

# ACADEMY MEMBERSHIP FRAMEWORK

## 1. Introduction

### 1.1 Preamble: Purpose and Scope of Academy Membership Framework

The University of Toronto and its affiliated health care institutions share a joint mission of health care education. For the purpose of this document, this shared joint mission includes the collaborative delivery of the curriculum of the University of Toronto Doctor of Medicine (MD) program, including interprofessional education, through the Academies. This Academy Membership Framework is intended to supplement existing Affiliation Agreements between the University and Full or Community Teaching Hospitals or Sites by providing definitions, principles and guidelines that inform how the collaborative delivery of the MD program and interprofessional education is facilitated and managed through and within the Academy system. This Framework does not preclude other initiatives between the University and its affiliated health care institutions.

### 1.2 Basis of Academy Membership

All MD students are assigned to one of the Academies to complete the requirements of the MD program. The Academies provide an academic home for undergraduate medical students to complete clinically based curriculum, small group learning sessions and research projects in a supportive, student-focused learning environment. Each Academy offers a combination of educational settings which are unique based on the strengths of its affiliated health care institutions, while maintaining a consistent high standard of curriculum delivery. Each participating affiliated health care institution agrees to be a member of one or more Academies, as appropriate, in order to provide the range of clinical experience and educational opportunities that the curriculum requires and that the health care institution agrees to support in a manner that is consistent with its mission and objectives.

The University acknowledges that although the formal education program and curriculum are under the authority of the University, the management of the facilities of these affiliated health care institutions, including supporting administrative staff, is under the authority of the health care institutions. The University and the health care institutions have joint responsibility for the learning environment and informal curriculum.

This Academy Membership Framework is intended to provide a foundation upon which the University and its affiliated health care institutions agree to collaborate and cooperate as members within the Academy system. This Framework is intended to:

- strengthen existing collaborative relationships between the University and its affiliated health care institutions, as well as among those health care institutions that comprise each Academy;
- support the training of future physicians to improve the health of individuals and populations, and;
- build capacity for change within the Academy system that contributes to our communities and is beneficial to the University, its affiliated health care institutions and medical students.

### 1.3 Definitions

**a) Academy** means the collaborative organization through which the MD curriculum is delivered at clinical sites. Normally this involves a combination of collaborations among the full and community affiliated Hospitals and the University, led by an Academy Director. Each Academy includes a Full or Associate Member of the Toronto Academic Health Science Network (TAHSN), or combination of TAHSN Full and/or Associate Members, that act(s) as the administrative Anchor for that Academy.

**b) Academy Member** means all those institutions, including the University, that agree to participate in the Academy system.

**c) Academy Site** means a fully-affiliated or community-affiliated health care institution that agrees to be a member of one or more Academies, as appropriate. All Academy Sites have a shared role in the collaborative delivery of the MD program, regardless of their membership type. Some types of Academy Sites are defined by specific characteristics, roles and responsibilities within the Academy system, as follows:

**c.i) Anchor Academy Site** means the fully-affiliated or community-affiliated comprehensive acute care hospital(s) that act(s) as the administrative anchor for an Academy. Anchor Academy Sites are defined by their:

- programmatic depth and breadth, particularly the ability to provide on-site delivery of the clinical and research components of the MD program;
- commitment and capacity for ensuring the delivery of a majority of core components of the MD program curriculum that are Academy based, and;
- commitment to providing Academy students with an on-site medical education centre and other educational resources and supports, in accordance with accreditation standard requirements.

**c.ii) Associate Academy Site** means a fully-affiliated or community-affiliated comprehensive acute care health care institution that provides specified and agreed upon core curriculum delivery for an Academy based both on the educational goals of the MD program and on the site's institutional capacity and educational resources. The designation of a site as an Associate Member of a particular Academy is intended to recognize a priority but not exclusive relationship with that Academy. This priority relationship with a particular Academy, together with a site's institutional capacity and educational resources, will inform decision-making with respect to requests to an Associate Member from multiple Academies to support delivery of the MD program curriculum.

**c.iii) Specialty Academy Site** means a fully-affiliated or community-affiliated health care institution with a specialized health care mandate that works collaboratively with multiple Academies to offer a specific component of the MD curriculum across multiple Academies based on the education goals of the MD program, the needs of each Academy, and the site's institutional capacity and educational resources. Although the Specialty Academy Sites designation is intended to recognize a specialized learning resource role that should in principle be equally available to all Academies, a Specialty Site may also have historical commitments with particular Academies to deliver core components of the MD curriculum.

