



March 28, 2024

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

Dear Professor McCahan,

On behalf of the Temerty Faculty of Medicine at the University of Toronto, I am pleased to provide this Interim Monitoring Report for the 2018-19 external review of the Doctor of Medicine (MD) Program. This report was prepared in consultation with Dr. Marcus Law, Associate Dean, MD Program.

Status of Implementation Plans in Dean's Response

Learner Mistreatment

In 2022, Temerty Medicine created the Office of Learner Affairs (OLA) to provide centralized, Faculty-wide leadership, processes, and practices to address all aspects of the learner experience across the continuum of medical education. Led by the Associate Dean, Learner Affairs, OLA provides personal, career, and academic counselling; advice on accessibility and accommodations; and a confidential pathway for reporting learner mistreatment. Alongside the creation of OLA as a Faculty-wide resource, the Office of the Vice Dean, Medical Education developed and implemented the *Learner Mistreatment Guideline*, to replace the several protocols and guidelines in place for each program within the Faculty. The Learner/Student Assistance pages on the Faculty's website have been aligned with this guideline to provide clarity on what constitutes mistreatment, how to disclose or report, and a description of the process for escalating reports.

Two faculty members, the Director and Assistant Director of Learner Experience, along with a team of Learner Life Specialists provide centralized, confidential disclosure and reporting mechanisms when MD or Postgraduate learners experience mistreatment in the learning environment. Temerty Medicine continues to publish annual [Learner Experience Reports](#) that aim to inform learners, faculty, and staff about the ongoing efforts to reduce learner mistreatment within Temerty Medicine's academic programs.

Residency Match

The Career Advising and Preparation Curriculum (CAP) has been fully integrated into the Foundations Curriculum's Integrated Clinical Experience (ICE) component. ICE:CAP is required and includes both didactic sessions on career exploration and an experiential learning component. Enriching Educational Experiences (EEE) component encourages pre-clinical students to shadow and interact with physicians in a variety of disciplines to encourage early career exploration.

For students entering the match, OLA has added numerous activities to assist students in preparing for their applications and interviews. Each year, physician faculty members participate in the “Docs by Docs” and “Mocks by Docs” programs, to provide expert document review and interview practice, respectively. Additionally, OLA has contracted with a cadre of 15 Faculty Career Advisors – physician faculty who provide career and electives advising to students in Years 3 and 4.

Planning for data collection and the observation of key performance indicators for the career advising portfolio is ongoing. As part of the MD Program’s Continuous Quality Improvement audit in 2024, OLA is asked to identify any gaps in data that will be needed to determine program effectiveness.

Core Learning Days

Year 3 core learning days have been fully integrated into the Transition Education Days, and Year 4 campus learning days continue to support the learning objectives of the Transition to Residency course. MCCQE resources are fully online and accessible on-demand for students to review before taking the licensing examination.

The Clerkship Curriculum continues to be a focus for curricular renewal, though the onset of the COVID-19 pandemic delayed consideration of major adjustments to the clinical curriculum. Faculty curriculum leads for both years of Clerkship are in the process of making adjustments to the curriculum, which will include substantial changes to the Clerkship rotation schedule as early as the 2025-26 academic year.

Electives

The COVID-19 pandemic delayed the introduction of the 2-week home elective in Year 3. This option was first available to MD students in the 2021-2022 academic year. An orientation to Electives is delivered to students in the Transition to Clerkship course at the beginning of Year 3. The inaugural offerings of the Year 3 elective have been evaluated and are generally well-received by students. Analysis of evaluation data is ongoing to identify areas for improvement, which may include faculty development.

Content Delivery

The Anesthesia course has implemented its quick reference website, which is also available in PDF and eBook formats. The Surgery course has implemented its modified orientation week to incorporate more small group learning experiences. As part of the annual course report process, these adjustments to delivery are evaluated regularly.

Assessment

In 2022-2023, the MD Program piloted the use of a web-based tool to capture the completion of the AFMC’s Entrustable Professional Activities (EPA) as a first step to implementing workplace-based assessments (WBA). After a thorough evaluation of the pilot and the creation of faculty development resources, the EPA tool has been rolled out for all Clerkship courses in the 2023-2024 academic year. The Office of Assessment and Evaluation is monitoring the effectiveness of the EPA tool in the Clerkship and is collaborating with a dedicated faculty lead for WBAs to ensure its success and ongoing improvement.

Health Science Research Practicum

The HSR practicum exercise is evaluated on an ongoing basis and reviewed annually as part of the regular course and curricular theme report process. Feedback from students across cohorts, including in the combined MD/PhD, has informed the process for improving the experience for all students and ensuring that students attain the program's learning objectives related to research literacy.

Community Based Service Learning

The MD Program has launched a renewal of the Health in Community (HC) curriculum, a component of ICE in Foundations. Informed by the relevant literature and outreach to community members, the review and revision of the curriculum will enable increased engagement with community tutors and agencies and will improve the implementation of field experiences for students. The new ICE:HC is currently anticipated for launch in the 2025-2026 academic year.

Access to Research Opportunities

The Mississauga Academy (MAM) regularly circulates research project opportunities from Trillium Health Partners (THP), U of T and beyond through an exclusive catalogue and website, just-in-time notifications by email and newsletter, and on-demand consultations with a dedicated student research projects coordinator and site physician lead for research. Students are notified of new additions to this database on an ongoing basis. MAM students engaged in scholarly work inform the student research projects coordinator upon starting their projects, for the purposes of onboarding, support, and tracking.

In 2022, MAM created a dedicated Research and Quality Site Physician Lead position. The lead supports both local faculty and students on research projects planning and engagement and leads a Research and Quality Committee that includes membership from both MAM and THP Education leaders. In 2023, this committee, in partnership with THP's Institute for Better Health and the Quality department, launched an annual Health Professions Learner Scholarship Showcase with remarkable success.

Program Effectiveness

The MD Program remains fully accredited by the Committee on Accreditation of Canadian Medical Schools (CACMS) until its next scheduled self-study and site visit in fall 2028. The program will conduct its required Interim Accreditation Review during the 2024-2025 academic year.

I trust that this information is helpful. Please don't hesitate to contact me if you have any questions.

Sincerely,



Patricia Houston, MD, MEd, FRCPC

cc. Marcus Law, Associate Dean, MD Program
Lisa Robinson, Dean-designate, Temerty Faculty of Medicine