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Note: The results presented in these data tables are based on the responses of a self-selecting sample from a census of MD students eligible to graduate from a Canadian faculty of medicine as of January 2017. These responses should not be extrapolated to the entire medical student population. Comparisons to the Association of American Medical Colleges’ (AAMC) Canadian Graduation Questionnaire (CGQ) data from previous years cannot be made due to changes in the content of the questionnaire, as well as the method of administration. Percentages may not add to 100 due to rounding. For more information, please refer to the Association of Faculties of Medicine (AFMC) Graduation Questionnaire (GQ) Methodological Notes, available at www.afmc.ca.
Introduction

The AFMC is proud to present the 2017 AFMC Graduation Questionnaire (AFMC GQ) National Report. The AFMC GQ is the result of the collaborative effort of medical educators, representatives from Canadian faculties of medicine, delegates of the Committee on Accreditation of Canadian Medical Schools (CACMS), students, and residents, supported by AFMC staff.

Together, these groups worked closely to create the 2017 questionnaire. Based on feedback received about previous editions of the questionnaire, the 2017 AFMC GQ was significantly shortened; only the questions required for faculties to successfully complete the accreditation process were retained. With input from our colleagues at faculties of medicine in Quebec, the French version of the questionnaire was revised to better reflect the medical education context of our Francophone schools.

As the AFMC GQ continues to evolve, comparisons to the 2015 and 2016 AFMC GQ results are not always possible. Comparisons to earlier results from the Association of American Medical Colleges’ (AAMC) Canadian Graduation Questionnaire (CGQ) are not made.

Data Collection and Reporting

The target population for the 2017 AFMC GQ was the 2,845 students who were registered in active studies and, as of January 2017, eligible for graduation from their MD program at a Canadian faculty of medicine.

The 2017 AFMC GQ was available in English and French between February 6, 2017 and May 31, 2017. Eligible students were e-mailed a unique, private link to gain access to the online survey. This customized URL was automatically generated by the online survey platform. Neither the AFMC nor the schools are able to link a student to their URL. In this way, participants were ensured anonymity.
A questionnaire was considered completed if a respondent consented to the terms of the questionnaire and submitted the questionnaire. We received 1,919 completed questionnaires, for a response rate of 67.5%.

To uphold rigorous standards of participant anonymity and the confidentiality of responses, only aggregate data are reported by AFMC. The AFMC produces a publicly available national report, combining data from all schools. Each faculty is also provided with a report that aggregates responses at the faculty and, if applicable, campus levels. These reports are not publicly disseminated by AFMC. No report is issued if there are fewer than 10 respondents for that reporting level (e.g., if a campus has fewer than 10 respondents).

Responses to questions about finances or research experience could, on their own, reveal information about the identity of a respondent. For this reason, no results are reported when fewer than 5 respondents selected a response option for these questions.

Individual-level data (microdata) will not be made publicly available by the AFMC.

Interpretation of Results

Results obtained are not based on a random sample and respondents were self-selecting. For this reason, extreme caution must be applied when performing comparisons or drawing conclusions based on this non-random sample.

The results presented in this report are representative of the students who responded to the 2017 AFMC GQ and should not be used to extrapolate information on the total student population.

When appropriate, standard deviations of the results are presented. This statistic is useful to assess the distribution of the answers to a question. The standard deviations in this report are not meant to be used to build confidence intervals or infer statistical significance.

For more information on the 2017 AFMC Graduation Questionnaire please send inquiries to gq@afmc.ca. For more detailed methodological notes, please visit www.afmc.ca/data-and-analysis/afmc-graduation-questionnaire.
Selected Findings

**Graduates are leaving MD programs feeling prepared for residency**
The majority of students finishing their MD programs feel well prepared to move into residency. 89.3% of respondents agreed or strongly agreed that they were confident they had acquired the clinical skills to begin a residency program. Over 95% agreed or strongly agreed that they have the confidence and knowledge to perform essential clinical skills such as take a patient history, perform a physical exam, develop an appropriate differential diagnosis, and interpret laboratory results.

**Students report on experiences in a Longitudinal Integrated Clerkship for the first time**
The 2017 AFMC GQ was the first edition of the questionnaire to include a suite of questions about respondents’ experiences in a Longitudinal Integrated Clerkship (LIC). 63.1% of students who reported on experiences in an LIC assessed their overall experience as very good or excellent. Further, 87.5% of LIC students said that they had access to a sufficient variety of patients and procedures to complete their encounter log, while 87.1% of students reported that they received feedback early enough to allow time to improve performance during their LIC.

**More students are becoming aware of mistreatment policies and reporting procedures**
In 2017, 94.5% of graduates reported that they were aware that their faculty had policies regarding the mistreatment of medical students, compared to 87.9% in 2015. In addition, the proportion of students who were familiar with procedures about how to report mistreatment has increased from 70.2% in 2015 to 79.2% in 2017.

