

UNDERGRADUATE MEDICAL EDUCATION
SCHULICH SCHOOL OF MEDICINE & DENTISTRY
GUIDELINES FOR STUDENTS WORKING PART-TIME AS HEALTH PROFESSIONAL

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PURPOSE

The Doctor of Medicine Program, Schulich School of Medicine & Dentistry supports students who wish to work in their past health care roles during their studies. This statement is based on the 2021 Council of Ontario Faculty of Medicine's [Guidelines for Students Working Part time as Health Professionals](#).

The MD Program often enrolls medical students who have registration and/or employment in other areas of health care. To support financial obligations as students, undergraduate medical learners may seek temporary or seasonal employment in their registered health professional roles. These roles may overlap with learning in clinical environments. This guideline will direct decision making for students involved in clinical learning at a health care facility where they are/have been employed (full or part time) as a health care worker.

STATEMENT

This guideline was created to advise learners undertaking a clinical rotation in a patient care environment they may presently or previously have been employed as a health care provider.

In such occurrences, these students must:

- Ensure there is a clear delineation of their roles. When employed as a member of the health care team delivering care, the student cannot at any time function as medical student. The student must identify themselves as their licensed profession and deliver care within the scope of practice of that profession.
- Not undertake any patient care as a medical student in an area where they are scheduled concurrently as a health care professional.
- Change identification documentation to display clearly to patients, families, and the health care team their specific role as either a medical student or employee. This includes signing notes in patient charts.
- At all times respect the boundaries of professionalism to all members of the health care team when changing roles.

In the event of a medical emergency and when under the direct responsibility of the Most Responsible Physician, if a medical learner has a skill set that will address a critical need for patient care, that learner may undertake that role or skill as they would have in their registered health professional role. This should be covered by their other role whatever that may be.