

# Medical Education Strategic Plan (2023-25): Year 1 Status Update

June 2024

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We have made a great deal of progress towards achievement of the initiatives and actions identified in [our Strategic Plan](#). A summary of actions completed, in progress, and anticipated as of June 2024 can be found within these pages.

- ✓ indicates a completed action
- indicates an action in progress
- indicates an anticipated action

For more details regarding progress made in Year 1 of our Medical Education Strategic Plan please [view the status update report on the Medical Education website](#).





## Strategic Priority A: Transformative Teaching, Learning and Education Scholarship

### Strategic Initiative 1: Integrate a social justice, anti-oppression and advocacy lens across the continuum

- ✓ An advisory committee with diverse representation was established and active over the 2023-2024 academic year to support development of a methodology for review and renewal of the MD Program Foundations curriculum to effectively infuse a social justice, anti-oppression and advocacy lens across the MD Program curriculum.
- ✓ Review methodology recommendations, informed by an environmental scan and literature review, submitted by the advisory committee co-chairs to education leadership in June 2024.
- Development of a Foundation curriculum review implementation plan pending consideration by education leadership of the review methodology recommendations.

### Strategic Initiative 2: Provide integrated and harmonized faculty development resources focused on themes and topics relevant across the continuum

- ✓ The Centre for Faculty Development (CFD) developed “[A Reflexive Guide to Anti-Oppressive Education](#)” and offers a number of [workshops](#) and [resources](#) focused on equity, social justice and anti-racism. The Office of Faculty Development (OFD) developed a “Language Matters” resource for MD Program curriculum leadership to help ensure teaching and assessment materials are inclusive and incorporated social justice, anti-oppression, and equity considerations into relevant [OFD faculty development offerings](#) to help front line faculty continuously evolve their approaches and practices.
- ✓ A [Primer for learner-facing teachers on how to navigate learner mistreatment](#) as well as [other programming](#) focused on supporting learners who witness and experience mistreatment have been developed. The [Professional Values Module](#), required of new clinical faculty as well as continuing faculty on a



three-year cycle, was revised in 2023 to educate faculty members regarding the central role played by the Temerty Medicine [Learner Experience Unit](#) in supporting learners who have experienced or witnessed mistreatment.

- An “Addressing Unprofessional Behaviour: Essential Skills for Leaders” video focused on helping leaders have conversations about unprofessional behaviour was also developed; consideration of an effective implementation strategy is in progress.
- A proposal from the Faculty Development Advisory Committee focused on how resources and supports can be more optimally managed to enhance faculty development across the learner/teaching continuum is under consideration by education leadership.

### **Strategic Initiative 3: Enable, support, implement and evaluate health professions education scholarship and evidence-informed innovations to have a tangible impact at Temerty Medicine and beyond**

- Implementation of a renewed Education Development Fund (EDF) that amplifies its historical strengths and mitigates structural barriers to access on schedule to be launched in the 2024-2025 academic year.
- Implementation of a new strategic research and innovation funding opportunity focusing on identifying and supporting research projects with the potential for transformative impact within Medical Education and beyond on schedule to be launched in the 2024-2025 academic year.
- Discussions focused on research grant process alignment across the Medical Education portfolio are underway, including consideration of calls, adjudication processes, evaluation criteria and reporting expectations as well as development of a communications strategy to promote education research.





## Strategic Priority B: Inclusive and Supportive Environments and Community

### Strategic Initiative 1: Develop and refine integrated resources and programming to promote and support learner wellbeing across the continuum

- Development of Health and Wellbeing Guidelines for Temerty Medicine clinical learners nearing completion, with priority areas informed by drivers of learner health and wellbeing similar across diverse programs. A communication plan to socialize those Guidelines is under development, informed by feedback and input from programs and learners.
- ✓ / ● A number of supports and resources that are adaptable for specific programs and learning contexts have been launched or are under development. These supports and resources including a Leading for Wellness Community of Practice; toolkits focused on wellness leadership, fostering inclusive physical spaces and inclusive social communities, fatigue risk management, psychological first aid and mental health literacy; and an interactive workshop and toolkit focused on supporting accommodations.

