



Undergraduate Medical Education Committee Annual Report: 2018 - 2019

Date: August 19, 2019

Submitted by: Dr. Cheryl Homes, Associate Dean Undergraduate Medical Education

Current terms of reference:

<https://mednet.med.ubc.ca/AboutUs/AdminAndGoverningBodies/Committees/Pages/Undergraduate-Medical-Education-Committee.aspx>

Highlights from the Past Year

During the 2018 – 2019 academic year the UGMEC approved 13 policies, 8 Terms of References, oversaw the creation of 6 working groups, and the implementation of 4 quality improvement action plans, and 3 new pilots projects to improve the MD student experience.

The UGMEC works to ensure that its members are informed of standards and challenges in the MD Program, and the medical profession overall, and has welcomed guest presenters from with the Faculty of Medicine, the University of British Columbia, and the College of Physicians and Surgeons of BC to provide updates and information to UGMEC members on a variety of topics; including privacy and security, Health Monitoring at CPSBC, MD student awards, program evaluation reports, exam results reporting, representation of vulnerable populations within the curriculum, processes to address concerns about the learning environment, and the Fraser expansion initiative.

The UGMEC agenda also includes a dedicated time block for student members to bring forward their questions, comments, and concerns for consideration by the overall UGMEC membership.

UGMEC Outcomes Log 2018 – 2019 available on request or at this link:

<https://committees.mednet.med.ubc.ca/working/mdup/ugmec>

Status of Last Year's Goals

1. Report on the effectiveness of the UGME Committee in meeting its mandate as outlined in the Responsibilities of the [Terms of Reference](#).
 - Created an outcomes log to review work completed by the UGMEC
 - Provided a detailed chart of strategies and examples for each of responsibilities of the UGME Committee to the membership and the Limited Site Survey accreditation team.
2. Support improvements in student services (Academic Advising, Career Guidance, Well-being, Elective Guidance) [CACMS Elements 11.2, 11.2, 12.3].
 - Associate Dean Undergraduate Medical Education and Associate Student Affairs collaborate to create a Student Services Work Plan, which was approved by UGMEC on February 11, 2019. The plan is being implemented for the 2019 – 2020 academic year, and a number of initiatives have been completed or are underway.
3. Monitor and improve student experiences including optimizing the learning environment,



addressing student mistreatment, and adhering to time spent in educational and clinical activities policies [CACMS Element 8.8].

- The UGME Learning Environment Advisory Council presented its Annual Report in June, outlining the activities and initiatives undertaken to June 30, 2019.
 - LEAC contributed to the new Process to Address Complaints of Mistreatment of Learners or Concerns about the Learning Environment Including Appendix A: UGME Learning Environment Process Map – Process to address complaints of mistreatment in UGME was passed at UGME Committee in September 2018 and Full Faculty in November, 2018. This process has become the template for PGME and the Health Professions.
 - LEAC reviewed the MD Program Learning Environment Survey Findings for 2018 and made recommendations to the UGME Committee for improvement of the learning environment.
 - The Recommendations Implementation Subcommittee (of the 2013 Dean’s Task Force on Mistreatment in the Faculty of Medicine) recommendations were reviewed in detail and outstanding UGME recommendations were addressed.
 - Over 118 anonymous reports of mistreatment and learning environment concerns were fully addressed and reported back to the UGME Committee and the Student body.
4. Successfully deliver MEDD 448 (Transition into Postgraduate Practice) [CACMS Element 8.3].
 - The MEDD 448 (2019) Evaluation Report has been received by TiPP Leadership and recommendations are being addressed before the 2020 delivery of the course.
 5. Develop and approve a plan for the review and improvement of the curriculum as a whole [CACMS Element 8.3].
 - The Curriculum Review Working Group has been formed and will start meeting in the fall of 2019.
 6. Develop a plan to monitor and improve the quality of teaching in the UGME program, including feedback to faculty [CACMS Element 4.4].
 - 4,300 clinical and adjunct faculty taught in UGME , 36,252 Assessment of Teacher forms were completed by students, 3,641 teachers received at least one assessment in One45, 3,248 teachers with more than five assessments received an Individual Assessment Report(s) (some received more than one Individual Assessment Report), 306 Low Performance Flags were collected and acted on (<1% of 36,252), according to Policy 22, Assessment of Teachers by Learner.
 - Improving feedback to teachers was addressed at the UGME Annual Retreat (2019) in a session “The Challenging Conversation – a Place for the Coach Approach”. Faculty Development is planning a program of coaching and feedback for education leaders in 2019-20.
 7. Report on and develop an implementation plan for the recommendations for faculty and staff engagement arising from the UGME June Retreat 2018 [UBC Strategic Plan [Organization Pillar](#) Objectives 1,5; and [Education Pillar](#) Objective 5].
 - Collective responses to 4 key themes were identified and disseminated by several presentations: engagement, support, communication and recognition.
 8. Support improvements to Student Assessment Operations Report [CACMS Elements 9.4, 9.7, 9.8].



