

STANDARD 10
ELEMENT EVALUATION FORMS

STANDARD 10: MEDICAL STUDENT SELECTION, ASSIGNMENT, AND PROGRESS

A medical school establishes and publishes admission requirements for potential applicants to the medical education program and uses effective policies and procedures for medical student selection, enrolment, and assignment.

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10.1 PREMEDICAL EDUCATION/REQUIRED COURSEWORK

Through its requirements for admission, a medical school encourages potential applicants to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences, and confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.

Requirement 10.1-1

Through its requirements for admission, the medical school encourages potential applicants to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences.

Analysis of evidence for requirement 10.1-1

The MD program at the Cumming School of Medicine does not have pre-requisite courses. General recommendations are made to potential applicants concerning pre-medical course work, and applicants are encouraged to take a broad-based undergraduate education. These recommendations are communicated within the Applicant Manual.

Requirement 10.1-2

Through its requirements for admission, the medical school confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.

Analysis of evidence for requirement 10.1-2

There are no pre-requisite undergraduate courses as a requirement for admission to the MD program. However, since 2023 all students entering the MD program are required to complete the free online University of Alberta Faculty of Native Studies Indigenous Canada Course Massive Online Open Course (MOOC).

A three-year CQI initiative will be undertaken to determine if a modification to the premedical course requirement may be necessary, based on a change in student wellness or academic support with the RIME curriculum, which began in July 2023.

10.2 FINAL AUTHORITY OF ADMISSION COMMITTEE

The final responsibility for accepting students to a medical education program rests with a formally constituted admission committee. The authority and composition of the committee and the rules for its operation, including voting privileges and the definition of a quorum, are specified in bylaws or other medical school policies. Faculty members constitute the majority of voting members at all meetings. The selection of individual medical students for admission is not influenced by any political or financial factors.

Requirement 10.2-1

The final responsibility for accepting students to the medical education program rests with a formally constituted admission committee. The authority and composition of the committee and the rules for its operation, including voting privileges and the definition of a quorum, are specified in bylaws or other medical school policies.

Analysis of evidence for requirement 10.2-1

The final authority for admission to the MD program rests formally with the UME Admissions Committee. The authority, composition, rules for operation, voting privileges, quorum are outlined in the *Admissions Committee Terms of Reference*, Required Appendix 10-2.1 A. These were most recently approved by CSM Faculty Council on October 17, 2023.

Requirement 10.2-2

Faculty members constitute the majority of voting members at all meetings.

Analysis of evidence for requirement 10.2-2

Data show that faculty members constitute 7 of 11 members of the Admissions Committee. The Terms of References stipulate that faculty members must represent 50% or more of voting members present at any given meeting for quorum to be met. Data show that the five most recent 2023-2024 admission cycle meetings were attended by over 65% of voting faculty members.

Requirement 10.2-3

The selection of individual medical students for admission is not influenced by any political or financial factors.

Analysis of evidence for requirement 10.2-3

The Admissions Committee employs multiple tools to ensure confidentiality of the admissions process and ensure no influence by any political or financial factors. All individuals involved in admissions sign a confidentiality & conflict of interest form. There is no financial or political influence from those on the Admission Committee or those involved in reviewing applicant files. Applicant files are anonymized through all stages of admissions. Any demographic, parental, or financial information is not visible to individuals scoring applications, nor voting members of the Admission Committee.

10.3 POLICIES REGARDING STUDENT SELECTION / ADVANCEMENT AND THEIR DISSEMINATION

The faculty of a medical school establishes criteria for student selection and develops and implements effective policies and procedures regarding, and makes decisions about, medical student application, selection, admission, assessment, advancement, graduation, and any disciplinary action. The medical school makes available to all interested parties its criteria, policies, and procedures regarding these matters.

Requirement 10.3-1

The faculty of the medical school establishes criteria for student selection.

Analysis of evidence for requirement 10.3-1

The MD program lists student selection criteria in both the University of Calgary Calendar and in the MD program Applicant Manual.

The admission criteria and process most recently underwent a significant 6-month review in 2018. The most recent changes were approved by Cumming School of Medicine Faculty Council on Oct 17, 2023.

