MD Program
UNIVERSITY OF TORONTO

FAQ on Curriculum Delivery, Faculty Development, Professionalism, Academic Integrity, Attendance, and Student Wellness – Foundations Tutors

Curriculum Delivery

What should I expect for the 2020/2021 academic year?

First and foremost, we are committed to the health and safety of our learners, faculty, staff, and patients. Delivery of the Foundations curriculum will be adapted based on the evolving situation with COVID-19, advice from public health authorities, University of Toronto, and our teaching hospitals. **The fall term (until end of 2020) will include remote learning and assessments. There are optional in person learning events, but none that are mandatory.** Changes may need to be made as the COVID-19 situation evolves. We are committed to keeping everyone informed and adapting as necessary. We will reassess the situation in **November 2020** and announce our curriculum plan for the **winter term**.

Our goal is to deliver a rich educational experience, using creative evidence-based approaches to engage our students. While the learning experiences may be different from our usual in-person curriculum, we will ensure that our students attain the knowledge, skills, and attitudes necessary to be successful.

Are there changes to the small group learning experiences?

The Foundations Curriculum will continue to have the same number of academy-based small group tutorials. However, at this time tutorials and workshops will be held online and facilitated by tutors virtually using the Zoom platform. These include Portfolio, Heath Science Research tutorials (HSR), Case-Based Learning (CBL), Clinical Skills sessions, Health in Community (HC) tutorials and workshops. **Students will be responsible for setting up the ZOOM meeting for most of the sessions and sending the link to you via email**. The sessions are being adapted as needed with the goal of creating authentic and engaging virtual learning environments and some of the longer sessions may be shortened as a result. Specifics will be sent to you in advance of each session by the Academy Administrator or central administrators.

Where will tutorials be held?

Between September and December 2020, small group sessions will be delivered via Zoom. We will assess the hospital capacity and public health guidelines towards the end of the year to determine if these sessions can resume at the academies for the 2021 winter term.

What if we were able to find a room at the hospital to meet with our group in person, so we can get to know them better?

No, this is not possible as not all students will be in Toronto.

How will videoconference be set up for my group?

- For tutorials in Foundations, one student from each group will volunteer to be the group lead who will **initiate** a Zoom meeting for the tutorial. *Please note that for Clinical Skills, sessions that have large group components will be coordinated by the Academies. Standardized patients (SP) may join individual groups via Zoom as well. The Academies will be coordinating the logistics with the SP program.* ***More specific information will be provided to you and the students by your Academy closer to each session date.***

- The group lead will send the link and passcode to the other students and the faculty tutor **one week before the session date** (Please contact your Academy Coordinator if you have not heard from your group closer to the session date). For privacy and security purposes, students are encouraged to set up the meetings with passcodes.
  UTM/MAM groups: The Academy Administrators will set up your groups using Zoom and provide you and students with connection details.

- The group lead will use their own Zoom account to schedule the session. Students will decide amongst themselves who the lead will be.

- The group lead will pass on the full host function to the tutor when the tutorial starts (or remain as co-host if that is preferred by the tutor).

- The group lead will ensure that the settings on their own Zoom account are set to enable functions including: **chat, co-host, screen share all participants, annotation, whiteboard, remote control, non-verbal feedback, meeting reaction, ability to rename self, breakout rooms, virtual background, select audio during meeting.**

- The student lead and faculty should work together to troubleshoot any issues with technology during the session.

Can I get free Zoom account?
Students and faculty have access to free Zoom accounts:

- STG campus students and faculty can sign up for a BASIC account using their utoronto email. **Basic accounts signed up using utoronto email should NOT have a 40-minute time limit.** In the zoom settings, **if you click on the "?" beside Basic accounts, you will be able to see a note indicating that "zoom has temporarily removed the 40-minute time limit on your free Basic account for schools affected by the Coronavirus." They have all the main collaboration and interactive features but NOT polling function.**

  Basic ❓ Upgrade

  Zoom has temporarily removed the 40-minute time limit on your free Basic account for schools affected by the Coronavirus.

