



Report on MD Program Accreditation 2018

*“When we flourish together,
we flourish greater than if we were one.”*

*« Nous nous épanouissons bien
plus collectivement qu’individuellement. »*

– Dr. Melissa Maltez, uOttawa MD 2018

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Message from the Leadership Team

In the report provided to the medical school on October 16, 2018, CACMS/LCME rated 84 of the 93 elements within the 12 standards as “satisfactory”—the highest rating. Of the remaining nine elements, the accreditors rated six as “satisfactory with monitoring.” Thus, only three elements were rated as unsatisfactory. This is in contrast to our last accreditation, eight years ago, where four elements were deemed unsatisfactory (non-compliant). While the preliminary findings at the disappointing exit interview suggested a total of 19 elements cited as either unsatisfactory or satisfactory with monitoring, the final notification cites only nine elements. The Faculty has already begun to work on these remaining elements and the first follow-

up report, which will be due in August 2019. I invite you to read about the results and how the Faculty is addressing them below.

On behalf of the Faculty of Medicine, as well as Drs. Bragg, Forgie and Marshall, I would like to congratulate you all. Thank you for your hard work and support.

Bernard Jasmin, PhD
Dean, Faculty of Medicine

Background

Accreditation of the MD program is essential to the medical school, and fosters a climate of continuous improvement of the program. Maintenance of the quality of the program and preparations for the accreditation survey visit require the support and involvement of every component of the Faculty of Medicine. Students, faculty members, and staff were involved in the Independent Student Analysis, the Medical School Self-Study and the site visit.

Undergraduate medical programs in Canada leading to the MD degree are accredited through a partnership between the Committee on Accreditation of Canadian Medical Schools (CACMS) and the U.S.-based Liaison Committee on Medical Education (LCME). Every eight years MD programs must conduct a full survey of resources, learning environment, curriculum, faculty, and student services. This process includes an extensive database, a medical school self-study, an independently conducted student analysis, and a site visit by a team of external reviewers.

Purpose

Accreditation provides a mechanism to ensure that a given school meets certain prescribed standards in the provision of its program of medical education. The standards, outlined in Standards and Elements have been developed and accepted by medical educators, the Canadian Medical Association (CMA), the Association of Faculties of Medicine of Canada (AFMC), the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). The standards are applied to all medical schools in the United States and Canada.

Accreditation fosters an institutional reflection and evaluation of ongoing activities within the Faculty of Medicine. This process allows the institution to review its strengths and weaknesses and to suggest important recommendations to help it achieve its goals. This process can ultimately help the Faculty further define and revise its strategic plan, and shape its direction in the short and long-term.

The Medical School Self-Study

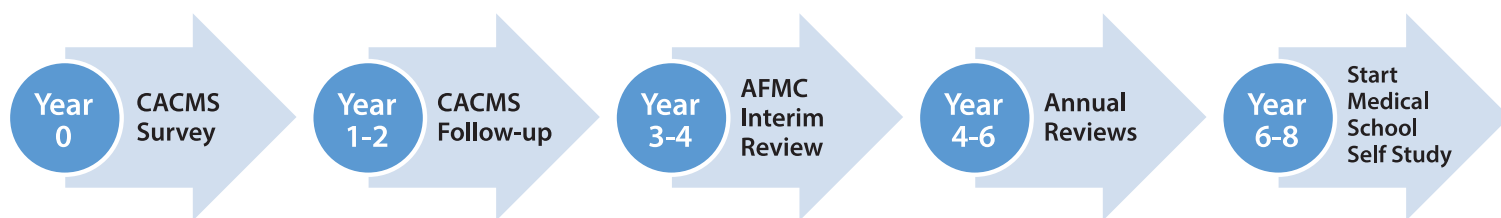
During the accreditation process, our medical school undertook a complete review of itself and assessed its compliance with each accreditation standard/element. This process allowed us to begin to address any areas of non-compliance well before the accreditation site visit. The process required the time and effort of the medical school's educational leadership, faculty members, students, administrative support staff and others associated with the medical school, its clinical affiliates, and its parent university.

The self-study task force was broadly representative of the constituencies of the medical school. It included medical school senior and administrative leaders (academic, fiscal, managerial), department chairs and heads of sections, junior and senior faculty members, medical students, medical school graduates, faculty members and/or administrators of the general university, representatives of clinical affiliates, and trustees (regents) of the medical school/university. Additionally, the task force included residents involved in medical student education, and community physicians.

