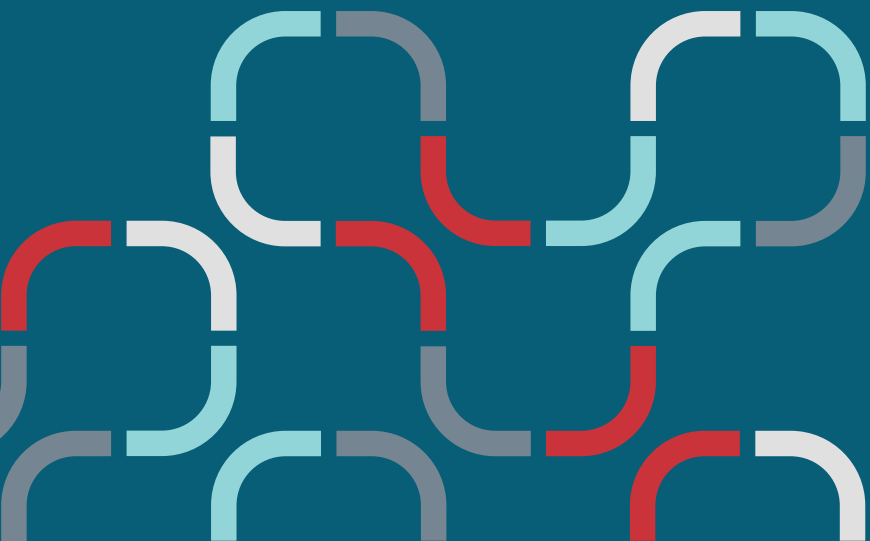




# 20 PRIORITY RECOMMENDATIONS TO RETHINK THE FINAL YEAR OF MEDICAL SCHOOL

The final year of medical school has been recognized as having unique importance in the education continuum of medical students. It serves as a capstone to three or four years of undergraduate medical education, while encompassing actions to facilitate the transition to residency training.



- SPRING 2022:**

The AFMC Senior Education Deans Network convened a group of interested parties at the CCME in Calgary, Alberta to discuss and exchange viewpoints on this matter. The group identified several challenges across seven thematic areas: electives, the match process, transition to residency, generalism, student health and wellbeing, patient/societal needs, and a need for complete and robust data. These perspectives were compiled in a Consultation Report.
- OCTOBER 2022:**

The AFMC Standing Committee on Education and the AFMC Board of Directors reviewed the Consultation Report. Recognizing its importance and the need for action, the Board struck the Final Year Task Force, comprising of 17 leaders in medical education, to make specific recommendations for each of the seven thematic areas.
- 2023-2024:**

The Final Year Task Force consulted academic sources and a diverse array of interested parties and proposed 47 recommendations, which were compiled into a Draft Recommendations Summary Report. External health education researchers from the University of Western Ontario were engaged to support the Final Year Task Force in reviewing and systematically prioritizing these recommendations.
- APRIL 2024:**

Key interested parties were invited to discuss and prioritize these recommendations at the ICAM conference in Vancouver B.C. Twenty recommendations were prioritized and were compiled into a Final Report
- OCTOBER 2024:**

The AFMC Board of Directors approved the Final Report and the accompanying twenty priority recommendations.
- 2025:**

The Final Year Task Force will be sunset, and a new Working Group will be convened to create an implementation framework for the priority recommendations.

# RETHINKING THE FINAL YEAR OF MEDICAL SCHOOL: 20 PRIORITY RECOMMENDATIONS



## ELECTIVES

- 1 Standardize the objectives, duration (imposed ceiling), and assessment for all electives.
- 2 Revise the content and objectives to focus on consolidation and/or integration of previously learned competencies while complementing principles of the final year of medical school (e.g. experiential, transitional and structured learning).
- 3 Improve accessibility to electives by creating equity for learners who are experiencing barriers and transparency in elective opportunities.



## THE MATCH

- 4 Streamline the document requirements of the residency match.
- 5 Reassess (to reduce) eligibility requirements that are specific to a residency program (e.g. demonstrated elective experience in the discipline).
- 6 Improve resident selection transparency by explicitly indicating the weighting associated with each selection criterion.
- 7 Provide support and feedback to learners on match application requirements.



## TRANSITION

- 8 Formalize the link between the end of medical school and first year of residency via a standardized learner handover process.
- 9 Define a transition to residency curriculum that can be implemented nationally and supports a generalist approach to acquiring competences fundamental to all residency programs.



## GENERALISM

- 10 Clearly define generalism & adopt definition across the UGME curriculum to support a generalist philosophy & inform advocacy efforts.
- 11 Normalize generalism as a set of competencies all students require upon completing UGME, and engage generalists across UGME.



## PT/SOC NEEDS

- 12 Design learning experiences within the final year that consolidate the non-medical expert CanMEDS roles and emphasize compassion.
- 13 Provide guidance for learners to uncover and/or understand the needs of their community as future healthcare practitioners.



## WELLBEING

- 14 Create a robust national resident transfer system.
- 15 Ensure there is an adequate amount of time between graduation and the start of residency to facilitate this major transition.



## EDIA-AR

- 16 Enhance data collection on diversity while ensuring data on diversity is not used against an applicant during resident selection.
- 17 Ensure learners can report discrimination and racism in a safe way.
- 18 Develop support services for the equity-deserving learner groups.
- 19 Assess the inclusivity of the residency match process and make improvements as needed.
- 20 Support resident selection committees to have knowledge of Best Practices in Application & Selection, including anti-bias training.