

SCHOOL OF MEDICINE
UNIVERSITY OF LIMERICK
FACULTY OF EDUCATION AND HEALTH SCIENCES

BACHELOR OF MEDICINE
BACHELOR OF SURGERY (BM BS)



UNIVERSITY
of
LIMERICK



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OLLSCOIL LUIMNIGH

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School of
Medicine



UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH

Education and
Health Sciences



Limerick City

Glucksman Library

Dromroe Village

Thomond Village

Sports Arena

Student Centre

Irish World Academy

School of Medicine

Health Sciences

Kilmurry Village



A GROWING CAMPUS ON THE BANKS OF THE RIVER SHANNON

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OUR VISION

The School of Medicine aims to be a world class medical school delivering leading-edge education and research programmes that positively impact the health and well-being of our global community.

OUR MISSION

Through an inclusive, collaborative and supportive culture we will deliver inspiring and distinctive education and research programmes of the highest quality, producing outstanding, internationally recognised graduates and leaders in Medicine and Health, enhancing healthcare and its delivery to patients and communities. We will achieve this mission by:

- Continuing to produce excellent graduates and leaders who are collaborative, lifelong learners, focused on both individual and population health with due regard to ethics, resources, and societal challenges.
- Developing partnerships with members of the public, patients, and other key stakeholders in clinical, policy, and industry settings to produce research and advocate for changes that will enhance the quality and outcomes of healthcare in Limerick, the Mid-West, Ireland and globally.
- Optimising our teaching, learning, and research to increase their impact on and benefit to our communities, in areas such as primary and social care.
- Fostering a culture of collaboration and innovation across our academic and clinical education and research programmes and promote an inclusive environment that ensures the health, well-being, and development of all our staff and students.
- Expanding our infrastructure to support academic diversification, growth, and excellence.



OUR VALUES

The School of Medicine holds its staff, students, patients, and community at its core and promotes quality, excellence, and social accountability while fostering a positive and professional work environment.



School of
Medicine

Welcome from the Head of School

Welcome to the University of Limerick School of Medicine, where our uniquely practical and interactive approach to learning shapes exceptional individuals who contribute in a positive way to the world of medicine.

UL's BM BS Graduate Entry Medical Programme is open to graduates from any discipline. It has a highly innovative curriculum, which offers students the opportunity to complete undergraduate medical training in four years in an environment specifically designed for graduate students.

During the four years of study, students will be taught the basic medical and clinical sciences needed to form the basis for postgraduate training and for a career in any branch of medicine.



**Professor Deirdre McGrath,
Head of School**

“A highly innovative curriculum, which offers students the opportunity to complete undergraduate medical training in four years.”

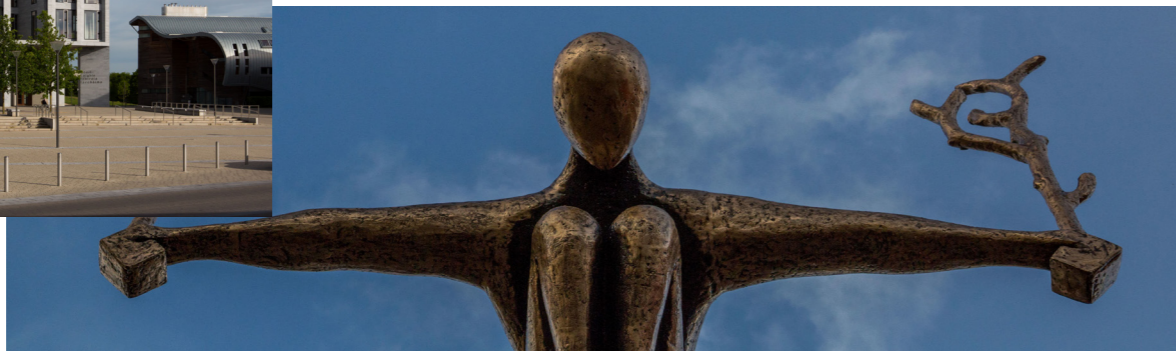
UL PROFILE

The University of Limerick (UL) is an independent, internationally focused university with over 16,300 students and 1,700 staff. It is a young, energetic and enterprising university with a proud record of innovation and excellence in education, research and scholarship. The University is situated on a superb riverside campus of over 130 hectares with the River Shannon as a unifying focal point. Located 5km from Limerick city and 20km from Shannon International Airport, the University boasts outstanding recreational, cultural and sporting facilities, which further enhance this exceptional learning, research and working environment.



