



MD Program

UNIVERSITY OF TORONTO

Unmatched Medical Students and Resident Involvement in Undergraduate Teaching

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PGME Program Directors Meeting
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Unmatched medical students

DIVERSITY



CURRICULUM INNOVATION



Curriculummapping
Studentassessment

LEARNER EXPERIENCE



Careercounselling
Programevaluation

TEACHING & PARTNERSHIPS



Pre-match career advising (1 of 2)

- Career management content and shadowing (EEE) opportunities integrated into core curriculum (Years 1 & 2)
- Access provided to AAMC CIM (Careers in Medicine) portal
- Individual career counselling available across all four years
- Individual electives counselling/guidance provided in Year 3



Pre-match career advising (2 of 2)

- Individual pre-CaRMS supports/advising including:
 - o CV and personal statement reviews/feedback
 - o at least one practice interview with physician
 - o opportunities for additional practice interviews with career counsellors
- Letter of reference toolkit
- Workshops and presentations
- Academy supports



Unmatched student advising (1 of 2)

After first iteration

- Group meeting with Associate Dean on match day, OHPSA counsellor and PGME reps
- Individual meetings with Associate Dean and career counsellor within 24 hours
- Opportunities for additional practice interviews and application supports/feedback
- Adjustments to clinical duties/experiences



Unmatched student advising (1 of 2)

After second iteration

- Individual meetings with career counsellor
- Offered option of MD Program Extended Clerkship (MEC)
- Access to all pre-CaRMS supports/advising as they approach second CaRMS cycle
- Additional workshop focusing on process skills, performance, confidence, resilience skills, and interview strategies



What can PGME do to help? (1 of 2)

- Provide reliable information regarding criteria, elective expectations, etc.
- Consider feasibility of providing every U of T medical student an interview
- Choose U of T applicants when there are applicants who are close in rank



What can PGME do to help? (2 of 2)

- Central oversight/accountability to help ensure implementation of BPAS recommendations and sustained fair and transparent selection process
- Internal review in cases where there is no identifiable evidence contributing to a U of T medical student being unmatched

Resident involvement in UG teaching

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Accreditation (1 of 3)

9 3.1 Resident Participation in Medical Student Education :

Each medical student participates in at least one required clinical learning experience with a resident.



Accreditation (2 of 3)

9.1 Preparation of Resident Instructors:

Residents are prepared for teaching and assessment roles before they being teaching, with centralized monitoring of preparation.

$\frac{3}{4}$ PGME departments and sites must assure resident awareness of learning objectives and methods of assessment.



Accreditation (3 of 3)

- ¾ Starting July 2018, Teaching In Residency module to be completed prior to completion of transition to discipline curriculum (no later than September 30th of PGY1)
- ¾ Residents will not pass to the next level of training without PGCorEd completion
- ¾ PGME tracking of each residency program's 'teaching residents to teach' curriculum as part of internal review process



Academy of Resident Teachers (ART) Program (1 of 3)

Background and Rationale

- Post-graduate trainees would benefit from increased opportunities to teach in the MD Program (strengthen subspecialty/job application, allow for career exploration, facilitate professional development)
- Although post-graduate trainees are already teaching in the MD Program,
 - o there may currently be inequities in access to the teaching opportunities
 - o there is room for improving the mentorship and recognition that resident teachers receive

Academy of Resident Teachers (ART) Program (2 of 3)

Proposal

- Provide a program to support resident teachers in the MD Program's Clinical Skills course
 - o Clinical Skills comprised of weekly half-day classes in Years 1 & 2 occurring at major academic hospitals
 - o Students learn basic medical interviewing, physical examination, and counseling
 - o Subject area within clinical skills assigned to resident teacher can be matched to resident's/PD preference
 - o ART leaders can work with Program Directors to specify quantity of teaching and other parameters (e.g. resident must be in good academic, etc.)



Academy of Resident Teachers (ART) Program (3 of 3)

Resident Support

- Resident teachers matched to Clinical Skills faculty teaching mentors, who will provide role modeling, direct observation and coaching
- Resident teachers will be offered faculty development and recognition

Program Evaluation

- Quantitative: pre- and post-resident teaching confidence scores and resident TES
- Qualitative: focus group with resident teachers and students to assess benefits and challenges



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Discussion