- MAM students and faculty have access to the UTM's site license bundle. This is carefully monitored and restricted to UTM faculty, students, and staff. This licensed bundle is called the Pro Education Account. **This bundle DOES HAVE the polling function.**

I have not heard from anyone from my group, and the session is in a week, what should I do?
Please contact your academy administrator.

Are students expected to have their camera on during the small group tutorials or workshops?
It is our expectation that small group tutorials or workshops are inclusive engaging learning environments. Students have been informed that their tutors will work with their group to create interactive and collaborative sessions using evidence-based teaching strategies, along with different tools available for virtual teaching. One of these features that can add active participation in small group discussions is the use of your camera. Visibility promotes community, student, and teacher engagement.

It is also important for us to ensure we have an equitable, safe, and inclusive learning and teaching environment. Therefore, if you have privacy or safety concerns, students have been asked to consider using some of these MD Program Zoom backgrounds. If there are any health or other personal related concerns with keeping the camera on in small groups, students are encourage to approach OHPSA or Dr. Marcus Law for advice.

Faculty Development

How do I set up and prepare for teaching in a virtual environment?
Set up your physical environment[1]:

- Set up the camera so that your face and upper body are visible and you are looking up towards it
- Direct lighting towards your face, and minimize backlight wherever possible
- Choose an appropriate background (i.e., neutral, tidy, or appropriate virtual background). You can use one of the following MD Program virtual backgrounds)
- Minimize noise and distractions (i.e., turn off notifications, your phone, let other people in your environment know that you are going to be teaching and on camera)

Start by introducing yourself and allowing the students to introduce themselves.

Set **Expectations, set the stage for engagement, communication, and collaboration**:

- Mute your mic, but get ready to jump in and participate
- Try to leave your camera on if possible, particularly when speaking
- Make sure everyone's name is correctly displayed in Zoom (names can be changed)
- Discuss how communication and collaboration will occur during the session
- Discuss how you would like questions to be asked during the session (chat, raise your hand, annotate etc.)
- There might be technological difficulties. Invite students to help out if needed
- A reminder to adhere to the standards of professionalism set by the MD Program
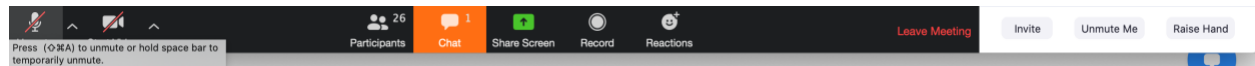
Move between speaker and gallery views to change your view of the participants (top right):

 vs

Orient yourself and the students to Zoom Features that encourage interactivity:

- Press space bar to unmute temporarily
- Raise Hand (in Participants area)
- Use the Chat Box
- Offer Reactions as feedback

Share your screen on zoom by clicking on "Share Screen":

- [Watch this video](#) for more instructions.

Tip: Ensure you are able to share your screen ahead of time by changing privacy settings to allow for screen recording.

- Have your slide deck open ahead of time so it's easy to find
- Close non-essential files

Engage students early and often[1]
- Ask good questions, reward student for building on the points of others, set bounds for questions and discussions, and be enthusiastic![1]

Change things up every 10-15 mins (e.g., take questions, add a new activity or different interactive feature, or take a brief pause)

Create a psychologically **safe** environment
- A psychologically safe environment is one where learners feel comfortable asking questions, taking risks, making mistakes, and asking for help. They feel respected, and that their efforts and skills are valued.[2]
- A supportive and safe environment MUST be created to allow students to feel comfortable participating. Encourage critical thinking while validating student responses, gently correcting misconceptions, and avoiding shaming.
- Communicating in a virtual environment is more challenging than in person. We are often missing non-verbal cues and are not able to read the energy and mood in a room, as well as we might be able to when in-person. It might be more difficult to build relationships and trust. Take some time at the beginning of a session for the group to get to know each other to help set the stage for this. It is easy to unintentionally miscommunicate or feel that the session is not going as we may wish, because our usual techniques that we use to read the room, such as tone, body posture, facial expressions are not as easily available to us. Please keep this in mind as you work with your students to create an effective, psychologically safe learning environment.

