

**Canadian Federation of Medical Students**  
Education Committee | Accreditation Portfolio  
*Independent Student Analysis Data Tables Template*

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## APPENDIX DETAILS & INSTRUCTIONS

### *Introduction*

CFMS has attempted to simplify the process of submitting an ISA for you. Please know that none of what we have proposed here is mandatory as our mandate is to support students. Contact the VP Education and/or the CFMS secretariat if you have questions about what you see here.

### *Data Organization*

The data tables were created based off the samples provided in the Guide to the ISA (herein “the Guide”) and the requirements of the Data Collection Instrument (herein “the DCI”). While these data are organized according to the sections provided within the Guide, the specific accreditation standard/element referenced by each data table is in italics; this is primarily to facilitate completion of the DCI by the faculty accreditation lead.

### *Writing within the ISA*

The data tables are expected to be included in the appendix of your ISA following your aggregated quantitative data. To write the body of the report, you should reference information within these data tables to support your statements, whether that be in simple numerical form or by a primary (e.g. pie chart, bar chart, etc.).

### *Filling out the Data Tables*

As specified in the table column headers, please aggregate your data when responding “Very dissatisfied” or “Dissatisfied”) but ensure the responses by year remain separate (e.g. “93%” for Year 1, “82%” for Year 2, etc.). Fields blacked out indicate no response is required. **Please note that the format was created according to the table requirements in the Guide. It very rarely it may not match the instructions in the Guide.**

### *Additional Survey Questions*

Any additional questions you have added to your survey (beyond the required questions listed in the Guide) should have accompanied data consistent with the provided format. Please note that any additional questions included must fit within the scope of a specific accreditation standard and/or element, as specified in the CACMS Standards and Elements document.

### *Narrative Responses*

In your distributed survey, you will have collected qualitative data on student opinions and experiences. While individual student comments should not necessarily be included *en masse* within your ISA report, comments representative of the general student body opinion can be included throughout your report to support a critical point of conclusion.

The narrative component of the ISA is its most crucial component. The Toolkit the CFMS has created will be useful in helping you to fulfill your obligations of the CACMS Guide and the DCI. The narrative component offers your opportunity to make rich commentary of the aspect of your school's areas of strength and to advocate for improvement in other areas.

## GLOSSARY

Y1 = Medical Cohort in Year 1; Y2 = Medical Cohort in Year 2  
Y3 = Medical Cohort in Year 3; Y4 = Medical Cohort in Year 4

**ENT-FACULTY-ADMINISTRATION RELATIONSHIPS**

*reported under element 2.4*

**Student Affairs/Student Support Services team**

ability  
 responsiveness to student concerns  
 engages students on key medical school committees and working groups

**the Associate Dean Educational Program/Medical Education**

ability  
 responsiveness to student concerns  
 engages students on key medical school committees and working groups

Questions	Very dissatisfied or Dissatisfied (%)				Satisfied or Very satisfied (%)				Did not use, Don't know, Unsure			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
<b>Student Affairs/Student Support</b>												
ability												
responsiveness to student concerns												
engages students on key medical school committees and working groups												
<b>the Associate Dean Educational Medical Education</b>												
ability												
responsiveness to student concerns												
engages students on key medical school committees and working groups												

**LEARNING ENVIRONMENT**

*Reported under element 3.6*

aware that my school has policies regarding the mistreatment of medical students

how to report mistreatment

personally experienced mistreatment

Questions	Yes (%)				No (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
familiar with the medical school's student mistreatment								
know how to report mistreatment								
personally experienced mistreatment								

*Reported under element 3.5*

medical school (and its clinical affiliates for students in years 3 and 4) fosters a learning environment in which all individuals are treated with respect

medical school (and its clinical affiliates for students in years 3 and 4) fosters a learning environment conducive to learning and to the professional development of medical students

Question	Very dissatisfied or dissatisfied (%)				Satisfied or Very satisfied (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
medical school fosters a learning environment in which all individuals are treated with respect								
medical school and its clinical affiliates foster a learning environment in which all individuals are treated with respect								
medical school fosters a learning environment conducive to learning and to the professional development of medical students								
medical school and its clinical affiliates foster a learning environment conducive to learning and to the professional development of medical students								

**ILITIES**

*Reported under element 5.4*

- uacy of lecture halls and large group classroom facilities
- uacy of small group teaching spaces on campus
- uacy of space used for clinical skills teaching

*orted under element 5.5*

- uacy of space in ambulatory care clinics (for students in years 3 and 4)

*orted under element 5.6*

- uacy of education/teaching space at clinical facilities used for required learning experiences (for students in years 3 and 4)

*orted under element 5.7*

- uacy of safety and security at instructional sites

*reported under element 5.11*

- ability of relaxation space at the medical school campus
- uacy of student study space at the medical school campus
- ss to secure storage space at the medical school campus
- ss to secure storage space at clinical teaching sites used for required learning experiences
- uacy of call rooms at clinical sites used for required clinical learning experiences

Questions	Very dissatisfied or Dissatisfied (%)				Satisfied or Very satisfied (%)				No opinion, Did not use, Don't know, Unsure (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
uacy of lecture halls and large group facilities												
uacy of small group teaching spaces												
uacy of space used for clinical skills												
uacy of space in ambulatory care												
uacy of education/teaching space at ilities used for required learning s												
uacy of safety and security at al sites												

availability of relaxation space at the school campus													
availability of student study space at the school campus													
plans to secure storage space at the school campus													
plans to secure storage space at clinical sites used for required learning experiences													
availability of call rooms at clinical sites required clinical learning experiences													



