommittee (RSPS). The student will be offered a supplemental exam or assignment (if available) by the RSPS. If a student fails MEDD 440, they must repeat the course in its entirety.

Students are expected to attend all scheduled learning activities and are responsible for completing all mandatory assessment and curricular components.

The **main assessment component** of MEDD 440 is as follows:

Workplace Based Assessments (WBA): WBAs are linked to the MEDD 440 Course Learning Outcomes and based on information gathered about the student’s observed knowledge, skills, and behaviour in the workplace from all sources. In Year 4, WBA is comprised of Direct Observations, Self-Regulated Learning forms, and mid and End of Elective (EOE) Assessments. EOE Assessments are mandatory, while Direct Observations and Self-Regulated Learning forms are optional to support student learning. Students who achieve the Course Learning Outcomes as outlined in the EOE will pass the WBA modality.

The following table outlines the pass/fail grading criteria for the WBA assessment modality in the MEDD 440 course along with any supplemental activities offered.

Assessment Modality	Requirement to Pass/Fail Course	If Requirement Not Met
<i>WBA</i>	P: Students who achieve observable Year 4 clinical milestones based on End of Elective Assessments will pass the WBA.	N/A

	<p>F: Student who is judged by the RSPS to not meet the clinical milestones, have behaved in an egregious manner or have incomplete elements which cannot be completed in 4 weeks.</p>	<p>No formal supplemental assessment is offered</p> <p>Remediation is built-in throughout the length of the course with active feedback to the student.</p> <p>See MEDD440 WBA Review and Support Process</p> <p>If the Student Promotions Review Board (SPRB) accepts recommendation from RSPS to fail the student, no further supplemental activities will be offered and the student must restart the course from the beginning</p>
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Required and Recommended Readings

A list of any required and/or recommended reading course materials are based on the Elective experience and will be provided by the Elective Owner as appropriate.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you will not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC [Academic Calendar](#).