References
1. Schiano, Bill and Espen Anderson. "Teaching with Cases Online." Harvard Business Publishing. May 25, 2017.
2. Edmonson, Amy. Psychological Safety and Learning Behaviour in Work Teams. Administrative Science Quarterly. Vol. 44, No. 2 (Jun., 1999), pp. 350-383.

What are some of other resources available to me?

- PIVOT MedEd - Faculty Resources
- CFD Virtual Teaching & Learning
- Virtual Teaching – Facilitation Pearls

Professionalism in the MD Program

How is professionalism assessed in the MD Program, and what is my role as a tutor?
Being a professional is one of the key attributes of being a physician. Assessment of student professionalism is organized according to six professionalism domains, each of which includes criteria that reflect specific behaviours that characterize the respective domain. Teachers are asked to assess students in each domain based on the criteria applicable to the student's learning activity. Teachers may indicate that they were not in a position to assess one or more of the professionalism domains. Teachers are required to provide comments regarding any scores of 1 or 2 in order to support student development. If the score was based on a critical incident, the teacher will be required to provide additional information. Teachers may also provide comments regarding a student's strengths and areas for improvement.

Further details about the assessment of student professionalism are provided in the MD Program's Student Professionalism Guidelines. For more information on how professionalism is assessed in the MD program, please review the following resources on Assessing Student Professionalism.

Will I still be able to assess professionalism in a virtual setting?
Yes, the form is applicable to both in-person and virtual settings. If you are unsure about any question, **please put "N/A".** A discussion with the course or component director may be warranted if you have any concerns about any students' professionalism in a virtual setting. It is more difficult to observe some behaviours in a virtual setting. We will explore this issue further with tutors and provide faculty development support in the future.

I have a concern about an issue related to a student's professionalism. What should I do?
If you have a co-tutor, discuss this with them to see if they have noticed the same behaviour(s). If you are uncertain whether the issue is a professionalism concern or how to deal with a specific professionalism issue, a discussion with the course or component director may be warranted before approaching the student. The key step is a conversation about this behaviour with the student to decide if it truly is a professionalism issue or something more that needs to be referred (e.g., personal or health related issues that should <u>not</u> managed by the tutor). If you

still believe that it is a professionalism issue, please indicate this in the **Professionalism Assessment Form**. The forms are designed for documentation and ongoing _competency-based assessment_, not _lapses_. It is important that professionalism assessment is properly documented even if you and the student has come up with a solution to resolve the issues (e.g., a late submission)

What does the Professionalism Assessment Form look like? How and when will I be asked to complete the form?

Faculty tutors will receive an email notifying them that they are to complete the online Professionalism Assessment Form at the end of the course, or another pre-designated time.

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Professionalism Assessment

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Teachers are required to provide comments regarding any scores of 1 or 2. If the score was based on a critical incident, the teacher will be required to provide additional information. Teachers may also provide comments regarding a student's strengths and areas for improvement.

Further details about the assessment of student professionalism are provided in the MD Program's Guidelines for the Assessment of Student Professionalism. Those guidelines, including case-based examples on how to fill out the professionalism assessment form, are summarized in an Introduction to Assessing Professionalism in the MD Program eModule.

Suspected breaches of academic integrity (e.g. cheating, plagiarism, etc.) are to be investigated and reported in accordance with the MD Program's academic integrity guidelines.

This form must be completed no later than six weeks following the end of the required learning experience (e.g., a small group session). Please contact the Course Director if you have any professionalism concerns about a student not documented within this period. Please see the MD Program standards for timely completion of student assessment and release of marks.