**MENT SERVICES**

*Reported under element 12.4*  
 ability of student health services  
 ability of mental health services

*Reported under element 12.3*  
 ability of personal counseling  
 identity of personal counseling  
 ability of programs to support student well-being

*Reported under element 11.2*  
 uacy of career advising  
 identity of career advising  
 ance when choosing electives

*Reported under element 12.1*  
 icial aid services and counseling  
 management counseling

*orted under element 11.1*  
 uacy of academic advising/counseling

*Reported under element 12.8*  
 uacy of education about prevention of and exposure to infectious diseases (e.g. needle-stick procedures)  
 w what to do if I am exposed to an infectious or environmental hazard

Questions	Very dissatisfied or Dissatisfied (%)				Satisfied or Very satisfied (%)				No opinion, Did not use, Don't know, Unsure			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
ability of student health services												
ability of mental health services												
ability of personal counseling												
identity of personal counseling												
ability of programs to support well-being												
uacy of career advising												
identity of career advising												
ance when choosing electives												



ial aid services and counseling													
management counseling													
acy of academic ounseling													
acy of education about prevention osure to infectious diseases (e.g. k procedures)													

Questions	Yes (%)				No (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
what to do if I am exposed to an or environmental hazard								

**CLINICAL EDUCATION PROGRAM**

Reported under element 11.6  
 Access to student academic records

Reported under element 8.4 - for students in year 3 and 4 only  
 Effectiveness of the first and second year as preparation for clinical learning involving patient care

Reported under element 8.8  
 Time spent in educational activities in pre-clerkship  
 Time spent in educational activities and patient care activities for students in clerkship

Reported under element 7.6  
 Quality of education in caring for patients from different backgrounds (for students of all levels)

Questions	Very dissatisfied or Dissatisfied (%)				Neither dissatisfied nor satisfied (%)				Satisfied or Very satisfied (%)				Did not use (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
Access to student academic records																
Effectiveness of the first and second year as preparation for clinical learning involving patient care																
Time spent in educational activities in pre-clerkship																
Time spent in educational activities and patient care activities for students in clerkship																
Quality of education in caring for patients from different backgrounds																

Reported under element 9.4  
 Whether a faculty member or a resident observed me at some point during the time I was taking a patient's history in each of the following required clinical specialties:

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Obstetrics-Gynecology
- Pediatrics
- Psychiatry
- Surgery

ultly member or a resident observed me at some point during the time I was performing a physical examination (for psychiatry- a mental status ion) in each of the following required clinical learning experiences:

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Obstetrics-Gynecology
- Pediatrics
- Psychiatry
- Surgery

Questions	Yes (%)				No (%)				Have not done yet (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
lty member or a resident observed e point during the time I was taking history in each of the following inical learning experiences:												
y Medicine												
edicine												
edicine												
-Gynecology												
lty member or a resident observed e point during the time I was g a physical examination (for - a mental status examination) in y following required clinical periences:												
y Medicine												
edicine												
edicine												
-Gynecology												

Reported under element 9.7

Amount and quality of formative feedback in the first and second years

Amount and quality of formative feedback in the third and fourth years

Questions	Very dissatisfied or Dissatisfied (%)				Satisfied or Very satisfied (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
Amount and quality of formative feedback in the first and second clerkship years								
Amount and quality of formative feedback in the third and fourth clerkship years								

Reported under element 9.7

Received mid-point feedback in each of the following required clinical learning experiences:

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Obstetrics-Gynecology
- Pediatrics
- Psychiatry
- Surgery

Reported under element 5.5

Had sufficient access to the variety of patients and procedures in each of the following required clinical experiences to complete my encounter log

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Obstetrics-Gynecology
- Pediatrics
- Psychiatry
- Surgery

Questions	Yes (%)				No (%)				Have not done yet (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
Received mid-point feedback in each of the following required clinical learning experiences:												

Primary Medicine									
Medicine									
Medicine									
Obstetrics-Gynecology									
Sufficient access to the variety of procedures in each of the required clinical experiences to be documented in the clinical log									
Primary Medicine									
Medicine									
Medicine									
Obstetrics-Gynecology									

*Reported under element 6.4.1*

curriculum provided broad exposure to and experience in generalist care  
 curriculum provided broad exposure to and experience in comprehensive family medicine  
 clinical learning experiences (required and elective combined) took place in more than one setting ranging from small rural or underserved community care health centers

*Reported under element 9.10*

How often that my medical school requires me to report situations in which my personal health poses a risk of harm to patients.

Questions	Yes (%)				No (%)			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
Curriculum provided broad exposure to and experience in generalist care								
Curriculum provided broad exposure to and experience in comprehensive family medicine								
Clinical learning experiences (required and elective combined) took place in more than one setting ranging from small rural or underserved community care health centers								

re combined) took place in more etting ranging from small rural or d communities to tertiary care res								
that my medical school requires rt situations in which my personal es a risk of harm to patients.								

**Opportunities for Research and other Scholarly Activities, and Service-Learning**

*Reported under element 6.6*

Have you participated in a service-learning activity when I was a student in the MD program:

- Yes
- No, I plan to participate later
- No, I am/was not interested
- No, opportunity was not available
- No, other reason

*Reported under element 3.2*

Have you participated in research or other scholarly activities with a faculty member when I was a student in the MD program:

- Yes
- No, I plan to participate later
- No, I am/was not interested
- No, opportunity was not available
- No, other reason

	58. "I have participated in a service-learning activity when I was a student in the MD program"				59. "I have participated in research or other scholarly activities with a faculty member when I was a student in the MD program"			
	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
to participate later								
was not interested								
opportunity was not available								
other reason								