- The operational aspects of the SAOR has been delegated to the 4 Administrative Directors who have been meeting with the Program and Assessment Managers to analyze workflows and make recommendations for changes to ensure efficient operations. In addition, they have supported the addition of an assessment operations staff position. This work will continue in the coming academic year and they will present any strategic recommendations for implementation to UGME Committee.

Goals for the Coming Year

Goals:

1. **Review and revise the UGME Program Mission and Goals** to address the following:
 - a. Incorporation of the new CaCMS Accreditation Standard 1.1.1 Social Accountability¹
 - b. Aligning the vision of UGME with the FoM Strategic Plan Education Pillar
 - c. To empower and inspire our faculty, students and staff to prepare the next generation of physicians to find joy and meaning in the privileged work of providing patient-centered care
2. **Address any outstanding concerns raised by Accreditation**, ensuring that the recent initiatives for the Limited Site Survey are monitored and sustainable. Accreditation elements to be monitored:
 - a. Diversity/pipeline programs and partnerships [3.3] – gender and visible minorities
 - b. Student mistreatment [3.6] – follow-up on 6 LEAC goals for the year.
 - c. Feedback to Faculty [4.4] – 25% of faculty did not receive feedback on their academic performance
 - d. Curricular design, review, revision/content monitoring [8.3] – evaluation of the curriculum as a whole.
 - e. Assessment system [9.4] – direct observation performing and history and physical exam in all required clinical experiences of 4 weeks or longer.
 - f. Fair and timely summative assessment [9.8] – End of Rotation completion within 6 weeks.
 - g. Career advising [11.2] – enhancement of career advising and comparability across sites.
 - h. Personal counseling/well-being programs [12.3] – effectiveness needs to be monitored with student satisfaction data.
3. **Identify opportunities to collaborate with Education Pillar Objective 4:** *Transform the clinical placement model and experience to support practical team-based and lifelong learning that addresses capacity issues for undergraduate clinical education and exposes students to team-based care and life-long learning.*
4. **Review the recommendations and develop an implementation plan for the findings of the Curriculum Review Working Group.** The purpose of the UGME Curriculum Review Working Group is to

¹ * Accreditation standard 1.1.1 Social Accountability: A medical school is committed to address the priority health concerns of the populations it has a responsibility to serve. The medical school's social accountability is: a) articulated in its mission statement; b) fulfilled in its educational program through admissions, curricular content, and types and locations of educational experiences; c) evidenced by specific outcome measures.)

Conduct a formal review of the Mission and Goals of the UGME Program, the UGME Program Exit Competencies and the UGME curriculum as a whole and report back to UGME Committee.