**d) Academy Director** means the individual who is responsible for all academic and administrative matters pertaining to the Academy and its educational programs.

**e) Academy Site Director** means the individual at an Academy Site who is the primary contact with respect to the site's participation in the Academy system. The Academy Site Director is responsible for site-specific academic and administrative matters pertaining to the educational programs delivered by the site as part of the Academy system.

## 2. Academy Leadership & Governance

### 2.1 Academy Director

The Academy Director is appointed by the Faculty of Medicine of the University and is also appointed to the staff of the Academy Hospital or where multiple hospitals form an Academy, at least one of the Academy's hospitals. The Academy Director reports to either the Vice President, Education of the Academy Hospital or such other person as is determined by the Academy Hospital for management of Hospital resources linked to the Academy and to the Dean for the educational program. The office of the Academy Director is supported by the Hospital.

## 2.2 Academy Site Director

Each Academy Site is responsible for the appointment of an Academy Site Director, in consultation with the University and the Academy Director. The Academy Site Director reports to the person determined by the site for management of site resources linked to the Academy and acts as the chief educational liaison with the Academy Director (or other University representatives) with respect to the educational programs delivered by the site as part of the Academy system.

## 2.3 Appointment Principles

The appointment, review and reappointment of Academy Directors and Academy Site Directors is the joint responsibility of the University and the Academy Sites. There will also be joint responsibility for consideration of performance reviews.

## 2.4 Academy Council

Each Academy will have an Academy Council, led by the Academy Director, which includes representation from the Academy's member sites and interprofessional education leads. The general purpose of the Academy Council is to facilitate collaborative and collegial communication and coordination among and between the Academy Sites with respect to curriculum planning and delivery.

## 2.5 Academy Executive Committee

Each Academy will have an Executive Committee, comprised of the Academy Director and designated education leads from the Academy's member sites, with the general purpose being to formalize regular planning meetings that focus educational resource requirements and commitments.

# 3. Curriculum Planning and Delivery

## 3.1 Guiding Principles

All Academy Members recognize:

- the importance of ensuring that the MD program curriculum is planned for and delivered in a collaborative, coordinated manner;
- that the quality of the MD program is dependent upon the delivery of the curriculum at its affiliated health care institutions;
- the importance of student exposure to the diverse learning settings, experiences and contexts;
- the importance of balancing travel requirements and expense in the planning and delivery of the MD program curriculum, and;
- the importance of ensuring that students are provided comparable learning experiences across all Academy Sites, in accordance with the MD program objectives, accreditation standards, and applicable UME policies and procedures.

## 3.2 Planning Guidelines

The numbers of students assigned to each Academy is a joint decision based both on the size and needs of the student body and on the clinical and educational capacity available at the sites that comprise each Academy.

In conjunction with the University, the Academy Directors are responsible for the coordination and oversight of the curriculum delivery, including student placements, at Academy Sites.

Decisions with respect to curriculum delivery and student placements are made on the basis of MD program requirements and pedagogic interests, including the availability of qualified instructors and appropriate physical and educational resources at Academy Sites.

The Academy Directors will, on an annual basis, and normally at least six months prior to the start of courses, engage in a joint planning process with the Course Directors, University Clinical Departments and Academy Site Directors to determine the type and quantity of instruction, including student placements, that is required and that can be accommodated at the Academy Sites.

Any subsequent changes to agreed-upon decisions regarding the type and quantity of instruction, including student placements, to be offered by a member site should be discussed and resolved by the Academy Director, Course Director and Academy Site Director at least four months in advance of the start of courses. If agreement cannot be reached at any stage, the Vice-Dean, UME and the Vice President, Education of the Hospital (or equivalent as is determined by the Hospital) will intervene to negotiate an agreement.

### **3.3 Tutor/Preceptor Recruitment Guidelines**

All Academy Members recognize the importance of balancing Academy-wide coordination and site-specific expertise with respect to tutor/preceptor recruitment at individual Academy Sites. The Academy Directors, Academy Site Directors, Course Directors and Department Chairs share responsibility for oversight of the tutor/preceptor recruitment process, including recruitment of the most suitable tutors/preceptors, monitoring the quality of the teaching provided, and identifying faculty development needs.

Depending on the particular course and site where delivered, primary responsibility for coordination of tutor/preceptor recruitment may lie with the Academy Director, the Academy Site Director, the Course Director and/or appointed site delegate(s).

