You Said, We Did

Foundations

Preparation for Clerkship (Y1)

Area for improvement that was identified by student feedback

Students would like to see more "applied" content they can use in clerkship.

What the MD program did to address the area for improvement

The Endocrinology and Gastroenterology blocks were split, and Mastery Exercises were introduced between them.

Cancer / CNC (Y2)

Area for improvement that was identified by student feedback

Student feedback indicated that Cancer Week was heavier on self-learning modules, with significant repetition from certain pre-week self-learning sessions and lectures.

What the MD program did to address the area for improvement

Removed the Self-Learning Module "Radiotherapy: A cornerstone of multidisciplinary cancer care" and updated the "Radiation Oncology and Cancer Emergencies" lecture to ensure all necessary information was covered while minimizing redundancies.

Gender Dysphoria Content (Y2)

Area for improvement that was identified by student feedback

Students raised their concerns with the placement of gender dysphoria in the Neuropsychiatry week.

What the MD program did to address the area for improvement

The gender dysphoria content has been moved from CPC3 Week 43 (Neuropsychiatry) to Life Cycle Week 59 (Adolescent Medicine) where the transgender youth module already exists. Targeted Faculty Development was also offered by the Office of Faculty Development.

Clerkship

Year 3 Transition to Clerkship (TTC) and MEs

Area for improvement that was identified by student feedback

To enable a better transition into clerkship, there is an increasing need to address topics of communication, near-peer mentorship, roles/responsibilities of clerks and effective studying strategies.

What the MD program did to address the area for improvement

Created a new curriculum to address these 4 high priority areas for TTC. Additionally, introduced TTC-CIA in the Complexity and Chronicity course where some TTC related topics maybe more applicable, allowing TTC to focus on "easing the transition" into clerkship as opposed to "preparing" clerks for clerkship.

Area for improvement that was identified by student feedback

Four assessments in one 8-week rotation, with two assessments being completed in a day is leading to burnout, and an inability to adequately prepare for MEs.

What the MD program did to address the area for improvement

OPT and OTL will no longer have dedicated MEs and content will be covered and examined across clerkship courses.

Years 3 and 4

Area for improvement that was identified by student feedback

No break between third year clerkship courses and electives appears to be leading to burnout and students taking time away from electives to complete deferred exams and remediation.

What the MD program did to address the area for improvement

Created a one week break between third and fourth year by shortening TTC to 1 week. Students can use this break for vacation, completing required clinical make up time, remediation or study for deferrals. No electives can be scheduled during this week.

Learning Environments

Mental Health and Well-being

Area for improvement that was identified by student feedback

Student feedback suggested that at least 50% of the students were satisfied with the program's support to health and wellbeing.

What the MD program did to address the area for improvement

The TFoM and OLA created the inaugural Professor of Learner Wellness role, and Dr. Heather Flett is currently in this role. Dr. Flett and MD students co-led a working group to review the previous Resilience Curriculum capturing feedback from all MD students. This work mapped out key times in the MD program when students experience increased stress. This work led to the development of four new learner wellness sessions delivered this past year which includes two sessions in Year 1 on transition to medical school and managing well-being. A Year 2 session on healthy transitions to clerkship, and a clerkship session on strategies to support well-being during clerkship were also introduced.

Learner Experience
Office of Learner Affairs (OLA)

Area for improvement that was identified by student feedback

Insufficient support for learning and studying strategies in clerkship.

What the MD program did to address the area for improvement

Our learning strategists will present a workshop on learning and studying strategies for clerkship as part of the revised Transition to Clerkship curriculum. Similar workshops that focus on strategies relevant to foundations learners are also being planned.

Learning Environments

Learner Experience
Office of Learner Affairs (OLA)

Area for improvement that was identified by student feedback
Lack of system wide work to tackle learner mistreatment.

What the MD program did to address the area for improvement
The Learner Experience Unit (LEU) has expanded to cover learners in several health professions including Physician Assistants, Medical Radiation Sciences, and Physiotherapy in addition to the MD program and PGME in Fall 2023. The hope with broader uptake is to ensure equitable access to resources and supports across the health professions and to ensure widespread understanding of learner mistreatment - its prevalence, forms, causes, and consequences, with the aim of ultimately enabling culture change.

Evaluations Feedback

Evaluations Feedback

Area for improvement that was identified by student feedback
Students are experiencing survey fatigue due to completing multiple required surveys and evaluations.

What the MD program did to address the area for improvement
In the 2022-2023 Voice of the MD Student Survey, questions related to accreditation were incorporated, which were previously gathered through the Student Analysis Survey. Additionally, the survey also started collecting data from the AFMC (graduation questionnaire, pre-clerkship questionnaire and entrant questionnaire). This streamlined approach has resulted in fewer surveys to complete which reduces the risk of survey fatigue.

Entrustable Professional Activities
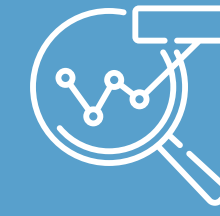
EPAs in Clerkship

Area for improvement that was identified by student feedback
EPAs are time-consuming to complete.

What the MD program did to address the area for improvement
EPA forms have been simplified to retain the most recently submitted contextual variables and thereby facilitate the completion of more than one EPA for a given clinical encounter. Furthermore, the form has been updated to move from 3 to 2 narrative boxes in the feedback section.

Area for improvement that was identified by student feedback
EPA feedback is sometimes not high quality and therefore not helpful for improvement.

What the MD program did to address the area for improvement
The Office of Faculty Development has launched short e-modules and primers on EPAs emphasizing best practices for EPA completion including using the "ATATUDE" (Ask, Tell, Ask, Tell, Undertakings, Direction, Encouragement) model for giving and receiving feedback through the faculty development working group.
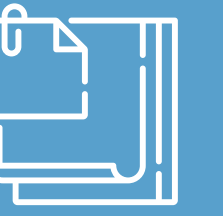
Area for improvement that was identified by student feedback
There is a lack of clarity on EPA requirements across courses.

What the MD program did to address the area for improvement
Orientation materials have been standardized across all courses to ensure alignment. With student leadership, communication around requirements has been increased including tips on workflow and examples of encounters/feedback.

Admissions & Financial Aid

Financial Aid

Area for improvement that was identified by student feedback
Awards application process lacks clarity.

What the MD program did to address the area for improvement
Enhanced the Awards application by requesting students to highlight up to five impactful experiences related to the Award criteria, in addition to their two-hundred-word statement and two-page CV.

Area for improvement that was identified by student feedback
Grant application process disadvantages emancipated students (over age 28).

What the MD program did to address the area for improvement
Revised the review process of grant applications for emancipated students (over age 28). If they are estranged from their parents, they will receive maximum points for family income, similar to those awarded to students with low parental income and assets.

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 information you can visit our page here.

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