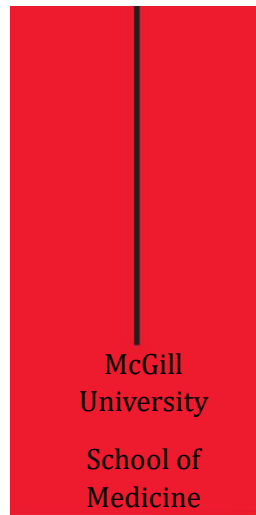




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School of Medicine | Undergraduate Medical Education

# UNDERGRADUATE MEDICAL EDUCATION MDCM PROGRAM STRATEGIC PLAN REPORT 2023-2027



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**Land acknowledgement:**

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.



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## **GUIDING VISION**

We strive for excellence in medical education and medical discovery, responding to the needs of our patients and communities.



## **MISSION**

The mission of the MDCM Program Strategic Plan is aligned with the mission of the School of Medicine which is to champion excellence in medical education and promote life-long learning, to develop and advance medical research, and be an integral part of the communities we serve by valuing excellence, innovation, life-long learning, social responsibility, and inclusiveness.



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## **ATTRIBUTES OF OUR IDEAL MEDICAL STUDENT GRADUATE**

Adaptable

Compassionate

Humble

Inclusive

Innovative

Collaborative

Equitable





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**MDCM Strategic Planning Committee Members:**

Associate Dean, UGME	Mélanie Mondou
UGME Program Director, Campus Outaouais	Marion Koch
Basic Science department representative	Terry Hébert
Director, Undergraduate Medical Education, Family Medicine	Goldie Marmor
Associate Chair, Education, Internal Medicine	Annabel Chen-Tournoux
Director, Medical Education Services	Catherine Millar
2020-2021 MSS President	Dennis Rompotinos (Alex Valerio, 2021-2022)
2020-2021 MSS VP Education	Juliette St-Georges
Program Oversight Officer	Chanel Manzone/John-Charles Wilson



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### **Summary of Deliberation/Engagement Process:**

This preliminary Strategic Plan Report was developed by the MDCM Strategic Planning Committee in collaboration with various stakeholders throughout the Faculty of Medicine and Health Sciences.

Between January 2021 and September 2021, the MDCM Strategic Planning Committee held consultations with Faculty leadership, Clinical Chairs, PGME leadership, the MDCM Program Committee, and student representatives. Following these meetings and consultations, the MDCM Strategic Planning Committee delegated work to four working groups to establish themed pillars and accompanying objectives. Members of the working groups met 2-3 times between September 2021 and December 2022 to finalize their respective pillars as well as a list of objectives which were presented back to the MDCM Strategic Planning Committee before this preliminary report was finalized.

The work of the committee was also informed by the School of Medicine Strategic Plan in 2022.

A comprehensive timeline, task progress report as well as the overview of each pillar and their accompanying objectives can be found below.



**Completed Timeline:**



**Upcoming Timeline:**





**MDCM Strategic Planning Committee Progress**

<b>TASK</b>	<b>STATUS</b>
Establish program’s vision	<b>Complete</b>
Identify overarching themes for 4-5 strategic priorities	<b>Complete</b>
Define pillars	<b>Complete</b>
Draft strategic priorities and identify measurable outcomes	<b>Complete</b>
Finalize Strategic Plan report for presentation	<b>Complete</b>
Present preliminary Strategic Plan report to School of Medicine Advisory Committee (SOMAC)	<b>Complete</b>
Delegate individuals and working groups to advance some of the objectives identified by the four pillars.	<b>Pending</b>





### S.W.O.T Analysis

(Information synthesized by the MDCM Strategic Planning Committee members following consultations)

