October 29th Education Retreat
A Portrait Of Where We Are and Where We Are Going

Directors of Education / Academic Affairs
Elene Khalil, MUHC
Renée Proulx, CIUSSS ODIM
Cindy Starnino, CIUSSS CCOMTL

With the participation of Michel Sergerie, RN, MSN, CCN(c) (MUHC), Bruce Campbell, MD, FRCPC (CIUSSS ODIM), Kristen Oliver, MA, M.A.S. (CIUSSS ODIM), Brigitte Desjardins, BSc, MSc. (CIUSSS ODIM) and Fatima Azzahra Lahrizi, Ph.D (CIUSSS CCOMTL)
Part 1: Who Are We?

Presented by:
Cindy Starnino, M.S.W
Director of Academic Affairs
CIUSSS CCOMTL
McGill Montreal Network Establishments

Centre intégré universitaire de santé et de services sociaux du Centre-Ouest-de-l’Île-de-Montréal

Québec

Centre intégré universitaire de santé et de services sociaux de l’Ouest-de-l’Île-de-Montréal

Québec

Centre universitaire de santé McGill

McGill University Health Centre
Who Are We?

• West-Central Montreal Integrated University Health and Social Services Centre (IUHSSC)
  • Director of Academic Affairs - Cindy Starnino

• Montreal West Island Integrated University Health and Social Services Centre (IUHSSC)
  • Delegated Director of Academic Affairs - Renée Proulx
  • Chief of Medical Teaching - Dr. Bruce Campbell

• McGill University Health Centre
  • Director of Education - Dr. Elene Khalil
How Are We Structured?

• Bill 10 Administrative Reform – 2015
  • Mandatory Directorate in CIUSSS /Teaching Hospitals

• MUHC: Directorate of Medical Education partnering with clinical departments involved in university education

• ODIM and CCOMTL: Directorate of Academic Affairs overseeing activities and pillars of university mission
  • Education
  • Knowledge Transfer
  • Research
  • Health Technology Assessment (HTA/ETMI)
  • Innovative/cutting edge practice
  • Leadership and Visibility
Complexity Of Our Structure

- +9 600 Interdisciplinary learner rotations/year across our McGill Montreal network
- +32 000 Staff and Physicians
- +/-40 Different Disciplines
- 56 Sites of care
- “Venue Agnostic Care” Health & Social Services*

- Hospitals
- CLSC’s
- Long-term care centers
- Rehabilitation centers
- GMF and GMFU’s

* This terminology «Venue Agnostic Care» was recently introduced at the 2018 Home Care Summits: Go Beyond, PEI and Vancouver October 2018.
A Common Vision for Education

• Focal entry point for EDUCATION activities

• Integration of teaching priorities in each establishment’s strategic plan

• Commitment for the continuous improvement of learning environments

• Apply evidence-informed teaching practices

• Combine our strengths and work together toward shared goals throughout McGill’s clinical sites
Common Goals

- Effective orientation and onboarding of Learners
- Increase interprofessional education
- Surpass accreditation requirements
- Link education to patient experience
- Foster the application and uptake of best practices in teaching and supervision
- Provide easy access to the scientific literature for professionals, researchers, learners and patients
Part 2: What Do We Do?

Presented by:
Renée Proulx, PhD
Delegated Director of Academic Affairs, Teaching and Research Directorate
CIUSSS ODIM
What Do We Do as Directors of Education / Academic Affairs?

- **Bridge - Facilitator**
  - Communication pole and interface with faculty, program directors/medical chiefs and clinical directors (DPS, DSI, DSM etc.)

- **Spokesperson**
  - Program directors/medical chiefs and upper management

- **Leader**
  - Development of local teaching activities, support programs, policies and chair of teaching committees
Common Actions

• Accreditation site visits, mocks and action plan monitoring

• Collaboration with Faculty development in assessment needs and training activities:
  • Patient Safety Workshops – collaboration amongst the 3 sites

• Creation and support of local education committees
  • Adoption of similar charts
  • Adoption of the Faculty of Education Strategic Plan

• Coordination of the annual McGill Financing Program for Medical Teaching in Clinical Setting

• Accountability for the use of MEES revenues

• Attend faculty leadership committees: Directors committees, Ingram governance committee, SPOT Clinical Council, etc.
How Do We Interface?

