

Week 2 Accreditation Newsletter: 10 weeks away!

Virtual visit October 21-23, 2024, in-person December 2&3

Last week's Accreditation message introduced you to some of the important accreditation concepts- please have a look at the Aug 6 class newsletter and second message sent from me on Aug 8 (to include the 3rd year students)

Please familiarize yourself with this important process, as several of you will be meeting with the reviewers in October (virtual) and December (in-person).

One *Class of 2027* member was curious as to how to get involved with Accreditation, and my response is below:

1. You can volunteer to meet with the accreditors in Oct and Dec. They will need to meet with students outside of the student leadership group (CMSA) during their visits
2. You can be involved with site tours
3. You could liaise with me and probe your group regarding questions / uncertainty related to accreditation. The development of a focus group could be considered if there is interest from the student body.

Please continue to forward your questions online:

<https://forms.office.com/Pages/ResponsePage.aspx?id=7KAJxuOIMUaWhhkigL2RUZN0i06k0tKreCUNDQbWeNUNkNEVDgzWFMzNIZJQk1HUUJXQTQ3OTdZTS4u>

or via email mjmintz@ucalgary.ca.

This week's focus will be a summary of **Standard 11: MEDICAL STUDENT ACADEMIC SUPPORT, CAREER ADVISING, AND ACADEMIC RECORDS.**

The goal of this *Standard* is to ensure that the medical school provides effective academic support and career advising to all medical students to assist them in achieving their career goals and the school's medical education program objectives. All medical students have the same rights and receive comparable services.

Highlights are below (with full information available if requested):

Element 1: Academic Advising and Counselling

The SAW Hub Faculty Advisors had 752 one-on-one appointments with medical students specifically for academic concerns, study strategies and exams in 2023.

The SAW Hub recommends and helps to connect students in a **Study Buddy program** or encourages them to form a study group with their peers. The SAW Hub has collaborated with students in the creation of a Student Run Tutoring (SRT) Program involving Residents as Teachers (created in 2023). The SRT Program is available to all students, not just those identified as having academic difficulty.

The Assistant Deans in UME meet with any student who encounters academic difficulty and reviews the resources available to them. The UME provides the SUCCESS* program for any pre-clerkship student scoring at or below the RMPT** threshold. Through the SUCCESS program the students can access group or individual mentoring on study strategies. The SUCCESS program focuses on study strategies and does not address gaps in the understanding of content. If the student issue is primarily with understanding the content, this is addressed through the SRT Program. In

this way, the SRT Program and SUCCESS differ in the supports they provide. Students may also reach out to Block Directors for additional mentoring.

* SUCCESS: the Supplemental UME Course for Competence in Educational Skills and Strategies

** RMPT: Recommended Minimum Performance Threshold- this is a recommended exam score for success, but the Competency Committee makes the ultimate final pass/fail decision

The SAW Hub provides Psychological Counselling Services with three counsellors; there were 155 visits for the first 8 months in 2023. The SAW Hub also works with three psychiatrists, who are available to see students requiring psychiatric services. In addition, the SAW Hub directs students to the Alberta Medical Association (AMA) Physician & Family Support Program (PFSP). Psycho-educational assessments can be obtained through the PFSP if it is felt these would be helpful.

The SAW Hub mission and vision is to be a safe, caring, nonjudgmental space for all students.

The **2023 Independent Student Analysis (ISA)** report found that 96-99% of students were aware of the academic advising supports available and more than 90% of the feedback on academic advising was positive with no recommendations for improvements at this time. The 2023 ISA report and 2024 pre-accreditation survey report are available for all students and if a copy is desired, please contact your class president or CMSA representatives.

There is a formal policy related to conflict avoidance - **Role Conflict: Physicians as Care Providers and Teachers** that informs both teachers and students of professional expectations that relates to the avoidance of having support faculty in the role of assessors.

[https://cumming.ucalgary.ca/sites/default/files/teams/4/Policies/R/Role%20Conflict%20Physicians%20as%20Care%20Providers%20and%20Teachers%20\(MD%20Program\).pdf](https://cumming.ucalgary.ca/sites/default/files/teams/4/Policies/R/Role%20Conflict%20Physicians%20as%20Care%20Providers%20and%20Teachers%20(MD%20Program).pdf)

Element 2: Career Advising

Career advising is multifaceted with early exposure via career conversations, career exploration weeks and career coach assignments.