**Percentage of students with no debt increases, but median medical school debt rises**
The percentage of medical students graduating with no debt increased slightly from 13.7% in 2016 to 15.0% in 2017; however, for those students with debt, the median amount of debt increased from $80,000 in 2016 to $94,000 in 2017. Furthermore, the percentage of students graduating with debt exceeding $200,000 slightly increased from 9.9% in 2016 to 11.6% in 2017.
# Overall Rating of Medical Education

Please rate the quality of your medical education.

Response options: Poor; Fair; Good; Very Good; Excellent. For the purposes of analysis, the response options listed above were coded from 1 to 5, respectively.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
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<td>9</td>
<td>0.5</td>
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<tr>
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<tr>
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<td>388</td>
<td>22.3</td>
<td>460</td>
<td>24.0</td>
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</tbody>
</table>

Respondents: 1917
Mean: 3.95
Standard Deviation: 0.80
The educational activities provided in my MD program in the following areas helped me better prepare for required clinical learning experiences and electives:

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; Don't know; N/A. For the purposes of analysis, the response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th>Area</th>
<th>2017</th>
<th>2016</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<tbody>
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<td>3.85</td>
<td>1.05</td>
</tr>
<tr>
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<td>3.76</td>
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<td>1.04</td>
</tr>
</tbody>
</table>
Clinical Learning Experience

Please rate the quality of your educational experiences in each of the following:

Response options: Poor; Fair; Good; Very Good; Excellent; N/A. For the purposes of analysis, "Poor" to "Excellent" were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 and 2016 data is not possible for Longitudinal Integrated Clerkship.

<table>
<thead>
<tr>
<th></th>
<th>Ratings (%)</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>Emergency Medicine</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>1.1</td>
<td>3.5</td>
<td>18.6</td>
<td>35.9</td>
</tr>
<tr>
<td>2016</td>
<td>0.9</td>
<td>4.5</td>
<td>18.4</td>
<td>36.7</td>
</tr>
<tr>
<td>2015</td>
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<td>3.2</td>
<td>16.0</td>
<td>34.4</td>
</tr>
<tr>
<td>Family Medicine</td>
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<td></td>
</tr>
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<td>2017</td>
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<td>18.6</td>
<td>34.7</td>
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</tr>
<tr>
<td>Medicine</td>
<td></td>
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</tr>
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<td>6.4</td>
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</tr>
<tr>
<td>2016</td>
<td>2.5</td>
<td>7.2</td>
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<td>34.0</td>
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<td>2015</td>
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<tr>
<td>Obstetrics/Gynecology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
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<td>10.1</td>
<td>22.6</td>
<td>34.2</td>
</tr>
<tr>
<td>2016</td>
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<td>11.1</td>
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<td>2015</td>
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</tr>
<tr>
<td>2017</td>
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<td>35.5</td>
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<td>2015</td>
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<td></td>
</tr>
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<td>7.8</td>
<td>26.3</td>
<td>36.1</td>
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<tr>
<td>2016</td>
<td>2.9</td>
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<td>38.1</td>
</tr>
<tr>
<td>2015</td>
<td>3.2</td>
<td>8.7</td>
<td>25.0</td>
<td>36.3</td>
</tr>
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<td>Surgery</td>
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</tr>
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<td>2015</td>
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<td>26.9</td>
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<td>27.7</td>
</tr>
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<td>2016</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>2015</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Please rate the quality of your educational experiences in each of the following:

Note: This table presents the overall total for respondents who provided a rating from "Poor" to "Excellent", as well as the totals for those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

<table>
<thead>
<tr>
<th>Program</th>
<th>Rated (Poor to Excellent)</th>
<th>N/A</th>
<th>No Response</th>
<th>Total Respondents (2017 AFMC GQ)</th>
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</thead>
<tbody>
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<td>1919</td>
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<tr>
<td>Family Medicine</td>
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<td>25</td>
<td>3</td>
<td>1919</td>
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<td>Medicine</td>
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<td>20</td>
<td>2</td>
<td>1919</td>
</tr>
<tr>
<td>Obstetrics/Gynecology</td>
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<td>Pediatrics</td>
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<td>1919</td>
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<td>Psychiatry</td>
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<td>Surgery</td>
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<td>1919</td>
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<td>Longitudinal Integrated Clerkship (LIC)</td>
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<td>24</td>
<td>1919</td>
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</tbody>
</table>
Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

**I had sufficient access to the variety of patients and procedures required to complete my encounter log.**

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Only the responses of those who rated a given clinical discipline from "Poor" to "Excellent" or who had no response to that question are included in this table. Comparison to 2015 data is not possible for any rotations and comparison to 2016 data is not possible for Longitudinal Integrated Clerkship.