- Site Directors & Administration (DPS, DSI, DSM, DTS)
- McGill Faculty & Training Programs
- DOE/Academic Affairs
- Other educational needs: Professional and non professional learners
Development of Clinical Practices
Role of DSI/DSM

Nursing Directorate (DSI) and Multidisciplinary Services Directorate (DSM):

• Are very involved in the education of students

• Are active partners with the McGill schools as faculty, instructors, committee members and clinical preceptors

• Conduct research which contributes to the development of knowledge

• Creates learning opportunities for students & staff

• Promote interprofessional collaboration
Nurturing the Learning Environment
Role of DPS

• DPS interfaces with department chiefs to promote positive learning environment

• Assure the ongoing conversations about the learning environment with the physicians, in support of our directors of education

• Share other areas of mutual concern involving other directions
  • Ex: the nursing director and the multidisciplinary services director
Support to the Learning Environment
A shared Responsibility

• Physical environment (space, infrastructure, resources)
  • Provide administrative support to students and residents
  • Physical: the space, the equipment

• Safe, respectful environment (relational)
  • Recognition of supervision and teaching,
  • Building a safe place to learn (civility)

• The context of the learning
  • Promote values and a culture that will emulate learning
  • Identify and monitor quality indicators and outcome measures

• Student Wellness
  • Recognize students as part of the clinical team
  • Provide adequate level of supervision
Part 3: Promoting Excellence in Education

Presented by:
Elene Khalil, MD CM, FRCPC, FAAP
Director of Education
MUHC
What is the Added Value of Education in Health Establishments?

• Reinforces focus on the patient

• Increases quality of care

• Enhances interdisciplinary/interprofessional collaboration for learners and faculty

• Improves knowledge and practice for learners and faculty

• Prepares our future professionals

• Retains and attracts strong staff
Committees/Workgroups

**McGill-Clinical Establishment:**

- McGill-DPS
- FPGME
- ELC
- LEAP
- Patient Safety
- McGill Simulation Center
- Education
- Accreditation
- Local & McGill education

**Intra-Establishment:**

- ...

**Inter-Establishment:**

- Education retreat planning
- Exchanging processes
- Sharing best practices
Inter-Establishment Initiatives

- Faculty retreat focusing on education
- Learning environment
- Process for student complaints/ harassment
- WELL office
- Accreditation norms
- Security verification
- Common KPI development
- Aligning faculty development offers
Examples of Education Tools & Activities
Challenges to “Interconnectedness”

- Multiple stakeholders – coordination, clarity of roles
- Many schools
- Communication
- Harmonisation of processes & policies
- Seamless flow
- Access to databases: reliable and shared
- Supervisor preparedness
- Suitability of learning environment
- Administrative support: clarity of roles & responsibilities
- IT and equipment support
“Connecting the Dots”

• Facilitate all aspects of interprofessional education:
  • Spectrum of learners and health care workers

• Working collaboratively to improve the learning environment

• Promote research and innovation:
  • Clinical
  • Medical education
Expanding and Solidifying the Education Network

Directorate of Education/ Academic Affairs

Other Potential Roles:
- Observership program
- NP program
- CME/Faculty development
- Integration of new clinico-administrative processes

McGill Simulation Center
- Accreditation Research Fac. Dev.

E-Learning
- On-line Training
- MOC

Human Resources
- Orientation and ‘Onboarding’

Emergency Measures Education
- EM training/
  MOC via Simulation

RI/Center for Innovative Medicine
- Promote+ support research in Medical Education and Simulation

Télésanté
- Extend links to McGill RUIS
- Virtual reality/ Augmented reality

Students, Pre-Hospital Care...
- Virtual reality/ Augmented reality

Virtual reality/ Augmented reality

Human Resources

E-Learning
- On-line Training
- MOC

McGill Simulation Center
- Accreditation Research Fac. Dev.
Future Initiatives

- Learning environment initiatives
- On-site simulation centers
- Common orientation day process
- Decreasing staffing vulnerability
- Aligning tools for HR
Goal

Highest quality patient-centered care NOW and into the FUTURE
Thank you!
Merci!
Questions?