

# Functional Abilities for Students Entering Medical School

The following functional abilities form the basis of the knowledge, skills, and behaviours required to achieve the medical education program objectives, and in conjunction with the academic standards, are requirements for admission. Students with disabilities may require accommodation<sup>1</sup> to demonstrate their abilities. The term “learner” refers to candidates for admission to medical school as well as current medical students who are candidates for retention, promotion, or graduation.

Functional Ability	Description of Ability (with or without reasonable accommodation)
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 lab; physical demonstrations, small-group, team, 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, as required by the program for advancement, promotion, and graduation.</p>
Communication	<p>Learners listen actively and convey information effectively in person and virtually:</p> <ul style="list-style-type: none"> <li>• with peers, administrative staff, multidisciplinary team members, and preceptors to enable learning and effective participation in the program;</li> <li>• with patients and their supporters, building rapport, eliciting their perspectives, and collaborating in management;</li> </ul> <p>and record elicited information clearly and accurately.</p>
Knowledge Integration	<p>Learners interpret information obtained through interview, observation, examination, and medical research to formulate a hypothesis, recommend, and pursue interventions, as appropriate.</p>
Patient Safety and Quality	<p>Learners practice within their level of competence to recruit or deliver patient-centred care. This includes:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Complying with safety standards in the learning and clinical environment, following universal precaution procedures.</li> </ul>
Professionalism	<p>Learners</p> <ul style="list-style-type: none"> <li>• Engage in self-reflection to identify personal and professional learning needs to maintain competence;</li> <li>• 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;</li> <li>• Limit their actions to the ethical and legal norms of the medical profession.</li> </ul>

<sup>1</sup> *Accommodation* refers to academic adjustments and auxiliary aids that enable students with disabilities to have access to education equivalent to that of their non-disabled peers.