<table>
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<tr>
<th>Clinical Discipline</th>
<th>2017</th>
<th>2016</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Agree</td>
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<td>48.2</td>
<td>1870</td>
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<td>0.75</td>
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<td><strong>Family Medicine</strong></td>
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<td>0.74</td>
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<tr>
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Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

I was given appropriate responsibility for patient care.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Only the responses of those who rated a given clinical discipline from "Poor" to "Excellent" or who had no response to that question are included in this table. Comparison to 2015 data is not possible for any rotations and comparison to 2016 data is not possible for Longitudinal Integrated Clerkship.

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Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

*The supervision I received ensured my safety.*

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

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|                                     | 2016 | x    | x     | x     | x     | x     | x     | x     | x     |
Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

The supervision I received ensured the safety of the patients for whom I provided care.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

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</table>
Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

A faculty member or resident observed me taking a patient history.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Only the responses of those who rated a given clinical discipline from "Poor" to "Excellent" or who had no response to that question are included in this table. Comparison to 2015 data is not possible for any rotations and comparison to 2016 data is not possible for Longitudinal Integrated Clerkship.

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</table>
Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

A faculty member or resident observed me performing a physical examination [mental examination for Psychiatry].

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Only the responses of those who rated a given clinical discipline from "Poor" to "Excellent" or who had no response to that question are included in this table. Comparison to 2015 data is not possible for any rotations and comparison to 2016 data is not possible for Longitudinal Integrated Clerkship.

In the 2017 AFMC GQ, the wording of the question was changed from "physical examination" to "mental status examination" for Psychiatry; 2016 and 2017 results may not be directly comparable as a result.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2017</th>
<th>2016</th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
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<td>5.3</td>
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<td></td>
<td>2016</td>
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<td>x</td>
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</table>
Please indicate your level of agreement with each of the following statements related to the clinical learning experiences in this discipline/in the Longitudinal Integrated Clerkship (LIC) at your medical school.

I received feedback early enough to allow me time to improve my performance.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree; N/A. For the purposes of analysis, response options from Strongly Disagree to Strongly Agree were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Only the responses of those who rated a given clinical discipline from “Poor” to “Excellent” or who had no response to that question are included in this table. Comparison to 2015 data is not possible for any rotations and comparison to 2016 data is not possible for Longitudinal Integrated Clerkship.

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Professionalism

For each of the following beliefs/values and behaviours, indicate your level of agreement that it was emphasized in your medical education program.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

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<th>Mean</th>
<th>Standard Deviation</th>
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<td>Strongly Disagree</td>
<td>0.3</td>
<td>0.3</td>
<td>1912</td>
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<tr>
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<td>1.6</td>
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<tr>
<td></td>
<td>Neither agree nor disagree</td>
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<td>31.3</td>
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<td>1.4</td>
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<tr>
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</table>

The recognition and acceptance of limitations in one’s own knowledge and skills
### Clinical Decision-Making and Clinical Care

Please indicate whether you agree or disagree with the following statements.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th><strong>Ratings (%)</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was appropriately trained to care for individuals from diverse backgrounds</td>
<td>2017</td>
<td>0.8</td>
<td>3.5</td>
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<td>25.4</td>
<td>1730</td>
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<td>Overall my clinical experiences highlighted the need to understand and incorporate diversity and culture in delivering patient care</td>
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<tr>
<td>I feel prepared to provide culturally competent care</td>
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<td>6.0</td>
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<td>I feel prepared to integrate the social determinants of health into an appropriate management plan</td>
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<td>31.7</td>
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<tr>
<td>I feel appropriately prepared to advocate for my future patients</td>
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<td>1.8</td>
<td>7.6</td>
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<td>35.9</td>
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<td>57.7</td>
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<tr>
<td>I feel appropriately prepared to advocate for the communities of my future patients to better meet their health needs</td>
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<td>3.8</td>
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<td>1725</td>
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</table>
Please indicate whether you agree or disagree with the following statements. When presented with a variety of patients I am confident that I have the knowledge and skills to:

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
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<tr>
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<th>2016 Ratings (%)</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td>Interpret imaging reports for common health problems</td>
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<td>Interpret laboratory results</td>
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<td>4.31</td>
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<tr>
<td>Develop an appropriate management plan</td>
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</tr>
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<td>4.15</td>
<td>0.61</td>
<td></td>
<td></td>
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<td>4.27</td>
<td>0.63</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>4.29</td>
<td>0.61</td>
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<td></td>
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<tr>
<td>Care for patients in an ambulatory setting</td>
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<td>4.26</td>
<td>0.60</td>
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<td></td>
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<td>4.23</td>
<td>0.63</td>
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<tr>
<td>Recognize medical errors and their causes</td>
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<td>Assess the quality of care</td>
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</table>
Evidence-Informed Medicine

Please indicate whether you agree or disagree with the following statements. I am confident that I have the knowledge and skills to:

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th>Incorporate evidence-informed decision-making into patient care</th>
<th>Ratings (%)</th>
<th>Count</th>
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<th>Standard Deviation</th>
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<td>Neither agree nor disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>2017</td>
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<td>1.8</td>
<td>7.8</td>
<td>58.9</td>
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<td>2016</td>
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<td>9.5</td>
<td>64.4</td>
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<table>
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<tr>
<th>Access evidence-informed treatment guidelines</th>
<th>Ratings (%)</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<tr>
<td></td>
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<td>Neither agree nor disagree</td>
<td>Agree</td>
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<td>6.6</td>
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Population-Based Medicine

Do you believe that your instruction in each of the following areas was inadequate, appropriate, or excessive?