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>• Early clinical exposure</li> <li>• Basic sciences</li> <li>• Community involvement and encouraging volunteerism</li> <li>• Student inclusion in decision-making</li> <li>• Student involvement in committees</li> <li>• Inclusion of administrative staff</li> <li>• Meeting student concerns</li> <li>• Committed staff and faculty</li> <li>• Clerkship structure with TCP as a transition period</li> <li>• Wellness curriculum</li> <li>• Exposure to indigenous health</li> <li>• The Office for Medical Learner Affairs</li> <li>• High-end hospital settings</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive learning</li> <li>• Earlier implementation of a problem solving approach to learning</li> <li>• Adapting the curriculum per student feedback</li> <li>• Patient input</li> <li>• Responsible use of resources</li> <li>• Curriculum mapping</li> <li>• Cohesion of the curriculum (pieces don't fit together)</li> <li>• Basic sciences</li> <li>• Transparency with students</li> <li>• Research and intro to research</li> </ul>	<ul style="list-style-type: none"> <li>• Create new distanced learning opportunities / asynchronous learning</li> <li>• Campus Outaouais</li> <li>• The gov's commitment to healthcare and education has been laid bare</li> <li>• Creation of the Office for Respectful Environment</li> <li>• Anti-racism work currently in progress with FMHS</li> <li>• The OSLER fellow program (a strength which requires improvement)</li> <li>• French as an admissions requirement</li> </ul>	<ul style="list-style-type: none"> <li>• COVID / next pandemic</li> <li>• Challenge at including patient partnerships in program</li> <li>• Acceptance of problem-based learning</li> <li>• Defining the place of basic science</li> <li>• Disconnect between learning objectives on campus and in hospitals</li> <li>• Impact of Bills 21 &amp; 101</li> <li>• Administration of MD/PhD programs</li> <li>• Lack of connection between UGME/PGME and UGME and undergrad biomed sciences</li> <li>• Increased resources associated with support to students with academic difficulty</li> <li>• The use of the OSLER name</li> <li>• Lack of delocalized opportunities</li> <li>• Lack of liberty with the preclinical curriculum</li> </ul>



### MDCM Strategic Plan

The MDCM Program Strategic Planning Committee identified four overarching pillars that will guide the committee in establishing the program’s strategic priorities for 2023-2027.

PATIENT-PHYSICIAN PARTNERSHIP		
Patient advocacy	Patient partnership	Humility
EDUCATION & TEACHING		
Valuing and promoting teaching	Increased teaching support	Fostering educational innovation

COMMUNITIES		
Cultural Competence	Inter-professionalism	Collaboration
LIFE-LONG LEARNING		
Adaptability	Advancements in medicine	Emerging technologies



**Pillars & Objectives**

Patient-physician partnership

We acknowledge that our complex health systems, with all their challenges, are creating unprecedented levels of strain on our health professionals. We also acknowledge the numerous competing priorities in medical education and clinical practice. It is important that professional competencies promote humility in our graduates as well as their willingness to focus care on the patient as a person. Hence, our goal is for our graduates to demonstrate the strong foundational skills necessary to pursue productive and fulfilling patient-physician relationships. We believe this goal must be embedded at all levels of the program. It also must be integrated at all stages of their medical learning journey, in curriculum planning, in research and in clinical practice, in teaching and in continued learning over a career. To do this meaningfully, patient partners must participate in discussions and decisions that will impact program and curriculum planning.

<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>
Define patient-physician relationship in the context of the communities we serve.	Instill graduates with the humility to keep patient values and preferences and patient-physician relationships central in their professional interactions.	Integrate and maximize opportunities to include patient perspectives at all stages of the curriculum.

**Lead by:** Marion Koch

**Collaborators:**

Guyène Thériault

Joanna Caron

Goldie Marmor

Donald Boudreau

Patient Representative



Education & Teaching

We are committed to fostering a safe, rich, and vibrant learning environment that values teaching and education by way of a modern curriculum. We recognize the learning environment in a medical school is complex and interfaces with multiple organizational structures where we may not always have full control (e.g., in the way that healthcare is delivered). Even so, we believe that through collaboration the MDCM Program can positively influence the learning (and working) environment within these varied settings.

<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>
<p>Promote excellence in education by increasing support and recognition of excellence in teaching, education scholarship, and education innovation.</p> <p>Specific strategies:</p> <ol style="list-style-type: none"> <li>1. Foster an institutional culture that values education contribution and scholarship and engages faculty throughout their career in undergraduate medical education.</li> <li>2. Collaborate with Academic Affairs and Department Chairs to orient faculty recruitment, performance reviews and promotion processes to value contributions to education and career trajectories in medical education.</li> <li>3. Facilitate the development, sharing/dissemination and implementation of innovative</li> </ol>	<p>Cultivate and maintain inclusive, respectful, supportive, and engaging environments for learners and teachers.</p> <p>Specific strategies:</p> <ol style="list-style-type: none"> <li>1. Amplify learner engagement and participation in building an optimal learning environment.</li> <li>2. Inspire faculty by showcasing exemplary efforts to create an optimal learning environment.</li> </ol> <p>Actively work with FMHS and other stakeholders in the learning network to optimize the learning environment.</p>	<p>Continuously evolve medical education that incorporates best teaching methods, emerging technologies, and new research.</p> <p>Specific strategies:</p> <ol style="list-style-type: none"> <li>1. Promote teaching strategies and faculty development to foster active learning and learner engagement.</li> <li>2. Provide convenient access to high value, curated educational resources to learners at the point of clinical care to reinforce active learning.</li> <li>3. Provide the physical and structural resources to meet current and future learning needs.</li> </ol> <p>Create new knowledge in medical education and promote its translation in UGME</p>