WHY STUDY AT THE SCHOOL OF MEDICINE?

- BMBS offers a four-year medical degree programme open to graduates from any discipline.
- BMBS has a highly innovative and dynamic curriculum, which is founded on problem-based learning (PBL), a method that is very relevant to clinical practice.
- School of Medicine staff ensure that graduates are fully equipped with the knowledge and skills required to meet the existing and emerging needs of a global society.
- BMBS students develop the higher-order skills needed to meet the demands of 21st-century health care.
- BMBS students have opportunities to engage in research during the programme.
- The School welcomes a balanced mix of Irish and international students.
- The UL experience offers over 70 Clubs & Societies, including the increasingly popular UL International Society, Medical Society and Surgical Society.
- Ireland's Sports Campus promotes a culture of positive health and wellbeing among students and staff alike.



SCHOOL OF MEDICINE PROFILE

The School of Medicine building is purpose-built and located on the scenic North Campus of the University campus. The building is situated in expansive natural surroundings adjacent to the River Shannon and is an ideal environment for the promotion of student learning and overall wellbeing. The highly innovative School building, distinguished by its striking limestone exterior, received the prestigious Royal Institute of British Architects' European Award in 2013 and the Royal Institute of Architects of Ireland's Assessors Award in 2014.



FACTS AND FIGURES

4

YEAR PROGRAMME

600

MEDICAL STUDENTS

Annual intake of 150 students

300

FACULTY MEMBERS

AND TUTORS

6

FAMILY MEDICINE (GENERAL PRACTICE/PRIMARY CARE) UNITS

Area 1 – Limerick/North Tipperary

Area 2 – Clare

Area 3 – Kerry

Area 4 – Cork/South Tipperary

Area 5 – South East

Area 6 – Midlands

6

TEACHING HOSPITALS

• University of Limerick Hospitals Group (Limerick City)

• South Tipperary General Hospital, Clonmel (Co. Tipperary)

• St. Luke's General Hospital, Kilkenny (Co. Kilkenny)

• Midland Regional Hospital, Tullamore (Co. Offaly)

• Midland Regional Hospital, Portlaoise (Co. Laois)

• Portiuncula University Hospital, Ballinasloe (Co. Galway)

Welcome from the Course Director

Our goal is to produce medical graduates of the highest calibre who are internationally recognised for their competence and commitment. We foster in our students a drive for lifelong learning and scientific enquiry, which they will then carry with them through their careers. We equip our graduates with the skills to solve the individual and population health challenges that their patients face on a day-to-day basis.

From day one of the BMBS programme, students working in small groups develop skills through an integrated, problem-based curriculum. The problem-based method of learning promotes the development of critical clinical reasoning, team, leadership and lifelong learning skills that are essential to working in clinical practice on graduation. Clinical exposure is introduced in Year 1 through clinical and communication skills training and through the Early Patient Contact programme.

In keeping with the School's drive for excellence, assessment at the School adheres to international best practice standards; a blend of assessment instruments is used to evaluate our students fairly and reliably. We operate robust internal and external quality assurance (QA) procedures and respond to feedback from multiple sources, including our students. Our QA processes ensure that the BMBS programme adheres to the highest standards and that the curriculum remains dynamic and in line with the rapidly advancing changes in medicine in the 21st century.



Dr Helena McKeague
Course Director

“ We foster in our students a drive for lifelong learning and scientific enquiry. ”

The School of Medicine BM BS programme at the University of Limerick is accredited by the [Medical Council of Ireland](#).



THREE DOMAINS OF THE PROGRAMME

KNOWLEDGE OF HEALTH AND ILLNESS

The modules in this domain centre on the structure, function and development of the normal human body at all levels of organisation, from molecular and cellular to the whole individual. They examine the causes and consequences of disease, injury and abnormal development and look at evidence-based strategies for the treatment and prevention of disease. The modules deliver a thorough grounding in the basic sciences relevant to medicine through the study of carefully designed problem-based learning (PBL) cases. PBL is an educational technique where students learn in small-group tutorials.