Professional Domains and Criteria	Meets very few applicable criteria or has significant deficiencies 1	Meets some applicable criteria with minor deficiencies 2	Usually meets applicable criteria with no deficiencies 3	Meets most applicable criteria and is exemplary in some areas 4	Consistently meets all applicable criteria and exemplary in many 5	Was not in a position to assess N/A
Altruism • Demonstrates sensitivity to patients' and others' needs, including taking time to comfort the sick patient • Listens with empathy to others • Prioritizes patients' interests appropriately • Balances group learning with his/her own	⊙	⊙	⊙	⊙	⊙	⊙
Duty: Reliability and Responsibility • Fulfills obligations in a timely manner, including transfer of responsibility for patient care • Informs supervisor/colleagues when tasks are incomplete, mistakes or medical errors are made, or when faced with a conflict of interest • Provides appropriate reasons for lateness or absence in a timely fashion • Prepared for academic and clinical encounters • Actively participates in discussions • Fulfills call duties • Timely completion of MD Program and hospital registration requirements	⊙	⊙	⊙	⊙	⊙	⊙
Excellence: Self-improvement and Adaptability • Accepts and provides constructive feedback • Incorporates feedback to make changes in behaviour • Recognizes own limits and seeks appropriate help • Prioritizes rounds, seminars and other learning events appropriately	⊙	⊙	⊙	⊙	⊙	⊙
Respect for Others: Relationships with Students, Faculty and Staff • Maintains appropriate boundaries in work and educational settings • Establishes rapport with team members • Dresses in an appropriate manner (context specific) • Respects donated tissue; cadavers • Relates well to patients, colleagues, team members, laboratory staff, service, and administrative staff	⊙	⊙	⊙	⊙	⊙	⊙
Honour and Integrity: Upholding Student and Professional Codes of Conduct • Accurately represents qualifications • Uses appropriate language in discussions about cases and with or about patients and colleagues • Behaves honestly • Resolves conflicts in a manner that respects the dignity of those involved • Maintains appropriate boundaries with patients • Respects confidentiality • Uses social media appropriately • Respects diversity of race, gender, religion, sexual orientation, age, disability, intelligence and socio-economic status	⊙	⊙	⊙	⊙	⊙	⊙
Recognize and Respond to Ethical Issues in Practice • Recognizes ethical issues and dilemmas in case vignettes and in practice • Examines personal values in relation to challenges in educational and clinical settings • Applies ethical reasoning skills to case situations • Acts appropriately with respect to complex ethical issues • Understands options to respond to unprofessional and unethical behaviours of others	⊙	⊙	⊙	⊙	⊙	⊙

Comments

(mandatory) Please provide comments regarding any scores of 1 or 2. If the score was based on a critical incident, please complete the critical incident section below

Strengths:

Areas for improvement:

	No	Yes
Was this score based on a critical incident?	⊙	⊙

Save   ✓   Submit

I do not feel that I can adequately complete the professionalism form as I am unable to provide any meaningful feedback. What should I do?

If you are asked to complete a form and you have not interacted with the student **please put "N/A".** For other students, given that you did not observe any professionalism issues during the sessions, you can indicate a "3", which means "no deficiencies" observed.

What happens to a student who receives a low Professionalism score?

There is a graduated response to students who have received low professionalism scores, beginning with a check-in with the course or component director. If the matter is serious and/or persistent, the student may be asked to meet with the Foundations or Clerkship Director, or the Faculty Lead, Ethics and Professionalism. The student may be asked to complete a **Focused Professionalism Learning Plan**. In the most serious cases, students may be presented to the Board of Examiners, which may require a period of remediation.

Academic Integrity in the MD Program

I have a concern about an issue related to plagiarism. Who can I discuss this with?

Suspected breaches of academic integrity (e.g., cheating, plagiarism, etc.) are to be investigated and reported in accordance with the MD Program's academic integrity guidelines and faculty are expected to notify the relevant **course/component director**.

Students are not submitting their assignments on time. Who do I report this to?

If students are responsible for submitting their assignments directly to you, and if there are any professionalism concerns regarding a pattern of not submitting assignments on time, you can discuss with the student, and/or inform the relevant **course/component director**. This can also be addressed formally through ongoing Professionalism Assessment, if appropriate.

Attendance in the MD Program

Which small group learning activities are mandatory in Foundations?

The following small group learning activities are mandatory:
- CBL tutorials
- HSR tutorials
- Anatomy tutorials
- ICE: Health in Community tutorials
- ICE: Clinical Skills tutorials
- Portfolio tutorials
- Skill-based workshops
- Clinical Decision Making workshops
- Seminars
- Family Medicine Longitudinal Experience sessions

Am I responsible for taking attendance?

The Academy Coordinator at your site will provide you with more information about your role in attendance tracking and any tools. Please ask all students to be sure that their name is correctly displayed in Zoom.

