

Statement on the general responsibilities of UME teachers

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The Undergraduate Medical Education program and its students benefit tremendously from the many teachers who contribute to its courses in a variety of capacities. This Statement seeks to articulate the general expectations placed upon teachers to ensure an optimal teaching and learning experience.

GENERAL PREPARATION

Teachers are expected to prepare for their duties in UME by reviewing all materials (including course content, course and program objectives, relevant policies, etc.) that they are sent or directed to read by the course director or the course director's delegate.

KNOWLEDGE OF THE CURRICULAR CONTEXT

All teachers, but especially those who create course content, are expected to familiarize themselves with the curricular context in which their teaching is situated. To do so, teachers have access to two key tools:

1. For in-course content, teachers should access the course website on the University of Toronto portal, at <http://portal.utoronto.ca>.*
2. For program-wide content relevant to the subject of their teaching, teachers should access the online Curriculum Map (CMAP) at <http://cmap.med.utoronto.ca>.* The Curriculum Map can be searched by a variety of parameters including keyword, Medical Council of Canada Presentation, UME objective, etc.

**Note:* To access both of these sites, teachers must be “enrolled” by providing their UTORID (University of Toronto unique identifier) to the course administrative staff. All faculty members and learners (e.g. residents) at the University of Toronto are entitled to have a UTORID; for clarity, this is the same username that is used to log onto University of Toronto e-mail. Teachers who do not have a UTORID should contact their departmental business officer or the course administrative staff for direction on how to proceed. Arrangements for guest accounts can also be made for instructors who do not hold an appointment at the University.

DEVELOPMENT OF COURSE CONTENT

Teachers who are responsible for creating content (e.g. lecture notes, examination questions, etc.) are required to submit their slides or other materials in electronic format to the course director and/or course administrative staff (as requested) no fewer than ten working days before the scheduled date of the session (or the first date, if the session is to be offered on multiple occasions); course directors may impose an earlier deadline as they deem appropriate. The ten-day deadline is enforced to ensure that there is adequate time to arrange for videoconferencing, printing, and online posting of the materials. Failure to meet this deadline may seriously impact the successful delivery of the teaching session.

APPROPRIATE SUPERVISION AND ROLE-MODELLING

Teachers of all types in UME do not merely transmit knowledge to students. Rather, and equally importantly, they also guide students on their path towards professional practice. It is therefore essential for teachers to recognize the responsibilities incumbent upon them as supervisors and role models in all settings and educational situations. For clinical faculty, many of these responsibilities are set out in the Faculty of Medicine's *Standards of Professional Behaviour for Medical Clinical Faculty* and in the College of Physicians and Surgeons of Ontario's *Professional Responsibilities in Undergraduate Medical Education*, among other guiding documents.

STUDENT ASSESSMENT

The UME program places great value on providing students with reliable and valid assessments for purposes of both feedback to the student and decisions about whether students have achieved competency. UME teachers play a critical role in these assessment activities. For clarity, these activities include:

- completing evaluation forms or daily encounter cards,
- marking written assignments or oral reports,
- marking examination papers or portions thereof,
- providing formal mid-rotation feedback (including review of students' logging reports),
- participating in OSCEs or other clinical examinations, and
- any other such activities.

In some circumstances, ad hoc assessments may also be requested by the course director, for instance, in cases of concern about a student.

All teachers who are assigned assessment responsibilities are expected to discharge these duties promptly, conscientiously, and in the format requested. UME policy requires that all assessment outcomes be shared with students within a maximum of four weeks¹, but a much shorter timeframe is generally expected. Course directors may impose an earlier deadline depending on the nature of the assessment or other factors.

RECORDING STUDENT ABSENCES

Teachers who lead sessions that have been deemed mandatory by the program or the course must maintain a complete record of student absences, and submit this record to the course director at the conclusion of the course or block of teaching.²

TIMELY COMMUNICATION REGARDING CONCERNS ABOUT STUDENTS OR OTHER ISSUES

Individual teachers, particularly those involved in one-on-one or small-group educational activities, are generally best placed to identify concerns about student performance and conduct; they are also well-placed to evaluate other aspects of the educational experience, such as the appropriateness of the content or delivery method, the learning environment, etc. Consequently, timely communication from teachers to course directors or site directors is essential to the delivery of the UME curriculum when concerns of any kind arise.

¹ See *Standards for timely completion of student assessment and release of marks*.

² See the *Regulations for student attendance and guidelines for approved absences from mandatory activities in UME*.