The modules cover six key topics: life support, life control, life maintenance, life structure, life cycle and life protection.

CLINICAL & ANATOMICAL SKILLS

Clinical skills are the skills required by a doctor for direct patient contact and constructive interaction with other health professionals. These include consultation and communication skills, practical and procedural skills, and emergency care management. In the early years these skills are taught in small groups in custom-built clinical skills labs using a range of resources including simulated and real patients, manikins, models and high-fidelity simulators.

Practical sessions relevant to the basic sciences centre on anatomical teaching, which students learn through surface anatomy on live humans and anatomical models and through medical imaging. Living anatomy is taught in the hospital theatre setting.

PROFESSIONAL COMPETENCIES

The Professional Competencies modules involve the consideration of health and illness in the wider context of family, cultural groups and community. The modules focus on the ethical and legal frameworks of medicine and on personal and interpersonal skills appropriate to lifetime medical practice. During the modules, students learn how to appraise and review medical literature with a view to practising evidence-based medicine and keeping up-to-date with current medical thinking and treatments.

The Human Doctor component of the modules examines how being a doctor can affect one's self and advocates a mindfulness-based, stress management approach to self-care in medicine.

THE PROGRAMME AND CURRICULUM

Three domains feature throughout the four years: Knowledge of Health and Illness, Clinical and Anatomical Skills and Professional Competencies.

The first two years of the programme see these domains delivered, predominantly on campus, in a comprehensive, integrated system-based and problem-based learning (PBL) approach to the basic sciences. The PBL approach ensures that students, working together in small groups, come to understand the basic sciences in the context of clinical problems.

Early clinical exposure is an important aspect of the first two years, and students are introduced to clinical sciences and skills from the very first week of the programme.

In Year 3 and Year 4 of the programme, students undertake an intensive clinical apprenticeship, encompassing the major clinical disciplines across six affiliated teaching hospitals and several family medicine (general practice/primary care) networks.

All students should expect to be placed outside of Limerick at some stage during their clinical training.

YEARS 1 AND 2 MODULE TITLES

YEAR 1	YEAR 2
Knowledge of Health & Illness 1	Knowledge of Health & Illness 2
Clinical & Anatomical Skills 1	Clinical & Anatomical Skills 2
Professional Competencies 1	Professional Competencies 2

A student who does not progress through the BMBS programme and who wishes to exit the programme will be eligible for consideration, at the discretion of the relevant Examination Board, for an exit award of Diploma in Medical Sciences for those who have accumulated ≥ 120 and <180 ECTS credits.

YEARS 1 AND 2 MODULE TITLES - CLINICAL PLACEMENTS

YEAR 3	YEAR 4
Family Medicine (General Practice/Primary Care)	Medicine 2
Medicine 1	Surgery 2
Surgery 1	Obstetrics & Gynaecology
Professional Competencies 3	Paediatrics
	Psychiatry
	Professional Competencies 4

PROBLEM-BASED LEARNING

Problem-based learning (PBL) is core to the teaching methodology at the School. The 'problems' used to facilitate student learning are highly structured hypothetical clinical cases, each of which takes a week to work through.

Each semester, students are divided into small groups. The group meets, with a dedicated tutor, for three sessions each week to work through the clinical case of the week. The tutor does not act as a teacher but as a facilitator, guiding the group through the sequence of steps that have been devised to help them learn from the cases provided. Each step and new development (such as results of investigations or details of drugs prescribed) is provided after the group has finished discussing the previous step.

By working through the problem and hypothesising about what is wrong with the patient, the PBL group generates a list of learning outcomes that represent the key knowledge needed to understand what is happening to the patient.



“The 'problems' used to facilitate student learning are highly structured hypothetical clinical cases.”



