MEDICINE 5490:
ENHANCED STUDIES AT SCHULICH MEDICINE & DENTISTRY
Course Syllabus – 2015

Course Committee
• Course Chair: Chair of Clinical Science Electives
• Assistant Dean, Learner Equity & Wellness (Undergraduate)
• Associate Dean, Undergraduate Medical Education
• Associate Dean, Windsor Program
• Director, Clinical Research Training

Introduction
Students who have not successfully matched during the residency match process in Year 4 and who are committed to pursuing a postgraduate residency program have the option to enroll in a further year of studies. The activities required for this course of study are designed to enhance the students’ skill set and experience in order to increase their suitability for postgraduate residency training with an overall goal of a secured placement in a residency training program. Participants who enroll in MED5490 will delay their graduation until they have completed the requirements of this course.

Students in this program are expected to be self-directed learners and will be individually responsible for creating their learning program, delivering on objectives, and seeking opportunities for personal growth.

Course Objectives
The course objectives are derived from learning in all UME Curricular Competencies as outlined in the Schulich Medicine UME web site. At the end of this course the student should be able to:
• Improve their subsequent chances of securing postgraduate residency training.
• Demonstrate effective communication skills through the creation of a targeted presentation package for desired residency training program(s) including the preparation of written materials (CV, personal statements) and focused interview practice.
• Recognize the value of research on clinical practice and leadership by completing and publishing/presenting a clinically relevant research project.
• Insightfully describe personal growth and development as a result of the course through the production of a reflective paper.

Assessment
• This course has a Pass/Fail assessment grading scheme.
• All components of the course will be monitored by the Course Chair who will deliver a final summative report to the Associate Dean, Undergraduate Medical Education.
• Each student will successfully complete all components of the course requirements.
• The student’s final grade in the course will be recorded on the official Western University transcript.
• Withdrawal from this program shall comply with the program rules and regulations contained in the Western Calendar.

NOTE: There will be no remediation for any assessments not completed or failure of the course.
Deadlines
The course will have a series of deadlines for each component.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Details</th>
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<tbody>
<tr>
<td>Intent to Register</td>
<td>April 20 (third week of April, annually)</td>
</tr>
<tr>
<td>Meeting with Assistant Dean re Career Plan</td>
<td>May 15 (second week of May, annually)</td>
</tr>
<tr>
<td>Submission of Research Project Plan</td>
<td>June 14 (second week of June, annually)</td>
</tr>
<tr>
<td>Registration For Clinical Electives</td>
<td>June 14 (second week of June, annually)</td>
</tr>
<tr>
<td>Completion of Research Project</td>
<td>April 1 (of year following 2nd entry in match)</td>
</tr>
<tr>
<td>Completion of Reflective Paper</td>
<td>April 15 (of year following 2nd entry in match).</td>
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</tbody>
</table>

Key Contacts

<table>
<thead>
<tr>
<th>Event</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Register</td>
<td><a href="mailto:registrationUME@schulich.uwo.ca">registrationUME@schulich.uwo.ca</a></td>
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<tr>
<td>Career Planning Component</td>
<td><a href="mailto:equity.wellness@schulich.uwo.ca">equity.wellness@schulich.uwo.ca</a></td>
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<td>Elective Registration</td>
<td><a href="mailto:dawn.macdonald@schulich.uwo.ca">dawn.macdonald@schulich.uwo.ca</a> (L) <a href="mailto:kducharm@uwindsor.ca">kducharm@uwindsor.ca</a> (W)</td>
</tr>
<tr>
<td>Research Project</td>
<td>Chair, Clinical Electives</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>Chair, Clinical Electives</td>
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Learning Material
All material will be gathered from an active learning plan created by the student in collaboration with the Chair, Clinical Electives, Assistant Dean Learner, Equity & Wellness (Undergraduate) and any other individuals identified by the Chair as crucial for success.

- The instructor for each component of this course shall identify all mandated reading material or faculty as outlined in the student’s active self-created learning plan.

Component One: Research Project

Contact: Course Chair: Chair of Clinical Sciences Electives

A critical requirement for a successful residency application is involvement in and completion of a high impact research project.