Requirement 10.3-2

The faculty of the medical school develops and implements effective policies and procedures regarding, and make decisions about:

- i. medical student application*
- ii. selection*
- iii. admission*
- iv. assessment*
- v. advancement*
- vi. graduation*
- vii. any disciplinary action*

Analysis of evidence for requirement 10.3-2

The MD program outlines criteria, policies & processes for i-iii in the University of Calgary Calendar, and Applicant Manual. Alternative admission pathways are clearly outlined in the Calendar & Applicant Manual. Of note, the Cumming School of Medicine does not have a formal MD-PhD stream and applicants interested in graduate work are required to apply to the MD program and the Faculty of Graduate Studies in parallel, with eventual application through the Leaders in Medicine Program, a joint degree process, if accepted into both programs.

Assessment (iv) policies are overseen by the Student Evaluation Committee (Appendix 10.3.2 A3). A procedure exists for appeals, (Appendix 10.3-2 A4). Both of these are available online to students and faculty.

Student advancement (v) & graduation (vi) is under the authority of the Student Academic Review Committee (SARC) (Appendix 10.3.2 A6). Student advancement is guided by the Promotion and Graduation Standards (Appendix 10.3-2 A7). Both are available online to students and faculty.

Disciplinary actions (vii) are outlined in various policies, including the Student Academic Misconduct Policy (Appendix 10.3-2 A8) and Student Non-Academic Misconduct Policy (Appendix 10.3-2 A9). Academic & non-academic misconduct are typically reviewed at SARC. There are formal processes within the Cumming School of Medicine and University of Calgary which are outlined in the University of Calgary Calendar.

Requirement 10.3-3

The medical school makes available to all interested parties its criteria, policies, and procedures regarding these matters.

Analysis of evidence for requirement 10.3-3

The MD program makes available to medical students, applicants and faculty policies and procedures for matters in 10.3-2.

The location of these publicly accessible resources is as follows:

- 1) Application processes and policies are described in the Applicant Manual, which is revised annually, and available on the Admissions website for the MD program. Any changes from the previous cycle are highlighted as such in the manual (i-iii)
- 2) Significant changes are highlighted on the Admissions website
- 3) Additional information is available in the Academic Calendar (i-iii)
- 4) The Assistant Dean of Admissions maintains a Wordpress blog which is used to communicate and field questions or concerns from applicants.
- 5) All other UME policies and procedures are found on the UME website. (iv-vii)

10.4 CHARACTERISTICS OF ACCEPTED APPLICANTS

A medical school selects applicants for admission who demonstrate competencies in the following domains: interpersonal, intrapersonal, thinking, reasoning and science.

Requirement 10.4-1

The medical school selects applicants for admission who demonstrate competencies in characteristics in domains of interpersonal, intrapersonal, thinking, reasoning and science necessary for them to become competent physicians.

Analysis of evidence for requirement 10.4-1

The MD program admissions & selection process is holistic, considering both academic & non-academic attributes. Academic attributes are assessed at the file review stage, specifically:

GPA 20% of file review score

MCAT CARS 10% of file review score

Two academic categories in global assessment 10% of file review score

Intellectual curiosity, scholarly activity & research are also 10% of file review score

The following non-academic attributes are assessed as part of the file review stage:

- Communication Skills
- Collaborative Skills
- Leadership
- Professionalism and Maturity
- Commitment to Community

The MD program utilizes a Multiple Mini Interview (MMI) format for the interview stage. This approach allows for a comprehensive assessment of an applicant's competencies in the domains of interpersonal, intrapersonal, thinking, and reasoning.

10.5 CORE COMPETENCIES FOR ENTERING MEDICAL STUDENTS

A medical school develops and publishes core competencies for the admission of applicants and the retention and graduation of medical students.

Requirement 10.5-1

The medical school develops and publishes core competencies for the admission of applicants and the retention and graduation of medical students.

Analysis of evidence for requirement 10.5-1

The MD program utilizes the Technical Standards for Students in the MD program (Appendix 10.5-1 A). This was most recently revised by UMEC in January 2020, and is reviewed at least every 5 years, if not sooner.

The technical standards are competencies identified for admissions and the successful completion of the MD program.

10.6 CONTENT OF INFORMATIONAL MATERIALS

A medical school's calendar and other informational, advertising, and recruitment materials present a balanced and accurate representation of the mission and objectives of the medical education program, state the academic and other (e.g., immunization) requirements for the undergraduate medical degree and all associated joint degree programs, provide the most recent academic schedule for each curricular option, and describe all required learning experiences in the medical education program.