ELECTIVES

Completing a clinical elective in North America is essential to securing a residency in the United States or Canada. As a result, the School of Medicine has entered into formal arrangements with McMaster University and Rutgers University to provide our students with clinical electives. In addition to our formal arrangements, students have completed electives at a number of North American medical schools. This provides our students with clinical electives in a variety of specialties. The list below is a sample of where our students have completed electives in the past. In formal evaluations, North American institutions that have enrolled UL BMBS students on elective programmes have commented on their clinical proficiency and exceptional medical communication skills.

- **Memorial University, St John's, Newfoundland**
- **Lerner College of Medicine, Cleveland Clinic, Ohio**
- **Michael G DeGroote School of Medicine, McMaster University, Hamilton, Ontario**
- **Memorial Sloan Kettering Clinic, New York**
- **Weill Cornell University, New York**
- **Lahey Clinic, Boston**
- **St Elizabeth's Hospital, Brighton, Boston**
- **Rutgers University, New Brunswick, New Jersey**
- **Johns Hopkins, Baltimore**
- **Morristown Medical Centre, New Jersey**



RESIDENCY

Many Canadian and US students aim to secure residency placements in North America after completing their medical programme. Our medical school is committed to facilitating the application process and examination requirements for our North American students to help them secure residency posts. Our recent graduates enjoy an enviable reputation in securing competitive residencies throughout North America. Below is a sample of the residency locations secured by recent graduates, both in the US and Canada:

- | | |
|-------------------------------------|---------------------------------|
| • McMaster University | • University of Illinois |
| • University of Manitoba | • University of Arizona |
| • Tufts University | • University of Ottawa |
| • Johns Hopkins University | • Western University |
| • New York University | • University of Alberta |
| • New Jersey City University | • Dalhousie University |
| • University of Michigan | • Queen's University |

LICENSING EXAMS

Preparation for licensing or board exams (USMLE, MCCQE Part 1) is recognised as essential for students applying for North America residency training. The School offers a USMLE programme which is outside of the main School of Medicine curriculum. The School of Medicine supports students with bespoke tutorial programmes delivered by senior academic and clinical staff. In addition to academic-led experiential teaching, access to online resources, including QBank, diagnostic examinations and simulated testing, is provided.



Welcome from the Director of Research

The School of Medicine recognises that education and research are both fundamental aspects of modern medical practice. With this in mind, the School strives to promote and support effective research in parallel with education.

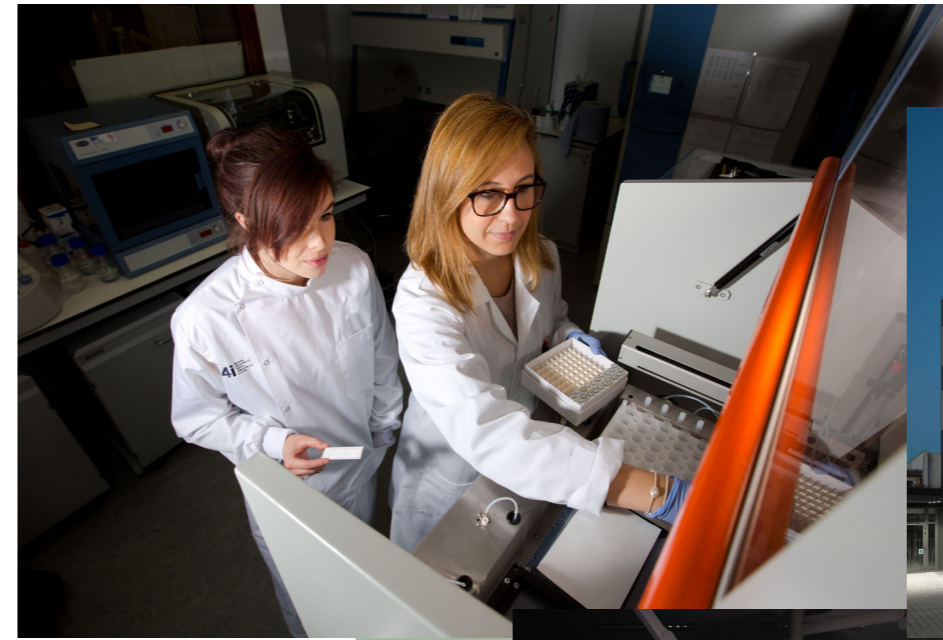
Research methodology forms a core component of the BM BS curriculum. To complement this, we provide opportunities for students to engage with researchers who seek solutions to relevant clinical challenges. Students are also given the opportunity to participate in integrated research observerships at our affiliate clinical sites and to undertake projects over the summer months. These activities, along with postgraduate research at master's and PhD level, have resulted in a considerable number of publications, many of which are highly cited by peers internationally.

