



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Mission & Goals

of the
University of British Columbia
MD Undergraduate Education Program

The Mission and Goals of the MD Undergraduate Program have been reviewed and revised as part of an extensive process of curriculum renewal beginning in 2009. This final version was approved by the MD Undergraduate Regional Executive in November 2012. It is a living document that will be subject to periodic reviews to remain current and relevant.

This document will serve two primary functions. Firstly, it is intended as a communication tool to inform internal and external stakeholders including current and prospective students and faculty, administration, government agencies and the community at large. Secondly, it provides a structure and criteria to guide ongoing curricular development and program evaluation.

The Mission is a statement of the program's fundamental contribution – what it hopes to achieve and who it serves. The Principles are statements that encompass core values, beliefs and priorities that will guide program goals. The Goals are broad statements of long term accomplishment. Five goals were identified as the desired outcomes or outputs of the program. These outcomes can be attained through the achievement of a series of operational goals which have been grouped into five categories: Institutional Setting, Resources, Educational Program, Learning Environment and Students.

Mission and Goals of the UBC MD Undergraduate Education Program

Mission & Principles

The distributed MD Undergraduate Program admits and educates students who will graduate with demonstrated competencies and behaviours that will equip them to address the current and future health care needs of British Columbians. Our program and goals are grounded in the values of the University of British Columbia and its Faculty of Medicine and are aligned with the Liaison Committee on Medical Education (LCME) accreditation standards. The Program is committed to the following core principles and will foster these in its students and graduates:



Outcome Goals

1. To prepare students for postgraduate residency training by providing a foundation for socially responsible practice, lifelong learning and excellent medical care.

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2. To ensure that all graduating students meet or exceed the Program's defined exit competencies¹.
3. To graduate physicians that will pursue postgraduate residency training and practice aligned with societal needs.
4. To graduate physicians who pursue research, teaching and leadership in addition to excellent clinical care.
5. To provide international leadership in distributed medical education.

Operational Goals

Institutional Setting

1. To develop, support and deliver a distributed MD Undergraduate Program across British Columbia that engages and transforms communities and reflects the full range of health resources in the province.
 - To work closely with partner universities, institutions, community organizations, and provincial health authorities.
 - To utilize technology enabled learning to facilitate teaching, curriculum delivery, and enhance clinical learning.
2. To engage in an iterative process of program planning, evaluation and improvement.
3. To regularly and systematically report to key stakeholders on the progress towards these goals.
4. To establish efficient, effective and transparent decision-making policies and procedures through a governance structure that respects the integrity of the distributed nature of the Program and capitalizes on the strengths of each site.
5. To advance and apply knowledge in distributed medical education.

Resources

1. To ensure resources are aligned with the mission and goals of the Program in a cost-effective and sustainable manner.

¹ Please refer to the Competencies for the MD Undergraduate Program, available at <http://med-fom-ugrad.sites.olt.ubc.ca/files/2015/08/UBC-Exit-Competencies-June-2013-update.pdf>

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2. To recruit, retain and support outstanding faculty members including basic scientists, clinicians and others from varied academic and professional backgrounds who reflect the diversity and interests of the populations served by the Program.

Educational Program

1. To develop and offer an integrated and flexible curriculum of active learning that supports professional growth and identity formation by building on existing knowledge across multiple settings.
2. To focus learning and assessment on the achievement of competencies.
3. To facilitate professional identity formation through continuity of teaching and mentorship and by supporting students' transition from university students to professional physicians-in-training.
4. To provide learning opportunities that will enable students to experience and understand:
 - practice in communities of all sizes;
 - the health needs of underserved and vulnerable populations across British Columbia;
 - team based/collaborative learning and interprofessional practice; and
 - research, scholarship and innovation.

Learning Environment

1. To create and maintain a positive learning environment that:
 - fosters respect for all individuals regardless of age, gender, marital status, medical condition, national or ethnic origin, physical or mental disability, political affiliation, race, religion, sexual orientation, or socioeconomic status²;
 - fosters personal responsibility for self-directed and lifelong learning;
 - supports students to fulfil their potential within the Program;
 - promotes constructive faculty – student interaction and provide positive role modelling;
 - provides the resources to support the development and improvement of the skills required by faculty to be effective teachers, supervisors and mentors;
 - fosters inter- and intra-disciplinary teamwork and collegiality; and
 - is conducive to creative thought and experimentation in medical education that results in high quality and sustainable educational experiences.

Students

² Canadian Medical Association. CMA Code of Ethics, Update 2004. Reviewed March 2012. #17, Responsibilities to the Patient.

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1. To recruit and admit well-rounded students with excellent cognitive and non-cognitive abilities from a variety of backgrounds who not only meet the technical standards required by the program but who are also motivated, mature and have a genuine concern for human welfare.
2. To attract, admit, support, and retain students who reflect the diversity and interests of the populations served by the Program, specifically students of Aboriginal origin and from rural, remote and other underserved populations.

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Appendix A: Glossary of Terms

Principles: Statements that encompass the core values, beliefs and priorities that guide program goals (broader than values alone).

Social responsibility: The obligation of Medical Schools to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve.

Social accountability: The obligation that Medical Schools should report their efforts in addressing health concerns to key stakeholders.

Mission: A statement of the program's fundamental contribution.

Goals: Broad statements of accomplishment for the program.

Competencies: Observable combinations of knowledge, skills, attitudes and abilities³.

Key competency: An essential competency written as a global educational statement that refers to the learner's broad ability.

Enabling competency: The components of sub-abilities comprising of knowledge, skills and attitudes that are essential to attain a key competency.

Approvals:

MD Undergraduate Education Committee (MDUEC) December 17, 2012

MD Undergraduate Regional Executive (MDUREX) January 8, 2013

Education Council: January 15, 2013

Dean's Executive for information: February, 2013

Faculty Executive for information: February, 2013

³ Association of Faculties of Medicine of Canada. The Future of Medical Education in Canada (FMEC): a Collective Vision for MD Education. Ottawa. 2010.