Requirement 10.6-1

The medical school's calendar and other informational, advertising, and recruitment materials

- i. present a balanced and accurate representation of the mission and objectives of the medical education program*
- ii. state the academic and other (e.g., immunization) requirements for the undergraduate medical degree and all associated joint degree programs*
- iii. provide the most recent academic schedule for each curricular option*
- iv. describe all required learning experiences in the medical education program*

Analysis of evidence for requirement 10.6-1

The University of Calgary Calendar (on-line only) is the official academic regulation for the MD program.

The MD program mission & objectives (i) can be found on the public UME website. This is not required to be included in the UCalgary Calendar entry.

Academic requirements for the MD program as also known as the Big 10 Educational Objectives and can be found on the UME website. Program requirements (ii) including immunization information and a description for the Leaders in Medicine program are included in the UCalgary Calendar.

The academic schedule (iii) for the RIME curriculum is available online, however the schedule for the Legacy curriculum is no longer available online.

All required learning experiences (iv) are outlined in the Calendar. The RIME requirements are available online in the active Calendar, however Legacy requirements are no longer available on-line.

10.7 TRANSFER STUDENTS

A medical school ensures that any student accepted for transfer or admission with advanced standing demonstrates academic achievements, completion of relevant prior required learning experiences, and other relevant characteristics comparable to those of the school's medical students at the same level. A medical school accepts a transfer medical student into the final year of a medical education program only in rare and extraordinary personal or educational circumstances.

Requirement 10.7-1

The medical school ensures that any student accepted for transfer or admission with advanced standing demonstrates academic achievements, completion of relevant prior required learning experiences, and other relevant characteristics comparable to those of school's medical students at the same level.

Analysis of evidence for requirement 10.7-1

The MD program has a Medical School Transfers policy (Supplemental Appendix 10.7-1).

The MD program does not accept transfers into the pre-clerkship curriculum. Transfers are only considered for clerkship. Eligibility for transfer is outlined in the above policy. Ultimate review of a transfer application and decision regarding a transfer is made by the Student Academic Review Committee (SARC). This is outlined in Section C.2.a of the SARC Terms of Reference (Required Appendix 10.3-2 A6). Transfers are only accepted in extenuating circumstances, if school capacity permits.

Requirement 10.7-2

The medical school accepts a transfer medical student into the final year of the medical education program only in rare and extraordinary personal or educational circumstances.

Analysis of evidence for requirement 10.7-2

The MD program has accepted five transfer students in the clerkship curriculum since the last accreditation visit. These transfers were all due to personal circumstances, and all five learners were from CACMS fully accredited institutions.

10.8 Currently, there is no element 10.8

10.9 VISITING STUDENTS

A medical school oversees, manages, and ensures the following:

- a) verification of the credentials of each visiting medical student;*
- b) each visiting medical student demonstrates qualifications comparable to those of the school's medical students;*
- c) maintenance of a complete roster of visiting medical students;*
- d) approval of each visiting medical student's assignments;*
- e) provision of a performance assessment for each visiting medical student;*
- f) establishment of health-related protocols for visiting medical students.*

Requirement 10.9-1

The medical school oversees, manages, and ensures:

- a) the verification of the credentials of each visiting medical student*
- b) that each visiting medical student demonstrates qualifications comparable to those of the school's medical students*
- c) the maintenance of a complete roster of visiting medical students*
- d) the approval of each visiting medical student's assignments*
- e) the provision of a performance assessment for each visiting medical student*
- f) the establishment of health-related protocols for visiting medical students*

Analysis of evidence for requirement 10.9-1

- a) Only students attending schools accredited by CACMS or LCME are supported for visiting electives. These students arrange electives through the centralized AFMC Electives Portal, and student information is collected through the portal.
- b) Accepting students only from CACMS and LCME accredited medical schools ensures that all visiting students have qualifications comparable to local students.
- c) A roster of visiting medical students can be generated from the AFMC Visiting Electives Portal. The approval process of electives is largely automated using the AFMC Visiting Electives Portal. Any challenges with this process are dealt with by the Visiting Electives Program Coordinator in the UME.
- d) Oversight of electives for visiting students is through the Clerkship Electives Course Chair, with administrative support from the UME Visiting Electives Program Coordinator.
- e) The performance assessments of visiting medical students are completed through the home school's evaluation process. If there are challenges with assessment completion, UME office can assist by contacting the preceptor involved. This assistance is provided if the UME office is notified of a delay in submitting student performance assessments.
- f) Visiting students follow the same health-related protocols as local students. Visiting students receive a welcome email that includes a link to the "Health and Safety" page on the AFMC Visiting Electives Portal. Information is provided regarding safety in the clinical environment, personal support for students through the Student Advocacy and Wellness (SAW) Hub, mistreatment reporting mechanisms, and reporting occupational health and safety exposure. An additional document is provided from Alberta Health Services Workplace Health and Safety with information on Hand Hygiene, Communicable Diseases, N95 Fit Testing, and Workplace Hazards and Incident Reporting. A post-rotation survey also collects information that includes quality of teaching, discrimination, engagement, etc.