The student shall create a project plan in partnership with a selected research supervisor/mentor and review this with the Course Chair, in consultation with the Assistant Dean, LEW when necessary. This will be coordinated through the London campus in consultation with the Windsor program as required.

In order for a research project plan to be accepted it must provide evidence of:
- The identification of a new project (i.e., not previously completed in the student’s previous MD studies) that clearly connects to the student’s identified career goals and/or area where skills need to be enhanced.
- An identified mentor who is an active faculty member at Schulich Medicine.
- A project plan that includes a timeline for completion by the end of the next academic year.
- A proposal for submission for publication in a peer-reviewed journal or presentation at a Canadian or international medical meeting.
- Approval from the Associate Dean UME.

In order to successfully pass the Research component, the student must:

The Research Project will require for a mark of Pass:
• Submit and receive approval for the research project outline. Submit bi-monthly progress reports on the research project. These reports must identify any milestones reached as well as any delays and must be signed by both the student and the faculty.
• Meet all project milestones as outlined in project outline. Changes to milestones require approval by course chair.
Submit completed paper for publication or presentation in a peer reviewed journal or at a meeting felt appropriate by the Course Chair.

Component Two: Clinical Electives

Contact: (London) Clinical Electives Administrator
(Windsor) Undergraduate Curriculum Administrator Year 4

A key method of achieving a successful match in the CaRMS process is through successful elective experiences in a medical training program. This allows the student to work with faculty who may, at the end of the rotation, agree to act as a referee in the residency match application process.

In addition the student will have had the opportunity to more fully understand their desired medical specialty. Additional clinical experience will potentially allow the student to show proficiency to postgraduate training programs during the application process.

Most importantly these learning opportunities will aim to improve the student's clinical skills in patient care and advance the student's knowledge of all aspects of medicine relevant to being successful in that specialty.
  • The Clinical Electives will follow the format of the Year 4 Course Calendar in the Doctor of Medicine (MD) Program at Schulich Medicine & Dentistry, Western University.
    o This shall include appropriate registration, pre-departure departure training and post return debriefing for all Global Health electives, and obtaining end of rotation documentation.
  • All documentation and learning must be completed satisfactorily and submitted to the Year 4 Electives & Observerships Administrator.
  • For students from the Windsor Program, any electives in the Windsor Program will be monitored and accountable to the Course Chair through the Windsor Program Clerkship Coordinator.

Component Three: Career Counselling

Contact: (London/Windsor) Assistant Dean, Learner Equity & Wellness (Undergraduate)

To achieve a successful residency placement, students will be required to work with staff/faculty at the Learner Equity & Wellness Office and/or the career counselors at Western's Student Success Centre or University of Windsor’s Centre for Career Education (dependent on the registered student's campus affiliation).

The student’s progress with career management tasks will be tracked by the Learner, Equity & Wellness office, then reported to the Course Chair on a bimonthly basis.

Requirements shall include:
  • The development of a strong Curriculum Vitae and Personal Statements through on-on-one feedback and coaching.
  • Enhanced Interview skills developed through educational sessions on interview techniques and feedback on interview practice sessions.
  • The development of appropriate match strategies through advising opportunities provided by and through the Learner Equity & Wellness office.
• To develop strategies around any other identified issues that may impact on a successful residency match.
• Additional objectives may be included pursuant to the learning needs of the individual student.

Component Four: Reflective Response Paper

Contact: Course Chair

To document the student’s personal development and growth over the course of this year of study and practice, each student in the program will be required to compose a reflective paper 1500 words in length.

Requirements shall include:
• A reflection on the learner’s personal growth and development as it pertains to career planning, including identification of new insights about themselves and any actions that were beneficial in to their approach to the residency application process (e.g., CaRMS) for a second time.
• A reflection on the skills and knowledge developed through the learner’s involvement in the research project and how the learner envisions this learning will impact his/her future direction
• The identification of new insights gained during the clinical electives component of the course. The learner should identify key experiences (e.g., moments, lessons, cases or mentorship experiences) and discuss how these will impact their future role as a clinician and leader