Response options: Inadequate; Appropriate; Excessive.

Note: Percentages (ratings) add to 100 across rows, not columns.

<table>
<thead>
<tr>
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<th>Ratings (%)</th>
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<tr>
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<tr>
<td>2017</td>
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<td>2015</td>
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<td>88.0</td>
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<tr>
<th>Screening for diseases</th>
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<tr>
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<td>Appropriate</td>
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<td>2017</td>
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<td>2015</td>
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<tr>
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<td>Appropriate</td>
</tr>
<tr>
<td>2017</td>
<td>10.1</td>
<td>86.9</td>
</tr>
<tr>
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<td>87.1</td>
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<tr>
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<tr>
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<table>
<thead>
<tr>
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Other Medical Topics

Do you believe that your instruction in each of the following areas was inadequate, appropriate, or excessive?

Response options: Inadequate; Appropriate; Excessive.

Note: Percentages (ratings) add to 100 across rows, not columns.

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<th>2017 Appropriate</th>
<th>2017 Excessive</th>
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</table>
General Skills

**Communication Skills**

*Please indicate your level of agreement with the following statements. I am confident that I have the appropriate knowledge and skills to:*

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th>Response Area</th>
<th>2017</th>
<th>2016</th>
<th>Rating (%)</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
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<tr>
<td>Neither agree nor disagree</td>
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<td></td>
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<td>Neither agree nor disagree</td>
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<td><strong>Provide safe-sex counselling to patients</strong></td>
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</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
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<td><strong>Discuss options with a patient and/or family members who request unnecessary/unwarranted tests or procedures</strong></td>
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<td><strong>Discuss the health practices of a patient using alternate therapies</strong></td>
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<tr>
<td>Strongly Disagree</td>
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<td>54.3</td>
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<td>3.3</td>
<td>13.6</td>
<td>17.9</td>
<td>23.4</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Agree</td>
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<td>13.6</td>
<td>17.9</td>
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<tr>
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<td>50.3</td>
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</table>
**Information Technology Skills**

*Please indicate your level of agreement with the following statement. I am confident that I have the appropriate knowledge and skills to:*

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
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<th>Use technology to access information at the time of a patient encounter if needed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>4.6</td>
<td>0.9</td>
<td>5.2</td>
<td>47.8</td>
<td>41.5</td>
<td>1911</td>
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<td>0.94</td>
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<tr>
<td>2016</td>
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<td>53.1</td>
<td>43.2</td>
<td>1728</td>
<td>4.38</td>
<td>0.60</td>
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</table>
Preparedness for Residency

I am confident that I have developed the clinical skills required to begin a residency program.

Response options: Strongly Disagree; Disagree; Neither agree nor disagree; Agree; Strongly Agree. For the purposes of analysis, the response options were coded from 1 to 5, respectively.

Note: Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>2016 Count</th>
<th>2016 Percent</th>
<th>2017 Count</th>
<th>2017 Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>24</td>
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<td>23</td>
<td>1.2</td>
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<tr>
<td>Disagree</td>
<td>40</td>
<td>2.3</td>
<td>35</td>
<td>1.8</td>
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<tr>
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<td>7.9</td>
<td>147</td>
<td>7.7</td>
</tr>
<tr>
<td>Agree</td>
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<td>60.6</td>
<td>1142</td>
<td>59.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>482</td>
<td>27.9</td>
<td>568</td>
<td>29.7</td>
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</table>

Respondents: 1915
Mean: 4.15
Standard Deviation: 0.73
Research

20. I participated in a research project or other scholarly activity with a faculty member.

Response options: Yes; No, I was not interested; No, the opportunity was not available; No, other.

Note: Comparison to 2015 data is not possible for this question.

<table>
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<tr>
<th>Response Option</th>
<th>2016 Count</th>
<th>2016 Percent</th>
<th>2017 Count</th>
<th>2017 Percent</th>
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<td>Yes</td>
<td>1113</td>
<td>64.4</td>
<td>1342</td>
<td>70.0</td>
</tr>
<tr>
<td>No, I was not interested</td>
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<td>25.2</td>
<td>350</td>
<td>18.3</td>
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<tr>
<td>No, the opportunity was not available</td>
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<td>4.9</td>
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<tr>
<td>No, other</td>
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<td>131</td>
<td>6.8</td>
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</table>

Respondents: 1916
School Administration, Student Affairs and Student Services

21a Please indicate your level of satisfaction with the following.

