

UE COFM Guidelines: Student Learning in a Clinical Setting of Employment

Approved May 2014

Preamble

Ontario Schools of Medicine undergraduate medical education programs enroll medical students who have registration and/or previous 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 a select group of 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.

Guideline

This guideline was created to advise learners who wish to undertake a clinical rotation in a patient care environment they may presently or previously be employed as a health care provider.

In such occurrences, these students must:

1. 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.
2. Not undertake any patient care as a medical student in an area where they are scheduled as a health care professional.
3. Clearly communicate the change in their roles to patients and colleagues after concluding their work shift.
4. Change identification documentation to display clearly to patients, families, or any member of the health care team their role as either a medical student or employee. This includes signing notes in patient charts.
5. Change to clothing consistent with a medical learner when functioning as such.

UE COFM Student Observership in a Clinical Setting where the Learner is employed

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6. At all time respect the boundaries of professionalism to all members of the health care team when changing roles.

NOTE:

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.

If consent is requested or a procedure delivered, it should be clearly communicated to the patient, family and attending staff that the learner is experienced in and registered to undertake this procedure as a professional. The patient or family should be clear on the dual role of the learner.