### Strategic Initiative 2: Develop and implement a harmonized approach to preventing and addressing learner mistreatment across the continuum and at all clinical sites

- ✓ A [single learner mistreatment guideline applicable to all Temerty Medicine clinical learners](#) was implemented over the 2023-24 academic year
- The Temerty Medicine [Learner Experience Unit](#) electronic case management system (data repository) has been updated to enable more granular analysis of mistreatment disclosures and reports, including more nuanced consideration of incidents of discrimination and discriminatory harassment. Consultations focused on determining on how to effectively and ethically collect, store, and potentially report this data in an aggregated and deidentified manner are underway.



- A “Conflict Management in the Learning Environment: Effective Conversations” module that provides a pathway for learners to pursue in resolving matters directly with peers is being piloted.
- ✓ [TAHSNe launched two resources](#) in 2023: a toolkit focused on Responding to Learner Mistreatment from Faculty, Staff, and Other Learners and guideline focused on Responding to Learner Mistreatment Arising from Patients, Families or Visitors.

### **Strategic Initiative 3: Develop and support equity-informed and supportive approaches to learner professional identity formation**

- ✓ A new Year 2 ethics seminar focused on professional values and responsibilities, bias, and building trust in the physician-patient relationship was offered for the first time in 2023-24.
- A number of MD Program curriculum revisions are in progress, with an anticipated launch date in the 2024-25 academic year, including changes to the professionalism orientation session to clarify professionalism expectations at the outset of medical school; updates to teaching and learning focused on the appropriate use of social media, including in relation to professionalism expectations; and an increased focus on the impact of value-laden language, including in note taking, in the Transition to Clerkship curriculum.
- Revisions to the MD Program professionalism assessment form and corresponding faculty development resources to help clarify and align professionalism expectations and assessment processes on schedule to be launched in 2024-2025.
- Collection of data regarding professionalism issues and problematic behaviours common across the learner continuum in progress, including consultation with the CPSO to identify professionalism issues and problematic behaviours common among practicing physicians.





## Strategic Priority C: Collaborative Teams and Integrated Operations

### Strategic Initiative 1: Establish, support and value opportunities for administrative staff talent development, recognition and engagement

- ✓ The [inaugural Medical Education Staff Newsletter](#) was published in November 2023, [Spring issue](#) in April 2024, with plans for three issues annually.
- ✓ The [inaugural Medical Education Staff Conference](#), held on February 22, 2024, brought together over 100 administrative staff from across the medical education portfolio for a full day of professional development activities, including a Medical Education orientation session as well as a keynote address that offered practical strategies for communicating with confidence.
- Transition of the ad hoc Staff Talent Development Working Group to a standing Advisory Committee on schedule for implementation in the 2024-2025 academic year.
- Development of an accredited professional communications certificate program on schedule to be launched in Fall 2024, with other learning opportunities tailored to the medical education context pending further discussion by the Advisory Committee.

### Strategic Initiative 2: Harness and enhance technology for increased effectiveness, including integrated and improved data management

- The Medical Education Information Technology Transformation (MEITT) Project, focused on replacing outdated legacy systems (MedSIS and POWER) and fragmented IT infrastructure, is well underway, including a Request for Proposal process that involves extensive system testing. Vendor decision and implementation planning on schedule to take place over the 2024-2025 academic year.
- ✓ Power Automate platform and Power BI used to generate and distribute Learning Assessment of Clinical Teaching (LACT) form reports to selected departments, with plans to expand to additional departments; initial efforts have demonstrated very high efficiency potential.



- Active investigation of available technology to analyze and leverage narrative data from assessments, evaluations and surveys is underway, with a focus on identifying potential tools for effective use in the medical education context.

### **Strategic Initiative 3: Enable and support a harmonized approach to program evaluation, including accreditation**

- ✓ The role and membership of the Data Management and Analytics Advisory Committee was revised in 2023-2024 to focus on providing strategic direction and leadership for the development and implementation of data management and analytics principles, guidelines and practices.
- ✓ A new Director, Program Evaluation, Medical Education role was created, effective April 2024, to lead the development of high quality, theory-based program evaluation principles, guidelines, processes, and practices relevant to education programs that comprise the Medical Education portfolio.
- Discussions underway regarding the most effective forums and processes to enable and support the development and implementation of program evaluation principles and guidelines, inclusive of accreditation.
- Discussions regarding the articulation of data governance guidelines are underway, including the establishment of two working groups: one focused on confidentiality, privacy and the use of learner and faculty data collected via learner management systems and the other focused on social identity data collected via surveys, with a particular focus on equity-deserving communities.