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approaches to education among faculty		
<p style="text-align: center;"><b>Lead by:</b> Annabel Chen-Tournoux</p> <p style="text-align: center;"><b>Collaborators:</b> Gerald Fried Beth Cummings Michelle Lajzerowicz Kevin Zhao</p>		



## Communities

We strive to deliver a collaborative, interprofessional, and inclusive medical education that ensures our graduates always work in respect, in partnership, and in service of their patient communities. We recognize that a physician is not sufficient to offer the best care possible to patients. To do this, physicians work hand in hand with their communities, other healthcare workers, researchers, and most importantly with patients and their families. While multiple initiatives have been included in the MDCM Program to foster knowledge, skills, and attitudes in the domains of cultural sensitivity and interprofessionalism, some areas remain ill-defined in our curriculum. Thus, to advance our collaborative work with our communities, we must achieve the following objectives:

<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>
Define the concepts of communities that we use and apply in our educational program	Recognize the impact of environmental racism on patients' care and outcomes and the roles of physicians, communities and healthcare system in this dynamic	Determine the framework in which we teach these concepts and how they affect the cultural sensitivity training that the program includes	Ensure that our trainees are trained to offer culturally sensitive and inclusive care to all patients, independent of their origins or beliefs, by providing general and specific skills towards communication with specific patients' population.	Review our admission processes, including our MMI, to ensure that they align with our defined approach to communities

**Lead by:** Mélanie Mondou

**Collaborators:**

Baijayanta Mukhopadhyay

Cécile Rousseau

Lawrence Kirmayer

Mark Daly



Life-Long Learning

We prepare our graduates to be adaptable physicians dedicated to bettering themselves and their practice throughout their careers by engaging with new research, emerging technologies, and latest evidence-based care. We orient our graduates to engage in advancing the state of their knowledge throughout their careers, whether through research, teaching or knowledge translation/advocacy. As the world we live in evolves rapidly, critical thinking skills are central; our learners and graduates need to be able to assess and apply new information and technologies while remembering that patients remain at the center of their decisions. The rapid pace may also strain our students and thus, ensuring that they have skills to cope throughout their practices and transitions is important. Mindfulness and adaptability are examples of such tools. The rapid pace of new knowledge creation and the pressures applied by pharmaceutical companies and instrument makers can only be met by clear thinking, a lifelong desire to learn, and the ability to assess new knowledge critically. At the same time, these constant demands may stress learners and physicians, so both also need skills to cope with stress throughout their careers.

<b>Objective 1</b> Correctly sequence learning activities to foster a culture of life-long learning in UGME graduates with the aid of curriculum maps.	<b>Objective 2</b> Better integration of learning objectives and content relevant to the core themes in UGME.	<b>Objective 3</b> Build in learning about healthcare systems, innovation in health technology and digital health.	<b>Objective 4</b> Determine how to integrate and signpost longitudinal learning in UGME to better prepare students for PGME expectations.	<b>Objective 5</b> Determine the right balance of in person activities versus asynchronous, self-directed online learning-based activities.	<b>Objective 6</b> Foster curiosity and learning-how-to-learn as a critical skill in the curriculum, considering the neuroscience of learning.	<b>Objective 7</b> Encourage student/faculty engagement with prioritization of the small group setting, when possible.
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**Lead by:** Terry Hébert & Alexander Valerio

**Collaborators:**  
Simon Wing  
Anthony Robert  
Matt Dankner



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Guyline Thériault  
Marian Jazvac-Martek





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### Next Steps

1. The MDCM Program Strategic Plan Preliminary Report was presented to the School of Medicine Advisory Committee (SOMAC) for approval on April 11, 2023.
2. The MDCM Program Strategic Prioritization Plan was presented to the MDCM Program Committee on June 12, 2023.
3. The MDCM Program Committee will review the adopted plan and will delegate individuals and working groups to prioritize and advance objectives identified for the four pillars.
4. Advancements on the achievement of the objectives will be presented to the MDCM Program Committee once a year.



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**For more information, contact us:**

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