Pre-clerkship students are provided with a series of sessions co- presented by the Assistant Dean, Clerkship and the SAW Hub Team. These include sessions on how clerkship works; how CaRMS works and how to optimize the CaRMS application and interview process; a detailed presentation from each clerkship director about the details of the functioning and scheduling within each clerkship rotation; a session on elective processes and choice; a session on the workings of the clerkship lottery and how to maximize chances for a preferred clerkship schedule (augmented with one-on-one meetings with the Director of Academic Technologies); a ‘near-peer’ panel of clerks providing insight on how to survive and thrive in clerkship.

The Professional Role course information is provided during a two-hour mandatory large group session that outlines all of the resources available to students. This session is given by the Director of Professional Role. There is also a podcast for Career Development.

During pre-clerkship all students complete the mandatory Family Medicine Clinical Experience component of the Professional Role course. This involves working in a family medicine clinic with a family physician preceptor. The Scholarship component of Professional Role includes opportunity to participate in research in a discipline they choose to explore. The Elective Director offers a mandatory session and specific discussion on elective guidance. Global Health Electives are offered in clerkship. The Assistant Deans – Pre-Clerkship and Clerkship also provide career advising for students on appointment basis.

In addition to the Career Coach, students are made aware that the SAW Hub Faculty Advisors offer personal appointments for confidential elective counselling throughout medical school. In depth discussions on shadowing, pre-clerkship electives, clerkship electives planning, and the AFMC portal for booking electives are provided. The SAW Hub Faculty Advisors had 312 personal appointments with students specifically for elective counselling in 2023.

Element 3: Oversight of Electives

Student safety is of utmost importance in the electives process.

The use of the AFMC electives booking portal supports these processes by allowing students to collect and collate their information through a single process, streamlining the work required for each visiting Canadian elective.

Small numbers of students may complete electives outside of Canada and students who wish to complete an individual international elective are required to undertake steps prior to the elective experience to ensure the safety of the student, patients and preceptors. Although such arrangements are self-directed in nature, these electives must be approved through the UME office. Students are required to contact the University of Calgary Risk Management office for approval of their travel to the country in which the elective is situated.

A small number of students will complete international clerkship electives under the auspices of the Indigenous, Local and Global Health (ILGH) Office. These preceptor-led experiences allow approximately ten students to complete a four-week clinical elective in an underserved developing country. All students are informed of the option to request to participate in these international electives. Students are emailed with an invitation to attend an information session with representatives from the ILGH Office. Students are supported during the elective by the CSM preceptor as well as local preceptors and support staff. If necessary, students can use all local support mechanisms at CSM remotely during the elective.

The evaluation of the electives rotation and preceptor(s), local and outside of Calgary, is a crucial QA/QI component of the school. Several one45 forms are distributed for student completion to allow for quality monitoring and improvement, if deemed necessary.

Element 4: Provision of the Medical Student Performance Record

The medical school provides a Medical Student Performance Record required for the residency application of a medical student only on or after October 1 of the student's final year of the medical education program.

Element 5: Confidentiality of Student Academic Records

Academic and non-academic files are stored in locked filing cabinets in a secure storage vault room in UME that is always kept locked. These files may not be removed from the secure UME offices and must be returned to the secure storage vault as soon as they are no longer immediately required.

To maintain appropriate separation and confidentiality, a separate non-academic (red) file will be created, when needed. Access to the non-academic file will be limited to: UME Associate Dean, Assistant Deans, Manager UME, Administrative Assistants, Program Supervisors, as well as students (unless a third party is identified).

This file contains: Approved leaves of absence and requests for time away, correspondence from the Associate/Assistant UME Deans, correspondence from treating physicians, examination deferral requests, incident reports, letters pertaining to non-academic material(as required), letters with regards to academic performance or professionalism issues, pre-SARC Notification letters (where applicable), miscellaneous documents deemed of a personal nature, SARC Decision Letters, SARC packages, UME Reappraisal Decision Letters, and UME Appeal Decision Letters. Third party identified documentation is secured in sealed confidential manila envelopes. These envelopes can be opened only by the Associate/Assistant UME Deans.

Any electronic records are housed on University of Calgary secure servers with access again on a need-to-know basis to senior UME leadership. Sign-in to these servers is not permitted on shared computers and follows the University of Calgary's strict two-factor authentication protocols.

Medical students are required to provide a written request to access their files, and/or for third parties to access their files and/or to have copies made of their files. Without this written request, medical students and third parties must agree not to remove from, add to or annotate records. Stated otherwise, faculty members and/or any other member of CSM staff do not have access to student records, unless UME receives a written request from students granting

that permission.

