

Canadian Medical Education Journal
Revue canadienne de l'éducation médicale



**Can we revise medical school admissions to reflect revised
CanMEDS competencies?**
**Pouvons-nous revoir les admissions à la faculté de médecine
pour tenir compte des compétences CanMEDS révisées ?**

Amrit Kirpalani

Volume 14, Number 1, 2023

CanMEDS 2025 Special Issue
Numéro spécial CanMEDS 2025

URI: <https://id.erudit.org/iderudit/1099056ar>

DOI: <https://doi.org/10.36834/cmej.77074>

[See table of contents](#)

Publisher(s)

Canadian Medical Education Journal

ISSN

1923-1202 (digital)

[Explore this journal](#)

Cite this document

Kirpalani, A. (2023). Can we revise medical school admissions to reflect revised CanMEDS competencies? *Canadian Medical Education Journal / Revue canadienne de l'éducation médicale*, 14(1), 128–128.
<https://doi.org/10.36834/cmej.77074>

© Amrit Kirpalani, 2023



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

Can we revise medical school admissions to reflect revised CanMEDS competencies?

Pouvons-nous revoir les admissions à la faculté de médecine pour tenir compte des compétences CanMEDS révisées ?

Amrit Kirpalani^{1,2}

¹Department of Paediatrics, Schulich School of Medicine and Dentistry, Western University, Ontario, Canada; ²Division of Nephrology, Children's Hospital, London Health Sciences Centre, Ontario, Canada

Correspondence to: Dr. Amrit Kirpalani, MD, MEHP, FRCPC, Division of Paediatric Nephrology, Children's Hospital, London Health Sciences Centre, 800 Commissioners Rd E, London, ON N6A 5W9; fax: 519.685.8049; phone: 519.685.8792; email: amrit.kirpalani@lhsc.on.ca

Published ahead of issue: Mar 7, 2023; published: Mar 21, 2023. CMEJ 2023, 14(1) Available at <https://doi.org/10.36834/cmej.77074>

© 2023 Kirpalani; licensee Synergies Partners. This is an Open Journal Systems article distributed under the terms of the Creative Commons Attribution License. (<https://creativecommons.org/licenses/by-nc-nd/4.0>) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is cited.

In their Emerging concepts article, Barnabe et al. published a proposal to incorporate equity, diversity, inclusion, and social justice (EDIJ) into the 2025 CanMEDS framework.¹ Medical schools must consider adopting a similar *integrated* EDIJ lens in their candidate selection.

Despite recognition of the importance of EDIJ in medical education, too often is social accountability a separate category in the admission process—a station of a multiple mini-interview, or else a stand-alone, written statement. This approach fails to recognize the intersectionality of identities and experiences, reinforcing the notion of EDIJ as an add-on rather than an essential, pervasive component of physicianship. Admissions officers could strengthen their commitment to these principles through cohesive selection criteria reflective of the proposed 2025 CanMEDS framework¹ wherein critical consciousness² permeates throughout the various roles of a physician.

Applicants may be asked to demonstrate critical awareness² of how their extracurricular experiences fostered a skillset suitable to dismantling unjust systems. They may be asked to hypothesize how their research could be applied in an equitable and inclusive manner. Applications may require students to reflect upon biases in

their formal education—such that they approach their studies with a critical lens *before* medical school applications.

Applicants may not be experts in dismantling injustice, and certainly schools must avoid criteria which favour experiences that may not be available to all students. However, by *integrating* an EDIJ lens into existing aspects of the selection process, institutions can matriculate future healthcare providers committed to address systemic barriers in healthcare.

Conflicts of Interest: The author has no conflicts to disclose.

Funding: No funding was received for this manuscript.

References

1. Barnabe C, Osei-Tutu K, Maniate JM. et al. Equity, diversity, inclusion, and social justice in CanMEDS 2025. *Can Med Educ J*. 2023. <https://doi.org/10.36834/cmej.75845>
2. Manca A, Hart N. Honoring medicine's social contract a scoping review of critical consciousness in medical education. *Acad Med*. 2019 Oct 29;95. <https://doi.org/10.1097/ACM.0000000000003059>