Crucially, we have found that involvement in such research initiatives encourages students to reflect on real-life medical and surgical practice and illustrates for them the extent to which evidence-based clinical decision-making can beneficially influence patient outcomes. We believe that a holistic approach to medical education requires exposure to top-tier research, and we will continue to provide the necessary resources and leadership to foster such intellectual curiosity in our students.



**Professor Colum Dunne,
Director of Research**

“Complementing our curriculum, we provide opportunities for students to engage with researchers seeking solutions to real clinical challenges.”



RESEARCH

Research at UL's School of Medicine spans biomedical sciences, medicine, surgery, primary and pre-hospital care. With a focus on exploring the fundamentals of health and illness, School of Medicine researchers aim to contribute new knowledge relevant and translatable to real-world challenges.

Through their expertise and leadership, School of Medicine faculty members and support staff are enabling the next generation of researchers as they aspire and strive to improve lives by preventing and treating disease.

The School of Medicine offers postgraduate research-based MD/MCh/PhD degrees.



UL's Centre for Interventions in Infection, Inflammation & Immunity (4i) brings together like-minded researchers from across the University and distributed clinical campuses, in addition to the General Practice network affiliated with UL School of Medicine. The Centre provides the vision, sense of identity, support and guidance that enables existing and new researchers as they continue to contribute to medical knowledge.

INTERVENTIONS

Researchers from the Centre determine the effectiveness of interventions and establish the safety, cost effectiveness and acceptability of those interventions. These interventions focus on translational research and on the integration of biomedical and clinical research in primary and secondary care.

INFECTION

Our clinical and laboratory programmes are developing new insights into the underlying mechanisms of host-pathogen interactions and creating novel strategies to prevent or treat infectious diseases.

INFLAMMATION

The acute phase response to deal with tissue damage and infection is diverse. Our researchers investigate processes ranging from acute inflammation associated with microbial infection of the skin through to the chronic processes involved in atherosclerosis, respiratory, arthritis and gastrointestinal diseases.

IMMUNITY

This aspect of the Centre carries out clinical and laboratory investigations of specific and non-specific components of the host (human) response to challenges.



DR SASKIA D'SA

GRADUATE

I graduated University of Limerick School of Medicine in 2018 and I can most certainly say that those were the best 4 years of my life.

From the time I started medical school, the staff were so welcoming and friendly. Moving from Toronto to Limerick was a real change. However, the Irish hospitality in combination with events and mentors to orient us to the curriculum and city made the experience all the more enjoyable. The School of Medicine's teaching style of Problem Based Learning (PBL) immerses you with clinical scenarios from day one. It really put every pathology into practicality and helped with honing presentation skills on a weekly basis.

In my clinical years, the medical school gave us a good variation of suburban and small town hospitals, to teach us the importance of practicing medicine in both settings. They also organized talks and connected us with seniors to get information about obtaining medical electives in the US and Canada.

Studying abroad definitely can bring its challenges with matching to residency programmes back home. However, I took a scenic route of practicing both in Ireland and UK during my unmatched years and UL was very supportive with providing all the appropriate documentation, keeping me well informed to apply back home and checking in personally to see if I needed any additional support. I can confidently say that the clinical skills and knowledge acquired at UL has prepared me well for practicing as a clinician so far, and will continue to serve me well as a clinician back home as a paediatrician.



DR JORDAN HARTKORN

GRADUATE

I graduated from University of Limerick's School of Medicine in 2018 and went on to become a family physician in North America. It is hard to articulate the special place that the School and Ireland hold in my heart.

To begin with, the School understands that good physicians come from all walks of life. As a mature professional working in finance, attending the School of Medicine gave me the opportunity to pursue my dream of becoming a doctor. Making the transition from finance to medicine was abrupt, but the School offered a well-founded and up to date curriculum to bridge that gap successfully in four years. The unique problem-based learning method (PBL) taught me a methodical and comprehensive approach to obtaining a differential diagnosis. The clinical skills programme, which starts from day one, is phenomenal; so much so, that I continue to get praise for the strength of my clinical skills.

