

Foundations



Infectious Disease / CPC1 (Y1)

Area for improvement that was identified by student feedback	Students noted that the last COVID panel did not discuss some contemporary questions related to COVID care.
What the MD program did to address the Area for improvement	The panelist questions are being re-designed.

Dermatology / CPC1 (Y1)

Area for improvement that was identified by student feedback	Students noted that different skin tones have not been fully represented in modules and lectures.
What the MD program did to address the Area for improvement	Lectures were updated in 2022; a new module was introduced on the intersection of dermatology with EDI concepts.

Learning Modality Updates (Y1 & Y2)

Area for improvement that was identified by student feedback	Travel between academies and campuses can be challenging and inconvenient.
What the MD program did to address the Area for improvement	To minimize travel time, MD program implemented learning modality guidelines that incorporate Virtual ISALs and Virtual Friday afternoons (with a later start) within the Year 1 and Year 2 timetables. Lectures were also scheduled to be online if they were immediately followed by an online seminar.

Clerkship



Year 3 Elective and Electives Registration (Y3 & Y4)

Area for improvement that was identified by student feedback	Not enough early career exploration opportunities in Clerkship.
What the MD program did to address the Area for improvement	Students have been afforded the opportunity to experience a 2-week elective during their Year 3 Clerkship year. This elective is optional and students have the flexibility to choose to take this period as vacation.
Area for improvement that was identified by student feedback	Timing of electives registration opening was not accessible to students.
What the MD program did to address the Area for improvement	Ensure that electives registration opening could be scheduled at a specific time in the evenings making the process more transparent and accessible for students

Clerkship processes

Area for improvement that was identified by student feedback	Student assessments, at times, coincided with religious observance days.
What the MD program did to address the Area for improvement	Established religious accommodation process, providing alternative exam dates. Reviewed upcoming MEs and OSCEs to avoid conflicts with religious observance days.
Area for improvement that was identified by student feedback	Remediation for Clerkship courses needed to wait until the end of the third year.
What the MD program did to address the Area for improvement	Formulated a policy enabling in-year remediation of clerkship courses, facilitating the timely completion of coursework and eliminating the necessity to defer until the end of the third year.

Learning Environments



Mental Health and Well-being

Area for improvement that was identified by student feedback	Stigma and inconsistent communication on policy around 'self-care days'.
What the MD program did to address the Area for improvement	Effective the 2023-2024 academic year, time off for self-care will be called "personal days" and will be considered as Planned Absences. Year 1, 2 and 4 learners will be allotted 3 personal days per academic year. Year 3 learners will be allotted 4 personal days per academic year. Learners will continue to have access to other methods of taking time off for both unplanned absences (e.g. due to emergency situations, acute-illness) and planned absences (.e.g attending conferences etc.)
Area for improvement that was identified by student feedback	Lack of education around the peer support program.
What the MD program did to address the Area for improvement	Collaboration with the Health & Wellness peer support service to train peer supporters on challenges and stressors faced by medical students. To further promote this service to our MD Program students, a Peer Support program outreach pop-up was held at MSB in mid- February. Peer Support work study positions will be available for the 2023-2024 academic year and MD Program students are encouraged to apply.

Learning Environments



Well-being programs Office of Learner Affairs (OLA)

Area for improvement that was identified by student feedback Lack of education and outreach around Mental Health and Well-being.

What the MD program did to address the Area for improvement Improved education and communications in response to MD learner feedback, we will be outlining a strategy to communicate to learners across each of the MD program years as well as to Class Presidents, Med Soc, Clubs Leads, and through the decanal newsletter, on an annual basis, to ensure a multi-modal approach to raising awareness.

Evaluations Feedback



Evaluations Feedback

Area for improvement that was identified by student feedback Clinical teachers were not receiving sufficient feedback.

What the MD program did to address the Area for improvement Implemented a system of reminders and a minimum number of evaluations that students are expected to complete in Clerkship. As a result, in the last academic year (22-23) we received 10,000 more evaluations compared to 21-22, and 2000 more teachers were evaluated. The improvement in the number of evaluations received will help teachers engage in processes of continuous improvement, elevating the quality of the education in our program.

Teacher Performance



Teacher Performance

Area for improvement that was identified by student feedback Low-performing teachers who required further support.

What the MD program did to address the Area for improvement The MD Program, in collaboration with the Postgraduate Medical Education office, has developed an interactive dashboard to share clinical teaching data with the Department Clinical chairs (merging Clerkship and Residency data).

Analyzing the quantitative and reviewing qualitative data provided by the students, the dashboard highlights the areas where identified teachers require further support. For those teachers identified, the Temerty Faculty centrally has asked Department Chairs to report back on an action plan that would be enacted for each case.

Admissions



Financial Aid

Area for improvement that was identified by student feedback Financial aid process is not equitable.

What the MD program did to address the Area for improvement Supported a quality improvement project in the form of a financial aid survey to students to assess the current MD and MD/PhD students' views on what factors should be considered when calculating financial need in hopes of creating a more equitable application process. This project is ongoing.

Area for improvement that was identified by student feedback Grant scoring key does not factor inflation.

What the MD program did to address the Area for improvement Updated the grant scoring key to keep up with inflation as per the Financial Aid Committee's suggestion.

We want to thank you for completing your evaluations during the 22-23 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 info: meded.temertymedicine.utoronto.ca](https://meded.temertymedicine.utoronto.ca)