Student Participation

MD students conducted an independent student analysis (ISA) of the medical school in parallel to the self-study as part of their accreditation preparations. This study was undertaken independently without influence or oversight from our medical school. The purpose of the ISA was to provide the valuable perspective of the medical students without the involvement of faculty in the determination of the findings. The faculty did however provide support for the distribution and data analysis of the survey. The survey team that reviewed our program also met with students selected from all class years, and toured educational facilities with assistance from student guides. The survey team included students' perspective taken from the ISA, from the AFMC Graduation Questionnaire, and from students it met on-site when making its determinations about the program's strengths, weaknesses, and opportunities for improvement.

Quality Improvement Cycle



Accreditation Decision

The CACMS and the LCME voted to continue accreditation for an indeterminate term and requested two status reports: one status report on element 5.1 for review in September 2019 and a status report on the remainder of elements rated as satisfactory with a need for monitoring and unsatisfactory, for review in September 2020.

Interpretation of the Findings

Overall, the Faculty is extremely pleased with the accreditation results. In particular, we are delighted with the many positive changes in the final findings compared to those initially identified in the exit report from the survey team on April 18. Of note, several of the perceived deficiencies were anticipated by the self-study sub-committees and Task Force, and we have already begun to work on these. For most of the findings, we will have almost two years to make revisions to satisfy the requirements of the elements. Below, is a summary of where we currently stand with regard to elements judged unsatisfactory and satisfactory with monitoring:

1.1 Strategic Planning and Continuous Quality Improvement

Satisfactory with a need for monitoring

The concerns with this element are related to the presence of an interim dean at the time of the visit. Dr. Bernard Jasmin has now been appointed as Dean, and it should be relatively easy to satisfy the expectations of the CACMS with respect to this element.

1.1.1 Social Accountability

Unsatisfactory

One of the elements related to Social Accountability is new, as it was added after the 2014 change in the format of the standards. A UGME Social Accountability Committee has been established, and is introducing measures to meet the requirements of this new element. A particular observation is that we need to identify the health needs of the populations we serve.

3.3 Diversity/Pipeline Programs and Partnerships

Satisfactory with a need for monitoring

Diversity among faculty and leaders has not reached levels required to satisfy the CACMS, and progress will have to be achieved before 2020.

5.1 Adequacy of Financial Resources

Satisfactory with a need for monitoring

At the time of the visit, there was considerable uncertainty related to budget reductions at our Faculty by the uOttawa administration, and this has led to the citation of another element. We will have to address this in a report to CACMS by August 2019. It appears that this is of particular concern to the CACMS, since our actions to satisfy the other issues will be the subject of a second update report in 2020.

5.2 Dean's Authority/Resources

Satisfactory with a need for monitoring

See response to element 1.1.

7.9 Interprofessional Collaborative Skills

Satisfactory with a need for monitoring

We have already begun activities that will improve our adherence to the requirements associated with this element.

10.2 Final Authority of Admission Committee

Unsatisfactory

A citation related to the authority of the Admissions Committee was related to a seldom, if ever, used procedure for review of difficult cases. A proposal to remove this procedure has already been passed by the Undergraduate Curriculum Committee (UCC).

11.2 Career Advising

Satisfactory with a need for monitoring

Questionnaires indicate that student satisfaction with career advising has been only moderate in the past, and the Faculty has adopted a revised process of career advising to address this. This is receiving favorable reception from students, but we will have to be able to demonstrate greater student satisfaction to the Accreditation Committee.

12.1 Financial Aid/Debt Management Counseling/Student Educational Debt

Unsatisfactory

Our students continue to report higher levels of debt at graduation than the national average. This is not surprising, since Ontario levels of tuition are higher than in most other provinces, particularly Quebec. Our recent introduction of a new financial aid and debt management curriculum will hopefully assist our students with consideration of, and dealing with, finances and debt.

Moving Forward

To address the elements rated as satisfactory with a need for monitoring and unsatisfactory noted above, CACMS/LCME requested that the school submit two status reports:

- A status report on element 5.1 to be submitted by August 1, 2019 to be considered at the September/October 2019 meetings of the CACMS and LCME; and
- A second status report on elements 1.1, 1.1.1, 3.3, 5.2, 7.9, 10.2, 11.2, 12.1 to be submitted by August 1, 2020 to be considered at the September/October 2020 meetings of the CACMS and LCME.

Thank You

Our deepest thank you and most sincere gratitude goes out to more than 100 faculty members, students, and staff who worked tirelessly on the accreditation process. Our success would not have been possible without your extraordinary efforts. Thank you to our Self-Study Task Force, Independent Student Analysis Task Force, and Sub-committees who identified specific policies/practices that were improved prior to submission of our documents to CACMS, and others for which changes are currently underway, including some identified by the CACMS.

More specifically, thank you to:

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