As a Canadian citizen, the programme was supportive of my desire to return to North America for residency. I was offered the opportunity to participate in a USMLE prep course during year 2 as well as opportunities to write my USMLE and Canadian exams in year 3 & 4. I successfully passed all Canadian and USA exams on my first attempt, and I matched to my top choice residency programme in the USA.

On a personal note, I reminisce about Ireland every day. I miss the majestic green fields of Western Ireland and the beauty of UL's campus. I miss the Irish people's warm hearts, welcoming demeanour, and resilient sense of humor. To this day, I keep in touch with class colleagues who have gone on to work in Ireland, UK, Australia, USA and Canada. I have returned to Ireland since graduating and still feel like there is a part of home there.

I will always remember what a Canadian doctor, who also trained in Ireland, told me when I was accepted to the School of Medicine. She said, "it is a special four years that will go by quickly, so enjoy every moment you can". Looking back, I think I did. I had a good work-life balance. My clinical rotations were in parts of Ireland that were interesting to explore, there were numerous social events (pub quizzes, charity galas, extra-curricular sports) and of course cheap flights to continental Europe! If you are fortunate enough to attend, be sure to take advantage of all the School has to offer- both inside and outside the classroom.



DR NICHOLAS CONRADI

GRADUATE

Making the decision to move overseas to pursue your dream of become a doctor is no easy choice! I remember the mix of excitement of moving to Ireland juxtaposed against the uncertainty of where I'd end up. Looking back now as a Pediatric Resident at the University of Alberta, I can wholeheartedly say that studying medicine at the University of Limerick was the perfect mix of adventure and hard work.

There are a million reasons why UL's School of Medicine programme stands out amongst other medical schools, ranging from its beautiful campus, approachable and supportive staff, and diverse student body. Perhaps most importantly, however, is its approach to training adaptable and mature graduates who move on to innovate in their respective fields. UL's pioneering of Problem-Based Learning, a group-based collaborative learning method developed in Canada, builds not only your ability to steer your own learning but also promotes your ability to interact with a team. Furthermore, UL's use of cutting edge technology throughout its teaching prepares you to hit the ground running when you enter the hospital environment.

Now a few years after graduating, not only am I building on the strong foundation I established at UL, but I am surrounded by a global network of friends and colleagues. There is no doubt in my mind that studying at UL was one of the best decisions I've made and one that has made me the physician I am today!



DR MAGGIE VINCENT

GRADUATE

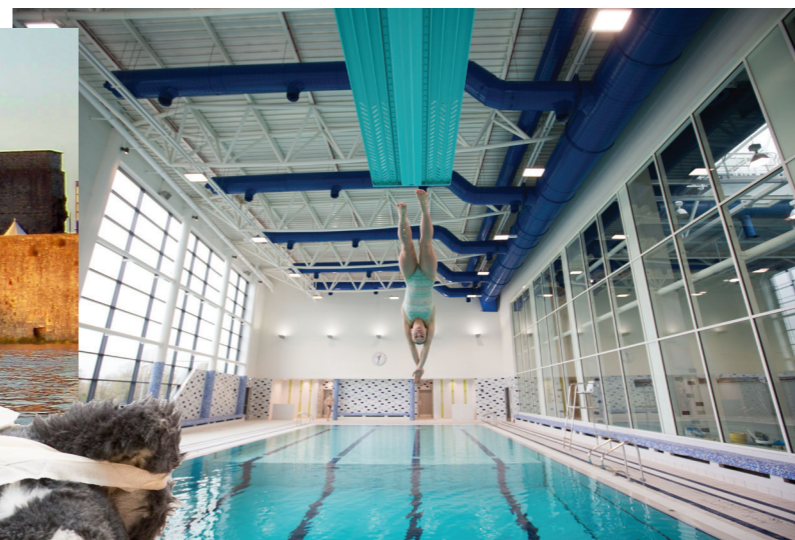
I graduated from UL School of Medicine in 2020. It was quite the year to graduate with the beginning of the pandemic however even COVID-19 cannot overshadow the incredible four years I spent in Limerick.