**Office of the Associate Dean for Educational Programs/Medical Education**

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A. For the purposes of analysis, "Very Dissatisfied" to "Very Satisfied" were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>Ratings (%)</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neither satisfied nor dissatisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Accessibility</td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsiveness to student problems</td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes students on key medical school committees and working groups</td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
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</tr>
</tbody>
</table>

21b Please indicate your level of satisfaction with the following.

**Office of the Associate Dean for Educational Programs/Medical Education**

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

<table>
<thead>
<tr>
<th></th>
<th>Rated (Very Dissatisfied to Very Satisfied)</th>
<th>N/A</th>
<th>No Response</th>
<th>Total Respondents (2017 AFMC GQ)</th>
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<td>1919</td>
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<td>Responsiveness to student problems</td>
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<td>147</td>
<td>9</td>
<td>1919</td>
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<tr>
<td>Includes students on key medical school committees and working groups</td>
<td>1739</td>
<td>170</td>
<td>10</td>
<td>1919</td>
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</table>
22a Please indicate your level of satisfaction with the following.

*Office of Student Affairs/Student support services team*

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A.
For the purposes of analysis, “Very Dissatisfied” to “Very Satisfied” were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
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<td><strong>Accessibility</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
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<tr>
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</table>
Please indicate your level of satisfaction with the following.

**Office of Student Affairs/Student support services team**

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

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<th>Service Description</th>
<th>Rated (Very Dissatisfied to Very Satisfied)</th>
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How satisfied are you with programs/activities that promote effective stress management, a balanced lifestyle and overall wellbeing?

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A.

For the purposes of analysis, "Very Dissatisfied" to "Very Satisfied" were coded from 1 to 5, respectively.

Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th>Satisfactoriness Category</th>
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<th>2016 Percent</th>
<th>2017 Count</th>
<th>2017 Percent</th>
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Respondents: 1884
Mean: 3.7
Standard Deviation: 1.01
How satisfied are you with programs/activities that promote effective stress management, a balanced lifestyle and overall wellbeing?

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

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<thead>
<tr>
<th></th>
<th>2017 Count</th>
<th>2017 Percent</th>
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</thead>
<tbody>
<tr>
<td>Rated (Very Dissatisfied to Very Satisfied)</td>
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<tr>
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<td><strong>Respondents:</strong> 1919</td>
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</table>

Please indicate your level of satisfaction with the following:

**Career Planning Services**

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A. For the purposes of analysis, "Very Dissatisfied" to "Very Satisfied" were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
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<th>Dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Count</th>
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</table>
Please indicate your level of satisfaction with the following:

**Career Planning Services**

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

<table>
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<th>Service</th>
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</table>

Please indicate your level of satisfaction with the following:

**Student Health**

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A. For the purposes of analysis, "Very Dissatisfied" to "Very Satisfied" were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

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<td>Education about exposure to and prevention of infectious diseases</td>
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<td>(e.g., needle stick injury procedures)</td>
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<td>5.3</td>
<td>14.3</td>
<td>57.5</td>
<td>21.8</td>
<td>1838</td>
<td>3.93</td>
<td>0.82</td>
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<tr>
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<td>3.8</td>
<td>13.7</td>
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</tr>
</tbody>
</table>
Please indicate your level of satisfaction with the following:

**Student Health**

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

<table>
<thead>
<tr>
<th>Service</th>
<th>Rated (Very Dissatisfied to Very Satisfied)</th>
<th>N/A</th>
<th>No Response</th>
<th>Total Respondents (2017 AFMC GQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student health services</td>
<td>1668</td>
<td>242</td>
<td>9</td>
<td>1919</td>
</tr>
<tr>
<td>Student mental health services</td>
<td>1427</td>
<td>482</td>
<td>10</td>
<td>1919</td>
</tr>
<tr>
<td>Awareness of and access to student disability insurance</td>
<td>1615</td>
<td>294</td>
<td>10</td>
<td>1919</td>
</tr>
<tr>
<td>Education about exposure to and prevention of infectious diseases (e.g., needle stick injury procedures)</td>
<td>1838</td>
<td>65</td>
<td>16</td>
<td>1919</td>
</tr>
</tbody>
</table>
I know what to do if I am exposed to an infectious or environmental hazard like a needle stick injury.

Response options: Yes; No

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1933</td>
<td>91.5</td>
<td>1584</td>
<td>92.0</td>
<td>1738</td>
<td>91.1</td>
</tr>
<tr>
<td>No</td>
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<td>8.5</td>
<td>137</td>
<td>8.0</td>
<td>170</td>
<td>8.9</td>
</tr>
</tbody>
</table>

Respondents: 1908
**27a** Please indicate your level of satisfaction with the following:

*Other Student Services*

Response options: Very Dissatisfied; Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very Satisfied, N/A. For the purposes of analysis, “Very Dissatisfied” to “Very Satisfied” were coded from 1 to 5, respectively.

