

## Week 5 Accreditation update #5: 7 weeks away! *Virtual visit Oct 21-23, 2024, in-person Dec 2 & 3*

Sept 2, 2024

Prepared by Dr. Marcy Mintz

Faculty Undergraduate Accreditation Lead

Mjmintz@ucalgary.ca

**Over the past four weeks the updates have included a review of three of the 12 standards. Standard 8 which reviewed *curricular management, evaluation, and enhancement*, Standard 9 which related to *teaching, supervision, assessment, and student and patient safety* and Standard 11 which related to *medical student academic support, career advising, and academic records*.**

This week's update will focus on **Standard 7: Curricular Content**. See below for a summary of the Data Collection Instrument (DCI).

Remember that there are **several policies** that you should review, not only for the upcoming accreditation but mainly because they pertain to your time as a medical student at the CSM. <https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

Also, have a look at the CSM UME accreditation website, which has the information related to the past four newsletters: <https://cumming.ucalgary.ca/about/ume-accreditation#an-introduction-to-accreditation> and the CACMS site (<https://cacms-cafmc.ca/about-cacms/>) that pertains to accreditation in general.

Please send along questions that you may have via the anonymous survey:

<https://forms.office.com/Pages/ResponsePage.aspx?id=7KAJxuOIMUaWhhkigL2RUZN0i06lk0tKreCUNDOQbWeNUNkNEVDgzWFMzNIZJQkIHUUJXQTQ3OTdZTS4u>

A recent question related to how you should prepare for the meeting with the accreditation team was asked. We will hopefully have the confirmed schedule in the next 2 weeks, and once we have this there will be a request for student involvement with the accreditation team. They will want to hear from **both** student leadership as well as a representative group who are not involved with leadership. They will have specific questions for you related to your knowledge of policies and procedures, as well as several other questions related to the Standards and Elements. The goal is to be honest and balanced. You may decide to speak amongst yourselves in advance, but except for reviewing the newsletter and the policies there will not be a lot of preparation. The review team will direct the conversation. Just remember...honest, balanced and be informed! They will be aware and will appreciate that the Class of 2026 and 2027 (RIME groups) were not represented in the ISA, and the review team will ask pointed questions to representatives from those years. There will likely be a *return visit* in 2 -3 years that will review the school's accreditation compliance with the new curriculum in place, as well as the outcome data (MCC results etc.). Return visits prior to the usual 8-year cycle are very common when a new curriculum is in place and is not meant to be punitive.

If you have specific concerns at this point, please discuss these concerns with UME leadership, student leadership and/or the SAWH, as applicable. Although the accreditors will want to hear about concerns, there is always an expectation that concerns be brought forward in a timely manner and are addressed without delay. Saving concerns for the accreditation is not what anyone wants as having questions and concerns addressed as soon as they arise is the best strategy for the promotion of a healthy learning environment.

This week's update will focus on **Standard 7: Curricular Content**

**Element 1:** Biomedical, behavioural, social sciences

**Element 2:** Curriculum across the life cycle

**Element 3:** Scientific method/Clinical/Translational research

**Element 4:** Critical judgment/Problem-solving skills

**Element 5:** Societal problems

**Element 6:** Cultural competence and health care disparities

**Element 7:** Medical ethics

**Element 8:** Communication skills

**Element 9:** Interprofessional collaborative skills

**Element 10:** Professional and leadership development

As you can all imagine a *summary* of curricular content and the planning that has gone into the Legacy, RIME and the Clerkship curricula in a few pages will not be possible. Instead...below a brief description of the expectation for each element will be provided and please have a look at the entire 57 page DCI if you would like additional information. Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 1: BIOMEDICAL, BEHAVIOURAL, SOCIAL SCIENCES**

*The faculty of a medical school ensures that the medical curriculum includes content from the **biomedical**, **behavioural**, and **social sciences** to support medical students' mastery of contemporary medical science knowledge and concepts and the methods fundamental to applying them to the health of individuals and populations.*

Standard 7 (Element 1) on the accreditation website has a considerable amount of detailed information. Have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 2: CURRICULUM ACROSS THE LIFE CYCLE**