In collaboration with Department Chairs and Course Directors, the Academy Directors and Academy Site Directors are responsible for orienting tutors/preceptors to their roles in teaching and assessment, professional conduct, student well-being and faculty rights. Lists of applicable University policies and procedures are provided in Appendix A.

## **4. Educational Resources**

Every Academy Site agrees to recognize standards for accreditation of medical education programs leading to the MD degree (particularly accreditation standards regarding educational resources and infrastructure) as well as guidelines in the agreement between the Professional Association of Residents of Ontario (PARO) and the Council of Academic Hospitals of Ontario (CAHO) with respect to instructional/clinical training space and corresponding clinical resources (e.g. examination beds, diagnostic sets, examination models), and will make available the instructional/clinical space and educational resources necessary to deliver the agreed upon components of the UME curriculum. Details with respect to accreditation standard requirements and the PARO-CAHO Agreement can be found in Appendix B.

Examples of educational resources which may be required includes but is not limited to:

- personnel to administer courses, distribute teaching materials and evaluations
- appropriate teaching rooms/space
- equipment such as examination beds, diagnostic sets, examination models, AV equipment, computers used for teaching and examination, etc.
- appropriate mix of patients necessary for teaching in ambulatory clinics and wards
- uniforms, lab coats, badges
- call rooms
- lockers
- shower or changing area

- library access
- study area(s)
- computer and internet access

## 5. Students

### 5.1 Mistreatment of Students and Unprofessional Behaviour

All Academy Members are committed to providing a positive and supportive learning environment for undergraduate medical students participating at Academy Sites, and agree to act in accordance with the *Protocol for UME students to report mistreatment and other kinds of unprofessional behaviour*, particularly with respect to reports by students of incidents of unprofessional behaviour at an Academy Site.

In accordance with University policies and procedures, as well as those policies and procedures in place at the Academy Sites, Academy Directors and Academy Site Directors are committed to advocating on behalf of students with respect to instances of student mistreatment and unprofessional behaviour. Academy Directors and Academy Site Directors should ensure that students are aware of reporting guidelines and procedures, and are obligated to investigate and report instances of mistreatment and unprofessional behaviour in accordance with University and Academy Site policies and procedures.

### 5.2 Workplace Injury

All Academy Members are committed to protecting the health and safety of undergraduate medical students participating at Academy Sites, and agree to act in accordance with *Specification of the Responsibility for Treatment, Follow-Up, and Associated Financial Responsibility in the Event of Undergraduate Medical Student Injury or Exposure to an Infectious or Environmental Hazard* as well as the *UME Protocol for incidents of medical student workplace injury and exposure to infectious disease in clinical settings*.

## 6. Evaluations and Quality Assurance

### 6.1 Evaluation of Student Performance

Tutors, seminar leaders, preceptors and research project supervisors at all Academy Sites are responsible for the timely evaluation of students, as determined by the Course Director and in conformity with University, Faculty, and UME program student evaluation policies and procedures. Lists of applicable University policies and procedures are provided in Appendix A.

### 6.2 Tutor/Preceptor Evaluation

In collaboration with Hospital Chiefs, Course Directors and Department Chairs, the Academy Directors are responsible for *oversight* monitoring of the quality of MD program teaching at Academy Sites, in accordance with University and UME policies and procedure. Tutor/preceptor evaluations will be taken into account with respect to assignments, reassignments and faculty development.

### 6.3 Evaluation and Comparability of Students' Educational Experiences

All Academy Members recognize that the evaluations of student experience within the Academies and at Academy Sites are an essential component of internal and external quality assurance processes, including as means to document, assess and act upon measures necessary to ensure compliance with accreditation standards and UME *Standards for ensuring the comparability of students' educational experiences across sites*.

As stated in the UME *Standards for ensuring the comparability of students' educational experiences across sites*, "all curricular leads [including Academy Directors] must routinely and rigorously review all available outcome data by site (not solely by Academy) to identify both concerning discrepancies and models of best practice." In

addition to consideration of data referenced in the UME *Standards for ensuring the comparability of students' educational experiences across sites*, Academy Directors may conduct site visits to Academy Sites to ensure that they meet the appropriate standards required for delivery of a particular course.

#### **6.4 Program Evaluation and Quality Assurance**

The evaluation of the education experience provided through all Academy Sites will be considered during internal or external reviews of an individual Academy, the Academy system or the UME program as a whole. The Academy Directors and Academy Site Directors will be available for internal or external reviews.