Note: Percentages (ratings) add to 100 across rows, not columns. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student study space</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>2.1</td>
<td>7.2</td>
<td>7.7</td>
<td>46.0</td>
<td>37.0</td>
<td>1886</td>
<td>4.09</td>
<td>0.96</td>
</tr>
<tr>
<td>2016</td>
<td>1.9</td>
<td>7.2</td>
<td>7.6</td>
<td>50.4</td>
<td>32.9</td>
<td>1709</td>
<td>4.05</td>
<td>0.93</td>
</tr>
<tr>
<td><strong>Student relaxation space</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2017</td>
<td>2.5</td>
<td>10.5</td>
<td>13.1</td>
<td>46.3</td>
<td>27.5</td>
<td>1880</td>
<td>3.86</td>
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<td>2016</td>
<td>3.2</td>
<td>10.7</td>
<td>12.1</td>
<td>49.4</td>
<td>24.6</td>
<td>1689</td>
<td>3.81</td>
<td>1.02</td>
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<td><strong>Library</strong></td>
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<tr>
<td>2017</td>
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<td>6.6</td>
<td>9.7</td>
<td>46.4</td>
<td>35.4</td>
<td>1875</td>
<td>4.07</td>
<td>0.94</td>
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<td>4.6</td>
<td>7.3</td>
<td>54.6</td>
<td>32.4</td>
<td>1706</td>
<td>4.12</td>
<td>0.82</td>
</tr>
<tr>
<td><strong>Access to computers</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2017</td>
<td>1.3</td>
<td>4.8</td>
<td>9.6</td>
<td>49.4</td>
<td>35.0</td>
<td>1865</td>
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</tr>
<tr>
<td>2016</td>
<td>1.1</td>
<td>3.7</td>
<td>7.6</td>
<td>54.1</td>
<td>33.4</td>
<td>1688</td>
<td>4.15</td>
<td>0.80</td>
</tr>
<tr>
<td><strong>Access to internet</strong></td>
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<tr>
<td>2017</td>
<td>0.5</td>
<td>4.1</td>
<td>5.9</td>
<td>46.8</td>
<td>42.7</td>
<td>1906</td>
<td>4.27</td>
<td>0.79</td>
</tr>
<tr>
<td>2016</td>
<td>0.8</td>
<td>2.9</td>
<td>5.4</td>
<td>50.6</td>
<td>40.3</td>
<td>1718</td>
<td>4.27</td>
<td>0.76</td>
</tr>
</tbody>
</table>

**27b** Please indicate your level of satisfaction with the following:

*Other Student Services*

Note: This table presents the overall total number of respondents who provided a rating from "Very Dissatisfied" to "Very Satisfied", as well as those who responded "N/A", or did not respond to the question. The total of these three categories adds up to the total number of respondents to the 2017 AFMC GQ.

<table>
<thead>
<tr>
<th></th>
<th>Rated (Very Dissatisfied to Very Satisfied)</th>
<th>N/A</th>
<th>No Response</th>
<th>Total Respondents (2017 AFMC GQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student study space</strong></td>
<td></td>
<td>27</td>
<td>6</td>
<td>1919</td>
</tr>
<tr>
<td><strong>Student relaxation space</strong></td>
<td></td>
<td>30</td>
<td>9</td>
<td>1919</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td></td>
<td>36</td>
<td>8</td>
<td>1919</td>
</tr>
<tr>
<td><strong>Access to computers</strong></td>
<td></td>
<td>47</td>
<td>7</td>
<td>1919</td>
</tr>
<tr>
<td><strong>Access to internet</strong></td>
<td></td>
<td>7</td>
<td>6</td>
<td>1919</td>
</tr>
</tbody>
</table>
Mistreatment

For reporting purposes, the two questions regarding school policies and procedures related to possible mistreatment of medical students are included in this section. Please note that these questions did not appear together with the questions about behaviours experienced during medical school (the results of which form the rest of this chapter). The questions relating to "behaviours experienced" did not use the word “mistreatment” to avoid imparting bias to responses.

The questions in this section of the GQ may be particularly sensitive for students and schools. To protect student anonymity, the results of the series of questions asking about the frequency of the behaviours experienced are reported at an aggregate level only.

28 Are you aware that your school has policies regarding the mistreatment of medical students?

Response options: Yes; No

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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1868</td>
<td>87.9</td>
<td>1601</td>
<td>92.4</td>
<td>1806</td>
<td>94.5</td>
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<tr>
<td>No</td>
<td>257</td>
<td>12.1</td>
<td>131</td>
<td>7.6</td>
<td>106</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Respondents: 1912

29 Do you know the procedure at your school for reporting the mistreatment of medical students?

Response options: Yes; No

<table>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1490</td>
<td>70.2</td>
<td>1297</td>
<td>74.9</td>
<td>1515</td>
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<td>634</td>
<td>29.8</td>
<td>434</td>
<td>25.1</td>
<td>398</td>
<td>20.8</td>
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</tbody>
</table>

Respondents: 1913
For each of the following behaviours, please indicate the frequency you personally experienced that behaviour during medical school. Include in your response any behaviours performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviours performed by patients and their families. During medical school, how frequently have you been:

Response options: Never; Once; Occasionally (2-4 times); Frequently (5 or more times). For the purposes of analysis, "Never" to "Frequently" were coded from 1 to 4, respectively.

