

## Foundations



### CPC1 Weeks Sequence (Y1)

#### Student-Identified Area for Improvement

Students and course representatives identified that the sequence of topics in the CPC1 curriculum could be improved to better support a natural learning flow. Students recommended moving Dermatology earlier to help understand the skin's role in immune defense before the microbiology and immunology block, and placing Health Promotion closer to the cardiology weeks, where these concepts are emphasized.

#### Actions Taken by the MD Program

In response, Dermatology Week was moved earlier to precede Immunology II and Microbiology, and Health Promotion Week now comes before Cardiology Weeks.

### MAPS Curriculum (Y2)

#### Student-Identified Area for Improvement

Feedback from student representatives, end of course evaluations, as well as input from faculty, specialists, and anatomy identified a need for stronger connections between foundational science topics and their clinical applications.

#### Actions Taken by the MD Program

In response, the Medical Imaging, Anatomy, Pathology, and Surgery (MAPS) curriculum was developed and integrated with the TOPIC curriculum to emphasize clinical relevance. This curriculum is being implemented for the first time in 2025-2026 for the Year 2 cohort, following the implementation of the MAPS curriculum for Year 1 students in 2024-2025.

## Clerkship



### Eligibility for Course Assessments (Y3-Y4)

#### Student-Identified Area for Improvement

Students expressed a need for more clarity around the minimum requirements needed to be eligible to take course assessments. This feedback came from class presidents and student leaders during meetings with Clerkship Directors, as well as from course feedback discussed with Course Directors in committees and one-on-one meetings.

#### Actions Taken by the MD Program

In response, each clerkship course has now defined the minimum course attendance requirements and made them available to students on Elentra and other communication channels.

### Registration: Elective Reporting Fairness (Y4)

#### Student-Identified Area for Improvement

Students in the 2T3 and 2T4 classes raised concerns that, in previous years, MSPR elective reporting unfairly advantaged students who were able to receive more assessments due to their preceptors' availability.

#### Actions Taken by the MD Program

UME Enrolment Services, in collaboration with Drs. Kitto and Premji, implemented a standardized timeline for producing MSPRs to improve reporting consistency and fairness. Starting Fall 2025, MSPRs include all confirmed electives that begin by October 31 and any elective assessments received by the end of business day on October 31. This change eliminates timing advantages that depend on when preceptors are available to complete assessments and supports more consistent comparisons across students using the MSPR.

## Learning Environments



### Work Accommodations (Y1-Y4)

#### Student-Identified Area for Improvement

Student representatives and key informants identified a need for more clarity for students around the process for setting up disability-based accommodations and greater awareness among supervisors around handling accommodation letters.

#### Actions Taken by the MD Program

The MD Accommodations Working Group was formed to ensure consistency across the MD Program in the communication and implementation of disability-based accommodations. Group members consisted of student representatives, staff, and faculty from the MD Program, the Office of Learner Affairs (OLA), and Accessibility Services. The Working Group developed:

- A student information sheet outlining the process and [FAQs](#).
- A [primer](#) for frontline teachers on supporting students with accommodations.
- An internal reference guide for staff and faculty detailing the steps involved in setting up accommodations for students.

The student information sheet was distributed to students across all years, with reminders of key deadlines planned to be shared throughout the year. The other resources will be distributed through the Office of Faculty Development. All resources will be reviewed annually to ensure accuracy and relevance.

## Financial Aid and Awards



### Research Conference Travel Bursary (Y1-Y4)

#### Student-Identified Area for Improvement

The Financial Aid and Awards Office observed a steady increase in applications for the Research Conference Travel Bursary, with demand exceeding available funds. Although no direct student requests were received this year, the bursary was originally created in response to student feedback during a previous accreditation review.

#### Actions Taken by the MD Program

To meet growing demand, the office increased funding by approximately 30%, enabling support for 16 additional students annually. In the last cycle, 26% of eligible applicants were funded (28 out of 106). With an \$8,000 increase, the office expects to fund 8 more students per cycle.

## Career Advising



### Anti-Racist and Equitable Framework for Career Exploration (Y1-Y4)

#### Student-Identified Area for Improvement

A need for career planning support grounded in anti-racist and equitable frameworks was identified by Black students via outreach efforts, student groups and student representatives.

#### Actions Taken by the MD Program

In response, the Office of Learner Affairs created a new Faculty Career Lead for Black Learners (FCLBL) position, filled by Dr. Osman Kahiye. Dr. Kahiye works closely with individual students, Black faculty, and the Black Medical Students Association (BMSA). Alongside others at OLA, he will provide tailored and timely guidance on career and elective planning for Black learners across all years.

## Evaluations Feedback



### Survey Fatigue

#### Student-Identified Area for Improvement

Students have continued to express concerns about survey fatigue due to the number of initiatives requesting their feedback each year. While the Office of Assessment and Evaluation reduced the number of course evaluations required in Foundations by more than 50% last year, learners continue to experience survey burden across the broader program.

#### Actions Taken by the MD Program

To address survey fatigue, the Office of Assessment and Evaluation (OAE), in collaboration with Temerty Central, deployed the 2025 iteration of the Voice of the MD survey – an integrated tool that combines questions for accreditation, AFMC reporting, and learning environment monitoring. While the survey has been in place since 2018, this year's version consolidated questions from multiple external surveys, reducing the number of separate surveys trainees needed to complete by 66%. These efforts reflect our ongoing commitment to listening to student feedback, minimizing duplication, and ensuring feedback collection remains purposeful and meaningful.

We want to thank you for completing your evaluations during the 2024-2025 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.

## Assessments



### Entrustable Professional Activities (EPAs) (Y3-Y4)

#### Student-Identified Area for Improvement

Student feedback from focus groups and surveys highlighted variability in the quality of narrative feedback provided on EPAs.

#### Actions Taken by the MD Program

To better understand this issue, the Office of Assessment and Evaluation initiated a project which consisted of analyzing comments from 820 Clerkship EPAs to assess the type and quality of feedback students received. Preliminary results have been shared with the Faculty Development Team and incorporated into educational materials. This analysis will inform Faculty Development initiatives aimed at establishing best practices for delivering feedback. The goal is to ensure EPA feedback is consistent, constructive, and actionable, helping learners gain meaningful insights to support their growth.

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