Meetings Held

Undergraduate Medical Education Committee meetings from June 2018 – July 2019

July 16, 2018

August 20, 2018

September 17, 2018

October 15, 2018

November 19, 2018

December 10, 2018

January 21, 2019

February 11, 2019

March 18, 2019

April 8, 2019

May 13, 2019

June 17, 2019

Membership

Voting Members	
Ex-Officio	
1.	Dr. Cheryl Holmes, <i>Associate Dean UGME (Chair)</i>
2.	Dr. Roger Wong, <i>Executive Associate Dean, Education</i>
3.	Dr. Allan Jones, <i>Regional Associate Dean, Interior</i>
4.	Dr. Amil Shah, <i>Regional Associate Dean, Vancouver Fraser</i>
5.	Dr. Bruce Wright, <i>Regional Associate Dean, Vancouver Island</i>
6.	Dr. Paul Winwood, <i>Regional Associate Dean, Northern BC</i>
7.	Dr. Dean Jones, <i>Associate Dean, Fraser</i>
8.	Dr. Janette McMillan, <i>Associate Dean, Student Affairs</i>
9.	Dr. Shahin Shirzad, <i>Assistant Dean, Admissions</i>
10.	Dr. Kiran Veerapen, <i>Director, Assessment & Assistant Dean, Faculty Development</i>
11.	Dr. Adrian Yee, <i>Director, Curriculum</i>
12.	Dr. Barry Mason, <i>Director, Year 1&2 Curriculum</i>
13.	Dr. Cary Cuncic, <i>Director, Year 3&4 Curriculum</i>
14.	Ms. Jennifer Golinski, <i>Senior Director, Education Programs & Services</i>
15.	Dr. Mike Nimmo, <i>Chair, Student Promotion and Review Board</i>
Elected: Department Heads	
16.	Dr. Andrea Townson, <i>Interim Co-Head, Dept of Medicine</i>
17.	Dr. Bassam Masri, <i>Head, Dept of Orthopaedics</i>
18.	Dr. Christie Newton, <i>Interim Co-Head, Dept of Family Practice</i>
19.	Dr. Edwin Moore, <i>Head, Dept of Cellular and Physiological Sciences</i>
Elected: Faculty Representatives	
20.	Dr. Alice Mui, <i>Basic Science Representative</i>
21.	Dr. Richard Cohen, <i>Clinical Faculty representative</i>
Appointed: Clinical Faculty representatives from each site	
22.	Dr. Marjorie Docherty, <i>SMP Clinical Representative</i>



23.	Dr. Kathleen O'Malley, <i>NMP Clinical Representative</i>
Elected: Clinical Faculty representatives from each site	
24.	Dr. Jane Gardiner, <i>VFMP Clinical Representative</i>
25.	Dr. Ian Thompson, <i>IMP Clinical Representative</i>
MD Undergraduate Students (each year and site representation)	
26.	Ms. Serenity Aberdour, <i>Year 4, IMP 2019</i>
27.	Ms. Sarah MacVicar, <i>Year 3, NMP 2020</i>
28.	Mr. Alec Yu, <i>Year 2, VFMP 2021</i>
29.	Mr. Richard Xiang, <i>Year 1, SMP, 2022</i>
Non-Voting Member(s)	
1.	Mr. Derek Wilson, <i>Director, Evaluation Studies Unit</i>
2.	Mr. Gary Rosborough, <i>Senior Manager, Education Technology</i>
3.	Mr. John Liu, <i>MUS President</i>
4.	Dr. Sharon Salloum, <i>Faculty Lead Accreditation</i>
5.	Ms. Vanessa Kitchin, <i>Library Subcommittee Chair</i>
6.	Ms. Twylla Hamelin, Ms. Donna Rota, Ms. Lisa Wyness, Ms. Waheeda Esmail, <i>Administrative Directors, rotating position</i>
Corresponding Members/Guests	
7.	Dr. Clarissa Wallace, <i>Assistant Dean, VFMP</i>
8.	Dr. Laura Farrell, <i>Assistant Dean, IMP</i>
9.	Dr. Sarah Gray, <i>Assistant Dean, NMP</i>
10.	Ms. Lua Lynch, <i>Senior Project Manager, Education Planning Coordination Unit</i>

Approval

This Annual Report has been approved by the Faculty Executive Committee (FEX) on September 17, 2019, and endorsed by the Undergraduate Medical Education Committee (UGMEC) on August 19, 2019.