Note: The option to report on being "Publicly embarrassed" was removed from the 2017 AFMC GQ. This has resulted in an increase in the reported frequency of being humiliated. Consequently, the results from 2017 for "Publicly humiliated" are not directly comparable to previous years and should not be interpreted as such. Percentages (ratings) add to 100 across rows, not columns.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly humiliated - not comparable to 2015/2016 data (see note above)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>55.9</td>
<td>70.7</td>
<td>71.4</td>
</tr>
<tr>
<td>Once</td>
<td>20.3</td>
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<td>14.6</td>
</tr>
<tr>
<td>Occasionally (2-4 times)</td>
<td>21.1</td>
<td>12.8</td>
<td>12.4</td>
</tr>
<tr>
<td>Frequently (5 or more times)</td>
<td>2.7</td>
<td>2.3</td>
<td>1.6</td>
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<tr>
<td>Count 1911</td>
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<td>1729</td>
<td>2125</td>
</tr>
<tr>
<td>Mean 1.71</td>
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<td>1.47</td>
<td>1.44</td>
</tr>
<tr>
<td>Standard Deviation 0.89</td>
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<td>0.80</td>
<td>0.77</td>
</tr>
<tr>
<td>Publicly humiliated - see note above</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td>97.4</td>
<td>97.6</td>
</tr>
<tr>
<td>Once</td>
<td>2.1</td>
<td>1.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Occasionally (2-4 times)</td>
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<td>0.3</td>
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<tr>
<td>Frequently (5 or more times)</td>
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<td>0.2</td>
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<tr>
<td>Count 1730</td>
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</tr>
<tr>
<td>Mean 1.03</td>
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<tr>
<td>Standard Deviation 0.20</td>
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</tr>
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<tr>
<td>2015</td>
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<tr>
<td>Never</td>
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</tr>
<tr>
<td>Once</td>
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<tr>
<td>Occasionally (2-4 times)</td>
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<tr>
<td>Frequently (5 or more times)</td>
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</tr>
<tr>
<td>Threatened with physical harm</td>
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<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td>97.4</td>
<td>97.6</td>
</tr>
<tr>
<td>Once</td>
<td>2.1</td>
<td>1.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Occasionally (2-4 times)</td>
<td></td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Frequently (5 or more times)</td>
<td></td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Count 1730</td>
<td></td>
<td>2125</td>
<td>2125</td>
</tr>
<tr>
<td>Mean 1.03</td>
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<td>1.03</td>
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<tr>
<td>Standard Deviation 0.20</td>
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<td>Physically harmed</td>
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<td>2015</td>
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</tr>
<tr>
<td>Occasionally (2-4 times)</td>
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<tr>
<td>Frequently (5 or more times)</td>
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</tr>
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</tr>
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<td>Required to perform personal services</td>
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</tr>
<tr>
<td>2017</td>
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<td>Occasionally (2-4 times)</td>
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<tr>
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<td>Occasionally (2-4 times)</td>
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<td>0.35</td>
<td>0.38</td>
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<td>Asked to exchange sexual favours for grades or other rewards</td>
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</tr>
<tr>
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<td>99.5</td>
</tr>
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</tr>
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<td>Occasionally (2-4 times)</td>
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</tr>
<tr>
<td>Frequently (5 or more times)</td>
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<td>0.1</td>
</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Denied opportunities for training or rewards based on gender</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Never</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
</tr>
<tr>
<td>Once</td>
<td>3.8</td>
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<td>3.0</td>
</tr>
<tr>
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<td>1.8</td>
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<td>1.4</td>
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</tr>
<tr>
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</tr>
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<td>Standard Deviation 0.58</td>
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<td>0.53</td>
<td>0.56</td>
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<tr>
<td></td>
<td>Ratings (%)</td>
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</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td><strong>Never</strong></td>
<td><strong>Once</strong></td>
<td><strong>Occasionally (2-4 times)</strong></td>
</tr>
<tr>
<td>Subjected to offensive sexist remarks/names</td>
<td>2017: 75.2</td>
<td>9.9</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>2016: 79.7</td>
<td>8.3</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td>2015: 84.0</td>
<td>6.6</td>
<td>7.9</td>
</tr>
<tr>
<td>Received lower evaluations/grades based on gender</td>
<td>2017: 95.7</td>
<td>2.9</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>2016: 97.2</td>
<td>1.6</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>2015: 96.6</td>
<td>2.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Denied opportunities for training or rewards based on race or ethnicity</td>
<td>2017: 97.3</td>
<td>1.1</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>2016: 97.5</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>2015: 98.1</td>
<td>0.9</td>
<td>0.7</td>
</tr>
<tr>
<td>Subjected to racially or ethnically offensive remarks/names</td>
<td>2017: 90.5</td>
<td>4.3</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>2016: 91.5</td>
<td>3.5</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>2015: 92.4</td>
<td>3.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Received lower evaluations or grades solely because of race or ethnicity rather than performance</td>
<td>2017: 98.2</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>2016: 98.7</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>2015: 98.6</td>
<td>0.8</td>
<td>0.4</td>
</tr>
<tr>
<td>Denied opportunities for training or rewards based on sexual orientation</td>
<td>2017: 99.4</td>
<td>0.2</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>2016: 99.6</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>2015: 99.1</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Subjected to offensive remarks/names related to sexual orientation</td>
<td>2017: 97.8</td>
<td>1.0</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>2016: 97.2</td>
<td>1.2</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>2015: 97.7</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Received lower evaluations or grades solely because of sexual orientation rather than performance</td>
<td>2017: 99.5</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td>2016: 99.7</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>2015: 99.4</td>
<td>0.2</td>
<td>0.2</td>
</tr>
</tbody>
</table>
Percent of respondents who indicated they personally experienced any of the listed behaviours. The data are derived from the response to the question reported in the table above and include all respondents who reported that they had personally experienced, at least “Once,” any of the behaviours listed. Those who reported that they “Never” experienced any of the behaviours listed in the table above make up the "No" category in the following table.