My 3rd year at UL was particularly memorable. I spent the year rotating through clinical placements at South Tipperary General Hospital (STGH) in Clonmel, County Tipperary. Clonmel is a beautiful small town with lots of mountains and is close to the seaside, which I took advantage of and did many hikes and weekend excursions. Because STGH is a smaller centre, I had a lot of opportunity as a medical student to learn procedures and had more individual bedside teaching from consultants and senior physicians. At STGH I presented research articles at the hospital rounds and took on a research project with a colleague, which was accepted to an academic conference in Belfast, Northern Ireland.

The School was also very supportive in helping me pursue a community outreach project in Limerick City. Through the Health Equity Programme and with the support of clinical tutors, myself and two fellow medical students started a health education initiative at a women's shelter. This experience was invaluable to me in developing leadership skills and opening my eyes to social medicine, a field which I hope to specialise in.

The medical education I got at UL was excellent, particularly in clinical skills, something that is often complimented by senior physicians I work with today. Having matched to my first choice residency programme in Canada (Emergency Medicine at McMaster University), I was grateful to have a competitive edge in the CaRMS application process. With the support of the School I was able to complete 10 weeks of clinical electives in Canada during the summer months between my 3rd and 4th year of medical school, and I believe this was essential in helping me match to such a competitive residency program.

I would recommend UL to anyone who wants to pursue medicine. You will learn from fantastic teachers and be surrounded by wonderful people in a beautiful country. You will have opportunities to pursue clinical electives locally in Ireland, in your home country and in other countries too. For me, my years in Limerick were the experience of a lifetime and I will cherish those memories forever. I am incredibly grateful to have had this opportunity, and I can't wait to come back and visit my second home.



THE UL STUDENT EXPERIENCE

Limerick is a riverside city where the Shannon is an integral part of the city's character. Vibrant Limerick combines big-city amenities with an innate friendliness, a mix that guarantees an attractive and welcoming environment for student living. The UL experience is second to none; the campus is located just outside Limerick city, which is home to more than 90,000 people, of whom almost 50% are under the age of 30. The Limerick of today is a fast-moving and cosmopolitan city in which to live and study.

UL Sport

The University is home to the UL Arena, which is one of the largest sports facilities in Ireland. The indoor Arena operates four independent multi-purpose courts, a 60m indoor suspended sprint track and a 3-lane 225m jogging track. The University's 50m swimming pool is Ireland's first Olympic-sized pool. The Arena's Cardio Fitness Centre is one of the largest and most comprehensive gyms in Ireland.

Clubs and Societies

UL Wolves represents over 70 extremely active UL Clubs & Societies; some of the most popular societies of particular interest to new medical students are the well-established UL International Society and UL Medical Society and the newly established Surgical Society.

For more information visit: www.ulwolves.ie.



How to Apply

North American candidates should contact the Atlantic Bridge Program for further information and application materials: www.atlanticbridge.com

ENTRY CRITERIA (NON-EU APPLICANTS)

Graduates of any discipline may apply.

Candidates must hold a minimum 2.1 (second class honours, grade 1) result in their first honours bachelor degree (NFQ Level 8). For North American applicants, a competitive GPA is required.

For candidates who meet this requirement, the GAMSAT (Graduate Australian Medical Schools Admissions Test) or the MCAT (Medical College Admission Test) will be used as an instrument for selection.

Non-EU applicants must attend for interview as part of the selection process. To facilitate prospective students from North America, School of Medicine faculty members travel to central locations in the US and Canada to conduct the interviews.

FURTHER INFORMATION

If you require any further information about the BM BS School of Medicine Programme, please contact:

School of Medicine
University of Limerick
Limerick
Ireland

Tel: +353-61-234850
Email: medicine@ul.ie
Website: www.ul.ie/medicine



Atlantic Bridge
3419 Via Lido
Suite 629
Newport Beach
CA 92663
USA

Tel: +001-949-723-6318
Email: admissions@atlanticbridge.com
Website: www.atlanticbridge.com/medicine/schools/ul