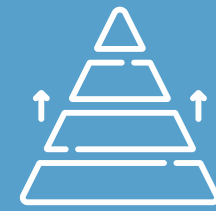


Admissions



Admissions process

Area for improvement that was identified by student feedback

Applicants are in need of guidance in how best to ask for consideration for specific circumstances that affect academic performance.

What the MD program did to address the area for improvement

Developed an Academic Explanation form to replace the Academic Explanations essay that has long existed as a space for applicants to explain gaps in their academic journey and highlight extenuating circumstances. The goal of redesigning the Academic Explanations form is to make the process succinct, user-friendly, and easy to navigate for applicants. The form provides a variety of categories to assist applicants in explaining issues and to illustrate an interest in the uniqueness and nuances of their situation. Through this new form, applicants continue to be heard and engaged individually in the admissions process.

Foundations



Introduction to Medicine (Y1)

Area for improvement that was identified by student feedback

Feedback from first year students suggested introductory material in ITM was too long and overwhelming.

What the MD program did to address the area for improvement

To reduce assessment stress and help with the consolidation of material, more frequent, lower-stakes MEs were introduced to ITM. The number of MEs were down to four in AY 2024-2025 (one for every two weeks of content) from five in AY 2023-2024.

Clerkship



Year 3 Clinical Assessments

Area for improvement that was identified by student feedback

The combination of other assessments in addition to required EPAs presented assessment burden on clerks.

What the MD program did to address the area for improvement

The number of minimum required Clinical Encounter Forms in the OBGYN rotation was reduced from six to three, and the Clinical Encounter Cards and On-Call Cards were removed from the surgery rotation.

Learning Environments



Learner Support

Area for improvement that was identified by student feedback

Not all learners have the informal networks needed to easily identify a Support Person (launched 2023) to attend meetings with them; particularly true for learners from structurally marginalized communities or those who are first in their family to enter into a health profession.

What the MD program did to address the area for improvement

The new Learner Experience Unit (LEU) has a new support person volunteer program that matches any learner to a faculty volunteer who can help identify a support person to meet with. The person volunteer program recruits faculty members from across health professions, departments, and areas of scholarly and lived expertise to volunteer as a support person. Any learners who require assistance in identifying a Support Person to attend a meeting with them may contact the LEU, who will identify a match through the volunteer [program](#).

Learner Experience Office of Learner Affairs (OLA)

Area for improvement that was identified by student feedback

Students expressed the value of connecting with near peers to gain more support, information and resources for Clerkship.

What the MD program did to address the area for improvement

The clerk-to-clerk (Near-Peer) mentorship program connecting Y3 and Y4 clerks was piloted with all academies in 2023-24. It is completely student run and organized, and will continue in the 2024-25 year.

Learning Environments



Learner Experience Office of Learner Affairs (OLA)

Area for improvement that was identified by student feedback	Learners indicated a need for more opportunities to meet with Learner Life Specialists.
What the MD program did to address the area for improvement	The "Check Your Pulse" program will be available to learners year-round, with targeted reminders and availability for learners at key pressure point times.

Entrustable Professional Activities



Assessment

Area for improvement that was identified by student feedback	Sending reminders for assessors to complete EPAs posed an additional burden to clerks completing EPAs.
What the MD program did to address the area for improvement	Elentra will now send automatic email reminders to assessors who have outstanding EPAs to complete before the expiry date.

Evaluations Feedback



Evaluation completion expectations

Area for improvement that was identified by student feedback	Confusion about evaluation expectations indicated there was a need for a centralized way to share tips for keeping track of evaluations, evaluation expectations, and other related information.
What the MD program did to address the area for improvement	Additional detail was added to the Elentra evaluations pages for all courses. The Office of Assessment and Evaluation created new web pages providing a high-level overview of evaluation completion requirements in foundations and clerkship, as well as a detailed overview, and answers to frequently asked questions.
Area for improvement that was identified by student feedback	Automatic evaluation reminders from MedSIS are too general and clerks did not find them useful for reminding them about evaluation requirements like the LACT.
What the MD program did to address the area for improvement	The OAE began a personalized reminder system to email clerks with a reminder about the LACTs, encouraging them to complete them before the 15-day window closes.

We want to thank you for completing your evaluations during the 23-24 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.

Career Advising



CaRMS and Career supports

Area for improvement that was identified by student feedback	Learner feedback indicated a desire for more support in choosing electives and for one-on-one support to prepare for CaRMs.
What the MD program did to address the area for improvement	In 2023, the Office of Learner Affairs began a Faculty Career Advisor (FCA) program to develop expertise in a small cadre of physicians from a variety of disciplines to dedicate significant time to career counseling and CaRMS support for clerks. FCAs were paired with students to provide 1:1 electives advising to third year clerks prior to electives registration. FCAs were also paired with fourth year clerks to provide timely written feedback on their personal statements for CaRMS, and to conduct 45 minute 1:1 practice interviews immediately before the CaRMS interview period.
Area for improvement that was identified by student feedback	Student representatives described a need for increased early exposure to different specialties and the possibilities of different careers.
What the MD program did to address the area for improvement	The new Specialty Spotlights sessions were introduced to the second-year ICE:CAP curriculum and will run 6 times over the year. Each session will be aligned with current course content and will include an interactive panel with different specialists as well as a Family Doctor. The goal of the program is to expose students to the PGY1 entry programs, including some lesser known specialties as well as the variety of careers possible through Family Medicine.

For more information you can visit our page [here](#).