

Foundations



Immunology / ITM / CPC1 (Y1)

Issue that was identified by student feedback	Students noted a lot of basic science immunology in this block.
What the MD Program did to address/improve the issue	The introductory immunology week has been moved into ITM with the inflammation week to consolidate foundational learning around the immune system. The clinical immunology week remains in CPC1.

Cardiology / CPC1 (Y1)

Issue that was identified by student feedback	Student evaluation for ECG were often mixed.
What the MD Program did to address/improve the issue	The entire ECG curriculum is being re-designed.

MSK / Neurology / Psychiatry Block (Y2)

Issue that was identified by student feedback	High volume of material in MSK and neurology blocks, particularly anatomy, resulted in creating a stressful environment.
What the MD Program did to address/improve the issue	Beginning in Fall 2022, curriculum blocks have been reordered (MSK → psychiatry → neurology) to allow more time for anatomy learning, and to better distribute the workload across the first 3 blocks.

Clerkship



Removing the Borderline and Associated Focused Learning Plans (FLPs)

Issue that was identified by student feedback	Burden and decreased wellness amongst students who had to complete additional assessments or course work as a result of attaining a borderline mark.
What the MD Program did to address/improve the issue	Commencing with the class of 2T4, there are no longer any borderline marks or the requirement of FLPs to be completed.

Changes to the Transition To Clerkship (TTC) Course

Issue that was identified by student feedback	Course was not perceived to adequately prepare students for their clinical rotations.
What the MD Program did to address/improve the issue	Incorporated meaningful changes that will make the 2-week course preparatory in nature.

Changes to the Transition To Clerkship (TTC) Course

Issue that was identified by student feedback	Mastery Exercise was not perceived to be reflective of the course material.
What the MD Program did to address/improve the issue	Commencing with the class of 2T4, there is no longer a Mastery Exercise in TTC. This is being replaced with several smaller, lower stakes pieces of assessment, that seek to encourage student engagement with the course material.

Evaluations Feedback and Teacher Performance



Feedback on Evaluations Completion

Issue that was identified by student feedback	Students identified several limitations to completing their evaluations: Evaluation(s) length, Number of evaluations to be completed, Access to evaluations, and Lack of time to complete the evaluations.
What the MD Program did to address/improve the issue	i) We revised all evaluations to make them shorter; it would take a maximum of three minutes to complete an evaluation thoroughly. ii) We cancelled some evaluations that were considered unnecessary, reducing the number of evaluations the students needed to complete. iii) We made the landing page on MedSIS the evaluation page and offered a QR code at the end of every lecture that takes students to the evaluation page. iv) We reduced the frequency of the email reminders to avoid de-sensitizing students towards the evaluation completion reminders. v) We coordinated with Course Directors to offer dedicated time for the students to complete the evaluations (where possible).

Teacher Performance

Issue that was identified by student feedback	Low performing teachers that require remediation.
What the MD Program did to address/improve the issue	Based on teacher evaluation data received on the last academic year, 11 teachers in the MD Program were identified as requiring further support to improve their teaching performance. The data was shared with the Chairs of each department and it is expected that the identified teachers engage in Faculty Development training. A report from each department around what actions were taken to address the low performing teachers, is required centrally (Temerty Medicine).

Learning Environments



Academic Advising and Counselling Services

Office of Learner Affairs (OLA)

Issue that was identified by student feedback

Student feedback indicated a low level of satisfaction with academic advising and counselling services offered.

What the MD Program did to address/improve the issue

Introduced the concept of academy specific “ACT Leads”—faculty members who were involved in reaching out to students in their respective academies to touch base regarding career/electives planning (currently refining process following evaluation of the approach).

We hired a second, full-time Career Counsellor; and a Faculty Assistant Director, Career Advising System. In coordination with our academy and faculty networks, the approach to career/electives counselling will be further centralized, building on the success of other OLA centralized initiatives in CaRMS prepping. This should further reduce any inconsistencies of support, while still actively engaging all academies.

CaRMS Preparation

Office of Learner Affairs (OLA)

Issue that was identified by student feedback

Students wanted to ensure they receive adequate preparation for the CaRMS application process.

What the MD Program did to address/improve the issue

Survey data showed that 84% of the students thought the preparation they received from the OLA with respect to the CaRMS process was good.

Career Advising and Prep (CAP) embedded into all 4 years.

Matchchannel support for learners:

- Individual CV and personal statement reviews by our career counsellor
- Individual personal statement review by our contract writing specialists
- Individual personal statement review by faculty (the ‘docs by docs’ initiative)
- Individual interview prepping by our career counsellors
- Individual interview prepping by faculty (the “mocks by docs” initiative)

Learning Environments



Re-organization and Creation of OLA

Office of Learner Affairs (OLA)

Issue that was identified by student feedback

Student feedback suggested that the wellness services offered to students vary on quality, and adequacy. There were also perceived differences in the services offered to MD Program vs. PGME.

What the MD Program did to address/improve the issue

Re-organization and creation of the Office of Learner Affairs (OLA) to help increase the quality of the services offered to the students. Equitable access to the OLA core services (personal, academic, professional) for all health professions learners (MD Program and PGME), across all campuses.

Learner Mistreatment

Issue that was identified by student feedback

High amounts of Learner Mistreatment reported in internal and external surveys.

What the MD Program did to address/improve the issue

Voices surveys expanded for all learners and faculty to gain a faculty-wide perspective. Findings from the surveys have informed important changes in Temerty Medicine including the establishment of the Director of Learner Experience.

Creation of the Learner Experience Unit (LEU) in May 2020 to support learners who have witnessed or experienced mistreatment.

Learner Mistreatment

Issue that was identified by student feedback

Learner Mistreatment (LM) processes and reporting pathways are not clear.

What the MD Program did to address/improve the issue

LM pathways refined with the ability for learners to meet with someone in the LEU to *discuss, disclose, or report* witnessed or experienced mistreatment. Learners can submit information via an online disclosure form that enables them to submit in an identified or anonymous way; identified submissions are followed up with an outreach to book a confidential meeting with a member of the team. Production of an annual learner experience report strives to increase transparency and accountability.

Admissions



Admissions Process GPA Calculation

Issue that was identified by student feedback

Students without a full course load were disadvantaged by the weighted GPA calculation.

What the MD Program did to address/improve the issue

In an effort to remove obstacles for students who are unable to undertake a full course load because of responsibilities or socioeconomic factors, the admissions process was modified to remove weighted GPA from the decision metric and use the raw OMSAS cGPA instead.

Student Finance Assistance

Issue that was identified by student feedback

Student finance assistance is not always aligned with student needs.

What the MD Program did to address/improve the issue

Ongoing revisions of the decision metrics for student financial assistance is taking place to make them more aligned with applicants’ current contexts. Feedback from students is collected via regular surveys.

Evaluation response rates play a crucial role in how the MD Program acts on the evaluation data. Low response rates might not represent the entire cohort’s perceptions, making it challenging to determine how to address evaluation feedback. Most response rates during the 2021–22 academic year did not reach above 30%. We encourage students to complete their evaluations and help us inform the refinement of our program.

For more info: meded.temertymedicine.utoronto.ca

Temerty
Medicine