Note: This table is derived from the question reported in the previous table and did not appear as a question in the 2017 GQ. Comparison to 2015 and 2016 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>2017 Count</th>
<th>2017 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1141</td>
<td>59.6</td>
</tr>
<tr>
<td>No</td>
<td>773</td>
<td>40.4</td>
</tr>
</tbody>
</table>

Respondents: 1914
## Financial Information

**31a** What is the approximate amount of debt (in Canadian dollars) that you have accumulated directly related to your medical studies?

Response options: None - I have no debt directly related to my medical studies ($0); The approximate amount is (please specify); I have debt but I prefer not to provide the approximate amount; I have debt but I do not know the approximate amount.”

Note: Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>2016 Count</th>
<th>2016 Percent</th>
<th>2017 Count</th>
<th>2017 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided amount</td>
<td>1280</td>
<td>74.2</td>
<td>1376</td>
<td>72.0</td>
</tr>
<tr>
<td>Preferred not to provide</td>
<td>124</td>
<td>7.2</td>
<td>182</td>
<td>9.5</td>
</tr>
<tr>
<td>Did not know</td>
<td>84</td>
<td>4.9</td>
<td>68</td>
<td>3.6</td>
</tr>
<tr>
<td>None ($0)</td>
<td>237</td>
<td>13.7</td>
<td>286</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Respondents: 1912

**31b** What is the approximate amount of debt (in Canadian dollars) that you have accumulated directly related to your medical studies?

Note: This question was only asked of respondents who provided an amount in the previous table. Calculation of measures of central tendency and dispersion include only those who provided an amount and were based on the amount provided, not the categories created for reporting. Comparison to 2015 data is not possible for this question.

<table>
<thead>
<tr>
<th></th>
<th>2016 Count</th>
<th>2016 Percent</th>
<th>2017 Count</th>
<th>2017 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20,000</td>
<td>108</td>
<td>8.4</td>
<td>112</td>
<td>8.1</td>
</tr>
<tr>
<td>20,000 to &lt;40,000</td>
<td>154</td>
<td>12.0</td>
<td>140</td>
<td>10.2</td>
</tr>
<tr>
<td>40,000 to &lt;60,000</td>
<td>158</td>
<td>12.3</td>
<td>153</td>
<td>11.1</td>
</tr>
<tr>
<td>60,000 to &lt;80,000</td>
<td>157</td>
<td>12.3</td>
<td>161</td>
<td>11.7</td>
</tr>
<tr>
<td>80,000 to &lt;100,000</td>
<td>121</td>
<td>9.5</td>
<td>126</td>
<td>9.2</td>
</tr>
<tr>
<td>100,000 to &lt;120,000</td>
<td>149</td>
<td>11.6</td>
<td>190</td>
<td>13.8</td>
</tr>
<tr>
<td>120,000 to &lt;140,000</td>
<td>100</td>
<td>7.8</td>
<td>117</td>
<td>8.5</td>
</tr>
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<td>140,000 to &lt;160,000</td>
<td>112</td>
<td>8.8</td>
<td>117</td>
<td>8.5</td>
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<td>160,000 to &lt;180,000</td>
<td>56</td>
<td>4.4</td>
<td>60</td>
<td>4.4</td>
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<td>180,000 to &lt;200,000</td>
<td>38</td>
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<td>41</td>
<td>3.0</td>
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<tr>
<td>200,000 or more</td>
<td>127</td>
<td>9.9</td>
<td>159</td>
<td>11.6</td>
</tr>
</tbody>
</table>

Respondents: 1376

Median: $94,000

Range (between highest and lowest values): $349,850