# You Said, We Did

Foundations
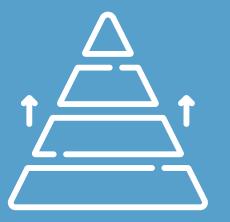
Concepts Patients and Communities Y1 (CPC1)

Issue that was identified by student feedback
Students identified a need for coursework that addressed stigma around infectious disease.

What the MD Program did to address/ improve the issue
To highlight teaching on stigma and infectious disease, a learning activity was created in consultation with student leadership for CPC1.

Life Cycle (Y2)

Issue that was identified by student feedback
Learner feedback showed an interest in learning more about anti-Black racism in medicine.

What the MD Program did to address/ improve the issue
Through consultation with the Black Health Theme Lead, a new module on racism and achieving equity in care and birth outcomes was added to the curriculum.
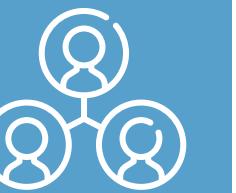
Clerkship

Transition To Clerkship (TTC) Course

Issue that was identified by student feedback
A curriculum review identified training gaps related to medical imaging, dermatology, and ophthalmology; especially for 2T7s who did not receive the new integrated Medical Imaging, Anatomy, Pathology, and Surgery (MAPS) curriculum in their first year.

What the MD Program did to address/ improve the issue
A two-week integration block incorporating Medical Imaging, Dermatology, and Ophthalmology will be implemented in third year clerkship in 2025-26. The integration block will be and distributed through other clerkship courses and components in future years.

Transition To Residency (TTR)/Selectives

Issue that was identified by student feedback
Clerks expressed a desire for increased flexibility in their options for Selectives rotations, as they found the requirements restricted their choices across the 3 rotations. A curricular review had also noted a gap in training clerks in Older Adult Medicine (OAM) in clinical settings.

What the MD Program did to address/ improve the issue
To increase flexibility in Selectives and increase integration of OAM in clerkship, TTR was modified to provide clerks with 5 Selectives rotations instead of 3, with one of these 5 rotations focused on OAM. Additionally, clerks are no longer required to complete a Selective in internal medicine or surgery.

Evaluations Feedback

Feedback on Evaluations Completion

Issue that was identified by student feedback
The number of evaluation forms available for learners to complete in Foundations was overwhelming. Learners expressed evaluation fatigue, impacting response rates.

What the MD Program did to address/improve the issue
The Office of Assessment and Evaluation removed End of Theme evaluation forms and modified when invitations are sent to evaluate lectures and Clinical Skills (CS) tutors. Learners are now only invited to evaluate every third lecture and receive invitations to evaluate CS tutors approximately once per month. Compared to 2023-24, these changes reduced evaluation invitations for these formats by 142 invites (64%) for first year, and 135 invites (70%) for second years.

On-demand evaluation forms were also created in MedSIS for lectures and CS tutors to ensure learners can submit an evaluation for any learning experience.

Learning Environments

Career Exploration
Office of Learner Affairs (OLA)

Issue that was identified by student feedback

Learners shared that there was a lack of clarity and consistency in communicating mentorship offerings available to medical learners.

What the MD Program did to address/ improve the issue

The Office of Learner Affairs (OLA) and the Office of Inclusion & Diversity co-led a Learner Mentorship Alignment working group consisting of learners, staff, and faculty across both campuses. The working group produced 6 recommendations to promote alignment, sustainability, and accessibility of mentorship programming, while incorporating equity principles and values. OLA hired a Lead Coordinator, Mentorship & Special Projects to carry out the remaining recommendations and oversee existing equity mentorship programs - including consolidating and simplifying offerings available to learners. You can find out more about mentorship opportunities on OLA's mentorship page, HERE.

Learner Experience
Office of Learner Affairs (OLA)

Issue that was identified by student feedback

Student responses to a needs assessment survey and course evaluations indicated that there was a desire for guidance on how to learn and study in Foundations.

What the MD Program did to address/ improve the issue

A workshop, How to Study in Medical School, was added to orientation week for incoming MD learners to provide guidance on effective learning strategies to use for year 1 and 2.

Assessment

Entrustable Professional Activities (EPAs)

Issue that was identified by student feedback

The options available to classify assessors in the EPA form in Elentra was overly detailed and confusing.

What the MD Program did to address/improve the issue

The assessor classification labels in the EPA form were simplified to staff physician, fellow, and resident.

Entrustable Professional Activities (EPAs)

Issue that was identified by student feedback

In clerkship, identifying opportunities for completing EPAs and approaching assessors can be overwhelming and intimidating.

What the MD Program did to address/ improve the issue

EPAs were adapted to suit the Clinical Skills curriculum and introduced to learners in second year. Incorporating the Foundations EPAs familiarizes learners with the process of completing EPAs earlier and increases comfort with initiating assessments.

Admissions

Admissions Process

Issue that was identified by student feedback

Applicants who have had academic difficulties related to an unaccommodated disability are now able to make a Disability-based Consideration Request as part of their OMSAS application.

What the MD Program did to address/ improve the issue

To facilitate the fair and equitable evaluation of applicants with a Disability-based Consideration Request, a⸱˘ àËʃ{ { ãɕ^^Á æ formedÈThe sub-committee engaged •˘àᵇ&Ȩ̈ æɕ˖|Á̇¢] ^¦σ to share their knowledge in this area, ^}•˘¦ing effective and fair evaluation o-Àɕ@•^Á^˘˘^•σÈ

We want to thank you for completing your evaluations ơ@[˘*@˘cthe academic year. Your feedback has helped the MD program identify areas for improvement and act upon your data. This report is meant to highlight the value of your feedback and how seriously the MD program takes the evaluation data. In turn, we hope this report encourages you to continue to complete the evaluations of your learning activities and help drive refinements in our program. We wouldn't be able to do this without your help. Thank you, from the entire MD program community.

For more information you can visit our page HERE

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