Policies related to student files can be found via the link below, and students should be aware of the medical school procedures for the collection, storage, disclosure, disposal, and retrieval of their academic record. <https://cumming.ucalgary.ca/sites/default/files/teams/4/Policies/S/Student%20Files%20Policy.pdf>.

It is important for students to be familiarize themselves with all of the UME/CSM policies: <https://cumming.ucalgary.ca/mdprogram/about/governance/policies#r>

Element 6: Student Access to Academic Records

It is required that a medical school has policies and procedures in place that permit medical students to review and to challenge their academic records, including the Medical Student Performance Record, if the student considers the information contained therein to be inaccurate, misleading, or inappropriate.

Relevant policies can be found on the UME policies website: <https://cumming.ucalgary.ca/mdprogram/about/governance/policies#r>

Student Files (MD Program) Policy

Exam Review Policy

Reappraisal of Graded Term Work and Academic Assessments Policy

Faculty Academic Assessment and Graded Term Work Procedure

Medical Student Performance Record Departmental Policy

Student File Review Policy: Files are made available to be viewed within 5 business days. If there is information in the student's file which should be not seen by the student (files stamped with "Confidential"), they will be required to file a *Freedom of Information and Protection of Privacy Act* (FOIPPA) request for access to their file and/or to meet with the Associate Dean UME. An example of a "Confidential file" would be one that identifies a third party. UME reserves the right to limit or withhold access to information where it can be reasonably expected that disclosure could result in harm to the student, staff, faculty or third party.

Exam Review Policy: Students who have received an overall grade of "Unsatisfactory" in a year 1 or year 2 course will have the option to review their summative midpoint exam/quizzes and summative end of course exam for that course. Additionally, students who have received a grade of "Unsatisfactory" on an end of rotation clerkship summative examination will have the option to review the summative exam for that rotation. These reviews will be scheduled by student request to the UME evaluation team. The student will be provided with a copy of the exams, their answers, and the correct answers. Review of any summative examination(s) must be completed within 20 business days of receiving the overall course result and cannot fall within 10 business days of any rewrite of that examination. Exam reviews are governed by this policy.

Reappraisal of Graded Term Work and Academic Assessments Policy: Several policies govern challenges to summative exam results. Reappraisals may be sought for unsatisfactory results on Objective Structured Clinical Examination ("OSCE") exams, In Training Evaluation Reports ("ITER"), Multiple Choice Question Examinations ("MCQ"), Peripatetic (bell-ringer) examinations and Written Assignments. Reappraisals may be sought on the following grounds: 1/Procedural irregularity (including a deviation from a course outline or communicated expectation). 2/Allocation impact, such that the student was allocated to a learning or assessment setting that led to significantly lower performance ratings as compared to other learning assessment settings. 3/Performance impact, such that the student was denied resources that should have been provided and that had an impact on their performance on the assessment. 4/Evaluator impact, such that the Evaluator rates the student's performance based on factors other than the student's performance (including where the Evaluator was significantly more stringent than other Evaluators, if the Evaluator was unduly influenced by factors other than the student's performance on the assessment, or if the Evaluator unfairly compared the student's performance to other students), 5/Determination impact, including exam coding error, alternate correct answer(s), or no correct answer to a question.

Reappraisal requests are heard by the Student Evaluation Committee Reappraisal Subcommittee.

Unsuccessful reappraisals may be further appealed to the UME Faculty Appeals Committee in accordance with the ***Faculty Academic Assessment and Graded Term Work Procedure***. The Faculty Appeals Committee considers appeals only on the following grounds: 1/that a procedural irregularity occurred in making the Academic Assessment decision or Graded Term Work decision (including a deviation from a course outline or communicated performance expectation, or where a grade was not updated), or 2/that an Academic Assessment or Graded Term Work decision was determined on some basis other than performance, which may include allegations of a reasonable apprehension of bias.

Students in their final year of study are provided with a draft copy of their MSPR prior to its release to CaRMS in accordance with the ***Medical Student Performance Record Departmental Policy***. Students may request that the UME MSPR Committee review specific comments if these are:

- Generalized comments regarding the UME program, not specific to the student
- Comments that include inappropriate language
- Comments that indicate students' preferred discipline for CaRMS application
- Comments that include personal health or other personal information

Edit requests are submitted to an ad hoc MSPR review committee and will only be considered if requested changes do not materially affect the content of the comment.

Marcy Mintz
Faculty Undergraduate Accreditation Lead