10.10 Currently, there is no element 10.10

10.11 STUDENT ASSIGNMENT

A medical school assumes ultimate responsibility for the selection and assignment of medical students to each location and/or parallel curriculum (i.e., alternative curricular track) and uses a centralized process to fulfill this responsibility. The medical school considers the preferences of students and uses a fair process in determining the initial placement. A process exists whereby a medical student with an appropriate rationale can request an alternative assignment when circumstances allow for it.

Requirement 10.11-1

The medical school assumes ultimate responsibility for the selection and assignment of medical students to each location and/or parallel curriculum (i.e., alternative curricular track) and uses a centralized process to fulfill this responsibility.

Analysis of evidence for requirement 10.11-1

Pre-clerkship students complete the majority of their training at the medical school. There are no other campuses.

There is the possibility of being placed at a rural site for one of the Family Medicine Clinical Experiences in the first or second year. Students are surveyed for their placement preference for an urban or rural site, and they may include other considerations such as transportation issues or extenuating family circumstances. Students are allocated to the site through survey results.

Students can apply to complete their clerkship in the University of Calgary Longitudinal Integrated Clerkship (UCLIC). Applicants are interviewed and applications are reviewed in detail, considering evidence of intellectual perspective, resiliency, empathy, creativity, and passion to change patient care, the health of communities, and the medical profession.

For the non-UCLIC rotation-based clerkship, students are provided with a customized schedule through a clerkship lottery. Students indicate schedule preference by placing “tokens” into each clerkship rotation. A computer algorithm places students into schedules, based on how students distributed their tokens. The clerkship lottery has been successful and, as an example, 100% of the Class of 2024 students received their top three choices of clerkship rotations prior to the MSPR cutoff. After the lottery process is complete, the students can still request trades with colleagues and these requests are communicated to the Clerkship Program Supervisor.

For the Surgery, Internal Medicine, Pediatrics, and Psychiatry clerkship rotations, students are able to rank their site preferences. If there are more requests for a site than spots, students will be randomly allocated to other sites. In other clerkship rotations the students are randomly allocated to sites. Once sites are all assigned the students may trade sites and inform the Clerkship Program Supervisor, who will then adjust the master schedule.

In some rotations (e.g., Family Medicine, Pediatrics), sites may be located outside of Calgary. Students who are assigned these sites may request a change in cases of complex medical conditions requiring close monitoring by subspecialist physicians or access to specialized treatment facilities, as well as extenuating family circumstances.

Occasionally students will discover that their career goals have changed. Students can contact the Assistant Dean, Clerkship, who would then work with the student and Clerkship Program Supervisor to see if it is possible to adjust rotation schedules to align with career goals.

Students are allowed to change preceptors (and potentially sites for training) in order to avoid working with and/or being evaluated by preceptors who have previously provided the student with health care.

Requirement 10.11-2

The medical school considers the preferences of students and uses a fair process in determining the initial placement.

Analysis of evidence for requirement 10.11-2

Described in 10.11-1, there is evidence that the medical school considers the preferences of students and uses a fair and centralized process in determining the initial placement. For Family Medicine Clinical Experiences, students submit a preference survey. For UCLIC applications, students are interviewed. For non-UCLIC rotation-based clerkship, a lottery system is used. For several clerkship rotations, students can rank their site. For other clerkship rotation assignments, they are done by random assignment.

Requirement 10.11-3

A process exists whereby a medical student with an appropriate rationale can request an alternative assignment when circumstances allow for it.

Analysis of evidence for requirement 10.11-3

A policy is in place for “Requests for Different Assignment” as seen in Supplemental Appendix 10.11-1 B. The appropriate rationale for requesting a change is delineated.

Described in 10.11-1 are also examples of when students with an appropriate rationale can request an alternative assignment when circumstances allow for it.