



Vital Signs 2018-19

MD Program Annual Report

Message from the Vice Dean

Like the arrival of summer, the end of the academic year seems to come both with great anticipation and little warning. Let's take the opportunity to pause and reflect both on what we've accomplished over the past year and some goals for the 2019-2020 academic year.

This past fall, the entering class included 14 students admitted to the MD Program through the inaugural offering of the Black Students Application Program (BSAP). Similar to the program's longstanding Indigenous Student Application Program, BSAP is designed to break down some of the barriers that might impede Black students from applying to medical school. In addition to meeting the program's standard admission requirements, applicants in both of these programs are required to write an additional 250-word personal essay. Community members take part in admissions file review and admission interviews in order to support a more culturally safe admissions process.

Looking forward, the MD Program will be implementing changes to its admissions requirements in a phased manner over the next three years. Based on recommendations from a working group comprised of experienced educators, education scholars and admissions personnel, these changes are intended to more effectively balance academic and non-academic requirements in order to admit students who embody the program's ideal characteristics of a medical student and who have the capacity to fully engage with and achieve our MD Program Education Goals. The changes also include modernizations to the program's file evaluation platforms.

At the other end of the medical school continuum, 98 per cent of our students successfully matched to a residency position over the 2019 first and second iteration matches. These results reflect the effective collaborative efforts of students, faculty, MD Program staff, our Post Graduate Medical Education colleagues, and the outstanding leadership of the Office of Health Professions Student Affairs (OHPSA).

Our program will continue to refine its career management supports in order to ensure that our students are well prepared and positioned for residency matching. In addition to the extra-curricular supports provided by OHPSA, career management has been integrated into the core curriculum, including as part of the Year 3 core learning sessions introduced in 2018-19. Plans for further curricular integration are underway, including the development of a longitudinal career advising and preparation course. In alignment with this longitudinal approach, our students will now have the opportunity to complete a two-week elective experience in May or June of Year 3, starting in 2019-20.

These ongoing efforts to refine the curriculum, extra-curricular supports and environments in which medical education takes place reflect the program's commitment to the principles and practices of continuous quality improvement. Our commitment to those principles and practices will be 'put to the test' in 2019-20 as the program undergoes a full accreditation review. Preparation for the program's accreditation review is well underway. This preparation includes an Independent Student Analysis (ISA) by our medical students that is informed by a student-led survey. Data from the ISA will be included in the accreditation Data Collection Instrument (DCI), in which the program is required to address a series of questions on all aspects of the program. The ISA and DCI form the basis of a Medical School Self-Study (MSS), which will be led by five self-study subcommittees starting in the Fall 2019. Leading up to, during and following its self-study, the program will take appropriate steps to ensure that it is well positioned for its site visit.

This commitment to continuous quality improvement would not be possible without the many education leaders who are committed to ensuring we provide our students with the best possible medical school experience. I would like to take this opportunity to express my gratitude to our faculty members who have stepped down from their roles this past year and thank them for their truly exceptional contributions to our MD Program. I also welcome new colleagues and congratulate faculty members who have transitioned into new roles.

Patricia Houston, MD, MEd, FRCPC
Vice Dean, MD Program
Faculty of Medicine
University of Toronto