There is a student that did not attend the mandatory small group learning activity and/or clinical rotation and/or they did NOT notify me of their absence in a timely manner. Who do I report this to?

Students are responsible for notifying the relevant tutors, preceptors, site leads, and other relevant educational staff of their absence from all scheduled small group learning activities and/or clinical rotations. Please **notify the Academy Coordinator** at your site if a student was absent and indicate if they have or have not notified you of their absence. Please ensure that you note the date and time of the session that the student missed. These will be reported back centrally to manage. For sessions that are not academy based (i.e., FMLE), please contact the relevant central administrative coordinator.

Students are arriving late, leaving early, or are requesting to arrive late/leave early. What should I do?

Students who know they are going to arrive to a small group session late or leave early for an urgent/emergent reason must notify their tutor in a timely manner, and you will be asked to report these students to the Academy Coordinator at your site. If this is a recurring issue, and you have concerns, please notify Marcus Law (Foundations Director) or Stacey Bernstein (Clerkship Director).

Can I deny an administratively approved absence (e.g. absences approved for health care appointments)?

No. The Regulations for student attendance and guidelines for absences from mandatory activities (MD Program) support absences from mandatory learning activities in order for students to seek needed health care services, and ensure students are empowered to succeed in their progress through the program. All absence requests are reviewed in a consistent and equitable decision-making manner. If you have any questions or concerns about absences that have been approved, please notify Marcus Law (Foundations Director) or Stacey Bernstein (Clerkship Director).

Can a student arrive late, leave early, or miss a session because they want to shadow?

No. At the moment we are continuing to ask that students refrain from any shadowing opportunities both virtually and in person. In the future, students may not use mandatory class time to engage in shadowing activities, regardless of how valuable those activities may be. Students can use unscheduled time or any time designated for self-directed learning to engage in shadowing opportunities.

Are tutors responsible for providing make-up sessions if a student is absent?

No. Students are responsible for covering material and knowing the content from any session that they have missed. If a student misses a session where an assessment is involved, then a make-up session or make-up assignment may be organized. For FMLE, it is the expectation that the student will be in contact with the preceptor directly to advise him/her of the absence as soon as possible. The student is then expected to make up that clinic at a time agreed upon between the student and preceptor.

I have a concern about a student who has been repeatedly absent. Are absence patterns being monitored by the MD program?

The MD Program is committed to monitoring absences from mandatory small group learning activities in order to help ensure that the program provides an accurate assessment of a student's progress through the program and that students are well positioned and supported. Students who have a recurrent or problematic absence history are flagged to the Foundations/Clerkship Director through our tracking mechanism, and where appropriate, steps are undertaken to support students. If you are concerned that the recurrent absence history has not been dealt with by the MD Program, you are welcomed to discuss further with Marcus Law (Foundations Director) or Stacey Bernstein (Clerkship Director).

Student Wellness in the MD Program

What resources are available to students who appear to be in distress or struggling with mental health concerns?

It is not the role of the faculty tutor to provide counselling or engage in a therapeutic relationship with a student in distress. In addition, the Office of Health Relations and Student Affairs (OHPSA) is an *essential* resource for students who are struggling or need further personal support. The following Tips for Supporting Students in Distress are intended to help educators navigate potential challenging situations and maintain appropriate boundaries, while continuing to provide meaningful support to students.

I have a student that I'm concerned about. How do I connect them with the Office of Health Professions Student Affairs (OHPSA)?

You can direct students to us as follows:

- **To book an appointment:**
  Tel: 416-978-2764
  Email: ohpsa.reception@utoronto.ca

Alternatively, if you are concerned that the student is unlikely to initiate the contact with OHPSA, or if you really feel that the student could benefit from some help, you can complete and submit an OHPSA referral form. By completing this form:

- It gives you as tutors a bit of a framework to formulate your ask (even if you don't specifically know what you may be looking for)
- It will allow OHPSA to then reach out to the student, which will add an extra layer of outreach and engagement especially with more reluctant students
- It also ensures more transparency and that students are involved in the process

Question? Suggestions?

Please contact md.foundations@utoronto.ca if you have any questions or suggestions.