*The faculty of a medical school ensures that the medical curriculum includes content and clinical experiences related to each organ system; each phase of the human life cycle; continuity of care; and preventive, acute, chronic, rehabilitative, and end-of-life care. In this element both non-clinical experiences and opportunities are described in detail.*

Standard 7 (Element 2) on the accreditation website has a lot of interesting information. Have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 3: SCIENTIFIC METHOD/CLINICAL/ TRANSLATIONAL RESEARCH**

*The faculty of a medical school ensures that the medical curriculum includes instruction in the scientific method and in the basic scientific and ethical principles of clinical and translational research, including the ways in which such research is conducted, evaluated, explained to patients, and applied to patient care.*

Standard 7 (Element 3) on the accreditation website has a lot of very detailed information related to how students are introduced to research and what the expectations are at the various stages of training. The information includes how topics are introduced, evaluated and applied to patient care. Have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>.

### **Element 4: CRITICAL JUDGMENT/PROBLEM-SOLVING SKILLS**

*The faculty of a medical school ensures that the medical curriculum incorporates the fundamental principles of medicine and provides opportunities for medical students to develop clinical decision-making skills (i.e., clinical reasoning and clinical critical thinking) including critical appraisal of new evidence, and application of the best available information to the care of patients. These required learning experiences enhance medical students' skills to solve problems of health and illness.*

The details surrounding this element will be very familiar to all medical students as a focus of both the Legacy and RIME curricula, as well as clerkship, is critical judgement and problem solving. Detailed information is provided (pages 21-28) that illustrate this in great detail. Have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>.

### **Element 5: SOCIETAL PROBLEMS**

*The faculty of a medical school ensures that the medical curriculum includes instruction in the diagnosis, prevention, appropriate reporting, and treatment of the medical consequences of common societal problems.*

Details regarding what societal problems have been selected for curricular content are explored in detail.

Have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>.

### **Element 6: CULTURAL COMPETENCE AND HEALTH CARE DISPARITIES**

*The faculty of a medical school ensures that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address the unique needs of people of diverse cultures, genders, races and belief systems, in particular the Indigenous peoples of Canada.*

*The medical curriculum prepares medical students to:*

- a) *recognize and appropriately address the manner in which people of diverse cultures, genders, races and belief systems perceive health and illness and respond to various symptoms, diseases and treatments;*
- b) *recognize and appropriately address personal biases (cultural, gender, racial, belief) and how these biases influence clinical decision-making and the care provided to patients;*
- c) *develop the basic skills needed to provide culturally competent health care;*
- d) *identify health care disparities and participate in developing solutions to address them.*

Once again, there is so much content here and it would be best, if interested, to have a look at the accreditation website...DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>.

### **Element 7: MEDICAL ETHICS**

*The faculty of a medical school ensures that the medical curriculum includes instruction for medical students in medical ethics and human values both prior to and during their participation in patient care activities and requires medical students to behave ethically in caring for patients and in relating to patients' families and others involved in patient care.*

Several key areas are described in detail for pre-clerkship and clerkship. These include instruction and evaluation...have a look! DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 8: COMMUNICATION SKILLS**

*The faculty of a medical school ensures that the medical curriculum includes specific instruction in communication skills as they relate to communication with patients and their families, colleagues, and other health professionals.*

Examples are provided from the Legacy, RIME and clerkship areas. These include details from the communications course, the integrative course (Legacy), clinical core (Legacy), the Family Medicine experience, Intro to Clinical Practice (ICP), collaborative practice and community engaged learning. Interactions during tutorial groups also allows for discussion regarding communications strategies. More detailed information could be found on the website: DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 9: INTERPROFESSIONAL COLLABORATIVE SKILLS**

*The faculty of a medical school ensures that the curriculum prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These required curricular experiences include practitioners and/or students from the other health professions.*

There are several changes illustrated in the RIME curriculum and detailed information could be found on the website: DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>

### **Element 10: PROFESSIONAL AND LEADERSHIP DEVELOPMENT**

*The curriculum provides educational activities to support the development of each student's professional identity, core professional attributes, knowledge of professional responsibilities and leadership skills.*

There are several examples provided that focus on leadership skill development in medicine Have a look DCI...Std 7. <https://cumming.ucalgary.ca/about/ume-accreditation>