This Academy Membership Framework was unanimously endorsed by the Deputy Dean & Associate Vice-Provost, Health Professions Education; Vice-Dean, Undergraduate Medical Professions Education; UME Academy Directors; Vice-Dean, Postgraduate Medical Education, and; the designated education leads (or their representatives) of UofT's nine fully-affiliated hospitals and four major community-affiliated hospitals an Academy Summit held on May 29, 2014.

## Appendix A

### Applicable University Policies & Procedures

The policies and procedures listed below can be found in the Undergraduate Medical Education (UME) Teacher Handbook (which is available at [www.md.utoronto.ca/handbook.htm](http://www.md.utoronto.ca/handbook.htm)) and on the Undergraduate Medical Education policies website (which can be found here: [www.md.utoronto.ca/policies.htm](http://www.md.utoronto.ca/policies.htm)).

As part of their orientation, tutors, seminar leaders and research project supervisors at all Academy Sites will be made aware of their commitment to act in accordance with the University policies and procedures with respect to **teacher behaviour and student well-being**, including:

- Standards of Professional Behaviour for Medical Clinical Faculty
- Policy on Professional Responsibilities in Undergraduate Medical Education, College of Physicians and Surgeons of Ontario (CPSO)
- Physician Behaviour in the Professional Environment, College of Physicians and Surgeons of Ontario (CPSO)
- Statement on Prohibited Discrimination and Discriminatory Harassment - U of T
- Policy and Procedures Sexual Harassment - U of T
- Guidelines for Ethics In Clinical Training and Teaching
- Code of Behaviour on Academic Matters
- Principles governing the use of personal information in Undergraduate Medical Education
- Protocol for incidents of medical student workplace injury and exposure to infectious disease in clinical settings
- Terms of Reference for the Office of the Ombudsperson - U of T

As part of their orientation, tutors, seminar leaders and research project supervisors at all Academy Sites will be made aware of their commitment to act in accordance with the University policies and procedures with respect to **teaching, assessing and the timely evaluation of students**, including:

- Statement on the General Responsibilities of UME Teachers
- Procedures for the Disclosure of Potential Commercial or Professional Conflicts of Interest
- Procedure for Conflicts of Clinical and Educational Roles
- Standards for Course Hours and Student Self-Study Time in the Preclerkship Grading System in Undergraduate Medical Education
- Required clinical experiences in the core clerkship rotations: Responsibilities of students, faculty, and UME curriculum leaders
- Standards for Timely Completion of Student Assessment and Release of Marks
- Standards for Mid-Rotation Feedback in Core Clinical Clerkship Courses
- Standards for grading and promotion of undergraduate medical students
- Expectations for the Provision of Narrative Feedback to Students
- Guidelines for the Assessment of Undergraduate Medical Trainees In Academic Difficulty
- Statement on Confidentiality and Use of Data in the Undergraduate / Postgraduate Medicine Information Systems, Faculty of Medicine, University of Toronto

As part of their orientation, tutors, seminar leaders and research project supervisors at all Academy Sites will be made aware of **teachers' rights**, including:

- Standards for Timely Release of Feedback to Teachers in UME Courses
- Statement on the Importance of Faculty Development for UME Teachers
- Statement on the Responsibility of Course Directors in the Orientation of UME Teachers
- Principles governing the use of personal information in Undergraduate Medical Education
- Statement on Course Committees

## **Appendix B**

### **Applicable Accreditation Standard Requirements and PARO Guidelines**

#### **Accreditation Standard Requirements**

A copy of the full accreditation standards document can be found here: [www.afmc.ca/pdf/CACMS\\_Standards\\_and\\_Elements\\_June\\_2014\\_Effective\\_July12015.pdf](http://www.afmc.ca/pdf/CACMS_Standards_and_Elements_June_2014_Effective_July12015.pdf). Of particular importance with respect to the Academy Membership Framework are accreditation standards regarding educational resources and infrastructure.

#### **PARO-CAHO Agreement**

A copy of the full agreement between the Professional Association of Residents of Ontario (PARO) and the Council of Academic Hospitals of Ontario (CAHO) can be found here: [www.myparo.ca/PARO-CAHO\\_Agreement](http://www.myparo.ca/PARO-CAHO_Agreement). Of particular importance with respect to the Academy Membership Framework is the Facilities section of the PARO-CAHO Agreement.